


## THE LINGUISTIC RECEPTION OF MIGRANT AND REFUGEE STUDENTS BY THE STATE SCHOOL SYSTEM IN SANTA CATARINA (BRAZIL)

 <https://doi.org/10.56238/arev7n4-143>

Date of submission: 14/03/2025

Date of publication: 14/04/2025

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### ABSTRACT

This article studies the linguistic reception of migrant and refugee students in the state of Santa Catarina (Brazil). Its general objective is to analyze how the state of Santa Catarina has carried out linguistic reception in the process of school integration of migrant and refugee students in the state school system. The specific objectives are threefold: 1) to contextualize migratory movements to Santa Catarina; 2) to identify the presence of migrant and refugee students in the state school system; 3) to evaluate the linguistic reception strategies for these students, taking into account the state's migration management policies. The deductive approach method, the monographic procedure, and the bibliographic and documentary research techniques were used. The results showed that the State of Santa Catarina has promoted linguistic integration in the management of education in the state network, with emphasis on the Programa de Acolhimento a Migrantes e Refugiados – PARE (Program for the Reception of Migrants and Refugees). However, it needs to be extended to the entire state network and can even be replicated in the schools of the municipal education networks in Santa Catarina.

**Keywords:** Language Reception. Basic Education. Migration.

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## INTRODUCTION

Education is a fundamental human right, indispensable for the formation of the human person. As a human right, it is guaranteed in Article 26 of the Universal Declaration of Human Rights (United Nations Organization [UN], 1948), as well as in Article 28 of the Convention on the Rights of the Child (UN, 1989), both adopted by the General Assembly of the United Nations. It also constitutes a fundamental right, as provided for in the 1988 Constitution of the Federative Republic of Brazil, Articles 205 to 214, reinforced by Article 227, Caput, which lists the fundamental rights of children and adolescents (Brasil, 1988).

With regard to the right to education, some basic provisions stand out from the provisions of the three legal instruments mentioned above. The first provision is that education ensures full development, which is why it must be compulsory and free, at least at the primary level (UN, 1948). It must also be accessible to all children and provided on equal terms (UN, 1989). Finally, the right to education in Brazil guarantees the freedom to learn, the pluralism of ideas and pedagogical approaches, and the guarantee of quality standards (Brasil, 1988).

Despite the importance of education, millions of children, adolescents and young people in Brazil and around the world do not have access to it. When they do have access, it is sometimes in a very poor way, since they are confronted with an education that lacks quality or equal conditions. This is the case for children and adolescents who have been displaced. In other words, access to education becomes even more difficult for migrants and refugees.

The United Nations High Commissioner for Refugees (UNHCR) estimates that 51% of school-age refugees are out of school (United Nations High Commissioner for Refugees, 2023). The organization also stated that approximately 14.8 million refugee children and adolescents worldwide need quality educational support (UNHCR, 2024). In the process of school integration, the language barrier, together with the lack of linguistic reception policies and methodologies aimed at intercultural education, are the main sources of rights violations.

Brazil has received different migratory flows from different parts of the world, reflecting the dynamics and complexity of migratory phenomena. For example, whereas in the past a North-South configuration prevailed, today there is what is known as South-South migration, characterized by the forced displacement of people from countries in the South to countries also in the South, such as the significant influx of migrants from

Venezuela, Bolivia and Haiti, among others. Data presented by the Observatório das Migrações Internacionais<sup>4</sup> (OBMIGRA) show that between 2022 and July 2024, Brazil recorded 62.3 million movements through border crossings, mainly of Argentinians, Chileans, Americans, Uruguayans and Paraguayans. During the same period, 139,200 applications for refugee status were received, mostly from Venezuelans. The formal labor market, on the other hand, recorded 306,800 immigrants primarily young adult men from Venezuela and Haiti (Cavalcanti *et al.*, 2024).

The state of Santa Catarina, located in the southern macro-region of Brazil, has stood out in terms of welcoming and employing migrants and refugees. It is the Brazilian region that employs the highest number of migrants, resulting in whole families moving and settling in the region, which also implies the arrival of the sons and daughters of migrant families. In this way, children and adolescents are part of the migratory flows and enter the state's schools in greater numbers every year.

This research deals with the right to education of migrant and refugee children and adolescents. The general objective is to analyze how the State of Santa Catarina has carried out linguistic reception in the process of including migrant and refugee students in the public school system. The specific objectives, in turn, are: to contextualize migratory movements to the State of Santa Catarina; to identify the presence of migrant and refugee students in the public school system; and to analyze the linguistic reception of migrant and refugee students in the public school system, considering the migration management of the State of Santa Catarina.

The study is based on the following research problem: Considering the increase in the arrival of migrants and refugees in the State of Santa Catarina, what initiatives have been adopted by the public school system to promote the linguistic reception of migrant and refugee students? The hypothesis presented is that the State of Santa Catarina has incorporated linguistic integration in the management of education in the public school system, with emphasis on the Programa de Acolhimento a Migrantes e Refugiados<sup>5</sup> (PARE). However, it is necessary to increase the scope of these initiatives so that they fully cover the state schools and include schools in the municipal education networks.

The theoretical approach to this topic is justified by the importance of language reception for the learning process and, in turn, for the inclusion of migrant and refugee

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<sup>4</sup> Observatory of International Migration.

<sup>5</sup> Program for the Reception of Migrants and Refugees.

students in schools. The language barrier has a variety of consequences in the school context: silence, shyness, disinterest, isolation, repetition, dropping out of school and hasty diagnoses of special educational needs – the pathologization of migrant children by the school (Assumpção; Aguiar, 2019; Santos; Cotinguiba, 2019). Calvet (2007) states that everyone has the right to the language of the state, while at the same time they have the right to their own language of origin.

Brazil recognizes children and adolescents as subjects of rights and establishes that their fundamental rights must be guaranteed with absolute priority. This absolute priority also applies to the fundamental rights of migrant and refugee children and adolescents in the country. Given the challenges of language reception in the school context and the importance of the State of Santa Catarina in the reception and integration of migrant families, this study is socially relevant and aims to contribute to the educational policies of the State. Also, there is little scientific production on this topic, especially studies that specifically analyze the actions of the public school system in Santa Catarina to welcome migrant and refugee students.

