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# Continuing Education on Management and Oversight of Agreements in the Context of Indigenous Health in Brazil

## ABSTRACT

**Objective:** To analyze managers' perceptions of the Special Indigenous Health Districts (DSEIs) regarding a continuing education program focused on the management and oversight of agreements, and to identify factors associated with the evaluation of this training, with a focus on improving the control and oversight of public agreements.

**Method:** This study is characterized as applied research, with a quantitative approach and qualitative elements, and is descriptive in nature. The procedure adopted was a field survey of 22 managers of the Special Indigenous Health Districts (DSEIs), using a structured questionnaire with closed- and open-ended questions. Given the small number of respondents, the analyses were conducted in an exploratory manner, using exploratory factor analysis, multiple linear regression, and descriptive analysis.

**Originality/Relevance:** This research contributes by highlighting the need for an evidence-based training model focused on qualifying managers and improving governance in indigenous health.

**Results:** The main results show that voluntary participation in training, as well as factors such as the pursuit of certification and the adequacy of the training hours, were significantly associated with participants' perception of the training. Descriptive analysis revealed low familiarity with recent regulations, difficulties using digital tools, and limited practical experience with inspections.

**Theoretical/Methodological Contributions**: The study reinforces the importance of continuing education as a tool for strengthening managers' absorptive capacity, aligning with the principles of andragogy and the challenges of governance in complex regulatory contexts.

**Social Contributions/Management**: The study discusses issues that affect the design of training programs and proposes a replicable, evidence-based training model with the potential to strengthen public management and ensure greater effectiveness in implementing agreements in indigenous health.

**Keywords**: Continuing education, Public management, Agreements, Indigenous health, Governance.

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## 1 INTRODUCTION

Indigenous health in Brazil is a complex and relevant field, as it interconnects public policies to serve specific peoples (Dantas et al., 2024). In Brazil, the Special Secretariat for Indigenous Health (SESAI) is responsible for exclusively serving the native peoples, managing all aspects of the health of this population, which, in turn, has 34 Special Indigenous Health Districts (DSEIs), bodies dedicated to providing health care in indigenous communities (Wenczenovicz, 2018). The DSEIs have operational and administrative autonomy to serve their respective regions; however, this management configuration requires a normative framework, and the decentralization of actions demands qualified, continually updated managers to ensure the efficiency and compliance of the policies involved.

Despite structured guidelines, operational and bureaucratic difficulties still compromise the efficient management of agreements and resources allocated to indigenous health. Audits conducted by the Federal Court of Accounts (TCU) and the Office of the Comptroller General (CGU) identified flaws in the execution of agreements, highlighting the need to improve manager training to mitigate the risk of irregularities and strengthen goal monitoring (Serchen et al., 2022). In this sense, structured continuing education can strengthen managers' ability to interpret regulations, execute administrative processes with greater precision, and promote more effective governance (Dantas et al., 2024).

Previous literature indicates that continuing education programs are fundamental to increasing efficiency in public management, especially in complex and regulated sectors (Becker et al., 2018; Dantas et al., 2024; Pandey et al., 2021). In the context of health, there is a need for training for managers responsible for managing and overseeing agreements. Therefore, a strategy for continuing professional education was developed based on current legislation and findings from audits conducted by the TCU (Brazilian Federal Court of Accounts) and CGU (Brazilian Office of the Comptroller General), in order to guide

improvements in the control and management of agreements within the scope of SESAI (Special Secretariat for Indigenous Health). This training aims to guide, orient, and empower managers, strengthening their skills to identify irregularities and monitor goals clearly, contributing to the provision of differentiated and efficient healthcare to indigenous populations.

In this context, the research question is: How do managers of Special Indigenous Health Districts perceive continuing education programs focused on managing and overseeing agreements?

Therefore, this study aims to analyze the perception of DSEI (Special Indigenous Health District) managers regarding a continuing education program focused on the management and oversight of agreements, as well as to identify factors associated with the evaluation of this training, considering the absorptive capacity of the agents involved in the implementing bodies and their implications for the efficiency of the Indigenous Health Policy.

In this way, the aim is to support the work of managers and technicians in the Special Indigenous Health Districts (DSEIs), enabling them to adopt innovative strategies from continuing education programs that bring new perspectives and possibilities for operational management. These programs aim to strengthen the strategic performance of managers in improving the National Policy for Attention to the Health of Indigenous Peoples (PNASPI), which favors efficiency in the health services offered to indigenous communities, allowing DSEI staff to develop specific skills and stay updated on legislation and control mechanisms for agreements (Becker et al., 2018; Mendes et al., 2018).

