


PEDAGOGICAL PRACTICES FOR THE INCLUSION OF VENEZUELAN MIGRANT STUDENTS IN PUBLIC SCHOOLS IN BOA VISTA, RORAIMA: CHALLENGES AND PERSPECTIVES

 <https://doi.org/10.56238/sevened2024.038-001>

**Evanice Ferreira Costa¹, Milagros Isabel Cova², Magda Rita da Paixão Simas³ and
Marcos Heráclito Ferreira Rodrigues⁴**

ABSTRACT

This study investigates the pedagogical practices adopted for the inclusion of Venezuelan migrant students in public schools in Boa Vista, Roraima. The research addresses Brazilian legislation, which guarantees the right to education for all, including immigrants, and examines the challenges faced by educators when integrating bilingual students into classrooms. The inclusion of foreign students requires curricular adaptation and continuous teacher training to deal with cultural, linguistic and socioeconomic diversity. The survey also considers the importance of parental participation and pedagogical resources to facilitate the learning process and coexistence between Brazilians and immigrants. The study seeks to provide subsidies for the formulation of more inclusive educational policies and for the

¹ Master of Science in Education

National Experimental University of Guayana – UNEG

Master's Degree in Educational Sciences from the National Experimental University of Guayana – UNEG completion in Dec. 2021. Specialization in Specialized Educational Service – AEE (in progress). Graduated from the State University of Roraima – UERR, Full degree in Pedagogy, completed at sea. 2008. Teaching at the Pius XII School, Don Bosco Foundation, city of São Domingos MA. Assistant Professor at EMTI América Sarmiento Ribeiro School since 2014.

E-mail: eva_nice2011@hotmail.com

² Doctorate in Business Administration

Polytechnic University of Madrid, UPM

Completed with a PhD in Education. BOLIVARIAN UNIVERSITY OF VENEZUELA, UBV, Venezuela. Doctorate in Business Administration.

Universidad Politécnica de Madrid, UPM, Spain (2015). She is currently Academic Vice-Rector at the National Experimental University of Guayana. He has experience in the area of Education.

LATTES: <http://lattes.cnpq.br/6001325595392370>

³ Master in Science and Mathematics Teaching

State University of Roraima

Dr. in progress in Education from Estácio de Sá University, Rio de Janeiro – RJ. Master's Degree in Science Teaching from the State University of Roraima – UERR (2023). Specialization in Mathematics Teaching from the Federal Institute of Roraima – IFRR (2021). Specialization in Early Childhood Education from the Federal University of Roraima (2012). Degree in Mathematics from the State University of Roraima – UERR (2016). Degree in Pedagogy from the State University of Roraima (2006). Currently an effective teacher in the state network of Roraima since 2008.

LATTES: <http://lattes.cnpq.br/9907555458675999>

⁴ Master in Science and Mathematics Teaching

State University of Roraima

Master's student in Science Teaching, Specialist in Corporate Education at Gama Filho University and in Politics and Parliamentary Representation at CIESA. Degree in Pedagogy (2008) and Mathematics (2016) from the State University of Roraima. He works as a Pedagogue in the LEGISLATIVE ASSEMBLY OF THE STATE OF RORAIMA and Mathematics Teacher by the Department of Education and Sports of Roraima. She has experience in the area of Education, with an emphasis on Teaching-Learning and Administrative Routines in the Public Power.



training of educators in Brazil. The theoretical foundation of this study is based on concepts of migration, educational inclusion and the pedagogical adaptations necessary to serve immigrant students. The Federal Constitution (FC) and the Law of Guidelines and Bases of National Education (LDB) guarantee the right to education for all residents of the country, including foreigners (Brasil, 1996). According to Angher (2017), Brazilian legislation ensures equal conditions for access and permanence for all students, promoting inclusion and respect for diversity. Authors such as Mantoan (2011) argue that globalization brings a plurality to society and to the classroom, demanding that the educational system adapt to include different cultures and languages. Edler Carvalho (2006) emphasizes the importance of educational equity, stating that the school must create conditions that ensure the inclusion of all, removing barriers that prevent the participation of foreign students

Keywords: Educational Inclusion. Cultural diversity. Migration.



