



Notes on the History of Special Education Services in Manaus, Amazonas¹

Notas Sobre a História dos Serviços de Educação Especial em Manaus, Amazonas

Notas sobre la Historia de los Servicios de Educación Especial en Manaus, Amazonas

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Abstract

Studies on the configuration of specialized services have been gaining strength in the scientific literature. However, we still lack studies that help in understanding the organization of this policy in different contexts, as well as the recovery of the historical aspects of constitution of these services. The present study aimed to describe and analyze the history of the provision of Special Education services in Manaus between 1892 and 2016. This is a documentary research carried out on materials published in the Municipal Official Gazette of the Municipality and on the electronic website of the Municipal Council of Education. A survey was carried out on theses and dissertations that had the Amazonian capital as object of study, besides the electronic sites of specialized institutions, public agencies and local blogs. The results pointed to the pioneering practice of specialized institutions, as well as the organizational forms of pedagogical work from a clinical perspective, which were gradually re-dimensioned into the pedagogical perspective.

Keywords: Special Education. History of Education. Manaus.

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Resumo

Os estudos sobre a configuração dos serviços especializados vêm ganhando cada vez mais força na literatura científica. Entretanto, ainda carecemos de estudos que auxiliem na compreensão da organização dessa política em diferentes contextos, bem como o resgate dos aspectos históricos de constituição desses serviços. O presente estudo objetivou descrever e analisar o histórico da oferta dos serviços de Educação Especial em Manaus entre 1892 e 2016. Trata-se de uma pesquisa documental realizada em materiais publicados no Diário Oficial Municipal do Município e no sítio eletrônico do Conselho Municipal de Educação. Foi realizado um levantamento em teses e dissertações que tiveram a capital amazonense como objeto de estudo, além dos sítios eletrônicos de instituições especializadas, órgãos públicos e *blogs* locais. Os resultados apontaram para o pioneirismo da atuação de instituições especializadas, bem como as formas organizativas do trabalho pedagógico na perspectiva clínica, que aos poucos foram redimensionando-se para a perspectiva pedagógica.

Palavras-Chaves: Educação Especial. História da Educação. Manaus.

Resumen

Los estudios sobre la configuración de los servicios especializados vienen ganando cada vez más fuerza en la literatura científica. Sin embargo, todavía carecemos de estudios que ayuden en la comprensión de la organización de esa política en diferentes contextos, así como el rescate de los aspectos históricos de constitución de esos servicios. El presente estudio objetivó describir y analizar el histórico de la oferta de los servicios de Educación Especial en Manaus entre 1892 y 2016. Se trata de una investigación documental realizada en materiales publicados en el Diario Oficial Municipal del Municipio y en el sitio electrónico del Consejo Municipal de Educación. Se realizó un levantamiento en tesis y disertaciones que tuvieron la capital amazonense como objeto de estudio, además de los sitios electrónicos de instituciones especializadas, organismos públicos y *blogs* locales. Los resultados apuntaron al pionerismo de la actuación de instituciones especializadas, así como las formas organizativas del trabajo pedagógico en la perspectiva clínica, que poco a poco fueron redimensionando hacia la perspectiva pedagógica.

Palabras Claves: Educación Especial. Historia de la Educación. Manaus.

Introduction

In Colony Brazil, people with disabilities were collected by the *Santas Casas de Misericórdia*, along with the sick and abandoned children. This collection began in the year 1543 in Santos (SP), an initiative called *Exposed Wheel* (MAZZOTTA, 2005; FIGUEIRA, 2011; JANNUZZI; CAIADO, 2013).

The *Exposed Wheel* functioned in Brazil between 1726 and 1950, as a care assistance measure, based on a system of protection for abandoned children. The forms of this service followed the Portuguese tradition and were implemented in Salvador (1726), Rio de Janeiro (1738), Recife (1789) and São Paulo (1825) (FIGUEIRA, 2011).

In the educational context, the timeframe for Special Education was the creation of the Blind Boys Institute (1854) and the Deaf and Dumb Institute (1856), both as an initiative of the Public Power. As a private initiative, in 1926, there was a foundation of the Pestalozzi Institute (MAZZOTTA, 2005; MENDES, 2010; FIGUEIRA, 2011).

In the context of assisting people with disabilities, the objective was to offer medical treatment and relief from family and social burdens, leaving the education of this public reduced to the initiative of the medical field and to religious and philanthropic institutions (PESSOTTI, 1984). Special educational practices were expected to cure deficiencies, generating normalized behaviors (PESSOTTI, 1984; MENDES, 2006)

The normalization was nothing more than defending the principle that the disabled could have living conditions closer to ordinary people (OMOTE, 1999). This principle consolidated government actions in the Brazilian context that implemented the idea of integration under the argument that "[...] all children with disabilities would have the inalienable right to participate in all programs and daily activities that were accessible to other children." (MENDES, 2006, p. 388).

