

Challenges For Including Immigrant Students In A Public School In Manaus-AM, Brazil¹

Adam, Martin,

Czech Technical University in Prague, Czech Republic

Abstract

The article presents a theoretical discussion that reflects on the situations experienced by immigrant students from Venezuela and Haiti in a public school in Manaus (Brazil). The general objective was to discuss the potential and difficulties faced by them in their daily school life. To analyze this problem, we asked ourselves the following questions: a) how did the inclusion of these immigrant students occur in a reality completely different from their own?; b) how to overcome challenges, such as language difficulties, isolation and bullying?; and, c) how did the pedagogical team act to minimize the adaptation problems of these students? To investigate, we used qualitative and descriptive elements and, as a procedure, we opted for a bibliographic review on interculturality and the rights of immigrants to education in Brazil. Likewise, the experiences lived and recorded through observation in said public school were reflected on. It was concluded that, despite the obstacles, such as difficulties in the use of the Portuguese language, its different customs and the absence of a specific service policy, Venezuelan and Haitian immigrants integrate and participate in school life, even partially. .

Keywords: inclusion; immigrants; students; school.

1. Introduction

¹ <https://rieoei.org/RIE/article/view/5890/4772>

In the recent history of the city of Manaus, capital of the state of Amazonas (AM), in the Northern region of Brazil, a lot of attention has been paid and caused significant changes in the political, economic and social order, notably since 2016: mass immigration of Haitians and Venezuelans. Families participating in this migratory movement will face many difficulties in just one year. Adults have concerns like finding a place to live and a job, while learning a new language. As children and adolescents, distant from their parents and their cycle of friendship, we must continue their studies in a new country, or that they face some adverse situations, such as linguistic differences and difficulties in engaging with people who are missing in another language, or that makes communication difficult .

From these empirical observations, we raise the following guiding questions: a) How are even these immigrants in a reality completely different from theirs? b) How to overcome challenges, such as language difficulties, or isolation and bullying? c) How does the current pedagogical team have specific training on the topic?

The topic appears relevant, because it has not been studied. Much is said about even school, entering into the question of limits for the black community, the poor, the handicapped, but little is said about immigrant students in public schools in Manaus. Under the educational approach, this topic has not yet been explored as it should. I reflect on the little existing literature, just because of the recent works of Evaristo e Silva (2021) and Silva (2021) . Much of the research carried out on immigrants in Manaus emphasizes their exodus from Brazil and their efforts to guarantee basic survival (Silva, 2015 ; Silva, 2016 ; Taniguchi & Paiva, 2019). In this sense, this work arose from the need for a more attentive eye to the

shortcomings of immigrant students, who often go “unnoticed” by dynamism and school routine.

Therefore, the general objective of this article is to discuss the potentialities and difficulties faced by some immigrants outside of school, enrolled in Fundamental Education II, of a State School located in Manaus-AM. Its selection is due to being in the vicinity of the municipal railway and two shelters for immigrants raised by the Manauara authorities. It is valid to know that this geographical proximity has influenced the Venezuelan and Haitian countries to enroll their children in said school.

It should be noted that the name of the school was not used out of respect for the ethical elements of research. It starts with a brief bibliographical research on immigrants enrolled in Brazilian public schools to then produce reflections on the presence of foreign students based on participant research techniques. The field diary was used to make notes of the observed situations and motivated informed conversations about the experiences with students and school teachers.

The study is relevant for discussing the socialization and adaptation of immigrant students, making it impossible to disregard the increasingly expressive presence in the classrooms of these subjects in the study region. Thus, this work was organized in more than three sections in addition to this. The first attempt is to make a historical approach to the most recent migratory phenomenon in the city of Manaus. Next, a brief discussion on the education of foreign immigrants in Brazil is presented and, finally, the reflections on the presence of Venezuelan and Haitian students in the school chosen for analysis are presented.

2. Historical and conceptual summary of immigration in Manaus - AM

In various parts of the world and at various times in history, individuals have left their countries and looked for another place to restart their lives, motivated by natural catastrophes or by evils caused by themselves, such as social, economic and political crises. According to Fernandes (2015) , international migration is not something easy to analyze. In the case of Brazil, migration involves understanding from the arrival of the first immigrants to the current days. There are multiple territorial and cultural scales (Europe, Africa, Asia) . More recently, questions related to pendulum movements and particular to border regions have increased.

Haitian immigration to Brazil intensified from the beginning of 2010, following the earthquake in January of the same year, further aggravating the living conditions in a country with numerous socioeconomic deficiencies (Idoeta, 2018). Segundo Martins (2018) , the factors that serve as causes of the emigration of many Haitians from their country, are: a) construction and consolidation of networks of violence, many times legitimized by the State (French, Haitian, American), which generate inequality slave labor violence and slave trafficking; b) concentration of public and basic services in certain regions of the country and, therefore, difficult to access for the majority; c) a social structure “[...] marked by extensive fragilities, including the concentration of power and wealth among a historically defined military elite” (Martins, 2018, p. 73).