## **METHODOLOGY**

From the perspective that method is the way to achieve a certain goal, Prodanov and Freitas (2013) argue that the scientific method consists of a set of procedures used for the purpose of obtaining knowledge. Marconi and Lakatos (2003) define it as the theory of investigation. For the authors, "[...] method is the set of systematic and rational activities that make it possible to achieve the goal with greater certainty and economy [...] by tracing the path to be followed, detecting errors, and supporting the scientist's decisions" (Marconi; Lakatos, 2003, p. 83) [our translation].

In order to conduct this research, we used the deductive approach, which, according to the classical understanding, starts from the general to the particular. It aims to explain the content of the premises and for this purpose uses syllogism, the logical construction, so that from the premises a conclusion can be reached (Prodanov; Freitas, 2013).

The procedure adopted was the monographic method, which corresponds to the in-depth study of cases, of people, groups, communities and/or even institutions (Marconi; Lakatos, 2003). "In this situation, the research process aims to study the selected topic in order to observe all the factors that influence it, analyzing it in all its aspects" (Prodanov; Freitas, 2013, p. 39) [our translation].

The research techniques used were bibliographic and documentary. According to Minayo (1994, p. 53), "[...] bibliographical research brings together the desires of the researcher and the authors involved in his horizon of interest" [our translation]. The bibliographical research was carried out in the Capes Theses and Dissertations Database, the Scielo portal (Scientific Electronic Library Online) and other publications in Brazilian qualified journals.

In turn, the documentary research included Brazilian legislation such as: the Federal Constitution of 1988; Law n. 9.394/1996 (National Education Guidelines and Bases Law – LDB); Law n. 9.474/1997 (Refugee Statute) and Law n. 13.445/2017 (Migration Law). In addition, in order to carry out a diagnosis of the presence of migrant and refugee children and adolescents in the public school system in Santa Catarina, a document was obtained from the Secretaria de Estado da Educação – SED (State Education Department), containing the enrollment in basic education in the State, by nationality, from 2014 to 2023.

## **MIGRATION TO THE STATE OF SANTA CATARINA: PRESENT OVERVIEW**

As Silva, Silveira and Muller (2018) rightly point out, the southern region of Brazil has attracted the largest number of immigrants and refugees, especially due to its development indices and opportunities to enter the labor market. "In fact, since 2010, Santa Catarina (SC) has seen a significant increase in immigrants and refugees from countries of the Global South, especially from African countries" (Silva; Silveira; Muller, 2018, p. 282, our translation).

The state of Santa Catarina is located in southern Brazil. It has a land area of 95,730.690 km<sup>2</sup> (Instituto Brasileiro de Geografia e Estatística, 2023) and, according to the 2022 census of the Instituto Brasileiro de Geografia e Estatística<sup>6</sup> (IBGE), a resident population of 7.610,361 people in 2022, giving it a population density of 79.50 inhabitants *per* km<sup>2</sup> (IBGE, 2022). The State's Human Development Index (HDI)<sup>7</sup> for 2021 was 0.792, placing it in the High Human Development category (AtlasBR, 2021).

<sup>6</sup> Brazilian Institute of Geography and Statistics.

<sup>7</sup> Socio-economic indicator calculated from income, health and education reports, organized by the United Nations Development Programme (UNDP), the Fundação João Pinheiro (FJP) and the Instituto de Pesquisa Econômica Aplicada – Ipea (Institute for Applied Economic Research). It is a number that varies between 0.000 and 1.000, and the closer it is to 1.000, the greater the human development in that place. The standard for analyzing the HDI is that below 0.499 it is very low; from 0.500 to 0.599 it is low; from 0.600 to 0.699 it is medium; from 0.700 to 0.799 it is high; and from 0.800 to 1.000 it is very high (AtlasBR, 2021).

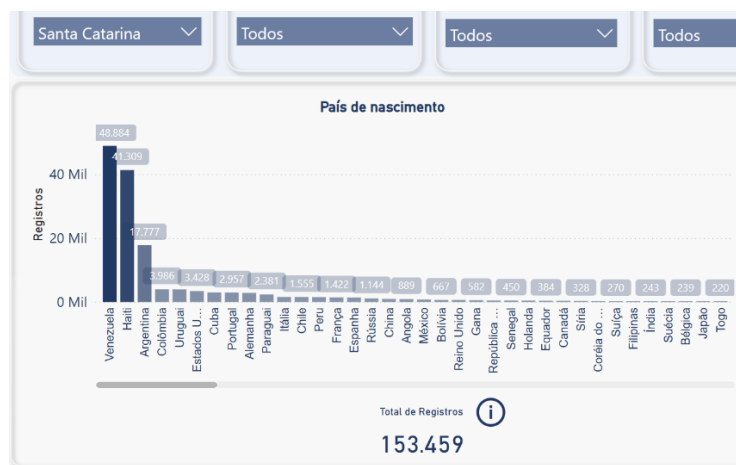
Migration, both internal and international, has marked the state of Santa Catarina since colonial times. The Brazilian colonial period is characterized above all by the forced labor of indigenous peoples and Africans (Schwartz, 1987). Thus, since the Portuguese invasion and the transatlantic slave trade to Brazil (Marquese, 2006), migrations have shaped the state of Santa Catarina in different ways at different times. The legacy of the African peoples who arrived as slaves in the state of Santa Catarina in the 17th century was not limited to slave labor and the subjectivities associated with it. In addition to their labor contribution, the black ethnic groups that settled throughout the state contributed to the political, economic and cultural development of Santa Catarina. In other words, there was a strong labor contribution, yes, but also contributions in the area of resistance movements against slavery, struggles for the ideals of equality and freedom, as well as the cultural symbiosis that resulted (Silva; Silveira; Muller, 2018).

After the abolition of slavery, north-south migrations were linked to the nationwide population whitening policies promoted in the mid and late 19th century, which were based on scientific racism. During periods of growth in Brazil's post-slavery economy, the arrival of various European nationalities was encouraged to populate the country and fill the positions left by the enslaved in the fields and crops. During this period, immigrants of European nationalities settled in SC, namely Germans, Italians, Austrians and Poles, among others, adding to the already established contingent of Portuguese. Thus, the state of Santa Catarina has been shaped by the reception of people of the most diverse nationalities and ethnicities, establishing itself as a homeland of migration. (Silva; Silveira; Muller, 2018, p. 283)

Recent migratory movements to the State of Santa Catarina have been characterized by different nationalities. However, they no longer come from the Global North, but from countries of the Global South. The online interactive database of the São Paulo Migration Observatory – a research group that collaborates with the Núcleo de Estudos de População “Elza Berquó”<sup>8</sup> (NEPO/UNICAMP) – shows the number of international migrants registered in Brazil, taking into account the National Migration Registry (RNM). This database shows that between 2000 and 2024, the State of Santa Catarina registered 153,459 international migrants. The three main nationalities for the period – which covers two decades – are migrants from Venezuela (48,884), Haiti (41,309) and Argentina (17,777). However, Colombians, Uruguayans, Americans, Cubans, Portuguese and other nationalities also arrived (Observatório das Migrações em São Paulo, 2025).

