



## Atlantic History and research about hospital-based Young and Adult Education in Brazil<sup>1</sup>

A História Atlântica e a pesquisa sobre a Educação de Jovens e Adultos em  
ambientes hospitalares no Brasil

Historia Atlántica e investigación sobre la Educación de Jóvenes y  
Adultos en entornos hospitalarios en Brasil

Alyne Martins Gomes

Universidade Estadual de Santa Cruz (Brasil)

<https://orcid.org/0000-0002-2019-4135>

<http://lattes.cnpq.br/1037298027863925>

[alyvicsam@gmail.com](mailto:alyvicsam@gmail.com)

Isaías Francisco de Carvalho

Universidade Estadual de Santa Cruz (Brasil)

<https://orcid.org/0000-0003-3157-7104>

<http://lattes.cnpq.br/7439506521096432>

[ifcarvalho@uesc.br](mailto:ifcarvalho@uesc.br)

### Abstract

This work is an updated part of the analyses and results of the master's thesis developed in the Master's program in Atlantic and African Diaspora History (PPGH-UESC). Its object of study is hospital-based education (EAH) and its offer for students in the Brazilian youth and adult education program (EJA) in disease treatment. It aims to establish relations through the expansion of interdisciplinary boundaries, in order to identify contributions for the analysis and interpretation of the investigated object. With a bibliographic and explanatory character, it uses a qualitative approach to interpret the sources in order to overcome the hierarchical and homogeneous theoretical-methodological limits concerning the thematic diversity involving this field from theoretical-methodological aspects that corroborate the investigation regarding the offer of EAH to EJA students away from school due to illnesses.

**Keywords:** Concepts in Atlantic History; Hospital-Based Education; EJA.

---

<sup>1</sup> English version by Ana Maria Dionísio. E-mail: [dionisio.anamaria@hotmail.com](mailto:dionisio.anamaria@hotmail.com)

## Resumo

Este trabalho é parte atualizada das análises e dos resultados da dissertação desenvolvida no programa de mestrado em História do Atlântico e da Diáspora Africana (PPGH-UESC). Tem por objeto de estudo a educação em ambiente hospitalar (EAH) e sua oferta para estudantes da educação de jovens e adultos (EJA), em tratamentos de doenças. Objetiva estabelecer relações, por meio do alargamento das fronteiras interdisciplinares, de modo a identificar aportes para a análise e interpretação do objeto investigado. De caráter bibliográfico e explicativo, utiliza abordagem qualitativa para interpretação das fontes na perspectiva de ultrapassar os limites teórico-metodológicos hierarquizados e homogêneos acerca da diversidade temática envolvendo o mundo atlântico. Ao considerar a história atlântica, conclui a aderência do tema a esse campo a partir de aspectos teórico-metodológicos que corroboram para a investigação a respeito da oferta de EAH aos estudantes da modalidade EJA afastados da escola por situação de adoecimento.

**Palavras-chave:** Conceitos em História Atlântica; Educação em ambiente hospitalar; EJA.

## Resumen

Este trabajo es una parte actualizada del análisis y resultados de la disertación desarrollada en el programa de Maestría en Historia de la Diáspora Atlántica y Africana (PPGH-UESC). Su objeto de estudio es la educación en un ambiente hospitalario (EAH) y su oferta para estudiantes de educación de jóvenes y adultos (EJA) en tratamiento de enfermedad. Tiene como objetivo establecer relaciones, a través de la ampliación de los límites interdisciplinarios, con el fin de identificar contribuciones para el análisis y la interpretación del objeto investigado. De carácter bibliográfico y explicativo, utiliza un enfoque cualitativo para interpretar las fuentes con el fin de superar los límites teórico-metodológicos jerárquicos y homogéneos en torno a la diversidad temática que envuelve al mundo atlántico. Al considerar la historia atlántica, se concluye la adhesión del tema a este campo a partir de aspectos teórico-metodológicos que corroboran la investigación sobre la oferta de EAH a los estudiantes de la EJA alejados de la escuela por enfermedad.

**Palabras clave:** Conceptos de la Historia del Atlántico; La educación en el entorno hospitalario; EJA.

## Introduction

Between the last years of the 20th century and the first decade of the 21st century, a context of changes in policies for Youth and Adult Education (EJA) emerged. It began to be considered a form of Basic Education, a social right. The research developed at the master's level – which includes aspects discussed and expanded in this text – was based on the interest in analyzing the implementation of public education policies and their impacts on the provision of education for hospitalized young and adult students. The theoretical approach sought to approach studies about Atlantic history, which configures the central perspective presented here.

In the work *Apologia da história ou o ofício do historiador*, Marc Bloch (2001) promotes a reflection about the historian's craft based on the question asked by a child: after all, what is history for? If, based on Bloch, we assume that historical research should focus on the individual and society, it is possible to infer that education constitutes a field of historical research for the exercise of the historian's craft, since it focuses directly on the subjects, the “concrete” people who experience and make history (Bloch, 2001, p. 41).

The endeavor to conceptually situate *Educação em Ambiente Hospitalar* – EAH requires deepening the investigation into the intersection between History and Education and the overlaps with Atlantic history. Thus, questions orbited this investigative work, namely: are there interrelations between EAH and the field of Atlantic history? In which concept of Atlantic history would it be possible to situate the researched object?

This article is characterized as bibliographic, since we propose to think about the provision of education for hospitalized students of Youth and Adult Education (EJA), based on the references of Atlantic history with this theoretical-methodological perspective. Regarding the methodological approach, the delimitation of the theme and object of investigation, we understand that, in educational historical research, these are choices that dialogue with the transformations of social relations. In this sense, the qualitative approach allows us to elucidate dimensions with which the history of education has worked. Scientific explanations need to deal with the changes that occur in the social field - new themes, new objects, new perspectives. Thus, the results of this research, supported by the qualitative methodology, do not seek to define models, but to indicate and point out possibilities and perspectives for the understanding of the object and for social action.