## 2 THEORETICAL FRAMEWORK

In Brazil, the National Policy for Indigenous Peoples' Health Care (PNASPI) establishes the Indigenous Health Subsystem (SasiSUS). This subsystem aims to guarantee equitable and comprehensive health care for indigenous peoples, in accordance with the principles and guidelines of the Unified Health System (SUS) (Cunha et al., 2023). However, health care for this population faces unique challenges, including interconnected issues with health services, financial constraints, and administrative difficulties (Borges et al., 2020). This reality highlights that such problems demand coordinated management at the governmental and intersectoral levels to ensure the provision of differentiated health care (Mendes et al., 2018; Scalco et al., 2020).

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Over the years, agreements entered into by SESAI with Civil Society Organizations have been the subject of ongoing audits by oversight bodies, given the materiality of the resources transferred, the relevance of the National Policy for Indigenous Health Care, and the weaknesses in oversight structures (CGU Report, 2019).

It is pertinent to note that the management and oversight of public agreements in Brazil have undergone significant regulatory changes in recent years. For almost three decades, Law

No. 8,666/1993 guided the regulation of agreements. However, the enactment of Law No. 14,133/2021, known as the New Bidding Law, required reformulating the legal instruments governing agreements (Brazil, 2021). Thus, in May 2023, Decree No. 11,531/2023 was issued, followed by Joint Ordinance No. 33, which established a new legal framework for the oversight and management of public agreements. (Joint Ordinance MGI/MF/CGU No. 33, 2023).

From this new scenario emerges the need to update knowledge on the subject. In the complex context of healthcare for the indigenous population, the lack of training and professional qualifications is a potential barrier to the efficient implementation of public policies (Becker et al., 2018). Studies also reveal limitations regarding the composition of SESAI's staff and their professional education, reflected in the high turnover of professionals (Mendes et al., 2018).

A viable path to improving indigenous health is to encourage knowledge by providing continuing education for managers and technicians, especially those working in the Special Indigenous Health Districts (Dantas et al., 2024). Continuous professional development is necessary to maintain workers' competence and stimulate their skills and knowledge. By participating in ongoing education and training, workers can improve their skills, learn new ways of operating, and feel more satisfied at work (Haywood et al., 2013).

However, the construction of educational processes in the workplace requires differentiated strategies. In this context, the concept of andragogy emerges as a science that studies teaching and learning among adults, grounded in their cognitive and social specificities (Oliveira & Maciel, 2024). Unlike traditional pedagogical models, andragogy considers the individual's prior knowledge a resource for constructing new knowledge and frames learning as problem-solving and the perception of the content's practical utility. Thus, instructional design based on the andragogical precepts outlined by Knowles (1980) appears as an effective tool for organizational training.

Studies in the field of training, development, and education (TD&E) highlight that human capital is a source of growth and sustainability for organizations. Therefore, studying needs grounded in reality is a crucial step to ensure that the content taught translates into effective practical actions (Nunes & Ghedine, 2022; Bezerra et al., 2022). In the public sector, Fonseca et al. (2019) discussed the training and professional development of public employees as part of the administrative reforms needed to improve the effectiveness of public policy.

Just as identifying needs is fundamental, so is the construction and use of evaluation instruments to measure training effectiveness and the factors that affect it. Santos et al. (2022) conducted a study to validate a training impact scale in public safety. Complementarily, Lima et al. (2020) highlight the need to evaluate the factors that affect workplace training.

Reality reveals a research gap regarding the training of managers on the legislation applicable to agreements and the main occurrences identified in audits by control bodies, such as the TCU (Federal Court of Accounts) and the CGU (Office of the Comptroller General). These audits highlight recurring irregularities in agreements, such as misappropriation of funds, unclear objectives and goals, and weaknesses in monitoring (CGU Report, 2019).

Therefore, understanding the most frequently audited aspects and training managers from this perspective are essential to prevent errors, improve the efficiency of agreement management, and strengthen the implementation of public policies focused on indigenous health.

## 3 METHODOLOGY

The study adopts a quantitative approach with descriptive qualitative elements, constituting a mixed-methods study that employs a field survey with complementary document analysis. The central motivation for its development is to promote continuing education on the Management and Oversight of Agreements, with the aim of training managers associated with

SESAI and their respective DSEIs. The main objective in formulating this training is to provide a replicable, guiding basis for continuing education that serves the 34 DSEIs.

The challenging context of Indigenous Peoples' Health Care in Brazil underscores the importance of improving managers' absorptive capacity through educational processes, as it is seen as a driver of team performance and project management success (Dantas et al., 2024).

The structuring of continuing education was carried out between August and September 2024, motivated by the relevance of agreements regarding the transfer of financial resources, recent changes in the legal context of agreement management, and ongoing audits within SESAI and its respective DSEIs. This reality reinforces the importance of continuing education in guiding efforts to improve control and management in this context.

To structure the content taught in the training, research was conducted on the websites of the TCU (Brazilian Federal Court of Accounts) and the CGU (Brazilian Office of the Comptroller General), focusing on rulings and audit reports, respectively, using the terms "Sesai" and "Agreements" between the years 2010 and 2024.

