

## Presentation - Hopes in necessary writings about the history of education in the Pan-Amazon Region

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### *Presentación - Esperanzas en escritos necesarios sobre la historia de la educación en la Panamazonia*

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### *Apresentação - Esperançamentos em escritas necessárias sobre a história da educação na Pan Amazônia*

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#### ABSTRACT

The dialogue we establish between the Northern and Southern regions of Brazil, in the context of scientific production regarding Brazilian education from a historical perspective, takes on extreme importance. Through this dialogue, we are able to transcend geographical boundaries and broaden our horizons to comprehend the intricate nuances of education in the Amazon region. This vast area, which simultaneously eludes our understanding and connects us to Brazil's neighboring countries there, such as Bolivia, Colombia, Ecuador, Guyana, French Guiana, Peru, Suriname and Venezuela, shares not only geographical characteristics but also cultural elements, forming what we refer to as the Pan-Amazon region. In this context, the theme "Histories of Education in the Pan-Amazon Region: Societies, Cultures, Times, and Spaces" enables an exploration of contemporary issues that, when analyzed in depth, enhance our understanding of educational phenomena. This aligns with the crucial and urgent debate on the visibility of marginalized

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communities. The maxim and challenge we face are unequivocal: one cannot discuss the Amazon without giving voice and visibility to marginalized individuals.

*Keywords:* History of Education in the Pan-Amazon Region. School Cultures. Educational Phenomena.

## RESUMO

O diálogo que estabelecemos entre as regiões Norte e Sul do Brasil, no contexto da produção científica sobre a educação brasileira em uma perspectiva histórica, reveste-se de extrema importância. Através desse diálogo, conseguimos ultrapassar as fronteiras geográficas e expandir nossos horizontes para compreender as intrincadas nuances da educação na região amazônica. Essa vasta área, que simultaneamente escapa à nossa compreensão e nos liga aos nossos países vizinhos, tais como Bolívia, Brasil, Colômbia, Equador, Guiana, Guiana Francesa, Peru, Suriname e Venezuela, partilha não somente traços geográficos, mas também elementos culturais, constituindo o que denominamos de Pan Amazônia. Nesse contexto, o tema “Histórias da Educação na Pan Amazônia: Sociedades, Culturas, Tempos e Espaços” possibilita uma abordagem das questões contemporâneas que, quando analisadas com profundidade, ampliam nossa compreensão dos fenômenos educacionais. Isso se alinha ao crucial e urgente debate sobre a visibilidade das comunidades marginalizadas. A máxima e o desafio que enfrentamos são inequívocos: não se pode discutir a Amazônia sem dar voz e visibilidade aos sujeitos marginalizados.

*Palavras-chave:* História da Educação na Pan Amazônia. Culturas Escolares. Fenômenos Educacionais.

## RESUMEN

El diálogo que establecemos entre las regiones Norte y Sur de Brasil, en el contexto de la producción científica sobre la educación brasileña desde una perspectiva histórica, asume extrema importancia. A través de este diálogo, podemos trascender las fronteras geográficas y ampliar nuestros horizontes para comprender los intrincados matices de la educación en la región amazónica. Esta vasta área, que escapa a nuestra comprensión y al mismo tiempo nos conecta con nuestros países vecinos como Bolívia, Brasil, Colombia, Ecuador, Guyana, Guayana Francesa, Perú, Surinam y Venezuela, comparte no sólo características geográficas sino también elementos culturales, formando lo que denominamos Pan Amazonia. En este contexto, el tema “Historias de la Educación en la Panamazonia: sociedades, culturas, tiempos y espacios” permite explorar cuestiones contemporâneas que, analizadas en profundidad, mejoran nuestra comprensión de los fenómenos educativos. Esto se alinea con el debate crucial y urgente sobre la visibilidad de las comunidades marginadas. La máxima y el desafío que enfrentamos son inequívocos: no se puede hablar de la Amazonía sin dar voz y visibilidad a los individuos marginados.

*Palabras clave:* Historia de la Educación en la Panamazonia. Culturas Escolares. Fenómenos Educativos.

