

THE CHALLENGES IN THE APPLICATION OF EDUCATIONAL PUBLIC POLICIES FOR THE INCLUSION OF IMMIGRANTS, IN A SCHOOL IN THE MUNICIPALITY OF THE CITY OF MANAUS-AM 2016 TO 2021

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Abstract: In recent years, the immigration flow in Manaus - State of Amazonas, has been intense, 019, we receive a large number of immigrants and refugees from several countries, mainly from Haiti and Venezuela, who come in search of better living conditions, different from those offered in their home countries, difficulties caused by the economic crisis, natural disasters and/or political problems. This large flow of immigrants has caused several social challenges to society, especially in the areas of housing, security, health and education. This work aims to verify public policies, with the intention of glimpsing the impacts, reflexes and possible solutions for this demand. à 2019. The proposal intends to awaken society, public authorities and the school community, despite the equal conditions related to the process. The research aimed to demonstrate the applicability of existing educational public policies in the City of Manaus, which provide opportunities for the inclusion of refugees and immigrants in Basic Education, by the public educational system; verify measures that provide access to basic education for refugees and immigrants; Analyze how the forms of evaluations and surveys that promote the inclusion of this public in the educational system; Describe the procedures that will provide possible solutions. Development presents some topics: Educational public policies aimed at refugees and immigrants; The immigration flow in the city of Manaus; Educational public policies for immigrants and refugees; Insertion Processes of immigrants and refugees in the public education network of Manaus, Educational public policies for immigrants and refugees; Insertion Processes of immigrants and refugees in the public education network of Manaus;

INTRODUCTION

In recent years, the immigration flow in the city of Manaus-Amazonas has been intense, between 2015 and 2019, we received a large number of immigrants and refugees from several countries, mainly from Haiti and Venezuela, who come in search of better living conditions, different from those offered in their countries of origin, difficulties caused by the economic crisis, natural disasters and/or political problems. This large flow of immigrants has caused several social challenges to society, such as housing, security, health and education. In this research work, public policies will be approached, with the intention of glimpsing the impacts, reflexes and possible solutions for this demand. In view of the relevance of the problem, he proposed to deepen the theme, to promote knowledge and possible solutions, or strategies to minimize this problem, since education is a right of all, whether Brazilians or foreigners residing in the country, guaranteed by the Federal Constitution of 1988 in its articles 5 and 205. Having as research object, foreign children and adolescents who entered the public education system between the years 2015 to 2019. The proposal aims to awaken society, public authorities and the school community, despite of equal conditions related to the process. The research aims to demonstrate the applicability of existing educational public policies in the City of Manaus, which provide opportunities for the inclusion of refugees and immigrants in Basic Education, by the public educational system; verify public measures that provide access to basic education for refugees and immigrants; Analyze how the forms of evaluations and surveys that promote the inclusion of this public in the educational system; Describe the procedures that will provide possible solutions. Development presents some topics: Educational public policies aimed at refugees

and immigrants; The immigration flow in the city of Manaus; Educational public policies for immigrants and refugees; Insertion Processes of immigrants and refugees in the public education network of Manaus, Educational public policies for immigrants and refugees; Insertion Processes of immigrants and refugees in the public education network of Manaus; The qualitative and quantitative methodology with the analysis of the public policies that were applied, the literature review such as laws, norms, regulation of educational policies that govern the school, enrollment document and student data, interviews with directors and teachers, exploratory descriptive. The research leaves for reflection the need for a review of the processes applied in the classroom, ranging from the setting, to the creation of didactic materials that help in the literacy process, where language is not a barrier, bringing equality to those who need to have access to public education; Among the results, it was possible to identify the need for training for managers and teachers in the context of refugees, rights and duties, education society, since, given the right to receive a public service, immigrants know what would be the minimum necessary for parents and family members guide the student regarding the existing norms and rules in the educational environment, so that they start their school life abroad.

EDUCATIONAL PUBLIC POLICIES

Public policies are essential to progressively develop activities in various areas of society such as: health, security and education. They are the Laws, acts and measures, which will outline goals and objectives to be achieved for the satisfactory development of these, the public, the community.