<sup>8</sup> “Elza Berquó” Center for Population Studies.

**Figure 1** – International immigrants registered in the state of Santa Catarina between 2000 and 2024, by country of birth



Source: Observatório das Migrações em São Paulo, 2025.

The Annual Report 2024 of Observatório das Migrações<sup>9</sup> (OBMigra), entitled “As dinâmicas migratórias nas macrorregiões do Brasil”<sup>10</sup> (Cavalcanti; Oliveira; Silva, 2024), presents important data on Santa Catarina. With regard to the data on entries and exits at border points, obtained from the Sistema de Tráfego Internacional<sup>11</sup> – STI of the Federal Police, Santa Catarina recorded 396,061 entries and 477,787 exits in 2024, resulting in a negative balance of 81,726 international migrants. Between January and June 2024, the main point of entry into the state was the Hercílio Luz International Airport, located in the city of Florianópolis, the state capital. In second place were entries through the municipality of Dionísio Cerqueira, in western Santa Catarina, which borders Argentina, through the city of Bernardo de Irigoyen (Tonhati, 2024).

Regarding the cities in Santa Catarina with the highest number of migrants, data from the Sistema de Registro Nacional Migratório<sup>12</sup> (SISMIGRA) show that, from January to June 2024, the municipalities of Chapecó (1,599); Florianópolis (1,571), Joinville (1,571) and Balneário Camboriú (555). As for the requests for recognition of refugee status, in 2022, the State of Santa Catarina received a total of 1,926 requests. In 2023, there were 2,087 refugee applications, and between January and June 2024, 1,285 applications, showing the annual increase in refugee applications (Tonhati, 2024).

<sup>9</sup> Migration Observatory.

<sup>10</sup> “Migration dynamics in the macro-regions of Brazil”.

<sup>11</sup> International Traffic System.

<sup>12</sup> National Migration Registration System.

Among the applications for recognition of refugee status in the state of Santa Catarina between January and June 2024, there is a distribution among the main municipalities that have received refugee flows:

**Table 1** – Number of applicants for recognition of refugee status, according to the main municipalities, in Santa Catarina, between January and June 2024

| City          | Nº of applicants |
|---------------|------------------|
| Florianópolis | 516              |
| Chapecó       | 216              |
| Itajaí        | 194              |
| Criciúma      | 136              |
| Joinville     | 115              |

**Source:** adapted from Tonhati (2024).

Florianópolis, the state capital, had the highest number of applications in the first half of 2024. The second city with a significant number of applications for recognition of refugee status was Chapecó, located in the west of Santa Catarina, which is responsible for providing significant employment to migrants and refugees in the state. In third, fourth and fifth place, respectively, were the municipalities of Itajaí, Criciúma and Joinville (Tonhati, 2024).

Another relevant parameter for characterizing migratory movements in the state of Santa Catarina comes from employment data. The OBMigra 2024 report highlights the strength of the southern region of Brazil in terms of employment – and thus social integration – of migrants seeking decent living conditions in the country. In 2022, the total number of migrants formally employed in the South (Santa Catarina, Paraná and Rio Grande do Sul), according to RAIS-CTPS-CAGED, was 108,397, representing 48.3% of the total number of migrants employed nationwide. By 2023, this number had risen to 138,843 formal workers: 51.2% of the national total – indicating that the southern region is increasingly employing migrant men and women. In terms of nationalities, Venezuelan workers are the most common, followed by Haitians (Tonhati, 2024).

Also in the South, the three main cities employing immigrants are: Curitiba (PR), Chapecó (SC) and Cascavel (PR). When analyzing the economic activities carried out, the slaughter of poultry and pigs stands out. This is followed by work in restaurants and the like, and in third place is retail trade, with a predominance of food products, such as supermarkets. In terms of wages, the average income is the lowest in the country:

R\$2,828.00, theoretically due to the large number of Venezuelans and Haitians in the region (Tonhati, 2024).

These data indicate a strong concentration of immigrants in labor-intensive sectors, mainly in food processing and services. This reality reinforces the need for policies aimed at both the protection of these workers and their qualification and mobility within the labor market. (Tonhati, 2024, p. 79)

Looking specifically at the state of Santa Catarina, the report points out the cities that employ the most, given the number of immigrant workers in the formal labor market. Thus, the data from 2022 to June 2024 reveal the prevalence of the following cities: Chapecó (11,077), Joinville (6,892), Florianópolis (4,680), Blumenau (2,530) and Balneário Camboriú (554). It is worth noting that, with the exception of Balneário Camboriú, men were the majority in the formal labor market in all the other cities. We must also take into account migrants and refugees who work informally in the state, as well as those who are unable to find work. In addition to the support provided by Caritas, civil associations and non-governmental organizations (NGOs), the OBMigra report shows that in 2022, the number of migrants registered with the CadÚnico<sup>13</sup> in the state of Santa Catarina was 42,756, indicating the access of migrants to social assistance policies (Tonhati, 2024).

The panorama of migratory movements to the State of Santa Catarina, especially recent flows, is important because it foreshadows the configuration that will be found when analyzing the inclusion of migrant and refugee students in the state's schools.

## **MIGRANT AND REFUGEE STUDENTS ENROLLED IN BASIC EDUCATION AND DATA FROM THE STATE EDUCATION NETWORK IN SANTA CATARINA**

By establishing the right to education in Article 205, the 1988 Federal Constitution declares that education is the right of all and the duty of the State and the family. It also states that it shall be promoted and encouraged with the collaboration of society, and shall aim at full development of the individual, his preparation for the exercise of citizenship and qualification for work (Brazil, 1988). "The current linkage of education as a duty of the State is greater than in previous constitutions, which was relevant in terms of analyzing the right to education and the role of the State in this area" (Grajzer, 2018, p. 64, our translation).

<sup>13</sup> Single Registry.