Silva (2015) states that, in the Northern Region of Brazil, the cities that most concentrate Haitians are Porto Velho (RO) and Manaus (AM). Those who opt for Manaus will shelter in different neighborhoods of the city. In general there are houses or alugated rooms, where several people live, as a way to divide the aluguel costs₁ . Segundo Teixeira (2021) , some work informally selling water, fried banana and coke near the city center. At the beginning of 2012 we continued to

bring hundreds of Haitians to Manaus, coming mainly through Tabatinga, on the border triplet between Brazil, Peru and Colombia, and to a lesser extent in Acre.

Venezuelan immigration suffered intensely in 2016, stemming from a strong political and economic crisis that affected Venezuela, causing an expressive flight of the population seeking asylum in Brazil. Studies suggest that this large Venezuelan emigration occurred with the rise of the successor of Hugo Chávez, who was out of power from 1999 to 2013, or socialist Nicolás Maduro, merging the country in a crisis without precedents. Since then, Venezuela has experienced the beginning of a civil war where inflation, poverty, violence and rationing suffocate the population (Bastos & Obregón, 2018) .

The geographical proximity and relative ease of crossing the border with the neighboring country have motivated thousands of Venezuelans to try to cross into Brazilian lands. The arrival of Venezuelans was, for the most part, carried out in the state of Roraima, in the extreme north of the country (Simões et al., 2017). In 2016, 56,800 Venezuelans entered the land migration point on the Amazon border and returned 47,108, which allows an approximation of around 9,700 Venezuelans who arrived on Brazilian lands (Silva, 2017). These immigrants will settle at the Manaus Railway Terminal itself, in the Central-West area of the city, where they stay in their majority.

According to the High Commission of the United Nations for Refugees (Acnur, 2022), Manaus is currently the first Brazilian city option for the permanence of 80.7% of Venezuelan refugees and migrants settled in the Amazon capital. These people travel to Brazil across the border between Santa Elena de Uairén, in Venezuela, and Pacaraima, in the state of Roraima, and many of the sections to the city of Manaus 2 .

Regarding the working conditions of the Venezuelan population, Taniguchi and Paiva (2019) affirm that their insertion in the labor market has been a difficult miss even for those who possess higher level qualifications. Those who have a lower level of instruction face even more difficulties. His job is limited to selling water, boats and toys on the streets, which is not enough to pay for food or adequate food. This last situation is accompanied by soup packages by religious institutions and/or by extreme measures, such as searching for food around popular city fairs.

As time passes, several immigrants get jobs and move into houses. From now on we will begin a search for the registration of their children in Manauara schools. This new reality has changed in the context of school education, including the presence of something titled differently, or strangely, in children . A forced internationalization condition of basic education.

It is necessary to encourage and enable interaction, integration and/or coexistence of people from different cultures. This implies not respecting sociocultural diversity, without disregarding the presence of two possible undesirable conflicts, something not systematic, occasional and in a certain “natural” way, meaning that it can be resolved through dialogue on the topic. Therefore, the need for a more attentive and complex perspective of the professor on intercultural quests is increasingly present in formal education (Golin, 2017).

Regarding the aspect of interculturality, Walsh (2001) highlights the importance of not being confused with multiculturalism and pluriculturalism, because he first enters into the complex relationships between human groups, their practices and diverse knowledge, reconnoitring the existing differences, such as social and economic ones. , policies. In other words, intercultural education makes it possible to build bridges between people and different cultural groups, without the need to

create a new identity. Com isso, the promotion of this educational perspective can facilitate the internationalization of curricular proposals, especially that we respect and integrate migrant subjects.

In this context, it is necessary to think about the condition of the migrant, given that the International Migration Organization (IOM) defines a migrant as any person who is moving, or who has already moved, across an international border or within a State, including your usual place of residence. It suggests four lines, namely: 1) the legal situation of the person; 2) whether the relocation was voluntary or involuntary; 3) what are the reasons for this relocation; 4) the duration of your stay.

According to UNHCR data (2019) , Latin American countries are receiving the majority of Venezuelans, such as Colombia (1.3 million), Peru (768 thousand), Chile (288 thousand), Brazil (168 thousand). and Argentina (130 thousand). These data show that Brazil has been increasingly sought after by people from bordering countries in search of better living conditions.

In 2012, 1,200 visits were granted to Haitians, but it is estimated that more than 4,000 have entered the Amazon (Coutinho & Marcelino, 2016). In 2014, the number of immigrants arriving from Haiti continued to increase and in just the first two months, around 15 thousand Haitians entered the country (Costa, 2016).

Embora the reasons that unite Haitians and Venezuelans about the status of immigrants in Brazilian lands have different causes, not general to the difficulties faced by those who go to another country to live alone: lack of support, or lack of knowledge of the language, or job, in the absence of moradia, or preconceit and xenophobia (Damasceno & Sucupira, 2015). It is well known that upon reaching the lands of Managua, Haitians and Venezuelans will live in shelters provided by

local authorities and entities and many will obtain jobs that do not require much qualification. At times, these working conditions diverge completely between their countries of origin.