The neglect of the Public power and the Special education services, in the 1950, allowed the emergence of private philanthropic private schools (JANNUZZI, 2004; MENDES, 2006, 2010) thus, in 1954, the first Association of Parents and Friends of the Exceptional (APAE) was found in Rio de Janeiro, as well as the first specialized educational assistance service for gifted people.

In 1961, Law n° 4.024/1961 presented in its articles 88 and 89, the guidelines for the education of the exceptional. According to this law, as far as possible, the *education of the exceptional* should fit into the general education system, promoting the integration of these students in the community. Article 89 also made it possible for the government to finance any private initiative considered efficient by the state education councils. Such financing could occur through scholarships, loans and grants (BRASIL, 1961).

For Mazzotta (2005), the legislation posed "[...] the same old question of the allocation of public funds for education, common or special, aggravated by the lack of definition of the nature of educational assistance" (MAZZOTTA, 2005, p. 69). Considering then the absence of State action in the formulation of public policies for this population, one can observe the proliferation of institutions that started offering specialized services.

After the publication of Law No. 4,024 / 1961, it was possible to observe the growth of private philanthropic institutions. According to Mendes (2010), the strengthening of the private initiative was primarily due to an omission by the State, which forced a community mobilization to fill the gap in the Brazilian school system. One example refers to the fact that in 1962 there were only 16 institutions affiliated to APAE. Currently, according to data from the National Federation of APAES, the number of affiliated institutions is more than two thousand, serving an audience of approximately 250 thousand people (FENAPAES, 2018).

The debate on the design of Special Education services took place mainly with the use of the terms Segregation, Integration, Inclusion. From the 1960s onwards, it became convenient to adopt the ideology of integration, due to the economy it could represent to the public coffers, considering that the expenses with special education services with a segregation character were very high (MENDES, 2006).

The beginning of institutionalization occurred simultaneously with the peak of the normalization discourse. This speech that, for Rech (2010), seeks the standardization of the individual, allowing the different to become similar to the ideal model of citizen. Later, the institutionalization philosophy was replaced in the 1990s by the school inclusion movement

According to Omote (1999), the term inclusion presents advances in relation to normalization and integration. While the specialized institutions also reproduce the exclusions that occur in society, their maintenance could contribute to “socializing and socializing for the disabled, who, due to the serious commitment, are unable to attend Special Education resources in the regular network teaching” (p. 7). The National Policy on Special Education in the Perspective of Inclusive Education (BRASIL, 2008) provides for inclusion as an “educational paradigm based on the conception of human rights that combines equality and difference as inseparable values [...]” (p. 1).

So this discussion can be observed in several studies in the Amazon context that were analyzed on historical, political and educational aspects of specialized services in the municipality of Manaus. Vinente and Matos (2014), when mapping a scientific production of the Graduate Program in Education (PPGE) at UFAM between 1988 and 2012, found that, of a total of 349 works, 30 referenced in the theme of Special Education.

Regarding people with disabilities who live in the state of Amazonas, Barros (2014) draws attention to the fact that the knowledge about the reality of these people in the Amazon region did not show a precise quantity, nor the profile (type of disability) or distribution that population. The absence of research that focused on these aspects contributed to the invisibility of this population in society, and consequently, exclusion of their fundamental rights as a human person (BARROS, 2014).

Although there is a trend of research on the offer of Specialized Educational Assistance (AEE) services in the capital of Amazonas (MATOS, 2008; MARQUES, 2010; SANTOS, 2011; VINENTE, 2017). Few studies have focused on narrating the history of these services, in order to contextualize the national aspects of politics with the local situation. In this sense, the present study aimed to describe and analyze the history of the provision of Special Education services in Manaus between 1892 and 2016.

Method

Outline

This study is a documentary research, which according to Gil (2008), makes use of materials that have not yet received an analytical treatment, and can still be reworked according to the research objectives. According to Fonseca (2002), this type of research uses diverse and dispersed sources, without analytical treatment, such as tables, statistics, newspapers, magazines, reports, official documents, among others.

Period

The period comprised in the material selection and analysis phases was based on the years 1892, the date of the first registration of students with disabilities at the Euclides de Cunha Educational Unit, and 2016, the date of publication resolution n. 011/2016 / CME, which

institutes new procedures and guidelines for Special Education, from the perspective of Inclusive Education, in the Municipal Education System of Manaus.

Definition of Research Sources

As sources of research used in this basic study: (a) publications of the Official Gazette of the Municipality of Manaus and of the Municipal Education Council (CME); (b) documents arranged in the theses and dissertations recorded by the Graduate Program in Education (PPGE) of the Federal University of Amazonas (UFAM); (c) documents and records published on local blogs, electronic records of institutions and public bodies.

Data Collection Procedures

For the collection of documentary materials, a survey was carried out on the websites of the Municipal Council of Education and the Official Gazette of the Municipality of Manaus, seeking to identify the publications that concerned the Special Education services. After this procedure, the documents that instituted the Special Education modality (MANAUS, 1991), standardized specialized services (MANAUS, 2003, 1998, 2011, 2016) and created schools and special centers (MANAUS, 1998, 2007) were selected.