The Brazilian history and, consequently, the history of national education are part of the field of Atlantic history. The transit of people, customs, ideas and cultures that Brazil experienced was also that of European educational models that were brought and implemented - sometimes brutally. The debate about the history of education requires us to remember that, from the beginning of the 16th century onwards, much more than objects, goods and people traveled across the Atlantic. Customs, ideas, practices and educational models were transported to Brazil. This transit was not an intact transposition – as there is no way to transport an idea, an educational system or even a pedagogical proposal in a purist way.

Even so, at least until the second half of the 20th century, debates about education in Brazil did not receive the same attention among historians as other themes, remaining distant from historiographical discussions and productions. The increased attention to the field of education was awakened in many historians by the advancement of new theoretical concepts that allowed the resignification of sources and influenced other approaches and methodologies of historical research in education. The change in the perspective of researchers in different areas made it possible to discuss other aspects involving education beyond educational concepts, methodologies and praxis.

With this in mind, we should not disregard the pedagogical influence, particularly from the second half of the 20th century onwards, of Brazilian educators and researchers – Paulo Freire, as a great example, just to mention the most internationally known – who began to influence education in other countries in the Americas, Africa and Europe itself.

In recent years, Atlantic History has taken as reference some theorists, namely: Russell-Wood, Bernard Bailyn, David Armitage, Philip Morgan, Alison Games, John Thornton and Douglas Chambers, among others. We highlight David Armitage (2014), professor of history at Harvard University since 2004, as a reference for works arising from the Atlantic History approach. By suggesting concepts from this historiographical field and characterizing each concept, he proposes possibilities of integrating national, regional or local histories into broader, sustained perspectives, highlighting singularities and interactions ties between the local area with a broader network of contacts in relation to the Atlantic world. According to Armitage (2014), the three dimensions of Atlantic History indicate to historians a new field, which allows for methodological pluralism.

The first section, entitled “Education in Hospital Settings – brief history and concept”, presents conceptual elements of EHS, while developing a brief history of this offer in Brazil; highlights special education, focusing on the political and economic scenario, at the interface between the local and the global; the debate about education as an individual and social right, of the various actors in Youth and Adult Education - EJA and of events in global and local contexts. The second section builds a reference on the proposal to bring education in hospital environments to the historiographical debate whose contribution from Atlantic History can be taken under two conditions: the first, due to the relevance of new sources and new approaches; and the second, through theoretical and methodological support for the analysis of sources, taking into account the dynamics of relations in different Atlantic contexts. Thinking about EAH from the Atlantic dimension within historical processes, experiences and trajectories in translocality perspectives contributed to the construction of an analysis about the results of interactions among educational cultures, as well as to the expansion of the argumentation about the implementation of public educational policies included in the country's political agenda in the period under study.

### **Education in Hospital Settings – brief history and concept**

The nomenclature is a starting point to understand what in this article we call *Educação em Ambiente Hospitalar* (EAH). As Eneida Fonseca (2015) has shown, there is still a lot of confusion about the terminology used to define school care for sick children (or sick students). In Brazil, the first government document to deal exclusively with education for students undergoing treatment for illnesses was published in 2002. This document, in addition to conceptualizing the provision of education for sick students in a hospital setting in a specific way, also differentiated it from the provision of education for sick students in a home setting, calling it Hospital Class and defining it as

the pedagogical-educational care that occurs in health treatment settings, whether in the context of hospitalization, as traditionally known, or in the context of care in day hospitals and hospitals during the week, or in comprehensive mental health care services. (Brazil, 2002, p. 13).

However, classes in hospital settings can be held individually, without grouping students who are also patients in a single location, as the idea of a class advocates. For this reason, we chose the term education in a hospital environment – EAH –, understood as the

teaching action that occurs in hospital settings, offered to all students who need specialized educational support, so that they can continue or begin the educational process.

Therefore, it is a systematized, adapted and appropriate pedagogical service, within the scope of Basic Education, individually (in beds) or collectively (in hospital classrooms), according to the particularities of hospitalized students, respecting the restrictions imposed by their clinical condition or by the treatment of the illness. Thus, the term EAH broadens the dimension of the variety of subjects, practices and internal spaces of hospitals that can be involved/used by this pedagogical action.

Regarding its genesis, there is no consensus about the first educational services offered in Brazil, because there is also debate about who established it and its objectives. Thus, if we think about the first records of the hospital educational experience in a non-welfare-based conception, we will see that the EAH was already operating in the country since the first half of the 20th century, according to Alessandra Barros (2011):

Without wishing to detract from the historical record that commonly refers to post-war Europe as the first stage of what could be considered a Hospital School, it is worth noting the previous initiative that took place right here in Brazil. This is what we could call today the schooling service of the Bourneville Pavilion-School for abnormal children, of the *Hospício de Alienados do Rio de Janeiro*, founded in 1902 and closed in 1942. (Barros A., 2011, p. 19).

If, on the one hand, in Decree Law no. 1044, of October 1969, the military government addressed the right to schooling for students suffering from illness. We highlight Article 1 in the text:

**Students at any level of education** who have congenital or acquired conditions, infections, trauma or other morbid conditions, determining acute or worsening disorders [...] are considered worthy of exceptional treatment (Brasil, 1969, p. 1, our emphasis).

According to this Decree-Law, exceptional treatment should be given to students suffering from illnesses and, in its initial articles, it highlights the forms of school assistance when it is impossible for them to attend regular school (Menezes et al., 2020, p. 6). It is the oldest current regulation that addresses educational assistance to students undergoing treatment for illnesses, guaranteeing that students whose illness was among those mentioned in the first article or who had a medical report receive home exercises. It does not mention the provision of in-person classes in hospital units for sick students.

It is important to highlight the growing pressures and internal and external mobilizations, from the 1970s onwards, for the education of students with special needs and/or who required specialized care. At the global level, attention was increasingly focused on people with disabilities. The United Nations (UN), in a general assembly held on December 30, 1971, approved the Declaration on the Rights of Mentally Retarded Persons.