In the design of continuing education, the profile of the DSEI (Special Indigenous Health District) agreement supervisors was considered, using andragogical techniques as a basis that focuses on the specific learning needs of adults, values their prior experience, and promotes autonomy and the practical application of knowledge (Knowles, 1978). According to Malcolm Knowles, an author who contributed to the conceptual understanding of adult education, the andragogical model assumes that the adult learner has a need to know insofar as the knowledge to be acquired may be useful to them (Knowles, 1978). Therefore, the content of continuing education was developed to bring it closer to the reality of the participants and engage them through critical reflections, discussions based on real situations, collaborative and propositional activities, adapted to the time available and the profile of the participants (Becker et al., 2018; Dantas et al., 2024).

The content was distributed across 6 topics, presented in Table 1, and addressed using hypothetical scenarios and analyses of real cases drawn from CGU audit reports and TCU rulings. The demonstration of the use of technological tools (such as the Fiscal.gov application) and the operation of the Transferegov system, which is necessary for managing agreements, was also included. As supporting material for continuing education, a booklet covering the content and related publications was created.

**Table 1**

*Topics covered in continuing education on the Management and Oversight of Agreements.*

| | |
|---|---|
| 1 | Conceptual aspects related to agreements |
| 2 | Understanding the legislation and its application in the management and oversight of agreements. |
| 3 | Transferegov - a transparency tool |
| 4 | Monitoring and oversight of agreements – risk management and accountability. |
| 5 | Accountability and Special Audits |
| 6 | Understanding the regulatory bodies – a closer look |

After structuring the fundamental bases of continuing education and presenting the data in a 16-hour presentation designed for in-person delivery, continuing education was first offered at the DSEI (Special Indigenous Health District) in Manaus, Amazonas, on September 16th and 17th, 2024, targeting staff from DSEIs in the northern region of the country.

As important as the other stages of the training process, evaluation allows its results to reveal errors and successes that occurred in the application of training actions and serves as a basis for necessary changes in new actions (Gonçalves & Mourão, 2011). In this context, an evaluation questionnaire (Appendix A) on continuing education was structured to assess participants' perceptions regarding six main topics: age and educational level of participants; prior experience and knowledge; use of technological tools in inspection; preparation of monitoring reports; acceptance and expectations about the training; and importance and knowledge about specific topics.

In total, 21 questions were evaluated on a perception scale, yielding 22 valid responses. The instrument was made available online to managers responsible for overseeing agreements via Google Forms in March 2025. Given the small number of respondents, the statistical analyses were conducted in an exploratory manner to identify preliminary patterns in participants' perceptions.

Participants in continuing education could access all prepared content through a virtual learning environment (Moodle), and their registration and evaluation data were available on Power BI dashboards (Figure 1). Access to the Power BI and Moodle online platforms facilitates managers' continuing education by providing quick, easy access to information. Furthermore, it promotes absorptive capacity, an important construct for knowledge formation, and is closely linked to external factors that influence organizations (Camisón & Forés, 2010).

**Figure 1**

*Homepage for accessing Power BI dashboards and the Moodle platform for continuing education*

In this respect, for the continuing education proposed for SESAI agents, the main external impact is the understanding of legislation and rulings regarding the terms of

agreements, which, when continuously understood, makes the objectives and goals more efficient and transparent, thus facilitating the identification of deviations and irregularities. The questionnaires were subjected to Exploratory Factor Analysis (EFA) to identify latent structures (unobservable factors) that explain correlations among the original variables (Murtagh & Heck, 2012). EFA is particularly useful for reducing data dimensionality and for grouping correlated variables into common factors while preserving relevant statistical information (Johnson & Wichern, 2007).

Of the 21 questions organized into six topics, only quantitative and categorical dichotomous variables with sufficient variability (KMO ≥ 0.6; significant Bartlett's test of sphericity, *p* < 0.05) and factor loadings> 0.5 were included in the model. The following were excluded: (i) open-ended questions due to the impossibility of consistent quantitative coding; (ii) variables with low variance, such as "previous experience with health insurance plans," which violate the assumption of homogeneity of variance for linear models (Tabachnick & Fidell, 2007).

The factor loading (response variable) derived from the EFA was then used in a multiple linear regression model, a suitable technique for analyzing relationships between categorical/continuous predictors and a continuous variable (Fox, 2015). The final model presented an adjusted $R^2$ of 0.742, indicating that the predictors explain 74.2% of the variability in participants' perceptions, a value considered robust in the social sciences (Cohen et al., 2013).

$$\hat{Y} = \beta_0 + \beta_1 \text{IDADE} + \beta_2 \text{TREINAMENTOS}_{\text{sim}} + \sum_{j=3}^{6} \beta_j \text{CADASTROFISCAL}_j + \sum_{k=7}^{9} \beta_k \text{FATORESPARTICIPACAOTREINAMENTO}_j + \varepsilon$$

in what,

$\hat{Y}$: Estimated factor loading (response variable) - Perception

$\beta_0$: Intercept

$\beta_1$: Coefficient for AGE (continuous).