INTRODUCTION

The humanitarian and economic crisis in Venezuela has led to an exodus of migrants to Brazil, particularly to the state of Roraima, which serves as a gateway. This migratory flow directly impacted local public services, including the education system. According to Lacerda (2017), the demand in public schools in Boa Vista has increased significantly, requiring new pedagogical approaches to deal with cultural and linguistic diversity.

Venezuelan immigration to Brazil has intensified in recent years, generating a significant increase in demand for public services in border regions, such as the state of Roraima. Since the worsening economic, social and political crisis in Venezuela, many Venezuelans have sought refuge in Brazil, especially in Boa Vista, where the local education system faces increasing challenges in integrating migrant children and adolescents into public schools. However, the educational inclusion of foreign students is still a topic that is little explored and superficially addressed in national public policies, which traditionally focus on special education focused on physical or cognitive needs.

The process of educational inclusion involves more than the mere insertion of these students in classrooms. For effective integration to occur, it is essential to adapt curricula and pedagogy that consider the language, culture and socioeconomic barriers of migrant students. In the context of Boa Vista, the challenge is amplified by the need for continuous training of teachers, who need to adapt their pedagogical practices to meet this new multicultural and bilingual reality. The school, as a space for the construction of citizenship and learning, must seek methodologies that promote equity and respect the individuality of students, whatever their origin.

In this context, there is a need to investigate and describe the inclusive pedagogical practices adopted in the Municipal School in the municipality of Boa Vista / RR, where there is a significant number of Venezuelan students. The research explores the challenges faced by educators in adapting their practices to serve a bilingual student population, and the role of the school in promoting social integration and effective learning for all students, whether Brazilian or foreign (Minetto, 2008).

This article seeks to investigate the pedagogical practices of inclusion adopted by teachers in a public elementary school in Boa Vista, Roraima, which serves Venezuelan migrant students. In addition, it is intended to analyze the participation of parents in the school adaptation process and identify pedagogical resources that can be mobilized to facilitate learning and coexistence between Brazilian and foreign students. The research aims to contribute to the understanding of the school dynamics involved in the inclusion of



immigrant students and to offer subsidies for the formulation of more inclusive educational policies in Brazil.

THE SCHOOL INCLUSION OF IMMIGRANTS IN BRAZIL: CHALLENGES, LEGISLATION AND PEDAGOGICAL PRACTICES

Brazil is a mixed country, where people of different races and ethnicities cohabit. In recent years, a large mass of immigrants has broken geographical barriers, leaving their countries and settling in the capitals and cities of the interior of this nation. Educators, historians and researchers have studied this phenomenon, aiming to prepare the educational system to serve this new clientele, promoting school inclusion effectively (Cunha, 2015).

Some authors consider Brazil to be a country in continuous preparation with regard to the inclusion of foreigners in classrooms. Recent history shows that the country has never been fully prepared to face immigration. Geographical and historical factors are taken into account to understand the phenomenon of immigration and education as a form of inclusion of foreigners in the public school system (Luchese, 2008; Bezerra, 2001; Simões et al., 2017; Souza, 2017).

Teaching practices in the teaching process for learning foreigners begin with inclusion in the classroom. The presence of an immigrant is initially seen as something strange, but for the teacher, it represents an opportunity to review his praxis and evaluate his methods. The school space, as a place of democracy and analysis of the thought under construction, functions as a laboratory of equity, where everyone is equal and needs systematized knowledge for the construction of citizenship (Sousa, 2020; Aranha, 2004; Assumpção and Azevedo, 2019).

Inclusion and immigration go hand in hand. Families who decide to come to Brazil know that they will face difficulties due to the language barrier, the first major obstacle. Then, there is the adaptation to customs and traditions, in addition to the construction of a social identity. Several reflective texts discuss these issues (Ainscow, 2003; Matoan, 2004; Pedro and Bernatt, 2017; Lacerda, 2017; Guedes, 2018).