In 1972, the Federal Education Council - CFE issued opinion no. 848/1972, in which it emphasized the need to implement specialized services in education systems. It is no coincidence that the military government, through decree no. 72.425/1973, created CENESP, an agency intended to coordinate educational policy actions for the exceptional.

Our option is to consider that, in Brazil, EAH is linked to public educational policies that must be understood by their internal dynamics, but also as results and conditioned by

external interactions. In Brazil, redemocratization was outlined based on negotiations between the interests of national and international elites. (Machado; Barros, 2020, p. 103).

In this sense, the increase in debates about the democratization of education during the Constituent Assembly (1987-1988), as well as the action of inclusive educational movements, increased the demands for special educational services in which this offer was included.

In the educational field, the actors were preparing for the debates and clashes. At the initiative of the *Associação Nacional de Pós-Graduação e Pesquisa em Educação* (ANPEd), the *Centro de Estudos, Educação e Sociedade* (CEDES), and the *Associação Nacional de Educação* (ANDE), the IV Conference on Education was held in September 1986 in Goiânia, which brought together more than five thousand educators and resulted in a series of proposals to the Constituent Assembly, expressed in the Goiânia Charter<sup>2</sup>, which proposed 21 principles to be included in the constitutional text, among which we highlight principles six and seven:

6 - Physically, mentally and sensory disabled people are guaranteed state-mandated services, starting at the age of 0 (zero) at all levels of education. 7 - It is the duty of the State to provide free, public elementary education of equal quality to all young people and adults who were excluded from school or did not have access to it at the appropriate age, providing the resources necessary to fulfill this duty. (IV CBE, 1986, p. 2).

The letter demanded that the Constitution, in the Education chapter, also include special education and education for young people and adults as a mandatory educational offer to be promoted and provided free of charge by the State. The various legal and administrative initiatives of political society on the EJA agenda relied, for its implementation as a right, on pressure and diverse action from various sectors of civil society. During the Constituent Assembly, these issues did not go unnoticed. The representative of ANDE, Jarbas Novelino Barato, defended that it be made clear in the new Constitution that “[...] people who were unable to go to school from the ages of 7 to 14, or from the ages of 6 to 18, did not lose the right to basic education, because this is a permanent right, it is a right that does not expire with age.” (Barato apud Martins, 2018, p. 836).

The Federal Constitution (CF-1988) enacted, in its article 205, Education as a “[...] right of all and duty of the State and the family, will be promoted and encouraged with the collaboration of society, aiming at the full development of the person, their preparation for the exercise of citizenship and their qualification for work.” (Brazil, 1988), understood as a public policy whose responsibility lies with the State, based on political bodies and civil society entities, from which the regulations derive.

However, in the 1988 Federal Constitution, EJA was included as a subjective public right and its provision would be free and mandatory in the form of supplementary education. The guarantee of schooling for this public was related to the sociopolitical arrangements that were historically established in Brazil, particularly after the Military Dictatorship. It is important to consider that the policies implemented during the civil-military dictatorship that definitively marked EJA were characterized by “[...] educational services with a compensatory bias, light-hearted and of low quality.” (Costa; Machado, 2017, p. 95).

---

<sup>2</sup> The Goiânia Charter was written by educators present at the IV Brazilian Conference on Education. It proposed basic principles to be included in the Constitution. Available at: [http://www.floboneto.pro.br/\\_pdf/outrosdoc/cartadego%C3%A2nia1986\\_4cbe.pdf](http://www.floboneto.pro.br/_pdf/outrosdoc/cartadego%C3%A2nia1986_4cbe.pdf). Accessed on: March 10, 2022.

Even so, from the 1988 Federal Constitution onwards, the guarantees provided for ended up being reflected in other laws, ordinances, decrees and resolutions. EJA has an increased presence in these instruments, with emphasis on the Law of Guidelines and Bases of National Education – LDB (Brazil, 1996), when it began to be considered a modality of Basic Education.

Given the historicity surrounding EAH and EJA, it is necessary to think about Popular Education, as well as understanding them among the educational offerings mandatory to the Brazilian State, not as philanthropy or welfare. In a country marked by patriarchy, slavery and patrimonialism, the legality and legitimacy of EJA and EAH were, and we can say continue to be, a territory of struggle for rights. EJA, in its various peculiarities, including those who needed specialized educational care due to illness, also required other social policies integrated into its offering, such as policies related to health.

### **EAH for EJA from the perspective of Atlantic history**

Atlantic history is a history without borders, as stated by Alison Games (apud Petrocchi, 2013, p. 533), without nationalities or empires, with “integration” and “interdependence” being the key words of this type of approach. Notably, the EAH brings together elements whose analyses from the perspective of Atlantic history can be expanded.

Anthony Russell-Wood (2009), in *Sulcando os mares: um histórica do império português acelera a “Atlantic History”*, sought, as he himself states, to contribute to history in two dimensions, namely: the genesis and evolution of “Atlantic history”, its characteristics, emphases and methodology, and how it diverges from the conscious history of an imperial framework; and the second, in conceptualizing and organizing an article on “the Luso-Afro-Brazilian Atlantic” in the period 1660-1760). In this work, the author begins by pointing out that the older historiography focused on the overseas European empires and tended to focus on conquests and acts of possession, settlement and colonization, trade, evangelization, and the process of governance. According to him, this older historiography never questioned whether technical skills, knowledge of technologies, innovations and creativity were exclusively European.

It was in the early 1970s that a group of historians from Johns Hopkins University, led by Jack P. Greene, launched an initiative with anthropologists and adopted the Atlantic as a field of research. The intention was to bring together scholars from various fields who would contribute to the creation of a new perspective on the richness of the Atlantic and the interconnectivity of the peoples on the continents bathed by it.

From that time onwards, the institutionalization of Atlantic Studies began, with the creation of programs, mainly in the United States, but also in Europe and even in Australia; with the inauguration of courses at all levels, including specialization, master's and doctoral degrees; and chairs dedicated to the History of the Atlantic.