$\beta_2$: Training coefficient (dichotomous: "Yes" = 1, reference = "No").

$\beta_{3:6}$: Coefficients for TAX REGISTRATION (categorical, 6 levels, reference = "Awaiting publication").

$\beta_{7:9}$: Coefficients for PARTICIPATION TRAINING FACTORS (categorical, 4 levels, reference = "Applicability in daily life").

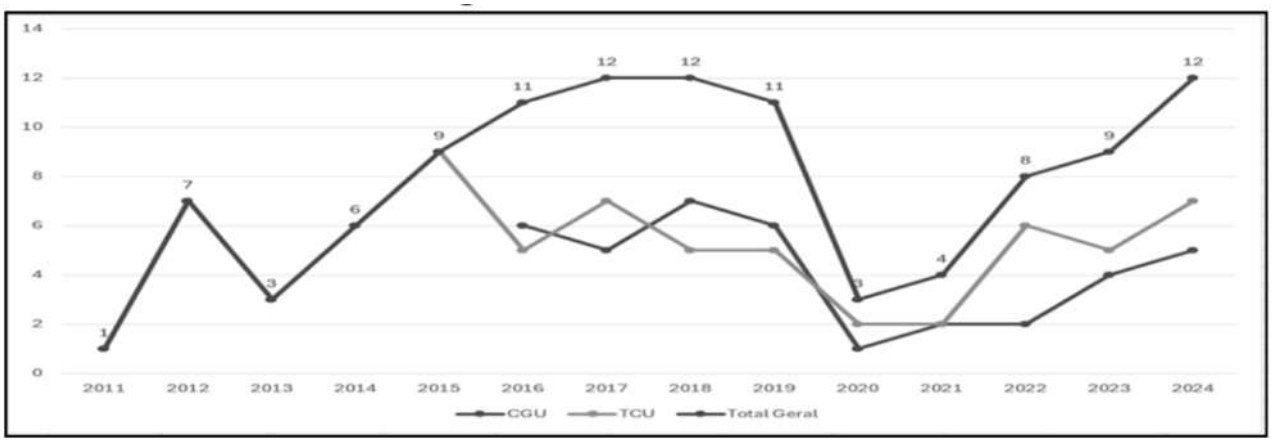
$\varepsilon$: Random error.

## 4 PRESENTATION OF RESULTS

Research on the TCU (Brazilian Federal Court of Accounts) and CGU (Brazilian Office of the Comptroller General) websites, using the terms "Sesai" and "Convênios" (agreements) from 2010 to 2024, resulted in the collection of 108 documents (70 rulings and 38 reports), as shown in Figure 2. These documents are most relevant to supporting managers' decisions and have potential for use in training, with the highest number of instruments in 2017, 2018, and 2024.

**Figure 2**

*The number of court rulings and audit reports that impact the decisions of SESAI managers.*




*Source*: Audit reports from the CGU (Brazilian Office of the Comptroller General) and rulings from the TCU (Brazilian Federal Court of Accounts).

Participants who underwent training showed a significantly higher factor loading (β=2.44; p<0.05) compared to those who did not receive training (Table 2). This result suggests that professional development positively affects individuals' perceptions of the evaluated topics, underscoring the importance of continuing education for professionals in health management (Becker et al., 2018; Shiri et al., 2023), especially in the indigenous context (Dantas et al., 2024).

In addition to the training itself, the reasons participants engaged in learning were also statistically significantly associated (Table 2). Specifically, when participants considered workload an important factor in their participation, a 1.62-unit increase in the factor loading was observed (p<0.05). Similarly, the pursuit of certification was associated with a 1.15-unit increase in perception (p<0.05).

Similarly, the pursuit of certification was associated with a 1.15-unit increase in perception (p<0.05), suggesting positive perceptions among participants and demonstrating that the training offered corresponds to learners' needs (Gonçalves & Mourão, 2011). However, when participation in the training was mandatory, a reduction of 0.87 units in the factor loading was recorded (p<0.05), indicating that imposition can have negative effects on the engagement and perception of participants, which reinforces the need for educational processes to take into account not only the specific characteristics of the subjects involved, but also the working conditions and time availability of the team (Becker et al., 2018; Melo et al., 2016).