## **Presentation**

With unique historical characteristics, the populations of the countries that make up the Pan-Amazon region represent societies originated by a variety of migratory movements over time. These populations gave rise to distinct urban and rural spaces, both central and peripheral, in environments that include cities, rural areas, forests and rivers. They are made up of different groups, such as traditional peoples, which include indigenous people, rural dwellers and settlers, as well as foreign occupants, whether dominant or dominated, who arrived from other continents and settled in the region.

Furthermore, the formation of countries in the Pan-Amazon region also reveals remarkable diversity, with each nation reserving a distinct set of power relations, domination dynamics, economic structures and multifaceted cultures. To take an example, Brazil gained its political independence in 1822, while Guyana only achieved independence in 1966.

Historically, these countries have faced challenges arising from persistent disputes related to the exploitation of their natural resources and policies that enable or allow the implementation of megaprojects, such as mineral extraction, mining, agricultural expansion and the building of railways, among other occupations, some of which may be questionable. This results in evident contradictions between the generation of material wealth resulting from these economic ventures, development policies influenced by international market rules that support local and national projects, and the needs expressed by local populations. In general, these populations do not tend to benefit economically from these projects and often have their lives harmed as a result.

An illustrative example of this situation is the daily struggle of the Yanomami indigenous people, who face constant challenges to their survival due to illegal mining on their demarcated lands.

In the Western Amazon, this strip of land involves areas bordering with five countries and is around 9,000 km in length [...] having a peripheral situation in relation to larger urban centers and therefore also in relation to modernity, these areas have only occasionally been reached by the historical process of regional occupation. They are marked by a depressed socioeconomic reality, reflecting marginality accentuated by large distances (SILVA; HOMMA, 2015, p. 161)

We are, therefore, talking with people who inhabit a region of great prominence and global interest due to its biodiversity and biological richness. This area plays a central role in maintaining life on our planet, as evidenced by the fact that the 30th United Nations Conference on Climate Change, COP 30, will be held in the Brazilian Amazon, specifically in Belém, Pará. However, it is essential to highlight that this attention is due not only to the region itself, but also to its population.

It is essential that we recognize the importance of giving visibility to these communities, allowing them to share their social, cultural and historical experiences, as well as their ways of life and methods of educating future generations through their own institutions. We must also promote the dissemination of the differences and singularities that exist among these populations, which helps to explain school practices that have particular and national meanings, as exemplified in the image below, which depicts a civic-school scene during a river parade.

FIGURE 1 – RIVER PARADE OF THE RAIMUNDO CORRÊA CRUZ MUNICIPAL ELEMENTARY SCHOOL, CAMETÁ-PA



SOURCE: Portal Diário de Cametá, 2023.

These unique experiences offer valuable insights into the people who play a key role in Amazonian education, as well as national and local policy interventions and social and cultural practices that throughout history have been constantly reshaped.

Exploring the history of education in the Amazon confronts us with the contradiction of producing knowledge about a region that is at the epicenter of global debates, but that, at the same time, remains on the margins. This marginality is double, as these areas are located in countries that orbit around developed industrial economies and, in the case of Brazil, are also located in states that are distant from centers of production (STAVIE, 2015).

The countries that make up this geographic area seek to achieve symmetry and equity in a place characterized by its own unique needs and challenges. Furthermore, this region is home to an extraordinary diversity of cultural expressions, intertwined with distinct collective identities, which serve as a foundation for struggles to preserve their territories (MESQUITA *et al.*, 2009).

The production of knowledge about the history of education in/from the Pan-Amazon region emerges as an additional channel for reflection on these identities and on the lives of the different Amazonian populations, situated in the context of the varied processes and projects of building nations and their educational systems.<sup>1</sup>

We will now present an unprecedented theme, which fully justifies the challenge we took on in bringing together this production in the manner proposed. Despite the difficulties that arose, we decided to face them head on.

The history of education in the Amazon, in its diverse theoretical approaches, plays a fundamental role in strengthening cooperation and integration of its peoples, promoting knowledge, theoretical problematization and active understanding of the subordinations that affect the region.