The debate on the direction or fad (as some have called it) of Atlantic Studies led Russell-Wood (2009) to produce reflections on the definitions of this Atlantic History. According to this author, this “new” history carries out an exercise in integrating the multiple dimensions of the Atlantic world, with an emphasis about those aspects that go beyond/transcend political or national borders; the connections, interconnectivities, networks and diasporas that link Europe, the Americas and Africa. This history focuses on exchange, whether of individuals, flora and fauna, goods and products, languages, cultures, expressions of faith, customs and traditional practices. Atlantic history highlights and reveals what the peoples of the Atlantic coast have in common and where there are differences. Thus, it stands out

The Atlantic is characterized by movement, by ebb and flow, and transitions, and by various rhythms of acceleration; and a world where institutions, even kingdoms, are formed, reformulated in different ways, fragmented, only to reappear with a new configuration. An inherent concept of this history is that no part can exist in isolation. An event – epidemic, drought, war, famine – in one part of the world can human, and cultures in the modern era (Russell-Wood, 2009, p.21).

In *Histórias do Atlântico Português*, the historian Russell-Wood (2014) brings together a collection of texts that emphasize the Atlantic focus in the analysis of the relations developed by the Portuguese in Africa and America. This work presents a selection of texts with different approaches and important methodological suggestions that dialogue at various points with the analytical proposal of Atlantic History, exemplifying the diversity of themes and approaches that favor a global vision of studies in this field. However, the author also shows himself to be methodologically concerned with the interpretation and treatment of data on several occasions.

Mapping this concern made it possible to recognize several methodologies developed by Russell-Wood (2014), namely the “theory of analysis of convergent structures”, which he suggests as an analytical tool to identify in a comparative way the functioning, transformations, powers and competencies concentrated in an institution. Although the community of Brazilian historians was not very receptive to this theory, the theme he investigated became a field of study that continues to grow and branch out.

As Bernard Bailyn (2005) pointed out, regarding the main contributions of an Atlantic history, it is that it concerns itself with several aspects at the same time. Therefore, it allows us to think about the relations between various regions that made up the Atlantic Ocean, always articulating local specificities and the general dynamics of the Atlantic (Bailyn, 2005 apud Guimarães, 2014, p. 3).

If, on the one hand, the maritime and river routes defined the configurations of the Atlantic zone, on the other, the Atlantic region goes beyond the coast and riverbanks, which enabled greater communication and cultural and economic flows among continental routes. According to Alison Games,

the history of the Atlantic is not only about literal points of contact (ports, exchanges, or migrants, for example), but rather about explaining transformations, experiences, and events in a place, in terms of conditions resulting from the location of this place in a broad, multifaceted, and interconnected world. (Games, 2006, p. 747).

It is important to remember that the history of Brazil itself and, consequently, the history of one of the oldest national institutions, education, is an Atlantic history. Education can be thought of from complex and multiple aspects: from intentionality to conceptions, from supply to financing, from stages to modalities, from the subjects involved to the spaces, etc.

In the translation, done by Maria Helena Câmara Bastos, of the introductory text *O Atlântico, entre rivalidades e mestiçagens*, written by historian Alexandre Fontaine (2021), for the collection *Pensando a circulação do conhecimento acadêmico no espaço transatlântico: emigração, transferências, criações (séculos XVIII-XX)*, we see that he raises several questions that are worth highlighting, among which, namely: “[...] how is the circulation of school knowledge organized between the Americas and Europe, or between Europe and the Americas? What objects are transferred and what are the political, economic or cultural contexts that legitimize these choices?” (Fontaine, 2021, p. 1-16).



According to Fontaine (2021), the transatlantic space is a field of “transculturation”, that is, before and even during the process of transferring transatlantic school knowledge, it was the European nations that built their education systems by adapting efficient methods and practices taken from their neighbors. In this sense, he restores the idea of a “silent homogenization” of school knowledge on both sides of the Atlantic, much more marked by polyphonic exchanges and mechanisms of borrowing and appropriation than by its own constructions.

In this short and significant introductory text, Alexandre Fontaine presents what reveals to us the intrinsic relation between Atlantic history and Brazilian educational history and, consequently, with the history of EAH, when he points out that, since the end of the 18th century, the circulation of pedagogical knowledge was already intense, from Europe to the Americas, having been further expanded by universal exhibitions, pedagogical missions and, above all, by the school press. According to this author, we cannot forget to include the migratory flow and think of emigration as a driver of these transfers.

This perspective was also highlighted by Russell-Wood (2009), for whom the migratory process needs to consider a historiography detached from the northern hemisphere, removing the southern hemisphere from academic isolation. Thus, for Russell-Wood,

the routes, people, cultures, goods, and products of the Atlantic maintained a constant exchange with other oceans and contributed, both as receivers and transmitters, to the global interconnection of trade, human mobility, and cultures in the modern era (Russell-Wood, 2009, p.59).

This allows us to think, as Fontaine (2021) indicates, that every change in culture, or every “transculturation”, is a process in which something is given in exchange for what is received. In this way, it is a process in which a new, composite and complex reality emerges from the two parts of the equation; a new, original and independent phenomenon.

The implementation of “Hospital Classes” as an educational service for Special Education in Basic Education (Brazil, 1994, p. 18) is among the activities that did not escape the influences and exchanges promoted by communication via the Atlantic. We can affirm that it was the transatlantic pedagogical experiences that allowed, albeit with their own contours, national educational institutions to initiate some type of hospital schooling in the country.

The history of education allows us to discuss society, its relations with the local, regional, national and international context, its constitution, and its organization. Education as a historiographical field can contribute important reflections to the debate about the social and political aspects of societies. In this sense, the history of EAH can occupy the same attention that is given to any other historical theme. The historiographical debate about EAH for students of Youth and Adult Education (EJA) mobilizes concepts and aspects on which historical research has the possibility of promoting significant contributions. The analytical references and epistemological foundations of the field of Atlantic history were important constructs for the problematization of sources, especially international letters and declarations, but also public educational policies aimed at EJA/EAH.