In Brazil, in addition to the constitutional provision, the right to education is regulated by Law n. 9.394/1996, the Lei de Diretrizes e Bases da Educação Nacional<sup>14</sup> (LDB). It is the LDB that regulates school education in Brazil, establishing its principles, objectives and guarantees. In addition to this Law, other infra-constitutional regulations and other public policy instruments include provisions on the right to education, such as: the Estatuto da Criança e do Adolescente<sup>15</sup> (ECA); the Plano Nacional de Educação<sup>16</sup>; the Diretrizes Curriculares Nacionais para a Educação Básica<sup>17</sup>; and the Migration Law. According to Pinho (2024, p. 182):

[...] the legislation and documents that govern Brazilian education often do not even mention the existence of migrants and refugees, or if they do, they don't include guidelines for the effective integration of their cultural and linguistic particularities into the educational sphere and, consequently, into the host country. [our translation]

When it comes to Brazilian education, some basic principles can be derived from the constitutional provision. The first is that the State has the duty to guarantee basic education, which is compulsory and free, from the age of four (4) to seventeen (17), ensuring that it is provided free of charge to those who did not have access to it at the appropriate age. The second is that education will be provided by guaranteeing quality standards and equal conditions for access and permanence in school. Another important regulation deals with the provision of specialized educational services for students with disabilities, who are preferably integrated into the regular school system, thus demonstrating the principles of non-segregation and non-discrimination (Brazil, 1988).

Unlike the health and social welfare sectors, which have a single, universalized system, education is provided through a system of cooperation between the Union, the States and the Municipalities, as provided for in Article 211, Caput, of the Constitution and Article 8, Caput, of the LDB. In other words, formal education in Brazil is organized around educational systems and includes: the federal educational system; the educational systems of the states and the Federal District; and the municipal educational systems. Thus, the Union is responsible for organizing the federal and territorial educational systems, financing federal public educational institutions, and exercising a redistributive and complementary function in educational matters, providing technical and financial assistance to the states,

<sup>14</sup> National Education Guidelines and Bases Law.

<sup>15</sup> Statute of the Child and Adolescent.

<sup>16</sup> National Education Plan.

<sup>17</sup> National Curriculum Guidelines for Basic Education.

the Federal District and the municipalities. The States and the Federal District are primarily responsible for primary and secondary education. The municipalities, for their part, are primarily responsible for early childhood and primary education (Brasil, 1988).

The Brazilian school system also consists of levels and types of education. The levels of education are defined in Article 21 of the National Law of Educational Guidelines and Fundamentals – LDB. There are two: basic education and higher education, where basic education includes early childhood education, primary education and secondary education (Brasil, 1996). This is the basis on which the country's education system is organized – which explains the existence of a state education system.

If we think about the school beyond its didactic-pedagogical purposes, we see that it is a space that promotes collective experience, the apprehension of worlds and new meanings, the expansion of repertoires, games and memories.

School is therefore a privileged place for the socialization of new generations, since it is here that children establish relationships with more experienced individuals and encounter part of the systematized cultural heritage to which they are entitled. Children's entry into school is a moment of great significance, and in many cases it is their first socialization environment outside the family. (Grajzer, 2018, p. 51) [our translation]

When analyzing the school inclusion of migrant and refugee children and adolescents, especially those who have been forcibly displaced, it is necessary to consider that the school is also the migrant child's first place of socialization outside the family. In this sense, the school's welcome must be very well formulated, since cultural, linguistic and dietary differences are strongly felt by both migrant and Brazilian students. The school must prepare in advance and receive support – technical, didactic and training – for the reception of the migrant student, taking into account the existing linguistic and cultural differences. This is the only way for children to succeed in school and to feel like participants in the world, since “[...] when they are inserted into the cultural world that surrounds them, children are able to re-elaborate and recreate this world, constituting themselves as social, historical and cultural beings” (Elsing, 2022, p. 33) [our translation].

By 2019, the challenges for the school integration of migrant and refugee children and adolescents in Brazil began as soon as they enrolled, as highlighted in the studies by Nunes and Heiderique (2021) and Roldão and Branco (2023). Studying the school integration of Congolese refugee children from the perspective of their mothers, Nunes and Heiderique (2021) found that both the refugee experience and the children's access to

school could vary from city to city. They found that the challenges at the time were related to documentation for access to the educational institution, the language barrier, and the prejudice experienced within the school. Problems with documentation included both the non-recognition of the refugee protocol as an official document and the request for school documents from the country of origin or the Brazilian birth certificate – both illegal, embarrassing and not recommended. “Contact with the country of origin for this purpose can be considered an unnecessary risk and is widely discouraged by the Brazilian government, which can have a negative impact on the refugee process” (Nunes; Heiderique, 2021, p. 667) [our translation]. The same observation was made by the other two authors when they stated:

[...] even with legislation that guarantees the right to education, many schools deny the right to enroll immigrant children, citing that these social actors are not specified in the current legislation or that they do not have complete documentation. (Roldão; Branco, 2023, pp. 69-70) [our translation]

With Resolution n. 1, of November 13, 2020, of the Câmara de Educação Básica do Conselho Nacional de Educação<sup>18</sup> of the National Education Council, bodies of the Ministry of Education (MEC), the problems related to documentation requirements and other obstacles to enrollment were resolved. Resolution n. 1/2020 regulates the right to enroll migrant children and adolescents, refugees, stateless persons and asylum seekers in the Brazilian public education system. As of this resolution, public basic education networks in Brazil are obliged to immediately enroll foreign students as migrants, refugees, stateless persons and asylum seekers, without discrimination. Article 1 of the document states that the right to enroll is guaranteed without the need for documentation proving previous schooling. Discrimination on the basis of nationality or migration status is also prohibited (Brazil, 2020). Paragraph 3 of Article 1 also states that the following shall not constitute an obstacle to enrollment:

I - the absence of a certified translation of the documents attesting to previous schooling, personal documents from the country of origin, the Registro Nacional Migratório<sup>19</sup> (RNM) or the Documento Provisório de Registro Nacional Migratório<sup>20</sup> (DP-RNM); and II - irregular migratory status or the expiry of the validity of the documents presented (Brazil, 2020). [our translation]

<sup>18</sup> Basic Education Chamber.

<sup>19</sup> National Registration Document.

<sup>20</sup> Provisional Document of National Registration.