In relation to the theses and dissertations, the initial contact was made with the Coordination of PPGE / UFAM for the consent of the institution with a view to carrying out the present study. After that, publications dealing with the topic were identified within the scope of the Program. After the refinement of these publications, works were selected that presented in their structure, attachments or appendices, documents that would respond to the objectives of the study (LIMA, 1992; SANTOS, 1998; OLIVEIRA, 2007; CORRÊA, 2013; BATISTA, 2015).

In relation to local blogs and websites of specialized institutions in the municipality of Manaus, the mapping of the oldest institutions was carried out first. Subsequently, searches were carried out on the websites of these institutions in order to obtain documents and information on the history of the specialized services offered. In the case of some institutions that did not have their own website, the search was carried out on local and regional blogs.

Data Analysis Procedures

The materials obtained were read and systematically organized to compose the data analysis framework. This analysis was based on the theoretical contribution of Bordgan and Biklen (1994). The materials were cataloged, quantified and grouped in chronological order. After the distribution by categories, the data were regrouped systematically based on the following items: (a) performance of specialized institutions; (b) government actions; and, (c) the types of services offered.

Results and discussions

1 Performance of Specialized Institutions

As already noted, in Brazil, specialized institutions were historic milestones in the provision of Special Education services. In Manaus it was not different. The criticisms of the Special Education services offered by the institutions refer to the lack of emphasis on the pedagogical question of teaching:

Specialized institutions offered care services based on a set of individual therapies (Physiotherapy, Speech Therapy, Psychology, Psychopedagogy, etc.) and little emphasis was placed on academic activity, which occupied no more than a small fraction of the hours of students with disabilities (MARQUES, 2010, p. 41).

In the current scenario, it can be seen that the State of Amazonas has several non-governmental organizations: (a) Association of Parents and Friends of the Exceptional - APAE; (b) Association of Friends of the Autistic in Amazonas - AMA / AM; (c) Amazonian Association for the Integration of Parents of Mentally Disabled - ADEME; (d) Associação Pestalozzi do Amazonas; (e) Association of the Physically Disabled of Amazonas - ADEFA among others (ONGS BRAZIL, 2017; VINENTE, 2017).

The specialized institutions have contributed, in a certain way, to the expansion of service to students targeting Special Education. With the implementation of new special classes in the late 1980s, agreements were signed with non-governmental institutions, such as APAE, Pestalozzi and several associations made up of families of students with disabilities.

Considering the cut we will make in the presentation of the data, we chose to present only the oldest institutions in the municipality.

1.1 The Montessori Álvaro Maya Institute (1943)

In Manaus, the service to people with disabilities was initiated through private initiative, with the establishment of the Montessori Álvaro Maya Institute in 1943. It was located in a place on Paraíba street, currently Avenue Journalist Humberto Calderaro Filho, serving children with most different deficiencies (NASCIMENTO; OLIVEIRA; MARINHO, 2007; BATISTA, 2015). In an account made by Costa (2010) we can observe a little a description of the Montessori Álvaro Maya Institute:

ordered a terrestrial relief with lakes, mountains, rivers, etc. to be built in the garden that surrounded it, to teach geography. With the assistance of the State Government, which paid teachers and provided them with specialization courses in the education of the deaf – mute, outside the State. His daughters, Rita Araújo (wife of Umberto Calderaro Filho) specialized in working with the deaf and dumb and did an internship with Redemptorist priest Eugênio, one of the greatest specialists in the subject, and Tereza Araújo, who specialized in Braille method and both taught at the Institute (s.p).

The pioneering actions of Special Education developed in Manaus beginning in the 1940s were philanthropic. The State contributed to the training of teachers and the Catholic Church offered courses aimed at improving the people who worked in the area of deafness. The following fragment shows traces of philanthropy, a mark of Special Education services offered initially in the city of Manaus:

All the work of the Institute was maintained with the monthly contribution through a network of traders such as JG Araújo, J. Rufino, JS Amorim, the help of traders from the Adolfo Lisboa Municipal Market, who gave them food and other foodstuffs, distinguished members of the society and with the help of the State Government (COSTA, 2010, s.p).

Even if André Vidal de Araújo was linked to the Judiciary, it is possible to observe throughout the reports the difficulty in maintaining the Montessori Institute. Thus, the work carried out was financed by donations, mainly from traders at the Adolfo Lisboa Municipal Market, located in the Historic Center of Manaus.

In addition to donations received in food, the Institute also counted on the contribution of people linked to the Executive Branch. Reports show that deaf people they were also engaged to keep the Institute running. One example refers to the scenario in which André Vidal de Araújo was "[...] helped by the deaf mute Moacir, using a cart pulled by one horse, [...] collecting donations of food. There is no news of that a single merchant has refused to contribute "(COSTA, 2010, s.p).

Considering the above, the Montessori Institute ended its activities in 1974 (BATISTA, 2015). So far, we have not had access to historical sources that allow us to analyze the reasons that led to the closure of the institution. What the data has enabled us to measure so far is the incorporation of the space to the Municipal Education Department, considering that the address is the same as the building that later hosted the Special Education Center.