In the 19th century, both in Brazil and in other slave-owning countries, the elites were fearful of the so-called “dangerous classes”. A central instrument for these classes was the control of education, including its forms of prohibition. Thus, school would appear as a strategy to control bodies, to produce docility and acceptance of learning considered useful to the current social system. This fear of the elites, especially of the black population, constituted a problem that was negotiated through legal, institutional and ideological

interventions, among which were the delimitations of education, the provision of which was not guaranteed, but rather restricted and monitored for this part of the population.

In the history of Brazilian education, the schooling of subjects from the working classes and, especially, of the black population, presented forms of insurgent protagonist, through evidence recorded both in the difficulties in attending the places where education was offered and in the proposal of specific places for education carried out in associations or at home.

In the case of Brazilian society, reflecting on education, specifically public education, of young people and adults in situations of illness allows us to think about issues that pass through other fields and areas of knowledge, but which also corroborate the historical analysis. This may be one of the first answers about the relation between hospital education and the field of study of Atlantic history. More than highlighting the relevance of the history of education as a field of historiography, the topic, from the perspective of Atlantic history, can be treated conceptually.

According to Sérgio Luna (2011), the literature review can, among other objectives, circumscribe a research problem within a theoretical framework (theoretical review) or even identify historical issues in relation to the topic (historical review). To this end, we present the conceptualization of Atlantic history proposed by David Armitage.

In *Três conceitos de História Atlântica*, Armitage (2014) states that it is possible to outline three ways of approaching Atlantic history: Cis-Atlantic history – national or regional history within an Atlantic context; Circum-Atlantic history – the transnational history of the Atlantic world; and Trans-Atlantic history – the international history of the Atlantic world. These approaches can be separate or combined.

Armitage (2014) also dedicates himself to delimiting a time-space for each concept of Atlantic history. Among the aspects that connect our research to this work is the fact that it views the Atlantic as a

product of successive waves of navigation, exploration, colonization, administration and imagination. [...] The Atlantic was a European invention not only because Europeans were its exclusive occupants, but because they were also the first to connect its four sides into a single entity, forming, at the same time, a system and a representation of a singular natural attribute. (Armitage, 2014, p. 207).

As a new historiographical field, Atlantic history cannot fail to be questioned. Among the various questions raised, we ask: what is the capacity of an Atlantic history to reveal new problems or help historians to ask themselves more consistent questions than traditional areas of investigation? Armitage (2014) himself provides a satisfactory answer to this question, in our view. Atlantic history is still under construction and does not have, like other fields, an extensive and perhaps saturated number of studies. It has not yet reached a consensus on problems, events or processes. It does not follow a common method or practice.

Atlantic history – whether Circum-Atlantic, Trans-Atlantic or Cis-Atlantic – pushes historians towards methodological pluralism and broader horizons. This is certainly what can be expected of any emerging field (Armitage, 2014). By aligning our research with the history of Cis-Atlantic, we do so because we understand that “[...] Cis-Atlantic history, in the broadest sense proposed here, is the history of any particular place – a nation, a state, a region, and even **a specific institution** – in relation to the larger Atlantic world.” (Armitage, 2014, p. 213, emphasis added).

Isn't the education really a specific institution? From the perspective of this conceptual approach, this work not only fits into the studies of Atlantic history but can also provoke/contribute to its expansion. In other words, this historiography makes it possible to understand how people and institutions from different sides of the Atlantic world actively participated in the construction of Education in Brazil.

The definition of both the field and the historical sources considered in this research took as reference the authors cited above, through whom it sought to carry out the task of an approach or a historiographical practice that cannot be strictly framed in a single field. In this sense, “[...] to use a more current metaphor, we can see historiography as a vast universe of information traversed by countless networks, where each professional finds his or her own exact and particular connection.” (Barros, 2004, p. 9).

Among historians, the work necessarily depends on sources (documentary, oral, bibliographic, heritage, intangible or otherwise, etc.). Contact with and analysis of sources, the questions posed to them, the answers or lack thereof that they can provide are the basis for historical research. Scrutinizing sources is a fundamental procedure for discussions about the past. Certainly, the absence of sources is also an element that allows us to think about the relationships among various regions that made up the Atlantic Ocean, always articulating local specificities and the general dynamics of the Atlantic (Bailyn, 2005 *apud* Guimarães, 2014, p. 3).

In this sense, we advance in a more in-depth bibliographical study (also including secondary sources), especially in the interfaces between the history of education and the history of health. We also continued our investigations into public education policies, both in international political agendas and in the actions of the Brazilian State, since the advent of redemocratization, with an emphasis on the profile of EJA.

In this way, legislation in its broadest sense, as a result of a collective of internal and external disputes and forces, occupied a relevant space in the methodology and analysis of the sources chosen to conduct the research. As we were able to see, the legal “corpus” recognized *Educação em Ambiente Hospitalar* – EAH. However, we found that the legal support proved to be in contradiction to what was actually implemented regarding this provision.

Education expressed as a social right is stated in Chapter III, article 214, of the Federal Constitution (1988), which states that actions by the government must lead to the universalization of school attendance. This is ensured by the Law of Guidelines and Bases for National Education – LDB, nº 9394/1996, in its articles 5 and 23, which state, respectively, that it is up to the government to create alternative forms of access to the different levels of education and that it can organize different ways to guarantee the learning process.

In fact, taking this aspect specifically, the research developed theoretically supported its analysis in studies related to the fields of history of education and public educational policies for the education of young people and adults in situations of illness. The analytical references and epistemological foundations of the field of Atlantic history were important constructs for the problematization of the sources, especially the international letters and declarations, but also the public educational policies aimed at EJA/EAH.

For Marchi (2019), public policies aim to bring to the materialization of their existence the rights and voices of those who do not have the opportunity to express themselves in the political world. In other words, it argues that proposing, defending and formulating public policies are characterized as a continuous process of social improvement, in which all elements, classes and social organisms are equally evoked (Marchi, 2019, p. 532).