In other words, since Resolution n. 1/2020/CEB/CNE, schools can no longer hinder or deny the enrollment of foreign students who are migrants or refugees. In the absence of school documents proving previous schooling, the school unit must carry out an assessment, classification process in the student's language of origin, in order to determine the most appropriate inclusion, according to the student's age group and level of development. The guidelines to be followed by schools when welcoming migrant students are: non-discrimination; prevention of bullying, racism and xenophobia; non-segregation between Brazilian and non-Brazilian students; training of teachers and staff; promotion of activities to value the culture of non-Brazilians; and teaching Portuguese as a Reception Language to those who have little or no knowledge of Portuguese (Brazil, 2020).

The resolution came at a time when Venezuelan migration to Brazil was reaching significant levels, requiring the Brazilian state to take action and implement public policies to manage migration in the educational sphere as well. In total, there are only seven articles that touch on three axes: the right to enrollment, the procedure for evaluation and inclusion in the appropriate school level, and the reception procedures (Azevedo; Amaral, 2022). Despite the Resolution's undeniable contribution to the inclusion of migrant and refugee children and adolescents in schools, the main criticism from scholars in the field is that it "[...] places the responsibility on the local school, without clearly explaining the appropriate guidance, training and institutional support for teachers" (Azevedo; Amaral, 2022, p. 143) [our translation]. However, it is an important document because it guides the actions of states and municipalities.

In Brazil, the panorama of the presence of migrant and refugee students enrolled in basic education is still characterized by incompleteness and low publicity. The body that has this information is the Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira<sup>21</sup> (INEP), which publishes it in the School Census – a document that contains, among other things, data on enrollment in early childhood, primary and secondary education (as well as youth and adult education), specifying enrollment in state and municipal networks, public and private schools, urban and rural. However, the latest editions of the school census report discontinued information on foreign students. Thus, in 2020 – the year of implementation of the Resolution – the number of immigrants enrolled in the basic education network throughout Brazil was 122,900, according to the research of Vinha and Yamaguchi (2021), in the report of the Observatório das Migrações

<sup>21</sup> National Institute for Educational Studies and Research Anísio Teixeira.

Internacionais<sup>22</sup>. Most of the students were male, the vast majority were enrolled in public schools, and the most common nationalities were Venezuelan, followed by Haitian and Bolivian.

In contact with the Secretaria de Estado da Educação de Santa Catarina<sup>23</sup> (SED), it was possible to access, through the technical team of the Sistema de Inteligência de Dados Educação na Palma da Mão<sup>24</sup> (SIDEPE), an Excel spreadsheet containing enrollments in basic education in the State of Santa Catarina from 2014 to 2023<sup>25</sup>. In 2023, the state of Santa Catarina registered 1,726,930 enrollments in basic education, of which 26,363 were migrant students – reported as foreigners in the document (Santa Catarina, 2024a). The breakdown of migrant student enrollment by administrative area – federal system, state system, municipal system and private school system – shows the following data:

**Table 2** – Number of migrant students in the state of Santa Catarina, by administrative dependency, in 2023

| Administrative Dependence | Enrolments    |
|---------------------------|---------------|
| Municipal                 | 14.325        |
| Estadual                  | 9.407         |
| Privada                   | 2.453         |
| Federal                   | 178           |
| <b>Total:</b>             | <b>26.363</b> |

**Source:** adapted from Santa Catarina (2024a).

It can be seen that the vast majority of migrant students in the state of Santa Catarina are enrolled in municipal public schools: 54.33%. With regard to the nationalities of the students, considering all the schools in the State, during 2023: first, those from Venezuela (16,130 enrollments); second, from Haiti (3,005 enrollments); and third, from Argentina (1,498 enrollments) – confirming the data from the Registro Nacional Migratório<sup>26</sup> (RNM) in the State. They are followed, in smaller numbers, by students from Paraguay, Cuba, the United States, Portugal, Bolivia and Colombia, among others. The cities with the highest number of immigrant students in the state are: Chapecó, with 3,698 students; Joinville, with 3,026 students; Florianópolis, with 2,396 students; Blumenau, with 1,064

<sup>22</sup> Observatory of International Migration.

<sup>23</sup> Santa Catarina State The contact was made via e-mail in 4<sup>th</sup> February 2025.

<sup>24</sup> Education in the Palm of Your Hand Data Intelligence System.

<sup>25</sup> The enrollment for the year 2024 had not yet been sent by the Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira – INEP (National Institute of Educational Studies and Research Anísio Teixeira) – to the Secretaria de Estado de Santa – SED (State Secretariat of Santa Catarina) – when the document was shared.

<sup>26</sup> National Migration Registry.

students; São José, with 1,010 students; and Balneário Camboriú, with 822 students (Santa Catarina, 2024a).

A general overview of the public education network in Santa Catarina should also be presented. In 2023, the public school system had 528,116 enrollments, of which 9,407 were migrant students. Among the nationalities of migrants in the State network, the three with the highest numbers are Venezuela, with 5,832 enrollments; Haiti, with 1,371 enrollments; and Argentina, with 466 enrollments. The State network also has students from other countries experiencing humanitarian emergencies, such as Yemen, Ghana, Syria, Afghanistan, Iran, Nigeria and Lebanon (Santa Catarina, 2024a), which indicates that children and adolescents from forced influxes also arrive in schools, with implications for methodologies, pedagogical practices, socialization incentives and teacher training.

Regarding the distribution of migrant students in the public school system by city, there are 220 cities out of 295 in Santa Catarina (Santa Catarina, 2024a). The ten cities with the largest number of migrant students in the public school system in 2023 were:

**Table 3** – Number of migrant students in Santa Catarina's public school system, by city (with more than 200 enrollments), in 2023

| City          | Enrolments |
|---------------|------------|
| Chapecó       | 1.303      |
| Florianópolis | 840        |
| Joinville     | 763        |
| Blumenau      | 440        |
| São José      | 404        |
| Palhoça       | 324        |
| Criciúma      | 246        |
| Seara         | 224        |
| Tubarão       | 224        |
| Concórdia     | 204        |

**Source:** adapted from Santa Catarina (2024a).

The cities of Chapecó, Florianópolis and Joinville have a significant number of migrant and refugee students in public schools. Considering the public schools in the municipality of Chapecó, the top five in terms of the largest number of migrant students in 2023 were:

**Table 4** – Number of migrant students in the State school system in Chapecó, by school, in 2023, up to the 5th position

|   | School                                  | Nationalities (enrolments)  | Total |
|---|---|---|-------|
| 1 | EEB Prof. Valesca Carmen Resk Parizotto | Venezuela (100)<br>Haiti (30)<br>Dominican Republic (2)<br>Paraguay (1) | 133   |
| 2 | EEB Tancredo de Almeida Neves           | Venezuela (102)<br>Haiti (14)<br>Dominican Republic (1)                 | 117   |
| 3 | EEB Prof. Zelia Scharf                  | Venezuela (87)<br>Haiti (4)<br>Paraguay (3)<br>Bolivia (1)              | 95    |
| 4 | EEB Antonio Morandini                   | Venezuela (85)<br>Haiti (5)<br>Portugal (1)                             | 91    |
| 5 | EEB Prof. Geni Cornel                   | Venezuela (68)<br>Haiti (17)<br>Angola (2)                              | 87    |

**Source:** adapted from Santa Catarina (2024a).

In 2023, the Elementary School Prof. Valesca Carmen Resk welcomed 133 migrant and refugee students. The majority were Venezuelans, due to the influx from Venezuela that has intensified since mid-2015. They are followed by Haitian students, who make up the second largest group in the top five schools. Finally, there are children and teenagers from Paraguay, Bolivia, the Dominican Republic, Portugal and Angola, marking the presence of Latin Americans in the community of Chapecó.

In Florianópolis, capital of the state of Santa Catarina, the top five schools in terms of the number of migrant students in 2023 were:

**Table 5** – Number of migrant students in the state school system in Florianópolis, by school, in 2023, up to 5th position

|   | School                         | Nationalities (enrolments)   | Total |
|---|--------------------------------|--|-------|
| 1 | Instituto Estadual de Educação | Venezuela (66)<br>Haiti (22)<br>Argentina (14)<br>Italy (5)<br>Spain (4)<br>Syria (4)<br>United Arab Emirates (3)<br>Ecuador (3)<br>Japan (3)<br>Cuba (2)<br>Iran (2)<br>Jordanian (2)<br>Palestine (2)<br>Uruguay (2)<br>Cape Verde (1) | 141   |

|   |                               |   |    |
|---|-------------------------------|---|----|
|   |                               | Colombia (1)<br>Paraguay (1)<br>Portugal (1)<br>Peru (1)<br>United Kingdom (1)<br>France (1)  |    |
| 2 | EEB Jacó Anderle              | Argentina (28)<br>Venezuela (17)<br>Uruguay (12)<br>Cuba (6)<br>Bolivia (2)<br>Chile (2)<br>Portugal (2)<br>Colombia (1)<br>United Arab Emirates (1)<br>Spain (1)<br>Haiti (1)<br>Japan (1)<br>Paraguay (1) | 75 |
| 3 | EEB José Boiteux              | Venezuela (64)<br>Argentina (3)<br>Cuba (1)<br>United Arab Emirates (1)<br>Haiti (1)<br>Paraguay (1)  | 71 |
| 4 | EEB Pres. Roosevelt           | Venezuela (30)<br>Haiti (13)<br>Egypt (3)<br>Cuba (2)<br>Argentina (1)<br>Dominican Republic (1)  | 50 |
| 5 | EEB Intendente José Fernandes | Venezuela (10)<br>Argentina (17)<br>Russia (4)<br>Uruguay (4)<br>Cuba (3)<br>Japan (2)<br>Bolivia (1)<br>Chile (1)<br>Italy (1)<br>Portugal (1)<br>Republic of Suriname (1)                                 | 45 |

**Source:** adapted from Santa Catarina (2024a).

The panorama of immigrant students in the public school system of the State capital is quite diverse and offers interesting perspectives for analysis. First of all, there is a predominance of Venezuelan, Argentinean and Haitian nationals. However, there is a diversity of nationalities and languages in the schools listed. The Instituto Nacional de Educação<sup>27</sup> has several students from countries where Spanish is the main language: Venezuela, Argentina, Spain, Ecuador, Uruguay, Colombia, Paraguay, Cuba and Peru.

<sup>27</sup> National Institute of Education.

However, there are also students from countries whose languages are typically different from Portuguese. In other words, there are students from Haiti, Italy, Syria, Japan, Iran, Palestine, France and the United Kingdom – which includes French, Italian, Arabic, Japanese, Iranian and English. There is therefore a plurality of languages in the classroom, which challenges the methodology and didactics of the teachers.

**Table 6** – Number of migrant students in the Joinville State school system, by school, in 2023, up to 5th position

|   | School                      | Nationalities (enrolments)   | Total |
|---|-----------------------------|--|-------|
| 1 | EEB Prof. Maria Amin Ghanem | Venezuela (43)<br>Haiti (6)<br>Colombia (2)<br>Spain (1)<br>Peru (1)<br>Portugal (1) | 54    |
| 2 | CEDUP Dario Geraldo Salles  | Venezuela (37)<br>Haiti (4)<br>Spain (1)<br>Italy (1)<br>Paraguay (1)                | 44    |
| 3 | EEB Prof. João Rocha        | Venezuela (31)<br>Argentina (4)<br>Haiti (4)<br>Paraguay (1)<br>Peru (1)             | 41    |
| 4 | EEB Eng. Annes Gualberto    | Venezuela (22)<br>Haiti (10)<br>Colombia (6)<br>Portugal (2)                         | 40    |
| 5 | EEB Dom Pio de Freitas      | Venezuela (36)<br>Japan (1)  | 37    |

**Source:** adapted from Santa Catarina (2024a).

In Joinville, the schools with the highest number of migrant students are Venezuelan and Spanish-speaking. It should be noted that the Venezuelan migration is also made up of indigenous people from the *Warao*, *Taurepang*, *Eñepa*, *Kamarakoto*, *Ka'riña*, *Arekuna*, *Pemón*, *Ye'Kwana*, *Akawaio*, *Wayuu*, *Macuxi*, *Chaima*, *Jivi* and other ethnic groups – populations that have their own traditions and languages. There are also students from Haiti, where the Creole (*Kreyól Ayisyen*) and French languages predominate (Barros; Alvarez; Vazquez, 2023; Santos; Cotinguiba, 2019).

All these data are essential for identifying the sociolinguistic profile of migrant and refugee students and for designing public education policies, especially those related to language reception in public schools. They reveal the linguistic diversity in schools and the need to adopt policies and actions that mitigate inequalities in the school integration

processes of migrant and refugee children and adolescents, especially those related to the language barrier.