We believe that studies by other researchers, mainly using printed newspapers at the time, may enhance relevant data for reconstructing the history of these services, as well as the number of students served at the institution and aspects of the qualification of the professionals who worked at the site.

1.2 The Association of Parents and Friends of the Exceptional (Apae-Manaus)

Reconstituting the history of the specialized institutions that offered Special Education services in the 19th and 20th centuries has been presented as a challenge for researchers in the area. When discussing the history of Apae in Manaus, Fidelis and Miki (2017) addressed the difficulty of finding sources of organized research that support historical research on educational institutions for people with disabilities.

In Manaus, the APAE was founded on May 4, 1973, authorized as an Affiliated Association by APAE Nacional to use the trademark under registration N° 192. In the educational field, activities began to be carried out after publication of the authorization by the State Education Council Amazonas, through Resolution 102/1994. The institution's team consisted of a small group of teachers, volunteers and other professionals qualified to work with this audience (FIDELIS; MIKI, 2017; FENAPAES, 2018).

The current multidisciplinary team is made up of teachers, psychologists, speech therapists, social workers, physiotherapists, occupational therapists, doctors and dentists. The institution also maintains partnerships and agreements with various segments of society offering different services. When considering the pioneering spirit of APAE in the provision of specialized services, one can observe the performance of this institution as a reference in the scope of the capital of Amazonas.

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1.3 The Pestalozzi Institute (1979)

The Pestalozzi Institute, at national level, was founded in 1926 (MAZZOTTA, 2005; JANNUZZI; CAIADO, 2013). In the state of Amazonas, the State Government, through the State Secretariat for People with Disabilities, has developed agreements with Pestalozzi in the municipalities of Boa Vista dos Ramos, Coari, Manaquiri, Maués, Manicoré, Manaus, Nova Olinda do Norte, Parintins and Tonantins (SEPED, 2015)

In the capital of Amazonas, the institution serves mainly people with intellectual disabilities. It is a philanthropic entity, which operates its actions through agreements with public agencies, donations from friends, volunteers and employees. It was created in 1979, developing educational activities through the Helena Antipoff Special Education Center.

Students are admitted to the institution through a multidisciplinary assessment, carried out by a team consisting of a social worker, physiotherapist, doctor and other professionals. Offers physical activities, craft workshops, labor courses and educational workshops. The teachers are specialized in Special Education and serve approximately 150 students in a space located in the Industrial Pole of Manaus.

1.4 The Association of the Physically Disabled of Amazonas - ADEFA (1980)

According to information available on its blog, ADEFA, Association of the Physically Disabled of Amazonas, was created on July 29, 1980. It is a non-profit philanthropic entity, which "[...] has been offering people with disabilities global service in order to improve quality of life and its inclusion in the productive and social life of our state"(ADEFA, 2018). Currently, the Association has 9,750 members, of whom, according to information from the institution, 95% are below the poverty line.

Law N° 1.162 of October 31, 2007 considered ADEFA to be of public utility, applying within the scope of the Manaus City Hall, the necessary measures (MANAUS, 2007). The institution participated in the actions of the National Qualification Plan for People with Disabilities, of the Human Rights Secretariat of the Presidency of the Republic (SDH/PR). This action sought to guarantee access to courses offered at Federal Institutes, at Senai (National Service for Industrial Learning), at Sesi (Social Service for Industry) and Sest Senat (Social Service for Transport and National Service for Transport Learning).

Regarding ADEFA's educational activities, so far, in the context of PPGE/UFAM, we have not identified any research aimed at analyzing the role of this and other institutions in the provision of Special Education services in the municipality of Manaus.

In the next item, some government actions developed in the municipality of Manaus will be discussed.

2 Government actions

In Amazonas, the records of specialized attendance in regular education are from 1982. This attendance was offered to the first "mentally and hearing impaired" students, at the Euclides da Cunha Educational Unit (BATISTA, 2015; JANNUZZI, 2004). In the literature there is no evidence of Special Education services offered by the Government in the region to students with disabilities after that time. Thus, we observed a gap in the chronology until the mid 1970.

The 1970s in Brazil marked the beginning of the institutionalization of Special Education, mainly with regard to centralization and planning, through sectoral plans for Education. Within the scope of the municipal public school system, Semed was created through

Municipal Law No. 1,094 / 1 tu70, having as its first secretary, Aldimar Marinho Sampaio (MANAUS, 2017; VINENTE, 2017).

Within the state public school system, the first teachers were specialized in Rio de Janeiro, in an agreement between SEDUC and MEC. In 1972, educational assistance to students with visual, hearing and mental disabilities was organized in the context of SEMED in special classes implemented in regular schools (NASCIMENTO; OLIVEIRA; MARINHO, 2007; MARQUES, 2010).

In 1973, with the creation of the National Center for Special Education (CENESP) within the scope of the Ministry of Education (MEC) it can be said that there was the implementation of the Special Education subsystems in the States and the expansion of the area along with regular education (FERREIRA, 1992).