As I am acquiring some money in informed jobs and establishing residence (in most cases), immigrant families will begin to search for schools to enroll their children in the city of Manaus (AM).

3. The direction to education of immigrants in Brazil: a brief look at Manaus/AM

Brazilian legislation determines that foreigners have the same access to education as people born in Brazil. In accordance with Art. , equality, security and property [...]” (Brazil, 1988).

Despite legal protection, some students face difficulties at the time of completing their registration. In Manaus, for example, one of the first challenges faced by some immigrants is the lack of documentation to carry out registration. Contudo, second representatives of the Secretary of State for Education and Quality of Education (SEDUC), did not leave the school for this reason, according to information published on Portal G1 AM (2018, p. s/n) :

Immigrants who present school documents are included in the public education network, in accordance with the Table of Equivalence of the Ministério da Educação (MEC). Still, in most cases, they do not present documents confirming schooling. Nessas situações, passam por un teste de classification, que es un exame para définir o gradu de ensino em que se ense, com todos os componentes da Base Nacional Comum Curricular. This test is provided for in Art. 24, paragraph 2 of the Law of Directives and Bases of National Education - Law 9.394/1996.

According to Ratier et al. (2010), despite the difficulties, the country wants students to study and have a better future than they give them, because many do not have access to formal education in their countries of origin. For these authors, the temporal context of their work, or access to education, was one of the two main factors that brought some Venezuelans to Brazil. Some interviewees even tried to say that the educational prospects in their countries are precarious.

The school, as the main point of contact for foreign children in the new country, has a privileged role in its insertion into local culture. This is because every immigrant goes through what specialists suffer from acculturation stress. Right now, simple day-to-day activities, like ordering a meal and filling out people, need to be relearned. This process can lead to various results depending on the personality and type of culture of the immigrant and the reception given to the natives (Dantas, 2017).

You must consider the emotional state of children/adolescents in the migration process. For Bezerra (2016, p. 38) :

Fruits of relocation, migrant children have their minds on the move. Feelings, ideas, behaviors that have changed course too abruptly [...]. Traumatic experiences that break the psyche, or mourning for losses that depresses and anguish, as marks of silenced violence that affects the body. It is evident on demand for strengths that arise to protect or psyche. It is also noted that metaphors are not lacking to associate the elements experienced by the human mind – children –, those that experience forced immigration. The sofrida reality of the mental health of children, however, cannot be romanced.

On the other hand, due to the numerous events that normally occur in a school year (meetings, prova weeks, external prova, festivities, games week, project

culminations), there is always the possibility of some good food, some good conversation e of an initial validation with that student received. It is important to note that students seek school and do not always enroll at the beginning of the school year. Many times registration happens not to complete the school year, which may make it difficult to adapt. Regarding the insertion of immigrant students in Brazilian public schools, Roldão and Souza (2020) highlight that there are challenges arising from two migratory flows and that, therefore, children and adolescents come together in the country (family reunion phase) and face a new reality that It involves the school environment that, most of the time , is not prepared to receive these immigrant students. Therefore, educational interventions are necessary with the objective of promoting contact between immigrants and the receiving society, in this case, at school.

Such a statement corroborates the ideas defended by Araújo (2008) for the school to play an important role in the promotion of an active citizenry, which considers the different educational needs of cities, is flexible and develops the wealth of its multiple cultural capital. The school is an important place for immigrants, because it will be the space in which they have the opportunity to integrate into the shelter society, being an instrument of social mobility and an aggregator of intercultural competencies.

Araújo (2008) points out the importance of schools adopting purposeful mechanisms for a multicultural approach based on the understanding that interculturality is a promoter of social cohesion. Moreira and Candau (2003) disagree that, despite the fundamental role of the school in the educational process, it does not have a way to deal successfully with this reality. The authors reconhecem the historical difficulty of the lidar school with questões related to

plurality and difference, but understand the urgency of confrontation of comodism tending to standardization and homogenization of culture, learning and social practices.

In this sense, the internationalization of the curriculum can be an important element to promote a training connected to global quests, including competencies that provide a better understanding of societies. For this, it would be necessary to promote pedagogical actions that discuss the diversities, the interactions, the cultural frictions, the diverse situations where the student wants to be, whether outside or inside Brazil, that is, being in the condition of native or foreigner. . Assim, a broad school or its regional and/or national role, entering into the universality of knowledge, forming the city so that it knows the world, especially the different uses and linguistic-cultural adaptations (Leask, 2021).

In the field of schooling, Marshall (1967) emphasizes education as an integral basis of citizenship, making formal instruction a condition to understand and achieve the other direitos, politicos and civis. Education and citizenship are related to the guarantee of education, and the State also guarantees children's demands and the nature of citizenship, whose objective is to shape the adult in perspective.

The city of Manaus is one of the territories of foreigners in Brazilian schools, in the context of migrations, mainly, of Haitians and Venezuelans, for the largest cities in the Amazon (Evaristo & Silva, 2021). The data on the presence of foreign students in the public schools of Manaus show a growing dynamic between 2017 and 2022, with growth of more than 1,500% (Figure 1).