## **MIGRATION MANAGEMENT IN SANTA CATARINA AND THE LINGUISTIC RECEPTION OF MIGRANT AND REFUGEE STUDENTS BY THE STATE EDUCATION NETWORK: RESULTS**

The regulation of migration and refuge in Brazil is based on two basic laws. The first is Law n. 9,474/1997, known as the Refugee Statute, which defines and regulates refuge in the country. The second is Law n. 13.445/2017, known as the Migration Law, which regulates the rights and obligations of migrants and visitors and establishes the parameters for entry and stay in Brazilian territory (Brasil, 1997; Brasil, 2017). It is worth mentioning that “since the publication of the Migration Law in 2017, more than 180 infra-legal norms have been published that constitute the norms of Brazilian migration law, making it difficult to compile all the norms in force” (Nogueira, 2024, p. 19). [our translation]

In establishing the principles and guidelines of Brazilian migration policy, the Migration Law listed equal and free access to education for migrants in Article 3, item XI, and comprehensive protection and attention to the best interests of migrant children and adolescents in item XVII of the same Article (Brasil, 2017). The provision in item XVII is in line with the principles of the Law on Children and Adolescents, as it recognizes that children and adolescents, being subjects of rights and in the process of development, must receive comprehensive protection and enjoy their fundamental rights with absolute priority, with attention to their best interests.

Obviously, all the fundamental principles and rules applicable to adults are also recognized for children and adolescents. However, by virtue of their special condition as persons in the process of development, they are guaranteed rights of a special nature in order to safeguard the integrity of their condition, thus constituting fundamental elements for comprehensive protection. (Custódio; Souza, 2022, p. 15) [our translation]

Article 120 of the Migration Act establishes the *Política Nacional de Migrações, Refúgio e Apatridia*<sup>28</sup> (PNMRA), with the aim of coordinating and articulating the sectoral actions carried out by the federal executive, in collaboration with the states, the Federal District and municipalities, and with the participation of civil society organizations,

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<sup>28</sup> National Policy on Migration, Refuge and Statelessness.

international organizations and private entities (Brazil, 2017). Although this provision dates back to 2017, it was not until 2023 that a working group was created by the Ministério da Justiça e Segurança Pública<sup>29</sup> (MJSP) to draft the corresponding policy (Brazil, 2024), which is still under development.

At the state and municipal level, the first law to define a policy for immigrants was the initiative of the Municipality of São Paulo. Municipal Law n. 16.748/2016 was a pioneer in the establishment of the municipal policy for the immigrant population, as it established basic guidelines and priority actions for the management of migration in the city of São Paulo. Among the guidelines, the following stand out: equality in the treatment of the immigrant population; prioritizing the rights and well-being of immigrant children and adolescents; guaranteeing access to public services by facilitating the identification of immigrants based on the documents they possess; participation of immigrants in participatory management bodies, among others. Article 4 also establishes a list of administrative measures for the qualified care of the immigrant population within the framework of municipal public services, including the training of public agents, the hiring of immigrant public agents, and the training of guardianship counselors for the protection of immigrant children and adolescents. Article 5, §1 established the creation of the Municipal Council for Immigrants within the Municipal Secretariat for Human Rights and Citizenship, in order to formulate, monitor and evaluate the policies established by the law. Finally, it established the maintenance of Centros de Referência e Atendimento para Imigrantes<sup>30</sup> (CRAI) by the public authority, including care in mobile units in the municipality (São Paulo, 2016). Regarding the CRAI, Paes (2024, p. 118) mentions that “[...] as in other reception centers that exist in Europe and North America, the CRAI-SP now has services for immigrants in Arabic, French, Creole, English, Spanish and Portuguese.” [our translation]

The State of Santa Catarina also developed its own policy in 2020. Law n. 18.018 of October 9, 2020, established the State Policy for the Migrant Population, which is implemented in all public policies and services. It is worth noting that the state law was based on the municipal legislation of São Paulo. Some parts were even reproduced in full, with the modification of a few words, the inclusion or deletion of sections, or the rewriting of identical provisions. In Article 1, items I to IV, the Santa Catarina legislation lists the objectives of the State Policy for the Migrant Population, which include: guaranteeing

<sup>29</sup> Ministry of Justice and Public Security.

<sup>30</sup> Reference and Care Centers for Immigrants.

access to fundamental social rights and public services; promoting respect for diversity and interculturality; preventing violations of rights; promoting social participation and developing coordinated actions with civil society (Santa Catarina, 2020). In the only paragraph of Article 1, it defines the migrant population as all those who leave their usual place of residence in another country and migrate to Brazil, “[...] including migrant workers, students, people in refugee situations, stateless persons, as well as their families, regardless of their immigration and documentation status” (Santa Catarina, 2020). [our translation]

Article 2 of State Law n. 18.018/2020 lists the principles of Santa Catarina’s policy for the migrant population:

Art. 2 The principles of the State policy for the migrant population are  
 I - Humane reception;  
 II - Equal rights and opportunities, taking into account the specific needs of migrants;  
 III - Promotion of the regularization of the situation of the migrant population;  
 IV - Universality, indivisibility and interdependence of human rights of migrants;  
 V - Combating and preventing xenophobia, racism, prejudice and any form of discrimination;  
 VI - Promoting the social rights of migrants through universal access to public services in accordance with the law;  
 VII - Promoting family and community life and guaranteeing the right to family reunification;  
 VIII - Respect for international human rights agreements and treaties to which Brazil is a signatory;  
 IX - Equal and free access for migrants to services, programs and social benefits, public goods, banking, work, education, comprehensive public legal assistance, housing and social security;  
 X - social dialogue in the formulation, implementation and evaluation of migration policies and the promotion of civic participation of migrants; and  
 XI - comprehensive protection and attention to the best interests of migrant children and adolescents. (Santa Catarina, 2020) [our translation]

The State Policy for the Migrant Population in the State of Santa Catarina is based on a human rights perspective. It aims at humane reception, equality, non-discrimination and access to social rights and public services. Article 2 (XI), when it mentions the full protection and best interests of migrant children and adolescents as a guiding principle, shows alignment with Article 3 (XVII) of the Migration Law.

Contradictorily, Law n. 18.018/2020 was passed one year after the closure of the Centro de Referência e Atendimento ao Imigrante<sup>31</sup> (CRAI-SC) in Florianópolis, on September 20, 2019, due to lack of funding (Damasio; Rodrigues, 2022). In one year, the CRAI-SC team assisted 5,400 immigrants of 58 nationalities, mainly migrants from Haiti,

<sup>31</sup> Center for Reference and Assistance to Immigrants.