The path we are currently following is taking shape. Damasceno and other researchers (2021) delve into academic production in the history of postgraduate education in the Amazon, between 2003 and 2019, to highlight the scarcity of production, dissertations and theses in this field. On the other hand, Vasconcelos, Souza & Miki (2023) explore the challenges in building this field and producing knowledge in the states of Amazonas and Pará, highlighting the contradiction between the wealth of sources available for writing the history of education and the lack of public policies for creating and preserving documentary collections. This effort is shared by Costa & Rosário (2020), who narrate the trajectory of two study and research groups in Pará, documenting and publicizing their production and its impact on expanding the debate on the History of Education in the Amazon. These authors highlight the challenges faced, the progress made, and the continuous efforts undertaken in this field.

In the context outlined, it seems appropriate to analyze some of the progress that has been made in building the history of education in the Pan-Amazon region, based on what has been published in articles in Brazilian academic journals. It is worth mentioning that we are not seeking to carry out a complete survey of the state of the art, but rather to highlight some productions from the last five years, taking as a reference journals from different regions of Brazil, including the North, Northeast, Midwest and, of course, the Amazon region, as well as two other journals: one specialized in the history of education and the journal that kindly accepted our dossier.

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<sup>1</sup> We highlight the contributions made by the Universities of the Brazilian Amazon: UNIFESSPA, UFRR, UFMT, UFT, UFNT, UFAM, UFPA, UFAC, UNIFAP, UFMA, UFRA, to the development of this production of knowledge in/about the Region.

Starting with the Northern region of Brazil, publications on the history of education in the *Revista Exitus* journal, published by the *Universidade Federal do Oeste do Pará*, deserve to be highlighted. In this journal we find a complex analysis of how the Amazon fits into the context of the hegemonic mode of production and into the educational project of modernity, as presented by Colares (2022). He problematizes both external and internal colonization, which results in persistent problems of subordination. Furthermore, in the same journal, there is a study on the training of Mathematics teachers to teach in rural schools in the south of the state of Mato Grosso during the 1960s. The authors Furtado, Alencar & Amorim (2019) undertake a critical analysis of this training, considered to be technician, based on the teacher training notebooks of a pre-service teacher. Using primary sources from public and school archives, Soares (2019) also contributes to the history of education by exploring the history of Mathematics education through the trajectory of a teacher and author of books on this subject taught in schools.

In the field of the history of school institutions, Silva & Oliveira (2022) stand out by bringing to light an experience considered to be pioneer in full-time education that took place in a school in Belém in the 1900s. On the same thematic line, Silva & Miki (2019) reveal the history of technical education in a school in Manaus, covering the period from 1942 to 1965. Finally, within the scope of public education policies, Golobovante, Melo & Damasceno (2023) address issues related to History teaching in Pará, placing it in the context of the national-developmental period in Brazil.

These studies represent important contributions to the field of the history of education in the Pan-Amazon region, exploring various aspects and approaches that enrich our understanding of educational dynamics in this unique region.

Moving on to Northeast Brazil, in the *Revista Educação e Emancipação* journal, an online periodical published by the *Universidade Federal do Maranhão*, we identified relevant texts on the history of education in the Amazon. Taking a cultural approach, Maciel & Castro (2019) invite us to examine school furniture in schools where lessons were given by radio in the Bragança area of the Amazon, from 1961 to 1968, as artifacts that provide an analysis of teaching production, circulation and methods aimed at young people and adults. In turn, Frazão (2023) shares information about the training and practices of school group (*grupo escolar*) headmasters in the state of Maranhão, using spoken history to recover their formative memories. Furthermore, in this journal, we found a study that addresses the history of elementary education in Venezuela, contextualized during the so-called “economic war” that occurred from 2014 to 2018, with emphasis on the consequences of the economic embargo, a topic analyzed by Nogueira and Alves (2021). Finally, a critical discussion on *Quilombola* (rural communities descended from fugitive Black slaves) education is conducted by Ferreira, Rodrigues & Martins (2022), through an examination of the history of

a *Quilombola* school in the Brazilian state of Mato Grosso and the issues related to teacher training for *Quilombola* schools.