In this context, the field of study of educational policies is challenging, especially because it is built on the dialogue of several interdisciplinary fields that demand theoretical, analytical and methodological paths capable of accounting for the different forms of analysis and interpretation of discourses, texts and contexts of the spaces of demand and organization

of laws. Understanding this reality is vital for understanding educational policies through theoretical-methodological guidelines that guided the analyses of this research.

This methodology provided a broader perception of the phases involved in the elaboration and implementation of public educational policies, given that it does not focus solely on the role of the State, but considers the dialogue between macro and micro processes, the historical context, local and global economic, the subjects and social institutions.

In the case of this study, the EAH demands to highlight another element that permeates this theme: the *locus* where this pedagogical action occurs, the hospital. This institution – more specifically the *Santas Casas* – is related to the history of the Atlantic. According to Ferreira (2017), the Institution of the *Santa Casa de Misericórdia* originated in Portugal in the 15th century, founded by lay people and a Trinitarian friar. Initially, its objective was to provide material and spiritual assistance to those in need. However, from the period of Portuguese maritime expansion, with the colonization of Brazil, the model of the brotherhood of the *Santa Casa* was adopted as an instrument for the diffusion of Portugal's power over the conquered land (Ferreira, 2017, p. 9).

The field of study on the History of Health in Brazil highlights the role and performance of the *Santas Casas da Misericórdia*, philanthropic institutions that stand out as references for socio-educational activities. The article and the dissertation, respectively by Santana (2008) and Souza (2017), with different time frames that cover the 16th to the 19th centuries, present the performance and role of the *Santa Casa de Misericórdia* of Bahia, highlighting the educational actions provided to poor and abandoned boys and girls and the actions aimed at preparing children for work.

The relations established among countries, particularly the Western countries bathed by the Atlantic, were reconfigured in the post-Second World War period in their political, economic and social dimensions. The creation of the United Nations (UN), a result of the Peace Conferences held shortly after the end of the Second World War, signals part of this reconfiguration. The UN made it possible to draft the “Charter of the United Nations,” establishing values and commitments identified as fundamental to human coexistence, without which our species would perish. This global alliance document was signed at the time by 50 countries, including Brazil, which promulgated the Charter in Decree No. 19,841/1945, committing itself to the purposes and principles of the document (Brazil, 1945).

The Universal Declaration of Human Rights (UDHR), published in 1948, ratified the “Charter of the United Nations” establishing the institutionalized protection of the values dearest to humanity: universal and irrevocable human rights. Its implementation falls to the States, which must promote and guarantee the protection of human dignity and basic social rights (work, education and health).

We can question who is the “universal man” and what should be the object of equity - civil liberties, social position, the distribution of goods and services produced by society? The focus of the debate on the provision of Education in Hospital and Home Environments for EJA is based on a conception of justice that must include the relations of difference among the subjects of society. To this end, an understanding is constructed about the notion of equity that carries a multidimensionality, and intervenes in the understanding of freedom, law and justice. Thus, despite not having the force of law, the publication of instruments developed during international conferences and conventions in the area of human rights and their adjustments should enable, in the area of rights, the development of projects and programs with objectives and goals that imply the recognition of the legality of public policies by States.

In this sense, we have selected some letters and declarations, signed between 1990 and 2010, particularly related to the theme of this study, namely: the World Declaration on Education for All, of Jomtien (Thailand, 1990), the Sundsvall Declaration (1991, Sweden), the Principles for the Principles for the Protection of Persons with Mental Illness and the

Improvement of Mental Health Care, in 1991; the United Nations Principles for Older Persons in 1991, the Salamanca Declaration (Spain, 1994), the Jakarta Declaration (Indonesia, 1997), the Guatemala Convention (1999), the The Charter for the Third Millennium (England, 1999), the International Covenant on Economic, Social and Cultural Rights (2000), the Mexico Declaration (Mexico, 2000), the Montreal International Declaration on Inclusion (2001), the Bangkok Charter (Thailand, 2005), the New York Convention (United States, 2007) and the Belém Charter (Brazil, 2009).

In particular, the World Conference on Special Needs Education in Salamanca had an impact on the implementation of social and educational policies that favored inclusive perspectives, placing the guarantee of education for children, young people and adults with special educational needs as an urgent matter. The event also required political and structural changes in their educational systems and the creation of a legal framework that would legitimize the implementation of inclusive practices in regular schools from different governments. In this way, participation, signature or incorporation of the programmatic principles of international documents into Brazilian legislation demonstrated, at least on the international stage, a commitment to different agendas, including those related to education and health.

Menezes's thesis (2018), entitled *Atendimento Escolar Hospitalar e Domiciliar: estudo comparado das políticas educacionais do Paraná/Brasil e da Galícia/Espanha*, in a way, helps to ratify this statement. The author promotes a comparative study on school and home care policies for students in Brazil and Spain, from 2007 to 2017. This source highlights the existence of interconnections both transnationally and with other fields and the relevance of the interaction among them, as well as demonstrating that history is always multiple, even if it is possible to examine it from specific perspectives.

Education as a factor in human development encompasses a complex system that, through a dialogue between the global and local space, integrates elements related to the implementation of public policies that need to address fundamental issues of social dynamics and the heterogeneity of school audiences. Thus, the support of Atlantic history helped in fulfilling the methodological exercise, namely: the adoption of criteria already established by current historiography and the communication with the bibliography pertinent to the topic in order to build an overview, in the case of our object, of public policies in EAH for hospitalized youth and adults nationally and internationally.

When considering the concerns of Atlantic History, specifically in this analysis, we understand the transatlantic space as a route of circulation and transfer of pedagogical knowledge that has contributed to the development of the school system since the first globalization between the 15th and 16th centuries. From this perspective, there are numerous contributions to the development of comparative education studies that have allowed us to think about the mechanisms for constructing EAH for EJA based on loans and/or reformulations that circulated, passed through, were enriched or were rejected.