With the structuring of SEMED and the large number of teachers who worked without minimum training, there was a need to train education professionals and update those who were already teachers in the network. Still in the 1970s, the Secretariat already had 128 schools that attended the 1st Degree (SEMED, 2017). It is important to note that in this historical context Basic Education was not yet mandatory and free in its entirety.

In 1975, SEDUC implemented the Special Education Assistance Program Coordination, constituted by a multiprofessional team. This action was extended to municipalities in the interior of Amazonas (NASCIMENTO; OLIVEIRA; MARINHO, 2007; MATOS; VINENTE, 2013; BATISTA, 2015).

During the period of democratization of the Brazilian State, more specifically between the years 1989 and 1992, SEMED started to serve students in different modalities and levels of education (VINENTE, 2017). In 1989, this Secretariat carried out a survey to identify the number of children who needed specialized educational assistance. During this period, based on data from Santos (1998), 72 children were identified.

The peak of the implementation of Special Education services occurred in 1991, with the institutionalization of this modality through the publication of Law No. 050/1991. According to this law, Special Education was "[...] geared towards assisting people with visual diseases, hearing, mental, a under-endowed and as over-endowed people²" (MANAUS, 1991). It was only from 1991 that the enrollments referring to Special Education started to compose the statistics of SEMED. This fact happened a year after the World Conference on Education for All in Thailand (VINENTE, 2017).

The institution of School Councils after the publication of the Law of Directives and Bases of Education (BRAZIL, 1996) and the creation of State and Municipal Education Councils consolidated ample space for discussion of educational policy. Within SEMED, it was only after the publication of Law N° 377/1996 that the Municipal Education Council (CME) was created.

In this sense, in order to rescue some government actions carried out during this period, the following will be presented: the Screening and Diagnostic Assessment Center (CETRIDE); the Special Education Nucleus; the Special Education Diagnostic Assessment Service (SADEM) and; the André Vidal de Araújo Municipal Special Education Complex.

2.1 Screening and Diagnostic Evaluation Center

In 1976 there was the creation of the Screening and Diagnostic Evaluation Center - CETRIDE (MATOS, 2008; MARQUES, 2010), one of the first centers constituted by a multiprofessional technical team from Amazonas. CETRIDE was made up of doctors, psychologists, pedagogues and teachers. Clinical and educational evaluations of students with disabilities enrolled in the state school system were carried out, which were later sent to schools or special classes.

² Student with low ressonância da, limited or slow thinking.

Parent orientation and teacher training activities were carried out. Numerous courses were held for teachers and educators from the state education network, in which contents related to the specificities of hearing, visual and mental impairment were worked on. The closure of CETRIDE's activities probably occurred in 2002 (MARQUES, 2010).

2.2 Nucleus of Special Education

In 1991, when Special Education services were implemented at Semed (SANTOS, 1998; MATOS, 2008), the Special Education Center was also created (VINENTE, 2017). The Nucleus' objective was to coordinate, monitor and evaluate the Special Education Programs of the municipal education network, as signaled by Santos (1998), Matos (2008) and Vinente (2017).

According to Santos (1998), the creation of the Special Education Nucleus was supported by item III, article 208 of the Federal Constitution and article 347, item II, of the Organic Law of the Municipality of Manaus, which culminated later with the publication of the Law 050/1991.

Throughout the literature and documents analyzed, we no longer see the terms Special Education Nucleus, only mentioning the Special Education Section. The Semed Special Education Manual presents how the work of the professionals linked to this Section went about:

The team that makes up the Special Education section carries out systematic technical-pedagogical monitoring of teachers and technicians working in the area, having among its priorities the constant search for knowledge through participation in seminars, courses, lectures etc., aiming to improve plus assistance to people with special educational needs (MANAUS, sd).

With a view to proposing advice to teachers and other professionals who worked in regular education, the prioritization of training courses through courses, seminars and lectures is observed in the document's details. Prior to the creation of the Diagnostic Assessment Service for Special Education in the Municipality (Sadem), Semed's Special Education Manual (MANAUS, sd) reinforced that, due to the fact that the Secretariat does not have a Screening Center, students from the municipal public school system were referred to CETRIDE.

This screening was carried out through an agreement between the Manaus City Hall and the Amazonas State Government. Students who were in special classes or who needed educational assistance, but did not have a pedagogical summary, were referred to CETRIDE by the Special Education Section team. In the next item, we will describe the process around the Special Education Diagnostic Assessment Service that was implemented in the municipality, thus marking the end of the agreement with the State Government and independence in proposing specialized care services to students in the network.

2.3 Special Education Diagnostic Assessment Service (SADEM)

The section responsible for Special Education Semed (Núcleo) underwent a restructuring in 1997, incorporating six professionals who carry out a pedagogical evaluation to Special Education teachers (SANTOS, 1998). In the same year, according to Matos (2008), the Diagnostic Assessment Service for Special Education in the Municipality (SADEM) was created. This sector was made up of eight health and education professionals, who were carried out in the diagnostic evaluation of the referred students.