We can say that from the 1930s onwards, we began to regulate the educational policies that guide our education, with the help of

the Francisco Campos reform, where it was possible to formalize the national level of modernization of secondary education in Brazil, considering Keynesian supremacy as a view of liberal theory, in which the state must intervene in the economy whenever necessary in order to avoid economic downturn. BRESSER-PEREIRA (2012) growth and financial stability are considered the main objectives of modern society the relationship between science and economy, modernities go hand in hand, as the evolution of social classes serves as parameters for decision making.

In the Government of President Fernando Henrique Cardoso, around 1996, there was an international seminar to define a new paradigm of public administration, with the publication of the document entitled Master Plan for the Reform of the State Apparatus by Minister Luiz Carlos Ferreira, responsible for the Mystery portfolio of the Federal Administration and State Reform MARE (1995-1998), in view of this publication, it generated changes in the work of teachers, returning the criteria of efficiency and productivity to international standards.

This meant that the educator's role went beyond transmitting and monitoring information necessary for learning, the teacher - educator becomes responsible for the directions - destination of the school, as well as the students and education in general. Only a legislator who lived in ancient Greece cited an educational model: "Children must, first of all, learn to swim and read; then, the poor must exercise themselves in agriculture or in some other industry, while the rich must worry about music and horse riding, and devote themselves to philosophy, hunting and going to gyms" (BRANDÃO, 1988, p. 40).

Taking this to one of the reasons, the vision in the educational context may have been reinforced in view of the first priority of guaranteeing the provision of eight grades of

compulsory fundamental education, ensuring the admission and permanence of all children in the age group from 4 to 14 years old in school. The resolution of October 2, 2018 establishes that:

Article 2 ° The age cut-off date in effect throughout the national territory, for all public and private education networks and institutions, for initial enrollment in Kindergarten at 4 (four) years of age, and in Elementary School at 6 (six) years of age, is that defined by the National Curricular Guidelines, that is, respectively, at 4 (four) and 6 (six) complete years or to be completed by March 31 of the year in which enrollment takes place.

Article 4° Elementary Education, lasting 9 (nine) years, covers the population aged 6 (six) to 14 (fourteen) years old and also extends to all those who, at their own age, were unable to attend it, under the terms of CNE/CEB Resolution Number: 7/2010.

Article 7° the right to continuity of the educational path belongs to the child, regardless of the permanence or eventual change or transfer of school, including for children in a roaming situation.

Based on this article, the term itinerancy, which has the meaning of moving the person who travels, and in turn, the school has a much greater role than providing learning in the sense of reading and writing the stories from the names, but also in social life, aiming at the full and comprehensive education of the student, it is in view of these contexts why not consider the situation of refugees who come in search of a better life condition in terms of education, health and social life. Ana According to ANA BOCK, MARIA DE LOURDES E TEIXEIRA (2018) social interactions allow the child to develop the feeling of being part of that nucleus, thus creating a favorable environment of acceptance in the face of the possible stages of learning that he will still experience, and thus

overcome difficulty that can become obstacles, with the support of your colleagues your self-esteem will be raised.

Faced with educational policies and the relationship with being outside their country, social interaction for children, even if it is in the educational process, can be worked at first through entertainment (games and games) that help the teacher to identify the degree of understanding and assimilation of the child in the face of the possibility of establishing coexistence and social relations, outside his family, still far from his community where his language is spoken, his habits and customs are present. Even in the face of the educational policies mentioned above in different articles, they do not make inferences or even open prerogatives of different treatment to language, habits and customs, with the exception of indigenous education, refugees also have the right to education as long as they are living in the country and their guardians duly registered with the competent authorities. Decree Law Number: 406 of May 4, 1938.

Article 13. The disembarkation of foreigners in transit who have to stay in the country for more than a week will only be allowed if they present to the Brazilian consular authority, for the visa, the passport already legalized by the consular authority of the country to which they are destined. When the delay is less than this period, the visa will be waived.

THE IMMIGRATION FLOW

In the last decade, the world experienced a severe immigration crisis. People who left their countries fleeing wars, racial, ethnic, political or religious persecution, in search of shelter in other countries, which welcome them and can enjoy a less turbulent and suffering life than that of their place of origin.

According to the UN refugee agency UNHCR, in 2018 alone there was a forced displacement of 70.8 million people in the

world, the number of refugees reaching the impressive number of 25.9 million, with half of this population being children and adolescents. children under 18 years of age, around 138,600 of them unaccompanied, divided between refugees and those seeking individual asylum, with most of this contingent coming from the Middle East and Africa, fleeing the armed conflicts that occur in those regions.