## **Final considerations**

According to Russell-Wood (2009), the choice requires from the historian the attributes of a judge, the skill of a juggler, the temperament, power of concentration and the steel nerves of an acrobat. The choice for Atlantic History was considered an appropriate path given the possibility of taking advantage of a variety of perspectives and approaches, taking the Atlantic not only as a point of reference, but understanding the confluences involving Europe, Africa and America, the routes, the people, the cultures, the goods and the products in constant exchange.

We take the concepts of Atlantic history as a paradigm to demonstrate the following duplicity: the existence of internal and transnational interconnections both for the implementation of EAH and for the implementation of public educational policies aimed at EAH for EJA. We address the concepts of EAH and Atlantic History to analyze their interconnections and highlight references from this field of historiography to answer questions raised about the theme investigated: the provision of Youth and Adult Education (EJA) in hospital settings in Brazil.

Thus, what we can call Atlantic History would not be a simple plural integration of themes, approaches and analytical scenarios, but above all a differentiated unit of reflection regarding processes and connections. The Atlantic appears as a geography without precise borders, a fluid field, in which experiences invade and occupy other nations, territories and cultures. In these sets of connected, crossed and shared experiences and historical processes, the Atlantic was reinvented, as a complex historical space of differences, but also, possible to analyze forms of unity and coherence, and rethink historiographical approaches.

In addition, the history of EAH is assumed as a field of interrelation with at least three other constituent dimensions: the field of educational practices; the field of health; and the field of public education policies. Here and there, research has been carried out on various colonial and post-colonial dynamics, especially in comparative studies. In this article, we wanted to emphasize the expansion of interdisciplinary boundaries in the current perspectives of Atlantic History, which have suggested various theoretical and methodological approaches and connections.

We present concepts and objectives of Atlantic History, agreeing that it is not a closed model that restricts research or distorts it to fit the concept. On the contrary, it seeks flexibility and tries to avoid commonplaces, such as colony, nation and empire, which allows the historian to transcend the parameters to which he is accustomed. It is a way of looking at the global and the regional, seeking common characteristics or highlighting differences. Other aspects brought up were the constant contributions to the Brazilian legal system, generally based on principles of international law and the statutes and conventions available since the promulgation of the Federal Constitution of 1988, inspired by the concepts of human rights, mainly with regard to education and health care. Compliance with this legislation leads to the necessary conclusion that young people and adults who are ill or undergoing treatment for illnesses that prevent them from attending school in person and regularly have the right to this social good, as provided for in the Constitution.

Thus, what research has been able to find so far, with regard to the legislation that guaranteed the right to education for all in Brazil, was that these laws were characterized more as government programs than as permanent public policies. Thus, EAH was not conceived as an offer that could prevent interruption and/or favor the beginning of the schooling process for young people, adults and the elderly, or recognized as a universal right for fully meeting the cultural and educational demands of those in hospitalization.

In contemporary discourse on EJA, the word equity is often taken as the basis for universal notions of human rights. If the movement for inclusion was initially intrinsically linked to education and the inclusion of citizens with special educational needs, it is increasingly linked to a process that seeks to respond to everyone in their diversity and needs. Its main objective is to eliminate any and all exclusion. However, we know that Brazilian society is not a legal society, in the sense that it is not dominated exclusively by the problem of law. In this sense, ultimately, it is necessary to discuss the power constituted in different spaces and times by different forces. We defend a proposal for equity as the right to difference and inclusion, which implies producing a history in different ways.

Therefore, when presenting the path using the Atlantic history as a theoretical and methodological contribution to research on EAH for EJA students, we seek to constitute a valid contribution to the dialogue about the issue of Education as a right and inclusive practice. In short, it draws attention to the moments of construction of the new Constitution (1988), to the debates and international documents about what inclusive education should be that were mobilized politically and socially.

## References

ARMITAGE, David. Três conceitos de história atlântica. *História Unisinos*, São Leopoldo, RS, v.18, n.2, p.206-217, mai./ago. 2014. Disponível em: <http://bit.ly/3-his-atlan>. Acesso em: 02 out. 2019.

BARROS, Alessandra. Notas Sócio-Históricas e Antropológicas sobre a escolarização em Hospitais. In: SCHILKE, Ana Lúcia, NUNES, Lauane Baroncelli, AROSA, Armando C. (Orgs.). *Atendimento escolar hospitalar: saberes e fazeres*. Niterói: Intertexto, 2011. p.19-29.

BARROS, José D'Assunção. *O campo da história: especialidades e abordagens*. Petrópolis: Vozes, 2004.

BLOCH, Marc. *Apologia da história ou o ofício do historiador*. Rio de Janeiro: Jorge Zahar Editor, 2001.

BRASIL. Decreto Lei n 19.841 de 22 de outubro de 1945. Promulga a Carta das Nações Unidas, assinada em São Francisco, a 26 de junho de 1945, por ocasião da Conferência de Organização Internacional das Nações Unidas. *Casa Civil*. Subchefia para Assuntos Jurídicos, 1969. Disponível em: [http://www.planalto.gov.br/ccivil\\_03/decreto/1930-1949/d19841.htm](http://www.planalto.gov.br/ccivil_03/decreto/1930-1949/d19841.htm). Acesso em: 21 nov. 2021.

BRASIL. Decreto Lei n 1.044 de 21 de outubro de 1969. Dispõe sobre tratamento excepcional para os alunos portadores das afecções. Presidência da República. *Casa Civil*. Subchefia para Assuntos Jurídicos, 1969. Disponível em: [http://www.planalto.gov.br/ccivil\\_03/decreto-lei/del1044.htm](http://www.planalto.gov.br/ccivil_03/decreto-lei/del1044.htm). Acesso em: 30 abr. 2021.

BRASIL. *Constituição da República Federativa do Brasil de 1988*. Brasília, DF: Presidência da República, [2016]. Disponível em: <http://www.planalto.gov.br/ccivil03/constituicao/constituicao.htm>. Acesso em: 19 jun. 2019.