For Santos (1998), the objective of the Academy era was to evaluate and diagnose students for assistance in the Special Education and Elementary Education services of the municipal school system. According to the author, prior to that, the evaluation and diagnosis were carried out through an agreement with the State Education Secretariat (SEDUC). During the administration of Mayor

Alfredo Nascimento, Sadem, linked to the SEMED Teaching Department and located at Paraíba³ Street, nº 230, São Francisco neighborhood (MANAUS, 1997).

The SADEM team consisted of a social worker, a pedagogue, a psychopedagogue, two psychologists, two speech therapists and two teachers (SANTOS, 1998). When recovering these historical aspects, we found in the literature a disagreement about the composition of the Sadem team by eight (MATOS, 2008) or nine professionals (SANTOS, 1998).

In the Guidance Booklet delivered to schools (MANAUS, 1997), the procedures for accessing Sadem services were explained. It was reported that if the student showed signs of learning difficulties, the teacher, technician or director should seek support from the Special Education Section. Therefore, a SADEM technician would pay a visit to check the student's situation. Then, when a problem was detected during the visit, a referral form to SADEM would be filled, which should be handed over to the Special Education Section.

After the arrival of the student's referral form to SADEM, a screening was scheduled, in which the student was submitted to a diagnostic evaluation. At the time, this assessment was carried out through psychopedagogical tests and social anamnesis, which involved the family and the student (MANAUS, 1997). Still on the diagnosis of the students, we had access to the following information:

The diagnosis is a continuous process, which begins with the identification of the student, including referral, assistance and monitoring. The purpose of this procedure is to provide real and objective information, so that it is suitable for the individual with special educational needs (MANAUS, 1997, s.p.).

In 1997, students served by SADEM were referred from pre-school and from 1st to 4th grade, which currently correspond to the part of Early Childhood Education and early years of Elementary Education, up to the age of 15 (fifteen) years (MANAUS, 1997 ; SANTOS, 1998). Subsequently, as observed in the study by Matos (2008), SADEM would be transformed into the Municipal Center for Special Education (CMEE), but before that, as can be seen in the records, SADEM gives way to José Salomão Schwartzman Municipal School, functioning even in the same place, as provided in the annex to Law N° 452/1998.

2.4 Municipal Special Education Complex

In 2003, Resolution N° 005/CME ensured in the sole paragraph of article 3 that the municipal education system, understood here as SEMED, should “[...] establish and operate a center responsible for Special Education, endowed with human resources , material and financial [...]” that would make possible and support the process of “building inclusive education ”(MANAUS, 2003, art. 3). As a result, until 2007, after the José Salomão Schwartzman school was deactivated, the Special Education Complex operated under the name of the Special Education Center.

Law N° 1.102, of March 9, 2007, when creating the André Vidal de Araújo Municipal Special Education Complex, attributed to SEMED the supervision and enforcement of the law. The Complex was seen in the region as a reference center for attending students targeting Special Education (PAEE), as it has a multidisciplinary team. Few changes are noted in relation to the professionals who worked at the Special Education Center in the early 1990s.

Teachers and other professionals who work in the Complex are advisers in the DDZs and follow the work developed during the Specialized Educational Service (AEE) of the

³ The documentary sources stated that this was the same address as the Montessori Álvaro Maya Institute. It was open from Monday to Thursday, from 8 am to 6 pm, and on Fridays case studies took place.

municipal schools linked to the Secretariat. According to Resolution nº 010/CME/2011 the team is composed of educators, psychopedagogists, speech therapists, psychologists, social workers, occupational therapists, physiotherapists and dentists (MANAUS, 2011).

It should be noted that, especially for children from low-income families, multiprofessional assessment is one of the biggest services offered by the municipal school system. It should be noted that, for example, in the Unified Health System (SUS) making an appointment with specialists takes time and makes the evaluation of PAEE students unfeasible, especially for the issuance of a medical report. In the case of CMEE, the evaluation of these students occurs more quickly, allowing students in economic vulnerability to have access to a free multiprofessional evaluation (VINENTE, 2017).

In 2015, Resolution N° 038/CME brought a new configuration for the maintenance of the André Vidal de Araújo Municipal Education Complex, attributing in Article 54 that the Complex "[...] as an inclusive establishment, based on the reconstruction and recognition of differences and pedagogical practices based on new educational strategies, will offer pedagogical workshops "(MANAUS, 2015, art. 54).

3 The types of services offered

In this item we will present aspects related to the Special Education services offered in Manaus. Such services are provided for in paragraph 1 of article 58 of the Law of Directives and Bases of Education (BRASIL, 1996), and may be performed in classes, schools or specialized services. Thus, we will present these services structured in the topics: (1) Special Education Schools; (2) Special Classes; (3) Resource Rooms; and, (4) Multifunctional Resource Rooms.