It is noted that the sources show divergences in the data, most likely due to some error in their transmission from municipal and state schools to the INEP, or due to divergence of methodologies adopted for the registry by the federal body. This

raises the question of whether all migrants are registered as Thais. Could it be that some people do not use the rights of a resident parent for more time in the city and, therefore, do migration statistics disappear? Cases like these are frequent in border cities and could be reproduced in Manaus.

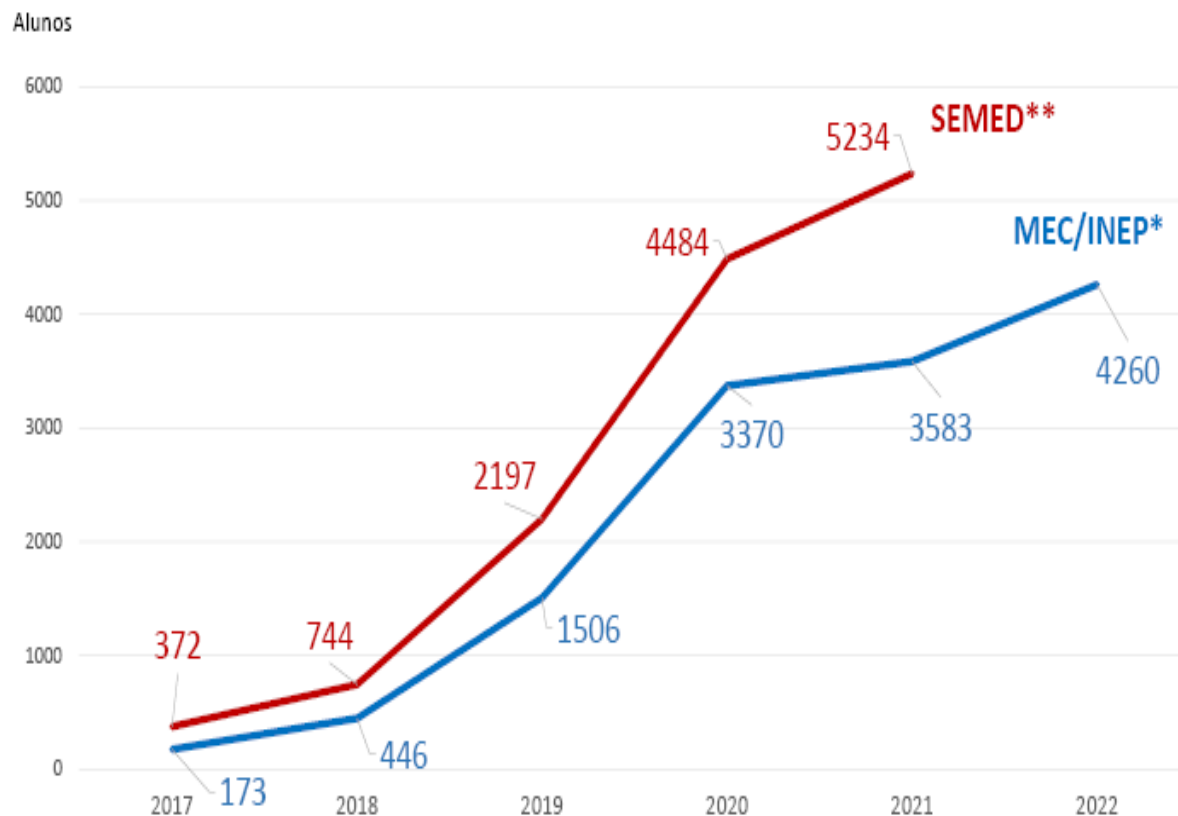


Figure 1 - Number of immigrant students enrolled in public schools in Manaus/AM: 2017-2022

Source: *MEC/INEP/School Census 2022; **Municipal Secretary of Education, Manaus (AM), seen in Silva (2021, p. 93). Org. the authors, 2023.

Venezuelan immigrants are mostly in Manaus. Based on information from the Manaus Municipal Education Secretariat (SEMED), Silva (2021) observed that

two 5,234 foreign students enrolled in the Manaus municipal network, 4,951, or 94.59%, were Venezuelans. The Haitians currently have the second largest contingent of students with 135 enrolled (2.58%). There are records of more than 24 nationalities, with representatives from all continents, except for Oceania. Nelas, quantitatively we predominate the Amazon border vizinhos: Colombia (46), Peru (31) and Bolívia (21).

In analyzing given years of SEMED of Manaus, the presence of foreign students was observed in all seven school districts, including in the rural area that includes the coastal schools. It was evident in 2020 that 73.84% (367) of the public schools in the municipalities are, at least, a foreign student enrolled.

The presence of these foreigners implies a series of creative efforts by state and municipal governments to serve students due to language differences. For Evaristo e Silva (2021, p. 86), the difficulty of two teachers is the formation of “[...] a multilingual and heterodox classroom, for which they will have to develop appropriate curricula, materials, practices and methodologies.”