Participants' age did not show a significant relationship with perception (β = -0.01; p = 0.13). Similarly, different situations regarding registration as an auditor for an agreement – including "I will be registered soon," "soon," "no," "I do not know," and "yes" – did not show a statistically significant association with the factor loading, with p-values ranging from 0.11 to 0.97. These results are interesting because they show that these personal and bureaucratic characteristics are not important determinants of the perception measured in this study. Similar

perceptions were found in the study by Becker et al. (2018), who argue that personal barriers may be less frequent than organizational barriers. These results are noteworthy because they reinforce not only the need for continuing education to develop more integrated management with up-to-date access to information, but also the need to analyze personal and organizational barriers in each specific context.

**Table 2**

*Estimates from the multiple linear regression model.*

| Effects | Coefficient (β) | Standard error | p-value |
|---|---|---|---|
| Intercept ($\beta_0$) | 1.04 | 0.82 | 0,22 |
| Age | -0,01 | 0,01 | 0,13 |
| Training_Yes | 2,44 | 0,57 | <0,05* |
| Tax registration_I still need to be registered | 0,18 | 0,78 | 0,81 |
| Tax registration_Coming soon, yes | -1,28 | 0,75 | 0,11 |
| Tax registration_No | -0,96 | 0,57 | 0,12 |
| Tax registration_I don't know | 0,78 | 0,66 | 0,26 |
| Tax registration_Yes | 0,01 | 0,58 | 0,97 |
| Factors participating in training_Workload | 1,62 | 0,57 | <0,05* |
| Factors participation training_Certification | 1,15 | 0,40 | <0,05* |
| Factors_Participation_Training_Required | -0,87 | 0,40 | <0,05* |

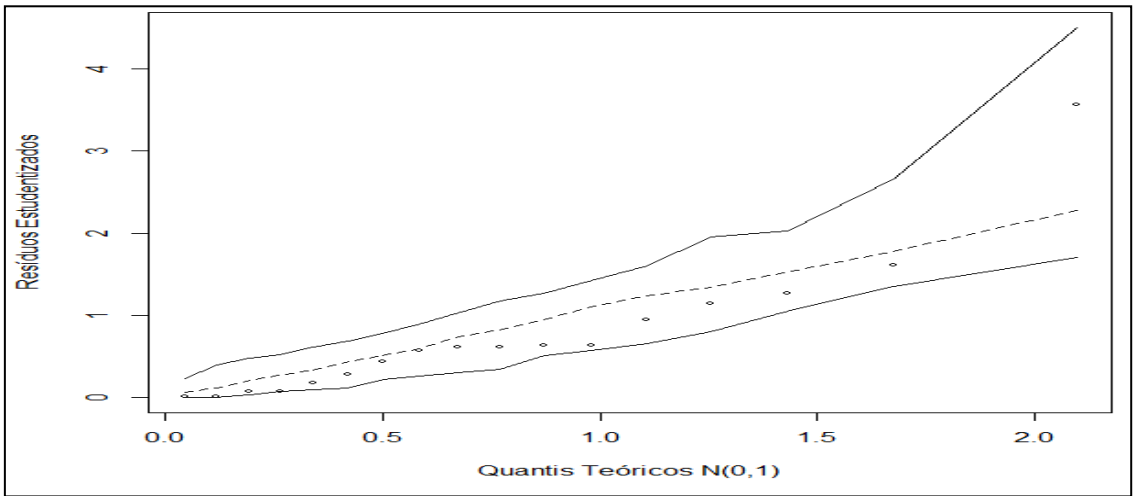
The model as a whole demonstrated good explanatory power, with an adjusted $R^2$ of 0.742, indicating that approximately 74% of the variability in the factor loading is explained by the variables included in the model for the analyzed sample.

The half-normal plot of the residuals shows all points within the expected range, without extreme values or systematic patterns of dispersion (Figure 3). This adequate distribution indicates that (i) the residuals approximately follow a normal distribution, validating one of the fundamental requirements of the linear regression model; (ii) there is evidence of a good fit of the model, observed by the absence of points outside the range and the random dispersion around the theoretical line confirming that the model is well specified and adequately captures the relationship between the variables; (iii) there are indications of homoscedasticity, since the

uniform dispersion of points along the range of values suggests that the variance of the errors is constant.

**Figure 3**

*Half-normal plot of the residuals from the fitted model*




To address issues not considered in the regression model, an exploratory descriptive analysis was conducted, highlighting the frequency of participants at each response level. In this way, it is possible to identify areas for improvement in continuing education strategies for DSEI managers. It is important to emphasize that even without direct statistical explanatory power, these results offer relevant insights into the challenges participants face in managing agreements.

## 4.1 DISCUSSION OF RESULTS

The structuring of educational programs in corporations begins by identifying areas for improvement, focusing on knowledge gaps (Arruda et al., 2025). In the context of indigenous health, the finding of a significant number of rulings and audit reports since 2011, especially the increasing number from 2020 onwards, totaling 35 rulings and reports from the TCU (Brazilian Federal Court of Accounts) and CGU (Brazilian Office of the Comptroller General)

in the period 2020-2024, which point to flaws in the application of the legislation governing agreements, highlight the technical deficiencies regarding the subject and the need to implement a continuing education model. In a study conducted by Bezerra et al. (2022), it was concluded that accurate diagnosis of needs is the factor that ensures the effectiveness of training, enabling the content taught to be translated into practical actions in the workplace.