In view of this reality, it is important to think about how this large contingent of children and adolescents must participate in education systems, think about public policies that will reach these vulnerable children, guaranteeing them the minimum, to fight for a better life of their parents and perhaps, returning to their countries and being the difference, influencing change through knowledge.

Over the last 10 years, Brazil has actively experienced the effects of the immigration crisis. Initiated by Haitians between 2010 and 2021. During this period, we received more than 03 thousand Haitians and 5 Venezuelans, according to the Pastoral dos Migrantes of the Archdiocese of Manaus, with temporary immigrant visas with permission to work, in view of not complying, according to the Brazilian legislation of time, the necessary refugee criteria. There was also, between 2016 and 2018, a large flow of Venezuelans, these in an impressive number of 85,000 immigrants, some received with the social and legal status of refugees. It must also be noted that other nationalities arriving mainly from the African and Asian continents are received daily at our airports with requests for refuge or authorization to work and live here, according to data from the World Immigration Organization (OMI) and the Brazilian Ministry of Justice.

This impressive number of immigrants and refugees came to Brazil driven by adversities that occurred in their countries of origin,

wars, hunger, civil conflicts, religious, ethnic, political persecution and other situations that make it difficult to stay in these places. It is necessary for us to understand the reasons that led so many people to leave their countries and migrate to other countries, arriving in Brazil, to understand so that we have a clear vision of the political and associated problems currently experienced in our country.

HAITIAN IMMIGRATION

Haiti is a small country located in Central America, with a low Human Development Index (HDI), considered one of the poorest countries in the world, with a population of 11,747,588 with its economy based basically on the primary and tertiary sectors, a large unemployment rate, with a rate of 14% of the unemployed working population, in education about 50% of the Haitian population is illiterate, considering that more than 80% of schools are private, thus being denied education to the poor.

A country, with a history stained by many internal conflicts, violence and hunger, which culminated in an intervention, first by the United States, after the 2004 elections, Jean Bellerive being elected with only 10% of the population, generating a great opposition revolt and instability, with violence spread throughout the country, managed by guerrillas and opportunists, bringing even more suffering to the poorest. The UN took over the governance of the country, imposed by military troops, commanded by Brazilians in the armed forces. The prime minister was exiled to another country, and the military imposed order by force, also providing food to the population. This situation went on for years. In 2010 there was a great natural advent, an earthquake measuring just over 7° on the Richter scale. This event that devastated that country, more than 150,000 dead and 300,000 homeless, this number was due to the fragility

of most buildings and low infrastructure, especially in the peripheries. Such a disaster was the driving force behind the departure of many Haitians from there in search of shelter in other countries, including Brazil. As mentioned before, more than 93 million Haitians were received here in our country between 2016 and 2021. according to data from the Federal Police

VENEZUELAN IMMIGRATION

Venezuela is a country located in South America further north of Brazil, with its economy based almost entirely on oil and gas extraction. Considered the largest reserve and consequently producer of oil and gas in the world, according to the ``Caderno de Opinião`` in December 2017.

“At the end of 2015, Venezuela’s proven reserves totaled approximately 300 billion barrels, and the volume of oil in place was estimated at 1.3 trillion barrels (MANIK TALWANI, 2002). As a comparison, in Saudi Arabia proven reserves are approximately 266 billion barrels, while in the United States this number does not reach 60 billion.” (Delgado, Stier and Marques. p.5)

As of 2013, the country has experienced economic crises that turned into a political crisis, caused by the increase in inflation resulting from the low price of barrels of oil and further aggravated by the death of its present Hugo Chavez, stricken with cancer since 2011. Chavez’s death, his successor Nicolás Maduro, chosen by Chavez himself, took on the difficult task of stabilizing the economy and national politics, according to BBC News.

However, the Maduro Government began to face strong opposition to the government, which led to defamation and discredit of the country to the international community, which further aggravated the internal problems, with a 300% hyperinflation in 2016, with high prices of food and basic products.

of consumption, increasing misery, hunger and forcing many Venezuelans to take the squares as their home, as they have nowhere to shelter with their families, with stores and supermarkets being looted due to lack of food.