3.1 Special Education Schools

Decree No. 87.062 / 1982, on the administrative organization of MEC, defined the National Center for Special Education (CENESP) as autonomous. Article 29 of the Decree presented the purpose of CENESP, which was based on:

subsidize the formulation of the National Policy on the education of the exceptional; plan, coordinate and promote the development of special education in the pre-school period, in primary and secondary education, supplementary and higher, for the disabled and gifted (BRASIL, 1982, s.p.).

Also in 1982, the following special schools were created in Manaus: (1) Augusto Carneiro dos Santos State School - for students with hearing impairment; (2) Joana Rodrigues Viana State School - for students with visual impairments; (3) Dofanto Monteiro State School - for students with mental disabilities (OLIVEIRA, 2007; MARQUES, 2010; CORDEIRO, 2016).

In 1995, by means of Decree N° 16.593, the Manuel Maçal de Araújo State School was created, aimed at serving students with mental disabilities under 14 years old (MARQUES, 2010; CORDEIRO, 2016). Currently, the school has students with multiple disabilities, autism, Down syndrome and Cerebral Palsy.

Manoel Maçal de Araújo was patron of the school and also the founder of the Association of the Physically Disabled of Amazonas (ADEFA). After suffering a serious accident, at the age of 28, he became quadriplegic. In 1989, he was elected councilor, a position he held until 1992. He died the following year, at the age of 56, leaving a legacy of struggle to the cause of people with physical disabilities (AMAZON MAIL, 2015).

In 1998, Law N° 452/1998, created in the administrative structure of SEMED, the Municipal School José Salomão Schartzman (MANAUS, 1998). In addition to this, the Emerson F. Prestes School also served Special Education students (VINENTE, 2017).

With the transformation of SADEM into the André Vidal de Araújo Municipal Special Education Center (CMEE), these schools were extinguished. Thus, the Center started to bring together professionals from them, becoming the only place to offer Special Education services at the municipal level. Subsequently, the Center ceases to be a special school and begins to support students from the municipal school system, maintaining the pedagogical workshops.

3.2 Special classes

In the 1970s, the first special class for students with hearing impairments was implemented within the scope of SEDUC (LIMA, 1992; CFFa NEWSPAPER, 2008). The speech therapist Dulcinéia Lima was one of the founders of Special Education services in the city of Manaus, having studied at the Center for Research in Word Therapy (now Universidade Estácio de Sá) (CFFa NEWSPAPER, 2008).

According to reports by Dulcinéia Lima it was common for many professionals to come from abroad and leave. While working at Fundação Pestalozzi and APAE, the speech therapist reported, together with other professionals, that she structured the Center for Screening and Diagnostic Evaluation, carrying out the evaluation of children and providing guidance to parents (CFFa NEWSPAPER, 2008).

Ferreira (1992) problematized the issue of offering Special Education services through special classes. According to him:

It is quite likely that there is an almost consensual view among special educators about the inadequacy of these special classes as a service that is translating the right to education for people with special educational needs. We think it is opportune to debate the nature of this consensus and discuss alternative or complementary ways of acting: we want to close the special classes or change its population, its curriculum, its faculty, or we want a different population in another type of educational arrangement (FERREIRA, 1992, p. 105).

Such problematization has a lot to do with the study by Santos (1998), carried out in the 1990s, which found that students sent to special classes in Manaus had a history of school failure and had learning difficulties. As such, "almost everyone knew how to read and write, even if only minimally" (p. 43).

At a time when the debate on the exclusion of special classes intensified in Brazil, in the city of Manaus, during 1997 there were only seven (7) special classes in the municipal public school system. Within SEMED, the classes also served students with "educable mental deficiency", hearing impairment and visual impairment (SANTOS, 1998).

Considering the transformations that took place in the urban space of the city of Manaus, we observed the incidence of few special classes in the northern zone. Currently, this area is one of the largest in the city. We also found a high number of special classes in the eastern zone, as this zone in the 1990s was the one that grew most in terms of population and geography.

The special classes were defined in municipal legislation as a service modality. According to the document, the special class functioned in regular schools, "[...] properly organized to the teaching-learning process, making available methods, techniques, human resources, trained, recognizing and valuing the singularities, differences and potential of students" (MANAUS, 2003).

Currently, most of the special classes that serve PAEE students in Manaus are distributed in DDZs V and VI, that is, in one of the most populous areas of the city. According to the representative of the Special Education Management (GEE), the educational legislation still guarantees the existence of special classes, which is why they are in operation at SEMED. Even though the services of the classes special are still offered, Resolution N° 011/CME/2016 does not mention any aspect of this type of service (MANAUS, 2016).

3.3 Resource Rooms

In 1997, the resource room was considered by the municipality's legislation as an "adequate space for the care of students who had difficulties in the act of learning through didactic material, with logical blocks, attention games, memorization, etc." (MANAUS, 1997, sp). When observing the definition of the room, we see more aspects of its organization than elements for identifying the target audience served in it.

