




## CHARACTERISTICS OF PUBLIC EDUCATION IN CORUMBÁ/MS IN THE FACE OF THE MUNICIPAL BORDER CONDITION

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### ABSTRACT

This article highlights the characteristics of the educational context of public border schools. Focusing on educational policies that ensure migrant students in public border schools and their multiculturalism in the school environment. In another axis, he highlights the public schools of Corumbá-MS, where he brings the challenges that migrant students face daily, such as oral communication, the relationship between Brazilian students and migrant students and the curriculum of border schools.

**Keywords:** Public Education. International Migration. Teacher Training. Curriculum. Boundary.

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## INTRODUCTION

International migration is understood as the movement of people between countries, which can result from a variety of economic, political, psychological, cultural, religious, and social circumstances (Fernandez, 2014), among others that can lead an individual to migrate, in isolation or in groups.

This migratory movement is very present in the Municipality of Corumbá, located in the State of Mato Grosso do Sul, which borders Bolivia, through the cities of Puerto Quijarro and Puerto Suarez. This is because the center of the city of Corumbá is about 7 km from the international border line, which takes place through a road. There is a daily migratory flow both from Brazil to Bolivia, and the other way around, in search of health care, education, work, commerce and other activities, as the dry border and bilateral agreements facilitate transit.

These groups of migrants do not settle here or there, they come and go, in a migration designated as pendulum that can be seen as two-way because both, Brazilians and Bolivians, share services and actions and an exchange occurs, as Oliveira and Loio (2019, p. 60) say: "It is in this daily commuting that immersion and emersion in a two-way consist. That is, at the same time that it emerges from its country to immerse itself in another, it also emerges from the neighboring country for a new immersion in its country of origin".

Regarding education, many Bolivian students make the daily crossing of the border to Brazil, as it is seen as a better education than that of their hometown, as Silva and Almeida (2019, p-709) point out:

In both countries, there is free basic education, but the flow of students for study in elementary and secondary education only occurs in the Bolivia-Brazil direction, that is, it occurs because education is seen as of better quality in Brazil compared to Bolivian education, however intense cultural interaction between both countries can be noted.

In other words, there is a search for institutions in Brazil by commuters, because they believe that it is a better quality education, but public schools located in border regions are not necessarily prepared to receive this distinct and specific public.

The text we present here aims to bring challenges that migrant students face daily in schools located in an international border region, with a greater focus on public schools in the municipality of Corumbá considering the specificities of the region. Part of the discussion was presented at the V Seminar (des)Making knowledge on the border: decolonizing knowledge, power, being, and living, organized by Unipampa from August 28 to 30, 2024.



## EDUCATION IN PUBLIC SCHOOLS IN THE BORDER REGION

The schools that are located in border regions have the specificities of the presence of international groups or migrants, making the school a possible multicultural environment. Because it is present in an environment where it receives various cultures and interacts in a meaningful way, this environment is also vast in diverse customs, beliefs, traditions, languages and values where they promote the enrichment of the cultural repertoire of these students Moreira and Candau (2008, p. 15):

Today this awareness of the homogenizing and monocultural character of the school is increasingly stronger, as well as the awareness of the need to break with it and build educational practices in which the issue of difference and multiculturalism are increasingly present

With this, the school develops a role that goes beyond providing curricular content, a favorable environment in order to promote inclusion and appreciation of the ethnic diversity of different groups present in the school, being able to include in its curriculum options of activities such as discussions related to diversity, cultural festivals, art exhibitions, dance and music presentations and among other activities that could be initiatives in order to bring a respectful awareness of the culture of others and work on the issue of tolerance and reduction of prejudices, seeking to emphasize the education of empathetic and conscious children and young people. But, at the same time, it remains with its structure based on practices aimed at totally different realities of the students, ignoring regional cultures, thus challenging the formation and construction of identities of these migrant students. As Godoy (2016, p. 45) explains.

Nothing becomes empty in the school field like flatus vocis learning or knowledge, and this is the result of pseudo-knowledge fed in schools that do not accurately reflect their classroom contents and follow only the teaching programs of textbooks, often elaborated from the perspective of large centers with metropolitan culture.

It is worth mentioning that according to the Migration Law (Brasil, 2017), migrants have the same rights as native Brazilians:

Article 4 - Migrants are guaranteed in the national territory, on an equal basis with nationals, the inviolability of the right to life, liberty, equality, security and property, as well as the following are ensured:  
X – the right to public education, with discrimination on the grounds of nationality and migratory status prohibited;

Another legal document that ensures the permanence and rights of immigrants in education is Resolution No. 1 of the National Education Council, of November 13, 2020, which exposes the support that these students receive.



Considering that Brazil is a signatory to the Convention on the Rights of the Child, promulgated by Decree No. 99,710, of November 21, 1990, thus recognizing, without discrimination of any kind, including national origin (Article 2), that every child has the right to life, survival and development (Article 6), as well as to the best attainable standard of health (Article 24), ensuring that she receives adequate protection and humanitarian assistance as a refugee (Article 22);

In addition to ensuring that these students are supported by the system, the Resolution also describes that students who arrive at public schools and want to be included in the educational system, the secretariat must enroll without any discriminatory act and even with the lack of documentation, enrollment must be facilitated:

Paragraph 5 - In the absence of school documentation proving previous schooling, foreign students in the condition of migrants, refugees, stateless persons and asylum seekers shall be entitled to an evaluation/classification process, allowing enrollment in any year, grade, stage or other form of organization of Basic Education, according to their development and age group.