The economic and political crisis experienced in Venezuela was the reason for the mass immigration of nationals, to countries with which they share borders and even to more distant countries, but which provides them with the ease of the language and the opportunity to be welcomed, with Colombia as their main destinations, Peru, and Brazil, however Brazil for many Venezuelans was just a bridge to reach more distant countries like Chile and Argentina. All of these factors contribute to the current scenario, of a crisis that started in Venezuela, forcing a large part of its population to look for other countries in search of survival, bringing with it great challenges to the host countries.

THE IMMIGRATION FLOW IN THE CITY OF MANAUS

According to Law 13,445 of 2017, established in the Migration Law in Article 77, policies for immigrants, highlight protection, consular assistance through representation outside the country. But for those who come in search of help in our country, the law unfortunately does not represent them, in order to grant help in the educational sense of children.

According to the humanitarian action plan for the migratory flow of Venezuelans in the city of Manaus-AM, called by some scholars and journalists as an exodus or will dispose (permanent transfer of people from one place to another), this fact occurred due to a humanitarian crisis, where the population was without the basic conditions to survive, political and social conditions. For ALMEIDA (2018). The migratory flow in mid-2017 began to worsen due to the high number of

indigenous Venezuelans of the Warao ethnic group who began to arrive at the city's bus station, as the number increased, shelters were created and places adapted to be shelters, covered courts, even more. So, it wasn't enough to open it up to everyone, many stayed in the streets and on the sidewalks, some with children in their arms.

Among the help methods described in the socio-assistance work plan, exactly in the III stage is about to be included in the job market for those sheltered, being articulated through the state secretary of work – SETRAB, Amazonas technological center – CETAM, Institutions that seek qualify, but the need to have a much more comprehensive plan is evident, since more than 20% of this population served have children of school age, children need a place to stay and preferably a place where it is possible to be educated and even better or perfect the local language.

INCLUSION OF REFUGEES AND IMMIGRANTS IN BASIC EDUCATION

As previously described, education is one of the rights that facilitates the acquisition of citizenship this way and is configured in the Universal Declaration of Human Rights. December (1948) it establishes that all human beings are born free and equal in right.

Article 2: All human beings can invoke the rights and freedoms proclaimed in this Declaration, without distinction of any kind, namely race, color, sex, language, religion, political or other opinion, national or social origin, wealth, birth or other status.

When leaving his home, the individual becomes an immigrant, he does not cease to be a human being, he brings with him the whole bulge of his culture composed of his habits, customs, beliefs, rites, and social and moral values in which he lived, education as well as the educational process we know that

it is different in the historical context and the needs of each people, if we were to make a comparison in our countries we could mention the different ethnicities that we have, it is known that in some ethnicities the child only starts to receive certain types of teaching from another culture after demonstrating that he is capable of overcoming obstacles in his culture, and which in our western culture would be a test of life resistance. HOST (2009) alludes to the migratory processes in the period from 1818 to 1829, especially in Europe and Asia, where immigrants were allocated based on their religious practices or beliefs.

Faced with this achievement, immigrant communities manage to create ways to continue the education of the youngest without the support of the governments of the countries where they were, the educational context continued with the support of their countries of origin, education was maintained through the language and habits and customs, this immigration in educational terms began between the 16th and 17th centuries, with Africans and Europeans.

In the first phase of the coup d'état in 1938, the teaching of the Portuguese language was mandatory throughout the country, as well as the names of the schools would have to be Brazilian names and only native Brazilians could occupy director positions, to be a native or naturalized Brazilian teacher., who had graduated from schools in Brazil, it was still forbidden to teach language strategy to children under 14, being considered subversion. According to SCHWARTZMAN, BOMENY AND COSTA (2000), more than 700 schools in Brazil were closed.

Even in the face of repression, immigrants did not abandon their languages of origin as well as their culture, their language being spoken in their "homes" and communities, thus keeping alive the precepts of education from their places of origin, this way children

involuntarily learn first the language of their country, even before learning Portuguese in some cases they learn both.

Through the means of communication, especially today television, cell phone computers, among others, immigrant children come to have greater contact with the Portuguese language, as well as expressions of an informal nature that are called “slang” even in games between colleagues in the neighborhood. and neighbors who are not immigrants, or even refugees, given this dynamic, the child from the beginning of his process of learning the language, thus creating a possibility of attending a classroom and thus initiating the standards and modalities for oral communication.

In view of the National Curriculum Parameters (PCNs) composed of directions that help in the norms that must compose each content to be addressed in the disciplines, being able to adapt the peculiarities by teachers, coordinators and directors. In the subtitle language and representations, it addresses the predominant expressions, thus expanding.