Instructional design grounded in andragogy holds that participants' prior knowledge serves as the starting point for developing new competencies (Nascimento et al., 2025). In the study, it was observed that 37% of respondents had never worked directly with agreements, 20% had had some contact with agreements but never worked in their oversight, 10% said they had prepared oversight reports or acted superficially, and only 33% of respondents effectively participated in the monitoring and oversight of agreements. These findings demonstrate that the majority of the target audience (67%) has little or no practical experience with the subject, which poses challenges for facilitators and underscores the need for a starting point grounded in the topic's fundamental principles.

A key finding of this study is that 87% of respondents reported never receiving training on agreements. This scenario was already pointed out by the Federal Court of Accounts (TCU) in 2016, when 76% of respondents who played strategic roles in monitoring agreements had never received training for this purpose. This gap is particularly critical given the substantial public resources transferred to Civil Society Organizations (CSOs) for indigenous health care, whose oversight and ensuring proper application are the responsibility of the SESAI's technical staff.

Despite the training process, the institution has monitored the agreements, raising the hypothesis that ineffective routines are being reproduced through path dependency. This phenomenon limits the organization's ability to renew its organizational and operational routines (Goumagias et al., 2022). With a view to implementing the training, this fact may

present a challenge for the instructor, who must devise strategies to overcome outdated routines and encourage the adoption of new ones.

Regarding familiarity with Joint Ordinance No. 33/2020, which regulates the monitoring of agreements within the scope of public administration, familiarity was predominantly low: 40% of respondents stated they do not use the ordinance in their work routines. Compared with the 2016 analysis by the TCU (Brazilian Federal Court of Accounts), in which 65% of respondents reported being unaware of the legislation in force at the time, it is clear that the situation has changed little. Given these facts, one can infer a low institutional culture of disseminating fundamental knowledge for the management of public resources, which reinforces the need to establish a continuing education process on the subject, with special attention to current legislation, to ensure legal compliance, an imperative for public service.

When asked about the content considered essential, in addition to Joint Ordinance No. 33/2023, participants frequently cited topics such as:

- Monitoring and evaluation of agreements;
- Sanctions and penalties;
- Accountability;
- Monitoring of targets and on-site inspections.

These suggestions reflect a collective view that legal content alone is insufficient and must be addressed alongside the practical oversight stages. This view is consistent with previous studies advocating for continuing education focused on managers' absorptive capacity, that is, the ability to acquire, assimilate, transform, and apply knowledge in practical contexts (Becker et al., 2018; Camisón & Forés, 2010). This capacity is influenced by prior experience, individual motivation, institutional support, and the format of the training offered (Camisón & Forés, 2010; Haywood et al., 2013).

Regarding respondents' educational level, although 78% have completed higher education, some participants have only completed primary or secondary education. This educational heterogeneity indicates that the training policy needs to account for varying levels of familiarity with the technical and legal aspects of overseeing agreements. Furthermore, studies show that education level affects workers' perceptions (Gonçalves & Mourão, 2011; Shiri et al., 2023), with individuals with lower levels of education perceiving a greater impact from on-the-job training (Gonçalves & Mourão, 2011), underscoring the need to consider this educational heterogeneity. This finding corroborates the study by Nascimento et al. (2025), which highlights a heterogeneous group of adults in training, characterized by varying levels of interest in learning and differing levels of education, and requiring flexibility and sensitivity on the part of the instructor.

The evolution of public administration towards a more efficient, transparent, and accessible model has been driven by digital transformation (Alves et al., 2025). In this context, Transferegov and Ficalgov constitute integrated, centralized tools for managing public resource transfers, and their use is mandatory for monitoring and executing agreements (BRASIL, 2026).

This study revealed that 59% of respondents had little or no familiarity with Transferegov. Regarding Fiscal.gov, 82% reported being unfamiliar with the application. Only 36% were formally registered as tax inspectors in the Transferegov system. The data show that implementing technological infrastructure alone does not guarantee institutional effectiveness. These findings indicate operational difficulties that extend beyond theoretical content, suggesting a need for more applied, practical training (Becker et al., 2018; Santos et al., 2022) and contributing to an organizational culture focused on active oversight.

Recognizing the factors that positively impacted training is relevant to validating a continuing education process. In this study, the number of training hours and certificates stand out as positive factors. These findings are consistent with those of Nascimento et al. (2025),

who evaluated the application of andragogical concepts in rural vocational education, in which instructors mention the motivational need to awaken adults' interest and willingness to learn. The same authors emphasize the importance of dialogue and interaction in knowledge construction, corroborating the importance of a training hour that allows for these moments of exchange.