Moving on to the Midwest region of Brazil, we found three themes approached in the *Revista de Educação Pública* journal, published by the *Universidade Federal de Mato Grosso*. In the context of indigenous education in Rondônia, Neves (2023) sheds light on formal education for the *Pakaas Novos* between 1965 and 1979, highlighting the resistance of the community, which preserved its cultural practices and incorporated school knowledge according to its own interests. Kunze (2020), in turn, presents a study that covers a decade in the history of the *Instituto Federal do Mato Grosso*, highlighting the institution's role in teaching, research and extension in both basic and higher education in the region. Silva (2023) contributes with aspects of the history of primary education during the process of the formation of the city of Porto Velho, examining the first schools created in the city, the teaching modalities that existed and the debates related to the school group (*grupo escolar*) between 1910 and 1930, from the point of view of Cultural History.

Finally, we wish to highlight the receipt and publication of articles related to the Amazon in the *Revista Brasileira de História da Educação*, a nationally recognized periodical that represents an important step towards the integration of our history in the region. The journal covers a wide variety of themes and locations, addressing issues such as intellectual history, exemplified by the educational and political experience of José Veríssimo in the state of Pará (MORAES, 2020), as well as the social trajectory of José do Nascimento Moraes, a prominent representative of a Black family who faced racism (CRUZ, 2022).

Furthermore, school inspection at the beginning of the 20th century in the state of Pará during the First Republic is thoroughly explored by Damasceno & Pantoja (2020). The history of school institutions and indigenous education is discussed based on the experience of Salesian boarding schools in the state of Amazonas (COSTA, 2021) and the study of school culture and educational practices at the *Colégio Universitário da Universidade Federal do Maranhão* between 1980 and 1995 (CASTELLANOS; OLIVEIRA, 2021).

The theme of education and work is substantially addressed by Lobato & Ferreira (2020), who investigate the educational actions of a mining company active in the state of Amapá from 1964 to 1967. Furthermore, issues related to quality, evaluation and expansion of education are widely explored, tracing the political history of education in the state of Pará between 1957 and 1961 (BENCOSTTA; MELO; MORAES, 2022).

The Journal also extends beyond Brazilian borders, looking at Venezuela, highlighting educational institutions and the pedagogical thought of intellectuals committed to the cause of freedom during the Venezuelan independence process from 1808 to 1822 (FARRERO, 2020).

The relationship between education and culture is explored in an intriguing way by Maciel (2020), who analyzes captive radio (*rádio cativo*) as a means of literacy and schooling for naive *caboclos* (of mixed Indigenous and European race), young people and adults in the radio schools of the prelacy of Guamá, in the Amazon in the state of Pará, between 1961 and 1971.

Finally, the periodical *Educar em Revista*, published by the *Universidade Federal do Paraná*, has been a valuable space for disseminating the history of education in the Amazon. Authors such as Ruíz & Socorro (2020) examine the impacts of social policies, particularly economic ones, of the United States of America on Venezuela and the Bolivarian project in recent decades. Maciel, Castro & França (2019) investigate school culture in Bragança, in the state of Pará, analyzing material culture in radio schools between 1960 and 1970. Finally, Zora (2022) shares his analyses on the formation of models of an educated individual in Colombia based on the high school curriculum and policies from 1956 to 2015.

This brief overview of production related to the history of education in the Amazon demonstrates significant growth and increasing expansion of this area of studies, consolidating a robust basis for future investigations. The diversity of historical experiences in the region contributes to the uniqueness of Amazonian education, which is gradually gaining visibility both nationally and internationally. This justifies the need to establish a scientific space dedicated to historical reflection on education in the Amazon, using local languages and perspectives, incorporating the experiences of the subjects involved not only as sources of knowledge about their own histories, but also as theoretical and methodological bases to produce this knowledge.