“Integrated with anthropological knowledge, it will allow the understanding of the importance of different linguistic codes, of different cultural manifestations and their understanding in the educational field, as an actor of integration and expression of the student, respecting their origins” (PCNs) pg 35 Brasília : MEC/SEF, 1997.

“To know the existence of the use of languages other than Portuguese, the official language, means not only expanding horizons, but also understanding the complexity of the country”. (PCNs) pg 35 Brasília: MEC/SEF, 1997.

In 1998, it seems that the concern with the neighboring countries rose again, the concern with the language, especially in border cities, since the population of these cities has the opportunity to learn other languages through

family and social life.

The coexistence between local communities and immigrants or indigenous people can be a criterion for the inclusion of a certain language in the school curriculum. It is justified by the relationships involved in this coexistence: cultural, affective and kinship relationships [...]

In view of the guidelines above regarding the language and established social and family relationships, characterizing an interaction between people who live near borders, even immigrants coming from other, even more distant places, and why not say refugees, or those who come in search of a “better life” and who know that for this to happen, education is necessary, based on the Curriculum Parameters followed by the nation, insert a text with this scope and why not say prerogatives.

LDB/1996 - Law of Basic Guidelines - Art III, which talks about secondary education, highlights the processes of understanding science through literature and the arts, as well as cultural historical transformations, with the Portuguese language as an instrument for exercising citizenship, completes in § III the inclusion of the “modern” foreign language as a mandatory subject, not determined whether it will be: English, Spanish, French or Italian the language to be taught will be chosen by the community, considering the availability of the institution.

PUBLIC MEASURES THAT PROVIDE OPPORTUNITIES FOR REFUGEES AND IMMIGRANTS TO ACCESS BASIC EDUCATION

According to the (CONARE) National Committee for Refugees, it consists of a collegiate body linked to the Ministry of Justice and Public Security that deliberates on requests for recognition and conditions of refugees in Brazil, having its powers defined in article 2, 12 of Law Number: 9,474, of July

Article 2º: The effects of the status of refugees will be extended to the spouse, ascendants and descendants, as well as other members of the family group who are economically dependent on the refugee, provided that they are in national territory.

Article 12: It is incumbent upon CONARE, in line with the 1951 Convention on the Status of Refugees, with the 1967 Protocol on the Status of Refugees and other sources of international refugee law: CONARE accounts for

METHODOLOGY AND DATA ANALYSIS

Research Universe – Municipal Schools – Elementary Education The universe, 452 the sample was 3 schools that had enrolled children from both countries and who agreed to participate in the research.

The methodology used for the composition of the research was of a qualitative and quantitative nature, with the purpose of exploring the subject through a literature review, as well as field research, where the inclusion and exclusion criteria were the schools that enrolled students. as immigrants and refugees in the same physical space, and who accepted to be part of the field research.

The methodology used in this investigation made use of primary data, such as interviews and analysis in Institutions located in the City of Manaus/AM and secondary data from, in Amazonas/Manaus there are Institutions (328 public and 124 private), this investigation is composed of a sample of 03 schools that received enrollments from foreign students, which is why they are part of this investigation. The exclusion criteria were due to the fact that not all existing schools in the city have foreign students enrolled, who attend literacy classes in the initial series from 1st to 3rd grade.

The enrollments that were considered refer

to the period from 2018 to 2020, in the 3 schools surveyed with a total of 3,955. Enrolled students, attending the 2 shifts (morning and afternoon) the night shift was not researched because the high school in these schools operated only in these 2 shifts, to maintain the confidentiality of the information the schools will have the names of (Alfa, (α) Beta (β) and Gamma (γ)).

The number of Immigrant students in the 03 schools is 31 in total, 22 in the morning shift and 9 in the afternoon shift, of those enrolled in the morning 13 are in literacy with an average age of 4 to 6 complete years, already those with the age group between 7 and 9 years are between the 1st and 3rd years of the initial series. In the afternoon shift, the nine students are in the initial grades, again between the 1st and 3rd grades. Regarding the gender of the 31 students, 17 are female and 14 are male, among them we find brothers and sisters studying at the same school and in the same shift.