BRASIL. *Secretaria de Educação Especial. Política Nacional de Educação Especial: livro 1/MEC/SEESP- Brasília: a Secretaria, 1994. 66f.*

BRASIL. Lei nº 9.394, de 20 de dezembro de 1996. Estabelece as diretrizes e bases da educação nacional. *Diário Oficial União*, Brasília, DF, 23 dez. 1996. Disponível em: [http://www.planalto.gov.br/ccivil\\_03/LEIS/L9394.htm](http://www.planalto.gov.br/ccivil_03/LEIS/L9394.htm). Acesso em: 09 jun. 2019.

BRASIL. Ministério de Educação. Secretaria de Educação Especial. *Classe Hospitalar e atendimento pedagógico domiciliar: estratégias e Orientações*. Brasília: Ministério de Educação, 2002. Disponível em: <http://portal.mec.gov.br/seesp/arquivos/pdf/livro9.pdf>. Acesso em: 10 mar. 2021.

CONFERÊNCIA BRASILEIRA DE EDUCAÇÃO, 4., 1986, Goiânia. [*Carta de Goiânia*]. Destinatário: Assembleia Nacional Constituinte. Goiânia, 2-5 de set. 1986. 1 carta. Disponível em: <https://bit.ly/3N9w1lf>. Acesso em: 05 abr. 2022.

COSTA, Cláudia Borges; MACHADO, Maria Margarida. *Políticas públicas e Educação de Jovens e Adultos no Brasil*. 1. ed. São Paulo: Cortez, 2017.

FERREIRA, Luciana de Moura. *A Santa Casa de Misericórdia de Fortaleza: acolhimento de enfermos e educação para a saúde pública (1861-1889)*. 2017. Tese (doutorado) – Universidade Federal do Ceará, Fortaleza, 2017. Disponível em: <https://bit.ly/3wkw8na>. Acesso em: 22 nov. 2021.

FONSECA, Eneida Simões da. Encontros nacionais e informativos semestrais sobre atendimento escolar hospitalar: contribuições aos professores? In: XII Congresso Nacional de Educação. *Anais...* Curitiba, 26-29 out. 2015, p.12787-12801. Disponível em: [https://educere.bruc.com.br/arquivo/pdf2015/17322\\_8949.pdf](https://educere.bruc.com.br/arquivo/pdf2015/17322_8949.pdf). Acesso em: 11 mar. 2021.

FONTAINE, Alexandre. O Atlântico, entre rivalidades e mestiçagens. Tradução: Bastos, Maria Helena Câmara. (2022). *Revista História da Educação (Online)*, v. 26. Disponível em: <https://seer.ufrgs.br/index.php/asphe/article/view/e112150>. Acesso: 30 nov. 2023. DOI: <http://dx.doi.org/10.1590/2236-3459/112150>

GAMES, Alison. *Atlantic History: Definitions, Challenges, and Opportunities*. The American Historical Review, v. 111, n. 3, jun. 2006, p. 741-757.

GUIMARÃES, Matheus Silveira. *História e mundo atlântico: contribuições para o estudo da escravidão africana nas Américas*. Cadernos Imbondeiro. João Pessoa, v. 3, n. 2, 2014.

LUNA, Sérgio Vasconcelos de. *Planejamento de Pesquisa: uma introdução*. São Paulo: EDUC, 2011.

MACHADO, Maria Margarida; BARROS, Rosanna. *Aspectos da construção histórica da identidade da educação de jovens e adultos no Brasil e em Portugal: enfoque na agenda política e suas práticas discursivas*. *Cadernos de História da Educação*. v. 19, n. 1, p.91-109, jan./abr. 2020. DOI: <https://doi.org/10.14393/che-v19n1-2020-8>

MARTINS, Paulo de Sena. Constituinte, financiamento e direito à educação: a voz dos protagonistas. Dossiê. *Revista Educação e Sociedade*, Campinas, v.39, n.145, p.823-845, out.-dez., 2018. DOI: <https://doi.org/10.1590/es0101-73302018193871>.

MENEZES, Cinthya Vernizi Adachi de. *Atendimento Escolar Hospitalar e Domiciliar: estudo comparado das políticas educacionais do Paraná/Brasil e da Galícia/Espanha*. 2018. Tese (Doutorado em Educação) – Universidade Federal do Paraná, Curitiba, 2018.

MENEZES, Cinthya Vernizi Adachi de; TROJAN, Rose Meri; PAULA, Ercilia Maria Angeli Teixeira de. O direito à educação no atendimento escolar hospitalar e domiciliar: inquietações conceituais e legais. *Revista Educação*, v.45, p.1-25, jan.-dez. de 2020. DOI: <https://doi.org/10.5902/1984644440261>



PETROCCHI, Renato. Imagens e histórias nas perspectivas transatlânticas sobre o século XX. In: SILVA, F. C. T.; LEÃO, K. S. S.; ALMEIDA, F. E. A. (Orgs.). *Atlântico, a história de um oceano*. 1. ed. Rio de Janeiro: Civilização Brasileira, 2013. p. 507-537; Capítulo XIV.

RUSSELL-WOOD, Anthony John R. *Sulcando os mares: um historiador do império português enfrenta a “Atlantic History”*. HISTÓRIA, São Paulo, v.1, n.28, 2009, p.17-70.

RUSSELL-WOOD, Anthony John R. *Histórias do Atlântico português*. Ângela Domingues, Denise A. Soares de Moura. (Orgs.) 1. ed. São Paulo: Editora Unesp, 2014.

SANTANA, Ângela Cristina Salgado de. *Santa Casa de Misericórdia da Bahia e sua prática educativa (1862-1934)*. 2008. Tese (Doutorado em Educação) - Universidade Federal da Bahia, Salvador, 2008. Disponível em: <https://bit.ly/3FAs1I1>. Acesso em: 18 nov. 2021.

SOUZA, Ana Paula de. *Educação e trabalho no Asilo dos Expostos da Santa Casa de Misericórdia da Bahia (1870-1890)*. 2017. Dissertação (Mestrado em Ciências Sociais) – Universidade Federal do Recôncavo da Bahia, Cachoeira/BA, 2017. Disponível em: <https://bit.ly/3L5ZyuG>. Acesso em: 14 nov. 2021.