This study has social relevance, as it will contribute to the understanding of the needs of schools that serve migrant students, especially Venezuelans, and will facilitate the reception of this new reality. We consider social coexistence as a preponderant factor in the school environment, as provided for in the Brazilian educational system and in legislation, such as the Law of Guidelines and Bases of National Education (LDB 9394/96), which makes the school inclusion of children mandatory, regardless of their nationality:



Art. 2 Education, a duty of the family and of the State, inspired by the principles of freedom and the ideals of human solidarity, aims at the full development of the student, his preparation for the exercise of citizenship and his qualification for work. Brazil (1996, p. 4).

Brazilian education is not exclusive to the local population, but an achievement of all who reside in the country. The family and the State are responsible for maintaining the right to education for all inhabitants of Brazil.

The academic relevance of this study lies in the enrichment of research on migrant students and their school inclusion, which is still incipient. Inclusion, from the teacher's point of view, is not limited to Special Education, but encompasses any difference, be it physical, social, mental, ethnic and, as Souza and Senna (2016) point out, also foreignness. This study intends to contribute methodologically, generating inclusion categories that enrich the proposals already developed by other authors (Booth and Ainscow, 2002).

Historical elements demonstrate the need for a study on the migratory issue and the educational process of the children of immigrants. Basic education is a right for all, as established by the Federal Constitution and the LDB. The State offers the opportunity for the right to education, and the family complies with the obligation to enroll, regardless of the nationality of the migrant. However, the State does not adequately train education professionals to meet this specific demand efficiently. This study is fundamental for the training of teachers, allowing them to reinvent their pedagogical praxis and thus improve the teaching and learning of foreign students.

Considering the problem of the inclusion of immigrants in the classrooms of public elementary schools and the lack of preparation of schools in Boa Vista, Roraima, to meet this growing demand, it is essential to review and strengthen the training of educators. The legislation guarantees vacancies for all school-age students, including foreigners residing in the country, as established by the LDB (art. 11, items I to VI). With the responsibility for education also comes the responsibility to train teachers to properly perform pedagogical work.

The discussion about the inclusion of immigrants dates back to the end of the nineteenth century and the beginning of the twentieth century, with the immigration of Italians and Germans to Brazil (Luchese, 2008). Today, the issue remains relevant, and the preparation of teachers to serve foreigners of school age is the subject of studies. The importance of this study, therefore, is personal, social and academic, with the aim of suggesting solutions to ensure that the teaching profession fulfills its role with success and quality. The study is justified by the need to strengthen the teacher-inclusion-student,



teacher-student-language and teaching-learning relationships. Inclusion is not just immigrant acceptance, but a process of sharing information, building relationships, and reciprocity, with both immigrants and natives, for learning success.

VENEZUELAN MIGRATION TO BRAZIL: CHALLENGES AND IMPACTS IN RORAIMA

Brazil, traditionally a destination for Venezuelans who sought to know the natural beauties of Roraima, such as its tourist attractions, festivals and cultural manifestations, became, as of 2013, the place of refuge for many due to the serious humanitarian, political and economic crisis that hit Venezuela. Until the 1990s, the migratory movement was reversed, with Brazilians traveling to Venezuela for tourism and shopping. However, from 2013 onwards, the situation changed dramatically, with a growing mass of Venezuelans crossing the border, especially through the municipality of Pacaraima, a city in Roraima that borders Santa Elena de Uairén, in Venezuela (Guedes, 2018).

Venezuelan migration to Brazil has intensified since 2015, when the economic and political crisis in the neighboring country reached critical levels. The rising cost of basic products, the collapse of the oil sector and the search for better living conditions have forced the Venezuelan middle class to migrate to more distant destinations, such as the United States, while the poorest population has headed to neighboring countries, including Brazil, with a focus on the city of Boa Vista, capital of Roraima (Lacerda, 2017). According to Sousa (2020), Brazil has become the second preferred destination for Venezuelans, second only to the United States, due to its proximity and the absence of a visa requirement for border crossing. The Brazilian government's response to this crisis included the creation of programs that facilitated social integration and provided better living conditions for immigrants.