Looking at this complex universe, the following section presents reflections from observations, between 2018 and 2022, in a school in the state network of Manaus that receives foreign students. Work is made of daily school dinners captured by participant observation and noted in the field diary. These procedures are sufficient to present elements of the internationalization present in Basic Education regarding interculturality.

4. An experience with Haitian and Venezuelan students in a school in Manaus-AM

In school in study, whenever an immigrant student is enrolled, there is concern, on the part of two Secretariat officials, in consulting the teachers about which course

would be best for the admitted student. We do take into consideration the number of students in the classes (the school group understands that the fewer students, the greater the chance to help the immigrant student); in the presence of other immigrants to facilitate the introduction; teachers with greater linguistic proficiency who teach classrooms for possible students. Due to a school structural quest, there were, in 2019, two small rooms containing, no maximum, 20 students. Last year, the unit opted to group Venezuelan students in two rooms to prove that, as the number of students was small, it would be easier for teachers to identify the difficulties of immigrant students and try to alleviate them. The second pedagogical body of the school has now officially functioned and the six students will join the classes. It will be proven that, therefore, the students will end up overcoming shyness, having greater integration with their colleagues and overcoming the other difficulties that they would perhaps face if they were to be in the other rooms with a capacity of around 50 students.

The strategies adopted, however simple they may seem, within the limitations of the Brazilian public education system, help the student feel supported and noticed, as suggested by Moreira and Candau (2003) . Nessa direção, Oliveira (2016) need to pay attention to the fact that, despite having a facility to effectuate the enrollment of an immigrant child, there is no public education system - municipal and state - prepared to receive these students, even a pedagogical plan with this fim. O que se tem é uma visão etnocêntrica na qual o diferente é que tem que se a unrestricted adaptation to chegada culture, not case to brasileira. Therefore, there is no exchange in the valorization of sociocultural elements, as an opportunity for learning exchanges, in the form of a pair (Grosso, 2007), desired for the internationalization of education.

It is worth noting that, despite the xenophobic and bullying issues, support strategies coexist without having an effective policy of support for some immigrants. On some occasions there have been recorded attitudes of some natives being pressed into giving the boas-vindas, especially showing up, inviting them to sit nearby and helping out in the activities. This spontaneous act can minimize, but cannot prevent, the linguistic barrier, something that occurs naturally and creates the first internal difficulties in the classroom for someone entering a new country.

It is important to say that even being borderline students, the difference in languages persists, because only Brazil is teaching the Portuguese language in South America. Also, the Portuguese language is taught as a mother tongue, in schools it is taught the English language, as it is the second language. most popular foreigner in the world. On the other hand, the notable predominance of the Spanish language as the official language of these neighboring countries, which favors the formal approval of educational institutions, is considered the negligence of the language in Brazil (Grosso, 2007).

Many people believe that there are not many differences between the Portuguese and Spanish languages (more common in the countries visited by Brazil – or that include the Venezuelans), but this is not true. Care must be taken so that there is no veiled acculturation (Grosso, 2007). The school studied was not observed in any practical practice aimed at better utilization, valorization and/or integration of the Portuguese language with other languages. Grosso (2007) reinforces that the concept of a language of accommodation approximates a concept of a second language, learned by the need for survival and emotional interaction.

It is possible to prove that a project, in this sense, would allow some immigrants to feel more integrated. This conception is corroborated in Roldão e Souza

(2020) when we assume that the migrant students move into a new territory by drawing on previous and unsettled knowledge of writing, reading and perceptions of the Portuguese language. The existence of a school project for foreign support can help the teacher to learn the Portuguese language as an instrument for the coexistence and daily life of students.

No Haitian case, this is even more delicate. There are two Haitian students enrolled in the aforementioned summer school for Brazil, knowing the Creole language and a little bit of French. Since learning the Portuguese language is necessary and at the date of this text (December 2022), we still have a presentation with quite a lot of depth. The relationship between native and immigrant must be one of caution and mutual cooperation so that one language is considered more important than the other (Grosso, 2010).

For Araújo (2008) , the presence of immigrant students should be seen as an opportunity for learning in school, which will lead to the acquisition of social competences in managing cultural and social diversity. It proposes that, “for this reason, the school and the teachers must value, oil and take advantage of the knowledge, values, interests and competencies that the students have” (Araújo, 2008, p. 67), being that all the knowledge is drawn from Immigrants can be a learning tool and integration into a new society. In other words, what is desejável in the internationalization process of education.

The institutional actions adopted as a strategy to confront the problem that was formed with the presence of foreigners in the schools in Manauara demonstrate a directed approach to the preparation of Brazilian students and teachers. Silva (2021) recounts the partnership between the Universidade Federal do Amazonas (UFAM) and the Municipal Secretary of Education of the Prefecture of Manaus

(SEMED) in the project “Manaus International Integrating Cultures through the Spanish Language”, started in 2018. The purpose was to teach Spanish language for Brazilian students to help integrate with foreigners. One cannot deny the importance of the project, which included events that exchange cultural experiences. On the other hand, the project does not have a practical focus on the Portuguese language to allow the social and cultural insertion of foreign students.