The number of refugee students is 20 students, and again allocated in the morning and afternoon shifts, for the morning shift 9 in literacy aged between 4 to 7 years, as there are 2 students late, 11 students between the 1st and 3rd grades with age group between 7 and 9 years of age, different from immigrants and refugees, the number is smaller, because again to enter school they have to have the documentation that regularizes, the public researched and composed of indigenous people as well. As for the gender of enrolled students, 11 are female and 9 are male, again we find brothers and sisters facing the same school in different grades and in this public still in different shifts in the 3rd grade.

The countries of origin of these immigrants are from Haiti, the refugees are all from Venezuela, both public arrived in the city between 2016 and 2018, some coming from border cities as in the case of Venezuelans

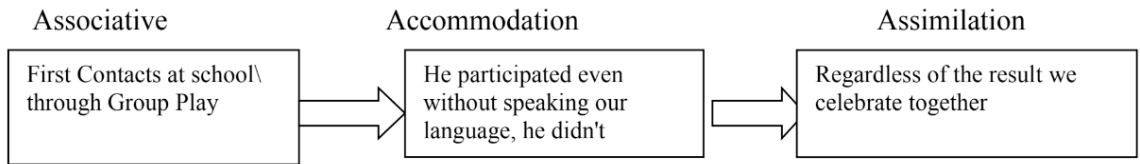


Figure 1. Association process for learning in education.

Source: ANA SEGUNDO ANA BOCK, MARIA DE LOURDES E TEIXEIRA (2018), adapted by the authors

Schools	Morning shift	Afternoon Shift	Total of Students Enrolled	Immigrants	Refugees
Alfa, (α)	687	711	1398	12	04
Beta (β)	715	623	1338	08	07
Gama (γ)	650	569	1219	11	09

Table 1 Number of students enrolled in schools

Source: Elaborated by the authors

who enter through the municipality of Boa Vista -Roraima, already the immigrants who are the Haitians, came through humanitarian aid, some were already living in cities in the interior, among them the city of Tabatinga, a city that borders Colombia and Peru, were in the city being helped by religious groups.

For the teachers interviewed, the difficulty indicated was the language, especially for the Haitians, because according to the 28 teachers interviewed, 22 were female and aged between 22 and 43 years, 06 were male with an average age between 23 and 48 years, and 2 directors, both female aged between 36 and 53 years who agreed to participate in the research, highlighted that Venezuelans speaking Spanish "facilitates a little more" communication in relation to the French and English spoken by Haitians, the average time of The experiences of the interviewed teachers ranged from 5 to 20 years, while the directors had 8 to 13 years of experience. The directors claim that they have received visits from both publics surveyed in search of a vacancy to enroll the children, but they explain that they are instructed to continue with the request for documents that prove to be duly registered by the federal police, the teachers as well as the directors as well are sought after, including with regard to guidance on how to proceed to obtain the documentation requested by the competent bodies. During the interviews, it was possible to perceive the manifest need of the teachers to have didactic material that would help the children's literacy process, especially in the pronunciation of phonemes, and also the issue of words and object blood.

FINAL CONSIDERATIONS

Considering that education is a public good and not to be treated in a prejudiced or even discriminatory way, even if they are for those who come in search of better living conditions or even fleeing political persecution, Haitian

and Venezuelan immigrants, as well as refugees, integrate Article 2 All human beings can invoke the rights and freedoms proclaimed in this declaration, without distinction of any kind, namely race, color, sex, language, religion, political or other opinion, national or social origin, wealth, birth or other status.

However, in terms of education, our legislation requires flexibility, especially in the face of border countries, it also highlights the need for managers and teachers to know a little better the existing emergency action plan in the city, more dialogue between the (CONARE) Committee National Refugee Society and the state education department.

The research had as problematic, proposed the deepening of the theme, to promote knowledge and possible solutions, or strategies that minimize this problematic. It was responded to the measure that suggests a review of public educational policies, such as an interaction between culture and education in the context of basic education. General objective to show the applicability of the educational public policies existing in our city, which allow the inclusion of refugees and immigrants in basic education, by the educational system, however what was noticed was a much lower number of students attending school and in conditions to be literate and graduating from basic education,

The need to review the text aimed at public policies that cover education needs to be reviewed, because just as refugees and immigrants face difficulties, some ethnic groups also go through the same situation, however these are Brazilians, with a birth certificate.

Another point for reflection would be to intensify the teaching of other languages even in the initial grades, as well as schools to open spaces for this population to interact more with the educational community, inserting them into their social-school activities that

help to strengthen cultural ties.

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