As a result, education in public schools has a structure that supports and promotes the multiculturalism of these students, but most of the time there are some flaws, due to the lack of training of professionals to welcome these immigrants, due to the failure in the teacher training curriculum where these types of challenges that teachers and students face daily cause, where barriers are created for these students to remain in the public education network (Tavano; Oliveira, 2024).

## **THE PUBLIC SCHOOLS OF CORUMBÁ**

The municipality of Corumbá has 36 municipal schools distributed throughout the city's neighborhoods, where they serve kindergarten, elementary education and youth and adult education. The public that the schools receive are Brazilian and migrant students, since most of the migrants who are enrolled are Bolivians. According to Araújo, Fernandes and Carvalho (2015, p.156), the reason for enrollment would be:

better conditions offered by the Brazilian government. Corumbá (MS) is one of the most prominent urban centers at the regional level, and also appears as the most important Brazilian city on the border between Brazil and Bolivia. Unfortunately, nothing can be done since the lack of resources is a condition in Puerto Suárez.

As a result, a major challenge in schools in Corumbá is to properly receive these migrants, who are predominantly Bolivian and, therefore, Spanish-speaking. To a disregard of Spanish as a second language studied in border schools, the lack of Spanish in regular education is a considerable objection to the teaching and learning of the student. There is discrimination and a failure in border schools because there is no considerable structure and support for the teaching and learning of migrant students.

Oral communication is fundamental for migrants, as language is a means of building human relationships and the interaction of people, that is, it is essential to learn the language, as Brito (2022, p.04) points out:

Learning the language of the country that receives him helps to solve several problems that the migrant has, such as the improvement of his socioeconomic life, since through the acquisition of the new language, the migrant can more easily get a job, access to goods and services that were not possible before due to financial problems.

Given this, it is clear how relevant the teaching of the language is for the migrant, as it facilitates their life both in terms of employment, education, access to aid programs offered, NGOs, and the other. And it makes it much easier in the life of the migrant student at school to build relationships with their classmates for their learning.

The language studied in schools in Corumbá is not the only problem, there is social discrimination in relation to the appearance and traits of Bolivians, since verbal aggression is daily and common in classrooms. As Araújo, Fernandes and Carvalho (2015, p.157) point out:

Oral and written language is not the only problem for Bolivians studying in Brazil. Appearance is also synonymous with discrimination, and affects not only Bolivians, but also those of Brazilian nationality but of Bolivian origin. Because of this appearance, verbal aggression is common.

This is because Bolivia is seen as an economically poor country in the eyes of Brazilian students and as "minors". There is social and cultural discrimination, not only in schools, but in society, where pejorative expressions and adjectives are performed daily. As a result, there is a difficulty in building an affective relationship between students, as Bolivian students end up isolating themselves because their physical appearance is the subject of jokes and their culture is devalued. According to Araújo, Fernandes and Carvalho (2015), the way to eliminate prejudice and arrogance from schools and bring students closer together would be through:

[...] Participation leads to integration and the construction of a multiterritorial identity that will systematically eliminate Brazilian prejudice and arrogance. And this will be easier as border schools incorporate the "other" into their curriculum. With the production of a curriculum that contains the History and Geography of the countries in question, and the Spanish language as a second mandatory language, the approximation will happen. (Araújo; Fernandes; Carvalho, 2015, p.159)

In other words, in order to build a multiterritorial identity and eliminate the prejudice of Brazilians against migrants, it would be through border schools to build a curriculum aimed at migrant students, incorporating the "other", to have a curriculum that includes the

history and geography of Spanish countries that border Brazil, making Brazilian and Bolivian students have knowledge and familiarity with the culture through the history of the Spanish and Bolivian countries. geographic field, in sequence the Bolivian students would be better included in the classroom. Finally, to insert Spanish as a second language studied in schools in the region of Corumbá.

With regard to teacher training, there are challenges on a daily basis, due to the lack of discussion of specific border and migratory themes in initial training, since Corumbá would need to be a city that receives migrant students on a daily basis, (Tavano; Gonçalves, 2023). It can be evidenced that there are challenges in the disciplines being fully understood, and the textbooks do not have the necessary support for the social inclusion and teaching and learning of migrant students, according to Silva and Almeida (2019, p. 716) highlight that:

In this sense, it is important to note that the border school is no different from other Brazilian public schools, since the subjects offered are those suggested by the State or Municipal Council of Education and the textbooks used are those sent by the Ministry of Education (MEC), which do not consider local needs.

That said, border schools follow the same curriculum and subjects as public schools in Brazil, disregarding the specificity of each location. Consequently, migrant students are forced to fit into the curriculum, guidelines and language of Brazilian schools, disregarding their specificities.

## **FINAL CONSIDERATIONS**

In this article, we begin to understand the challenges that teachers and students of the municipal education network face in schools located in international border areas, bringing a migration of students who live on the border lines, where they often cross daily in search of better study conditions. But they are faced with a great challenge, which is to be inserted in public schools in the municipal or state network.

Considering the reflections, it is possible to visualize the learning conditions and realities of these students, it is also possible to perceive the absence of an adequate curriculum that corresponds to the reality of schools that are located in a region where there is multiculturalism.

Also on the agenda are the failures of teacher training, where they graduate with a view of education based on factors that do not correspond to local regionality because it is extremely important to realize that failures do not exist only in the education system, where



they also occur due to the absence of connections that allow the experiences between academics and the school environment

With this, it is clear that it is extremely important to carry out dialogues and debates with the individuals who use this space, so that the challenges that must be solved can be located, and seeking the best way to understand their needs in order to provide better learning conditions and integration of these students.

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