It should be noted that SEMED launched, in February 2020, the pilot project “Expanding Horizons In Loco Program”, at the Waldir Garcia Municipal School, in the Centro-Sul zone of the city, intended for teachers and technicians of the teaching unit that contains 224 students, 50 of them foreigners and, of these, 20 Venezuelans ([Santos, 2020](#)). The pilot effort has not yet presented its effects in 2021. Silva's research (2021) together with 19 Portuguese language teachers from the municipal network observed that more than two interviewees did not have training to teach Portuguese in foreign years and a large majority considers that you do not receive guidance and support from SEMED.

As the training aimed at the reality of migrant students still does not produce the desired effects, the efforts made to facilitate the school life of these students depend on the votes of two teachers. The various initiatives of schools and teachers must be highlighted. No observed case is possible to highlight three successful interventions. At first it was an initiative to use the native knowledge of two Venezuelan students during history classrooms. Stories and observations of this reality demonstrate that, on some occasions, as no content taught on communism and socialism, it was requested that immigrant students relate how their lives were affected. At the same time, there are two interesting points: a) seeing the immigrant students talking about their country and their history; b) see some Brazilians

attentive to the stories. This double aspect opens the opportunity for dialogue and listens, as it gives us the opportunity to hear the history of living in another country, which may be different from what is described in our books.

The second intervention portrays a moment in which teachers are trying to demonstrate to the public that an African inhabitant is afraid to learn new languages, since there are bordering countries that speak different languages. In the meantime, a Haitian student was questioned about her linguistic knowledge (the teachers knew that, at least, they falsified two languages). Although she is very hard-working, the student is very shy and does not have to falter too much. One day he saw her with other eyes when she told him that Haiti did not falava-se or crioulo em casa eo Franês na escola e que ara agara ella também falava Português. Percebeu-I know that the reaction of the natives was one of surprise and admiration, especially with the domain of more than two languages.

The third case refers to an English Language teacher at the school who developed a project together with the Fundação de Amparo à Pesquisa do Estado do Amazonas (FAPEAM), known as the Escuela Ciência Program. The topic was a practical manual of Spanish-Portuguese vocabularies. As foreign students cannot participate as bag holders, the teacher has a good idea to recruit some Venezuelan students to help translate terms used in everyday school, which triggers effective, enthusiastic and responsible participation on the part of the students. Even at the end of the project, each Venezuelan student received a sample of the manual. Asked how it would feel to participate in the project, they said they were happy to be included and contribute their knowledge.

Attitudes like this favor the connection and strengthen the ties between some immigrants and natives. As Olga Pombo, professor at the University of Lisbon, in

Portugal, points out, “[...] carrying out insertion practices allows mutual conhecimento and contributes to integration” (Ratier et al., 2010, p. 4). Looking back, it is recognized that this knowledge could have been better utilized, in cultural fairs, with many conversations or works about life and culture in these student countries. There are attitudes that contribute to the acquisition of knowledge and discourage ideas of xenophobia and bullying.

Also coexistence with the Portuguese language and with people of different costumes, a validation, as an instrument of verification of knowledge, is a serious problem for immigrants, especially those who are in the initial adaptation process in a Brazilian school. This is a topic that divides professors, pedagogues, psychologists and other scholars even today, without consensus. Despite the discussions, it is not an exaggeration to say that, in fact, these assessments serve to classify and label students. For Gatti (2003) and Luckesi (2011) the point of avaliar is a judgment of value, in that the student is diagnosed using a pre-determined pattern by the professor in learning and diverse capacities considered necessary for the development of the student.

The quest of the immigrant student is challenging in itself. Every year, when the school's internal testing period ends, the difficulties become evident. Since there is little time in Brazil and no minimum proficiency in the Portuguese language, students do not feel confident in doing them. Frequently asked questions are: “What does this expression mean?”, “What should I do for this question?”, “Can I write the answers in Spanish?” Unfortunately, for the current education system, it is important that the number of students approved at the end of the year is a temporary solution found that has been written in writing in the school community of Portunhol and has now been approved.

Gatti (2003) considers that the assessment must have a formative and oriented character for the development of students in their entirety. It cannot have an elective character of approval or reprovação and, neither, be promoted on a non-authoritarian basis. In the same direction, Luckesi (2011) alleges that educational endorsement will only cease to be authoritative when it assumes its true role for the growth of students, tending to concern their social transformation. We tell Hadji (2011, p. 34) , “[...] a validation is not a simple measure that the avaliador is not an instrument, and because the avaliado is not an object that does not immediately mean thermos”. In this way, the conceived note does not have any meaning.