The quest for new sources, perspectives, viewpoints and objects of study is fundamental in the construction of this historical narrative of the Amazon, which moves us away from the centralized and hegemonic discourse that often prevails in representations of peripheral regions.

Compiling writings related to the history of education in the Pan-Amazon region is pertinent, considering the growing relevance of issues related to the region on the global stage. The inclusion of original and unpublished articles produced by researchers in the field of history of education, with a focus on teaching and research institutions, makes this dossier a privileged means of expanding international relations, promoting dialogue between researchers from different institutions and, thus, contributing to reducing the marked imbalance in production of knowledge between the countries involved.

Therefore, the structure of this publication has been carefully designed, comprising nine unpublished articles and one interview. These materials are the result of research deeply rooted in approaches and issues that question the significant relevance of the history of education in the Amazon region.

To inaugurate this contribution to our historiography, we highlight the article by Vitor Souza Cunha Nery & Cristiane Socorro Santos Nery, entitled *Sujeitos de inspeção da*

*Instrução Pública Primária na Comarca de Macapá (1852-1886)* [Subjects of inspection of Public Primary Instruction in the District of Macapá (1852-1886)]. This study uses a variety of historical sources found in highly relevant archives, which were crucial in identifying the different categories of school inspection agents in the region. These agents included provincial presidents, public instruction headmasters, police chiefs, visitors and, finally, teachers. What these agents had in common, in addition to their role in promoting education and supervising schools in the District of Macapá in the 19th century, was their elite social origin.

Adalberto Carvalho Ribeiro, in his study entitled *Trajatórias e memórias de pioneiros da Amazônia Setentrional: singularidades históricas, formação e bases do Sistema Educacional Amapaense* [Trajectories and memories of pioneers in the Northern Amazon: historical singularities, formation and bases of the Amapá State Education System], reveals, through the life history method and the memories of the interviewed characters, that trajectories are intrinsically linked to social contexts. In this case, the socialization processes of four retired male teachers and four retired female teachers are deeply influenced by the history and formation, at the base, of the education system in Amapá, located in the northern Brazilian Amazon, whilst also highlighting unique individual paths that highlight the context of the region with effect from the mid-20th century.

Following this, the article by Alceu Zoia, Josiane Brolo Rohden & Helen Arantes Martins, entitled *O cotidiano escolar na história de Vilhena-RO durante o processo de colonização da Amazônia no século XX* [Daily school life in the history of Vilhena-RO during the Amazon colonization process in the 20th century], discusses daily school life at the Wilson Camargo School, located in the North of Brazil, between 1960 and 1980, a period notoriously marked by the Brazilian Civil-Military Dictatorship. In addition to documentation from the school itself, interviews were carried out with former students and teachers who, together, contributed to the contextualization of the history of education in relation to the practices experienced by individuals who were part of that school environment.

The authors Iolete Ribeiro da Silva & Alessandra dos Santos Pereira, in their article, *História de vida e feminismos na Amazônia: um estudo de caso* [Life history and feminisms in the Amazon: a case study], turn their attention to the social historiography of the Amazon, which, for a long time, made invisible and silenced the role played by women teachers in riverside communities on the banks of the Rio Negro river, close to the municipality of Iranduba (state of Amazonas). Through their analyses, the authors seek to understand the empowerment processes of these women and their resistance strategies, which were configured within broader social contexts, contributing to the construction of different forms of participation and community protagonism.

Within the context of historiographical production, we now present four discussions of significant relevance. The first of these is the contribution made by Vivian Souza

Lobato, Renato Pinheiro Costa & Maria José Aviz Rosário, entitled *A Linha de História da Educação nos Programas de Pós-Graduação Stricto Sensu* [*The History of Education Research Line in Stricto Sensu Postgraduate Programs*]. In this study, the importance of studies on the History of Basic Education within the scope of Education is emphasized, with special emphasis on production by Education Postgraduate Programs in Brazil. Standing out above all is the trajectory of the research into the “History of Basic Education” of the *Universidade Federal do Pará* Postgraduate Program in Elementary School Curriculum and Administration.