Regarding the relevance of continuing education on agreements, more than 80% of respondents expressed interest in future training and preferred in-person formats, indicating that even participants with limited knowledge or experience are willing to learn. The finding reinforces the presence of intrinsic motivation and highlights the potential for skill development, provided the training content remains accessible, applicable, and connected to daily practice (Gonçalves; Mourão, 2011; Becker et al., 2018).

Finally, the open-ended questions asked the participants about the difficulties they faced in managing agreements. The responses revealed recurring operational and regulatory gaps, with an emphasis on:

- Inserting reports into Transferegov;
- Monitoring and evaluating goals;
- Correct completion of documents and accountability;
- Application of administrative sanctions;
- Understanding current regulations and ordinances.

The findings discussed highlight the need for a continuing training policy that is practical, contextualized, and responsive to the demands identified by both managers and findings of this study (Dantas et al., 2024; Santos et al., 2022). The continuing education policy should be seen not only as a technical tool, but as a central instrument of public governance, essential for strengthening the management of the Special Indigenous Health Districts (DSEIs)

and, consequently, the effective implementation of the National Policy for Comprehensive Indigenous Health Care (PNASPI) (Mendes et al., 2018; Scalco et al., 2020).

## 5 FINAL CONSIDERATIONS

This study proposes an analysis of the perception of managers of agreements linked to the Special Indigenous Health Districts (DSEIs) of the Ministry of Health regarding a continuing education program focused on the management and oversight of agreements, considering the need for them to remain continuously updated on the operational and legislative system in which they operate. The relevance of this topic lies in the complexity of managing agreements related to indigenous health, which requires not only technical knowledge of legislation but also sensitivity to the cultural, linguistic, and social specificities of these peoples. This proposal is based on prior literature indicating that continuing education plays a crucial role in improving professional skills and the efficiency of service delivery (Haywood et al., 2013). Furthermore, training programs tailored to specific contexts, such as those related to indigenous health, have been encouraged, as they improve management practices (Dantas et al., 2024).

The results reveal that the proposed training was recognized as relevant by the grant managers, with some guiding suggestions on the difficulties faced in grant management that can be addressed in future training sessions. The findings also indicate that factors related to participation motivation, such as certification and workload, were significantly associated with participants' perceptions of the training they received. This agrees with previous studies on the relevance of continuing education in the context of knowledge and technology management (Dantas et al., 2024; Pandey et al., 2021).

The practical contributions of this study involve the development of a structured training proposal in the management and oversight of agreements, which can be adapted and replicated

in other Special Indigenous Health Districts (DSEIs), taking into account local specificities and the target audience, as identified in the research. Thus, continuing education can provide a solid foundation for improving agreement management across various areas of Brazil. Furthermore, the study highlights the importance of institutionalizing permanent training programs aimed at managers of the Special Secretariat for Indigenous Health (SESAI) and their respective DSEIs.

From a theoretical standpoint, the study reinforces the importance of the andragogical approach in adult education (Knowles, 1978) and highlights the role of continuing education in improving management practices in the public sector (Gonçalves & Mourão, 2011). It also demonstrates the relevance of information and communication technologies as tools for overcoming physical barriers and optimizing knowledge sharing (Pandey et al., 2021).

Among the study's limitations, the restricted sample size, limited to participants from a single training program linked to SESAI, is highlighted. This may restrict the generalizability of the results and characterize the study as an exploratory analysis. Future research could broaden the scope of the study by conducting interviews with managers from other sectors of public health and evaluating the training's long-term impact. It is also recommended to investigate technological tools to support online training and to implement a continuous support channel for managers, thereby promoting broader learning cycles.

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## APPENDIX A

DATA COLLECTION QUESTIONNAIRE

1. General Information
1.1 Age: _____

1.2 Level of Education:
( ) Elementary School
( ) High School
( ) Undergraduate Degree
( ) Postgraduate
( ) Master's/Doctorate

2. Prior Experience and Knowledge
1. Have you received training on auditing agreements that takes into account Joint Ordinance No. 33/2023 and Law 14.133/2021?
( ) Yes
( ) No
2.2 Regarding your experience with health insurance plans: (Check the statements that best describe your experience)
( ) I have never worked directly with health insurance plans.
( ) I've had contact with agreements before, but I haven't worked in oversight.
( ) I actively participate in the monitoring and oversight of agreements.
( ) I have already prepared audit reports for agreements.