Prova Brasil eo Sistema Nacional de Avaliação da Educação Básica (SAEB) has assessments for diagnosis, on a large scale, developed by the National Institute of Educational Studies and Research Anísio Teixeira (INEP/MEC) and the objective of endorsing the quality of the education offered Brazilian educational system based on standardized tests and socioeconomic questionnaires. In the tests applied in the fifth and ninth years of fundamental education, students respond to items (quests) of the Portuguese language, with a focus on reading; and mathematics, with a focus on problem solving. In the socioeconomic questionnaire, students provide information on contextual factors that may be associated with performance.

In 2019, at the time of SAEB application, there were two situations involving some immigrants and their difficulties with these external challenges. First of all, when students receive (some months before the appraisal is completed) a notebook with fixing activities for two contents that would be required in the test. Some teachers assigned grades for these activities, as a way of optimizing time and as an incentive for the participation of students in the class. On the day of carrying out one of these

Portuguese language activities, there was a tirinha of Mônica's turn, as the characters Mônica and Cebolinha (remembering that this character changes to the letter "r" for "l"). The tirinha was humorous and for the reason of humor that would guide for the correct option to pass on the character of the character to exchange the letters. It did not take long for the three Venezuelan students to question the professor saying that they did not understand or make sense of the story. The teacher was left bewildered and did not know what to do, because as a teacher and reader of the Portuguese language, she had understood the charge, but she could not help because she would have to respond.

The second situation was recorded in the Portuguese language test of Saeb in 2019. There was a humorous charge involving words like "ch" and "xis". There is a big difference between the use of "ch" in Portuguese and in Spanish (che). Além disso, in Spanish we do not use pechinchar and sim cicatear, haggle, for example. The episode of charge ocorreu assim: "Personagem A: - It's all wrong, girl! Pechinchar is not with XIS and sim with CÊ AGÁ. To learn, write the verb pechinchar twice. Personagem B - Ah, fessora, leave for cem, vá?!" Naturally, the students did not understand and ask for help, but since it was an external test and there was an applicator, they could not interact with them, just observing and complaining.

Therefore, with these facts, it seems pertinent to Luckesi's (2003, p. 47) quote when he states that "[...] the classroom is the place where, in terms of evaluation, diagnosis should predominate as a supporting resource "and reorientation of learning, instead of predominating the exams as classificatory resources." In short, it is necessary to be careful so that this type of difficulty, not going through the school life of immigrant students, does not contribute to the

discouragement of school evasion. On the other hand, the narrated potentialities, such as exchange and collective collaboration, can be increasingly encouraged.

5. Final considerations

A school designed to analyze how to receive the first children of Haitians and Venezuelans starting in 2016, after the immigration of these groups in Manaus. The presence of some of the immigrants became so massive that it was impossible to ignore them. Even this fact brings opportunities (potentialities) for exchanges, but above all it brings difficulties in school treatment, something that is naturally accentuated by being a child/adolescent in training, by not speaking the local language, not knowing the costumes, not knowing the colleagues, half of being ignored or excluded.

After the family, the school is one of the entities that most contributes to the social integration process of children/adolescents. This fact confers a great responsibility on educators and managers. Furthermore, despite the insufficiency of public educational policies that protect these foreign students, some small measures have been implemented in the school to facilitate the reception, or even accompaniment, in the way of evaluating these students. Foram attitudes derived exclusively from two students, relatives and former immigrant students. Also, it is only possible thanks to the joint action between daily observation of problem-situations and solutions that come from two teachers, as well as two immigrant students themselves.

It is known that the implementation of changes for this public requires time, effort and interest of the school community and that these transformations are gradual, as well as the fullness of the objective of supporting, caring for, accompanying and supporting the immigrant is long to be a reality. . More or less, there is a

differentiated perspective and some years of support are the first steps to protect and treat with dignity those who come from another country, hoping for better days in the country that was sheltered, not in Brazil.

References

UNHCR – High Commission of the United Nations for Refugees (2019). Guidance note on international protection considerations for Venezuelans. Update I, Geneva. <https://tinyurl.com/y679oea3> .

UNHCR – High Commission of the United Nations for Refugees (2022). Diagnostics for the promotion of autonomy and local integration of Venezuelan refugees and migrants in Manaus: socioeconomic and labor profile research. Brazil.

Araújo, SA (2008). Contributions for an education for a citizenry: teachers and students in intercultural context (Vol. 11). Observatório da Imigração, ACIDI, IP.

Bastos, JPB & Obregón, MFQ (2018). Venezuela in crisis: what a mess with Maduro. *Journal of Law and Social Change* , 15 (52), 1-16.

Bezerra, CB (2016). Distantes do berço: psychological impacts of immigration in childhood. 2016 (Doctoral dissertation, Dissertação em Psicologia, Programa de Pós-Graduação em Psicologia, Universidade Federal de Santa Catarina).

Brazil, SF do (1988). Constitution of the Federal Republic of Brazil. Brasília: Federal Senate, Graphic Center .

Costa, G. (2016). Memory of the flock of Haitian immigrants to Manaus, 2010-2014: presence of the Pastoral do Migrante. São Paulo: CEM .

Coutinho, SR & Marcelino, BAM (2016). Migração, religion and public policies: or case of two Haitians. *Reflexão* , 41 (2), 225-233.