The resource rooms, which for many years offered the ESA to students with disabilities in the municipal school system, were based on spaces for attending deaf and blind students enrolled between the 6th and 9th grade of Elementary Education (MANAUS, 2003⁴). Later, Resolution n° 10 / CME / 2011 inserts the resource rooms and the multifunctional resource rooms as part of the ESA services, and must be offered individually or in small groups, during the day shift (MANAUS, 2011).

The National Education Plan (PNE) in force (BRASIL, 2014) established as a goal for Special Education the universalization for PAEE students from four to seventeen years of age, access to Basic Education and AEE, preferably in the regular school system, with the guarantee of an inclusive educational system, through "[...] rooms with multifunctional resources, classes, schools or specialized services, public or contracted" (BRASIL, 2014, n.p). The text of the current Municipal Education Plan - PME (MANAUS, 2015) also maintains the same locations for the provision of these services.

Currently, resource rooms are spaces created by SEMED, unlike multifunctional resource rooms, which are implemented using Federal Government resources. In the municipal public school system, the current number is 29 rooms. These are distributed as follows: (a) 6 in the south zone; (b) 6 in the west zone; (c) 9 in the northern zone; (d) and 8 in the east (SEMED, 2017; VINENTE, 2017).

3.4 Multifunctional Resource Rooms

The multifunctional resource rooms (SRM), according to Decree n° 7.611 / 2011, are "[...] environments equipped with equipment, furniture and didactic and pedagogical materials for the provision of specialized educational assistance" (BRASIL, 2011, Article 5, §3). Data from the MEC indicated that until the year 2011, approximately 472 SRMs were implemented in Amazonas (444 of which are Type I and 28 of Type II).

According to Santos et al. (2017), the number of multifunctional resource rooms deployed in Manaus did not keep up with the number of enrollments of Special Education students in the regular education system, representing a 40% deficit in serving these students. Vinente and Oliveira (2017) also agree that when taking into account the number of PAEE students enrolled in the school system, the number of classrooms is still insufficient for the effective supply of AEE

⁴ The original text of the resolution maintains the terminology "integrated", we have chosen to insert "enrolled" here.

Final considerations

When considering the data presented and discussed in the text, the work proposed to describe and analyze the history of the offer of Special Education services in Manaus between 1982 and 2016. As we go through the history of Brazilian Special Education we find similarities related to the forms of organization of the pedagogical work to meet the needs of students target audience in Manaus.

At the same time that the proliferation of non-governmental organizations that sought government subsidies for their maintenance is strengthening in Brazil, mainly in the 1970s and 1980s, this also occurs in Manaus in the same way. It is clear that with regard to the training of professionals, mainly to work with these students, there was little progress.

If, in the 1970s, teachers traveled to the southeastern states to take training courses at the National Institute of Education for the Deaf (INES) and at the Benjamin Constant Institute (IBC), the region still lacks undergraduate or postgraduate courses *stricto sensu* graduation in Special Education. The creation of a line of research in Special Education took place at UFAM only in 2013, and it was previously necessary for researchers interested in the theme to adapt their projects to other lines of research.

In addition to the performance of institutions specializing in the provision of services, we observe initiatives by the Public Power such as: (a) creation of CETRIDE in 1976; (b) creation of the Special Education Nucleus after a long time without public policies implemented in the municipality for this population; (c) the institutionalization of Special Education in the municipality through Law No. 050/1991; (d) functioning of SADEM since 1997 as an essential service for identifying students in Special Education and referring them to regular education; (e) creation of the Municipal Special Education Complex in 2007.

In relation to the services performed within the scope of Special Education, we found little variety, identifying primarily the assistance in specialized classes and schools, as well as in resource rooms and multifunctional resource rooms. It was not possible to identify in this study more specific aspects about pedagogical workshops, early/essential stimulation, teaching with an itinerant teacher and home/hospital education.

With the changes in educational legislation and the guidelines that deal with the National Special Education Policy from the perspective of Inclusive Education, new configurations of specialized services were observed in Manaus, albeit in old ways. The initial multidisciplinary assessment to identify students targeting Special Education audiences is also visualized, an assessment that focuses on clinical and pedagogical aspects.

In this scenario, considering the absence of studies on the historical aspects of these services, the work pointed out gaps that can be filled by other research, in order to constitute mainly a scientific knowledge about the implemented public policies and developed pedagogical practices. When analyzing institutions or even public policies, we need to contextualize the presence of people with disabilities in different spaces.

Thus, several questions can be asked: (a) how did the concept of special/inclusive education evolve in state and municipal educational legislation? (b) what governmental actions have been developed throughout history for the employability of students who make up the target group of Special Education? (c) how have specialized institutions been developing work aimed at the full development of these students? what historical records do we have about institutions that specialize in printed newspapers over time?

We do not intend here to exhaust in a single text historical aspects of services developed in a complex region such as the capital of Amazonas, which has specificities and numerous contradictions in its social, political and educational contexts. However, the glimpsed data make it possible to develop other studies and can contribute to the analysis of new possibilities of action with this public, so that educational policies are formulated and thought out in order to guarantee everyone's right to education.

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