2. Identify your level of familiarity with Joint Ordinance No. 33/2023, which deals with the supervision and monitoring of agreements. Consider where 1 = I do not apply it in my work and 5 = I apply it regularly in my work. (scale of 1 to 5)

2.4 Identify your level of familiarity with Joint Ordinance No. 33/2023, which deals with the supervision and monitoring of agreements. Consider where 1 = I do not apply it in my work and 5 = I apply it regularly in my work. (scale of 1 to 5)

3. Use of Technological Tools in Inspection
1. How familiar are you with the Transferegov platform? Consider where 1 = I do not use it at work and 5 = I use it regularly at work. (scale of 1 to 5)

3.2 You are registered as a monitoring officer in Transferegov?
( ) Yes
( ) No
( ) I don't know

3.3 How often do you use Transferegov to communicate with the partner company? Consider 1 = I do not use it at work and 5 = I use it regularly at work. (scale of 1 to 5)

1. How familiar are you with the Fiscal.gov application? Consider a scale of 1 to 5 where 1 = I do not use it at work and 5 = I use it regularly at work.

4. Monitoring Reports

1. Do you prepare or assist in the preparation of monitoring reports?
( ) Yes, it's prepared regularly.
( ) Yes, it helps in the preparation.
( ) No, but keep track of the reports.
( ) He does not participate in this process.

2. The monitoring reports are entered into Transferegov?

( ) Yes, always.
( ) Yes, but not all reports are inserted.
( ) No, the reports are filed differently.
( ) I don't know.
( ) Others. Quote: _____

5. Acceptance and Expectations Regarding Training
1. Have you participated in any training on agreements before?
( ) Yes
( ) No

2. How interested are you in participating in training on partnerships? Consider where 1 = none and 5 = very high.

3. Which training formats do you find most effective?
( ) In person,
( ) Live online,
( ) Recorded course,
( ) Supporting material

4. What factors most influence your decision to participate in a training course on agreements?
( ) Workload,
( ) Everyday applicability,
( ) Certification,
( ) Time availability,
( ) Career
( ) Mandatory

1. Importance and Knowledge about Specific Topics
1. In your opinion, how important is it to be familiar with Joint Ordinance No. 33/2023 for the management of agreements? Consider where 1 = irrelevant knowledge and 5 = very important. (scale of 1 to 5)

2. Have you ever come into contact with Joint Ordinance No. 33/2023? If so, how would you rate your level of knowledge about it? Consider 1 = none and 5 = Very high. (scale of 1 to 5)

3. Besides Joint Ordinance No. 33/2023, what other topics do you consider essential for training on agreements?
( ) Financial execution,
( ) Accountability,
( ) Monitoring and evaluation,
( ) Sanctions and penalties,

( ) Other: ____

4. What challenges do you face in managing agreements that training could help solve?

5. How would you rate the need for in-depth coverage of practical aspects, such as system data entry and document preparation, within a training program on agreements? Consider where 1 = none and 5 = Very high. (scale of 1 to 5)

# *Educação Continuada sobre Gestão e Fiscalização de Convênios no Âmbito da Saúde Indígena no Brasil*

## *RESUMO*

***Objetivo**: Analisar a percepção de gestores dos Distritos Sanitários Especiais Indígenas (DSEIs) sobre uma ação de educação continuada voltada à gestão e à fiscalização de convênios, bem como identificar fatores associados à avaliação dessa formação, com foco no aprimoramento do controle e da fiscalização de convênios públicos.*

***Método:** Este estudo caracteriza-se como uma pesquisa aplicada, de abordagem quantitativa com elementos qualitativos, de caráter descritivo. O procedimento adotado foi um levantamento de campo com 22 gestores dos DSEIs, por meio de um questionário estruturado com questões fechadas e abertas. Considerando o número reduzido de respondentes, as análises foram conduzidas em caráter exploratório, por meio de análise fatorial exploratória, regressão linear múltipla e análise descritiva.*

***Originalidade/Relevância:** A pesquisa contribui ao evidenciar a necessidade de um modelo formativo orientado por evidências, voltado à qualificação de gestores e à melhoria da governança na saúde indígena.*

***Resultados:** Os principais resultados evidenciam que a participação voluntária em treinamentos, bem como fatores como a busca por certificação e a adequação da carga horária, apresentaram associação significativa com a percepção dos participantes sobre a formação. A análise descritiva revelou baixa familiaridade com normativos recentes, dificuldades no uso de ferramentas digitais e pouca experiência prática em fiscalização.*

***Contribuições Teóricas/Metodológicas**: O estudo reforça a importância da educação continuada como instrumento de fortalecimento da capacidade absortiva dos gestores, alinhando-se aos princípios da andragogia e aos desafios da governança em contextos regulatórios complexos.*

***Contribuições Sociais/para a Gestão**: O estudo discute questões que impactam na construção de treinamentos e propõe um modelo de formação replicável, baseado em evidências, com potencial para fortalecer a gestão pública e garantir maior efetividade na execução de convênios na saúde indígena.*

***Palavras-chave**: Educação continuada, Gestão pública, Convênios, Saúde indígena, Governança.*

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