The impact of Venezuelan migration has affected all of Latin America and the Caribbean. By 2016, about 3 million Venezuelans had fled their country, representing approximately one in every twelve Venezuelans seeking refuge in other countries. Until that date, Brazil was the main entry point for these refugees, especially the state of Roraima, which became the epicenter of reception.

Operation Welcome, commanded by the Brazilian Armed Forces, aimed to provide logistical and humanitarian support, sheltering Venezuelans in temporary structures. In the city of Boa Vista, 13 shelters were installed by the Army to allocate refugees on a provisional basis. However, the state of Roraima was the most impacted by migration, with public health, security, work and, especially, education services being overloaded. The demand for vacancies in Elementary School was such that the government had to open



classrooms on a provisional basis to guarantee the service to the migrant population Sousa, (2020).

The migration of Venezuelans to Brazil has characteristics of a diaspora, given that many immigrants have no intention of returning to their country of origin. Sousa (2020) highlights the urgency of public policies aimed at education, with the aim of developing an inclusion plan that meets the needs of foreign students in Brazilian schools, ensuring their access to basic education and full integration into the educational system.

EDUCATION IN BOA VISTA: CHALLENGES OF INCLUSION OF BRAZILIANS AND VENEZUELAN

Venezuelan immigration, as well as other past migrations, tends to become constant due to the social, economic, and political problems faced in Venezuela. This phenomenon places Brazil, and especially the state of Roraima, in a strategic position of welcoming, resocializing and promoting hope for those who arrive. However, for this reception to be successful, it is essential that the entire government structure is adequate to meet the new demands.

Roraima, due to its geographical location, should be trilingual, as it borders two countries with different languages, the Cooperative Republic of Guyana and Venezuela. Ideally, the teaching staff of public schools should be prepared to serve students in Portuguese, Spanish and even English. However, reality shows that the teaching staff of public schools is not sufficiently prepared to deal with foreign clientele. The degrees have an insufficient workload in the disciplines of Spanish and English, which are only optional and introductory, without a focus on conversation or text production, as required by the complexity of serving a diverse audience, such as that of Boa Vista.

Schools are undergoing transformations due to immigration. The flexible curriculum, for example, can contribute to the necessary changes in the Political-Pedagogical Projects (PPP) of each institution that proposes to be inclusive. According to Minetto (2008), the organization of an inclusive school is directly linked to its curriculum and to the PPP, which must reflect the changes in society and be aligned with the social, cultural and political issues of the context in which the school is inserted. The school needs to adapt to ensure quality education for all, whether for Brazilians or Venezuelans.

In Boa Vista, the education of the children of Venezuelan immigrants has become a priority for the Ministry of Education, in partnership with the Secretariats of Education of the State of Roraima (SEED) and the Municipal Secretariat of Education (SMEC). The focus



has been on the literacy of children coming from Venezuela, with the application of specific methodologies for teaching Portuguese to Spanish-speaking children in Brazil, (2019).

Education, as a fundamental right, must be accessible to all students, immigrants and refugees, ensuring their citizenship and inclusion Mahl & Cella (2019). Thus, public schools in Boa Vista must be rethought to adequately meet the demands of a diverse school population, offering an education that respects and values cultural and linguistic differences.

INCLUSION OF FOREIGNERS IN PUBLIC SCHOOLS

Historically, educational inclusion was limited to Special Education, focused on addressing specific disabilities, often without a full understanding of students' needs. Currently, inclusion goes beyond this approach, involving teaching and learning in the face of differences, characterized by an education that respects diversity and promotes the participation of all. According to Edler Carvalho (2004, p. 69), the school needs to "create conditions of integration, with a view to the assimilation of the excluded", ensuring an equitable and quality education.

In the context of public schools in Boa Vista, it is essential that barriers to learning are removed. Inclusive education must be a collective effort to facilitate the process of learning, learning to do, learning to be, and learning to live together. As stated by Carvalho (2006, p. 73), the objective of inclusive education is to guarantee the access, entry and permanence of all students in school, ensuring that physical, social and cultural barriers are overcome.