The second discussion is presented by Carlos Nazareno Ferreira Borges & Márcio Barradas Souza, through their article entitled *Notas introdutórias sobre a educação não escolar em pesquisas educacionais* [*Introductory notes on non-school education in educational research*]. As suggested by the title, the text aims to analyze educational research experiences focused on educational processes of a non-school nature. The research in question was conducted by members of the History of Education in the Amazon Research Group, part of the “Cultural Knowledge and Education in the Amazon” Research Line of the *Universidade do Estado do Pará* Postgraduate Program in Education.

The third discussion, presented in the article written by José Damião Trindade Rocha & Jardilene Gualberto Pereira Fôlha, entitled *Quilombolas Amazônicos nas pesquisas de Pós-Graduação em Educação* [*Amazonian Quilombolas in Postgraduate Education Research*], results from investigations into research carried out in Postgraduate Programs in Education at universities in the Brazilian Amazon, focusing on the remains of *Quilombolas*. Like the previous discussions, this study is also based on a bibliographical approach, using the state of knowledge method.

Finally, the fourth discussion in this set of studies is presented in the article by Livia Sousa da Silva, Wellington da Costa Pinheiro & Tayane Helena Cunha Silva, entitled *A utilização da técnica do inventário como instrumento de pesquisa: uma contribuição metodológica para a História da Educação na Amazônia* [*The use of the inventory technique as a research instrument: a methodological contribution to the History of Education in the Amazon*]. This primary objective of this article is to analyze the application of the inventory as a technical-methodological tool in the analysis of documentary data of great relevance for research carried out in the area of History of Education, focusing on academic production in the Amazonian context, especially in the state of Pará.

We continue our presentation with the next article, *A constituição do Estado na Modernidade e as Políticas Educacionais de Inclusão na Pan Amazônia: Brasil, Colômbia e Peru* [*The formation of the State in Modernity and Educational Inclusion Policies in the Pan-Amazon Region: Brazil, Colombia and Peru*], written by Maria Almerinda de Souza Matos & Maria Francisca Nunes dos Santos. This study focuses on understanding the formation of the Modern State and its interrelationship with education policies in Latin America, with an emphasis on the cases of Brazil, Colombia and Peru. The authors show that formal education was not always universal and was

often conceived as a privilege, perpetuating the marginalization of social groups, such as Black, Indigenous and deaf people, outside the classroom.

To bring our dossier to a close, we present the interview *Diálogos sobre a História da Educação na Pan-Amazônia* [*Dialogues on the History of Education in the Pan-Amazon Region*], with the participation of the renowned researchers Anselmo Colares (Brazil) and Luiz Bermudez (Venezuela), together with the distinguished researcher Mariana Tosolini (Argentina). In this interview, they explore the significance of studies dedicated to the history of education, especially in the vast region of the Amazon and South America, also sharing the desire to start an enriching dialogue with colleagues from neighboring countries.

Historical-educational experiences need to highlight ideas and practices contrary to hegemony, making diverse people, territories and socio-historical experiences visible. A questioning rationale offers an alternative way of approaching education, leading to a critical analysis of educational processes from the point of view of those who suffer subjection and overcoming any colonialist approach. Knowledge about the history of education plays a central role in the social and economic development of the region.

We hope that this set of ideas will promote greater scientific dialogue between the Pan-Amazonian countries, since the distance between these nations has resulted in a level of dialogue and technical and diplomatic cooperation that is tenuous and very distant from the needs of the region's populations (SILVA; RODRIGUES, 2021).

We invite our readers to reflect on the history of education in the Pan-Amazon region through the articles presented in this Dossier. These articles review national and local experiences, stimulating reflections that aim to bring together, socialize and give voice to the diverse historical-educational experiences of the populations of countries that share the Pan-Amazonian space/time.

Finally, this publication is a political act, a contribution to strengthening education and its analyses from a historical perspective. It seeks to give visibility to people and their stories. May this reading be as enriching as the expression “*pai d'égua*” [rampant steed], proposed by a researcher from the state of Paraná and a researcher from the Amazon region of the state of Pará.

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