Damasceno, R. & Sucupira, G. (2015). Between the Brazilian and Dantesque dreams: the Haitian migration in the Brazilian Amazon. EXAMÁPAKU (discontinued magazine) , 8 (2), 14-25.

Dantas, S. (2017). Mental health, interculturality and immigration. USP Magazine , (114), 55-70.

Evaristo, J. & da Silva, A.J. (2021). PLNM for basic education: the state of the art of the Manaus case. Diálogos Magazine, 9(3).

Fernandes, D. (2015). Brazil and international migration in the XXI century: introductory notes. In: Prado, JP; Coelho, R. (org.). Migrações e Trabalho. Brasília: Public Ministry of Labor (pp. 19-39).

Gatti, B. A. (2003). The teacher is evaluating the classroom. Studies in educational assessment, (27), 97-114.

Golin, C. H. (2017). School physical education on the Brazil-Bolívia border: intercultural challenges and dilemmas. (Doctoral Thesis, Thesis in Physical Education, Post-Graduation Program in Physical Education, Universidade Católica de Brasília).

Grosso, M.J. (2007). The competencies of the User element in the support context. Actas do Seminário Língua Portuguesa e Integração. Lisbon. Portugal. <https://bit.ly/3sYU4P3>

Grosso, M.J.R. (2010). Language of support, language of integration. Horizontes Journal of Applied Linguistics , 9 (2), 61-61.

G1 AM (2018). Public AM education network has more than 700 Venezuelan and Haitian students . <https://bit.ly/3EKQLxw> .

Hadji, C. (2011). Avaliação demystified. In Avaliação demystified. Porto Alegre: ARTMED Editora, Polyphonía Magazine , 26 (2), 136-136.

Idoeta, P. A. (2018). From where we see the people who need refuge in Brazil and what the situation is in their countries. BBC Brazil Journal. São Paulo: BBC .

Leask, B. R. (2021). Internationalization of the curriculum: evolving in the direction of Education 4.0. in. Morosini, M.; Cassol, C.; Elsner, C.; Whitsed, C. Internationalization of higher education : practices and reflections of Brazil and Australia. Porto Alegre: EDIPUCRS (pp. 37-75).

Luckesi, C. C. (2003). Avaliação da aprendizagem em escola: relaborando conceitos e recreando a prática. Salvador: Juggling Communication and Events.

Luckesi, C. C. (2011). Avaliation of school learning: studies and propositions. In Avaliação da aprendizagem Escolar: estudos e proposições (pp. 272-272).

Marshall, T. H. (1967). Citizenship, status and social class . Rio de Janeiro , RJ: Zahar .

Martins, IDMM (2018). Geographies of Haitian Immigration for Brazil. Tamoios Magazine , 14 (1).

Mec (2022) - Ministério da Educação. Prova Brasil - Apresentação. Secretary of Media and Technological Education. <https://bit.ly/3EHnggb> .

Moreira, AFB & Candau, VM (2003). School education and culture(s): building paths. Revista brasileira de educação , 156-168.

Oliveira, CD (2016). Immigrant children face language barriers and unprepared education networks. Brazil Network , 24 .

- Ratier, R., Nadal, P., Pellegrini, D., Lopes, N. & Heidrich, G. (2010). The challenge of Brazilian schools with immigrant students. Nova Escola Magazine .
- Roldão, SF & Souza, S. (2020). A School Insertion of Haitian Immigrants in the City of Joinville. Interdisciplinary Scientific Journal Interlogos , 6 (1), 102-116.
- Santos, E. (2020). Semed launches pilot project Expanding Horizons in Loco in school that serves foreigners. Manaus Prefecture Portal. Municipal Secretary of Education (Semed). <https://bit.ly/48eDqLv> .
- Silva, A.J.D. (2021). “Let's go falando no caminho”: I teach Portuguese with strangers in municipal public schools in Manaus . (Doctoral Thesis, Tese de Letras, Programa de Pós-Graduação em Letras, Instituto de Letras, Universidade do Estado do Rio de Janeiro).
- Silva, S.A. (2015). Amazônia in the rotation of migrations. The case of two Haitians and the challenges to public policies. Territórios e Fronteiras Magazine , 8 (2), 138-153.
- Silva, S.A. (2016). Between the Caribbean and Amazon: Haitians in Manaus and the challenges of sociocultural insertion. Advanced Studies , 30 , 139-152.
- Silva, J.C.J. (2017). Forced migration of Venezuelans along the northern border of Brazil. Anais of the 41st Annual Meeting of Anpocs. Caxambu–MG .
- Simões, GDF, Silva, LC & Oliveira, ATR (2017). By way of introduction: Venezuelan immigration to Brazil. By way of introduction: Venezuelan immigration to Brazil .
- Taniguchi, ACG & Paiva, JZS (2019). Civil Society Response to the Venezuelan Migration Situation in Manaus. In: Congresso Brasileiro de Assistentes Sociais 2019 (Vol. 16, No. 1)