Equity, as opposed to equality, implies educating according to individual differences and needs, without factors such as economic, demographic, geographic, ethnic or gender conditions impeding learning (Carvalho, 2004). In this sense, it is necessary for schools to adapt to remove barriers that hinder the participation of foreign students, promoting socialization and acceptance of cultural and linguistic differences.

Education for Brazilians and foreigners in Boa Vista/RR should not be seen only as the fulfillment of a legal duty, but as a daily challenge centered on the needs of students and the conditions of integration and inclusion. The teacher has a fundamental role in this process, being the agent responsible for promoting equity, respecting individualities and fostering an inclusive and welcoming school environment.



TEACHERS' PERCEPTION AND CHALLENGES OF THE INCLUSION OF VENEZUELAN STUDENTS IN PUBLIC SCHOOLS IN BOA VISTA/RR

The teachers' perception of the inclusion process was a central aspect of the research. According to the interviewees, despite the initial difficulties, there have been ****positive advances**** in the educational inclusion of Venezuelan students. The teachers stated that pedagogical practices were gradually being adapted to meet the needs of these migrant students, with the integration of more flexible methodologies and the use of technological resources to overcome language barriers.

Among the main challenges identified by the teachers was the lack of specific preparation to deal with the inclusion of immigrant students. None of the teachers interviewed reported having received adequate training or specific training to deal with migration issues and cultural diversity in the classroom. As a result, pedagogical strategies have been adapted continuously, often relying more on the individual experience of educators than on a curriculum adapted to this context.

Although the process of inclusion of Venezuelan students has been challenging, the data indicate a ****positive evolution**** in the academic performance of these students over the observed period. The mathematics teacher, for example, pointed out that mathematics classes were more easily understood by students, since numerical language is universal. However, in subjects that require greater verbal interaction, such as the Portuguese language, the performance of Venezuelan students was still below expectations, requiring closer monitoring.

The most used resources to support the inclusion of Venezuelan students included adapted teaching materials, such as bilingual posters and audios in Spanish to reinforce understanding of the contents. In addition, the use of ****educational technologies**** to facilitate communication and learning was highlighted as an effective strategy to support students.

FINAL CONSIDERATIONS

This study highlighted the challenges faced by public schools in Boa Vista, Roraima, in the inclusion of Venezuelan migrant students, highlighting the pedagogical practices that seek to promote the integration of these bilingual students in the educational system. The survey pointed out that, although Brazilian legislation guarantees the right to education for all, including immigrants, educators face significant obstacles in adapting curricula and promoting an inclusive learning environment. Continuous teacher training, adaptation of pedagogical practices and the active participation of parents are key to overcoming



language, cultural and socio-economic barriers, facilitating the integration of migrant students.

In addition, it was possible to identify that school inclusion is not limited to the insertion of students in the classroom, but involves a more complex process of building intercultural relationships, respect for diversity and knowledge sharing. Welcoming immigrants into the school environment needs to be a priority to ensure quality education and equity for all, regardless of their origin.

Public policies and the training of educators need to be improved to meet this growing demand from migrant students, especially in regions such as Roraima, which has received a large number of Venezuelans. This study contributes to the understanding of the pedagogical and social needs of these schools and offers important subsidies for the development of new educational strategies, aiming at full inclusion and the strengthening of intercultural coexistence. The implementation of inclusive pedagogical practices is essential to ensure that all students, regardless of their nationality or origin, have the same opportunities for learning and building full citizenship in Brazil.



REFERENCES

1. Angher, J. (2017). *Inclusão e equidade na educação*.
2. Brasil. (1996). *Lei de Diretrizes e Bases da Educação Nacional* (Lei nº 9.394, de 20 de dezembro de 1996).
3. Carvalho, E. (2006). *Práticas inclusivas na educação*.
4. Cunha, M. (2015). *A educação de imigrantes*.
5. Gerhardt, T., & Silveira, D. (2009). *Métodos de pesquisa qualitativa*.
6. Lacerda, J. (2017). *Migração venezuelana e seus impactos no Brasil*.
7. Mantoan, M. T. (2011). *Globalização e educação para a diversidade*.
8. Minetto, G. (2008). *Currículos inclusivos para escolas públicas*.