Venezuela, Argentina, Uruguay and Cuba. The services provided by the specialized agency included: regularization of documentation, language learning, training and referral to the labor market, guidance on access to education, psychological and social support. Since then, the services have been provided by the Centros de Referência de Assistência Social<sup>32</sup> (CRAS) of the municipalities, linked to the Sistema Único de Assistência Social<sup>33</sup> (SUAS) (Alves, 2019).

This is an important contradiction that still needs to be explored, since on the one hand there was a movement for the approval of the law establishing the State Policy for the Migrant Population, and on the other hand there was silence about the closure of a service that had already become an important reference. (Damasio; Rodrigues, 2022, p. 157) [our translation]

Article 3 of State Law n. 18.018/2020 establishes the guidelines for action by the public authorities in the implementation of the State Policy for the Migrant Population. These include: equal treatment of the migrant population and different communities; prioritizing the rights and well-being of migrant children and adolescents; ensuring access to public services by facilitating the identification of migrants on the basis of the documents they carry; disseminating information about public services provided by the State for the migrant population; promoting the participation of migrants in participatory management bodies; implementing positive action policies for black migrants and refugees, among others (Santa Catarina, 2020).

Next, Article 4 lists the administrative actions for the qualified care of the migrant population within the framework of public services, including the training of public agents, the training of guardianship counselors, public servants, the State and municipal education network, cultural mediators and the promotion of partnerships with municipalities, public institutions, civil society and educational institutions. Article 7 establishes the priority actions for the implementation of the State Policy for the Migrant Population, which include: the right to social assistance; access to health; the right to decent work; the right to education; the appreciation of cultural diversity; the right to decent housing and access to housing programs; and access to sports facilities (Santa Catarina, 2020).

Regarding the provisions on the right to education, two basic provisions of State Law n. 18.018/2020 can be highlighted. The first is Article 4, on administrative measures, which

<sup>32</sup> Social Assistance Reference Centers.

<sup>33</sup> Unified Social Assistance System.

provides, in item IV, for the “training of the state and municipal educational network to serve migrant children, adolescents, young people and adults in accordance with their ethnic-cultural identity, and also to ensure linguistic integration” (Santa Catarina, 2020) [our translation]. The second, in Article 7, on Priority Actions, which states, according to the provision in item IV, that the implementation of the State Policy for the Migrant Population in the State of Santa Catarina will seek to “guarantee to all children and adolescents, regardless of their documentation status, the right to education in the public education network, through its access, permanence and completion” (Santa Catarina, 2020) [our translation]. It follows that the right to education must be exercised by migrant children and adolescents in the State of Santa Catarina, taking into account permanence, completion, as well as cultural and linguistic dimensions.

In order to give concrete form to the provisions of the State Policy for the Migrant Population and to guarantee the humanitarian reception, pedagogical support and linguistic reception of migrant and refugee students in the public school system of Santa Catarina, in August 2021, the Secretaria de Estado da Educação<sup>34</sup> (SED) created the Programa de Acolhimento a Migrantes e Refugiados<sup>35</sup> (PARE), considered to be the only program in the country linked to a public school system (Assessoria de Comunicação Social [ASCOM]; Secretaria de Estado da Educação [SED], 2023).

The methodological proposal of the program is different from regular education classes, emphasizing the reception of students, with attendance in smaller groups of students and in different rooms of the school unit.

The proposal of the Secretaria de Estado da Educação (SED) is to offer classes at least twice a week during the school day, reinforcing concepts such as the alphabetic system, spelling and notions of mathematics for students in the early years of primary school; reading fluency, oral text production, comprehension, autonomous writing and composition of narratives for students in the later years of primary school. (Santa Catarina, 2022, n.p.)

The program also trains teachers, administrators, and representatives of the State's regional education coordinators. According to a joint note from the Assessoria de Comunicação Social<sup>36</sup> (ASCOM) and the Secretaria de Estado da Educação<sup>37</sup> (SED), on August 10 and 11, 2023, the Programa de Acolhimento a Migrantes e Refugiados<sup>38</sup> (PARE)

<sup>34</sup> State Department of Education.

<sup>35</sup> Program for the Reception of Migrants and Refugees.

<sup>36</sup> Social Communication Office.

<sup>37</sup> State Education Department.

<sup>38</sup> Program for the Welcoming of Migrants and Refugees.

trained 170 education professionals. Among the activities planned for the training were four lectures by professors who are experts in the field, such as Clefaud Estimable, psychologist and specialist in intercultural mediation; Professor Ana Cecília Cossi Bizon, Doctor of Applied Linguistics; Professor Leandro Rodrigues Alves Diniz, Doctor of Linguistics; and Professor Helena Regina Esteves de Camargo, Doctor of Applied Linguistics (ASCOM; SED, 2023).

A little earlier, in May 2023, an introductory course to the program was also offered, aimed at the in-service training of teachers, with the objectives of raising their awareness regarding the humanized reception of students enrolled in the public school system and of disseminating pedagogical practices and didactic resources for teaching Portuguese, with the aim of linguistic integration and progress in the educational path of refugee and/or migrant students. The four meetings covered the following topics: contemporary migration scenarios in Santa Catarina and the right to education; intercultural mediation pedagogy and intervention in the migration context; linguistic reception of migrant students and pedagogical practices for teaching Portuguese as a language of reception in primary and secondary schools; and teaching resources for teaching Portuguese as a language of reception in primary and secondary schools (Santa Catarina, 2023).

Thus, it can be seen that the State of Santa Catarina, through the State Department of Education, has offered in-service training to teachers in the state network who are members of the Programa de Acolhimento a Migrantes e Refugiados<sup>39</sup> (PARE), with the aim of improving the learning and socialization processes of migrant and/or refugee students at school.

Based on the data intelligence system “Educação na Palma da Mão” (Education in the Palm of Your Hand), managed by the Secretaria de Estado da Educação<sup>40</sup> (SED) in partnership with the Centro de Informática e Automação do Estado de Santa Catarina<sup>41</sup> (CIASC), the PARE interactive dashboard shows that in November 2023, the program registered the adhesion of 70 schools in the state network, with a total of 134 classes, 1,277 enrollments and 76 teachers with classes distributed in the program (Santa Catarina, 2024b).

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<sup>39</sup> Program for the Accommodation of Migrants and Refugees.

<sup>40</sup> State Department of Education.

<sup>41</sup> Santa Catarina State Center for Information Technology and Automation.

Separating the information by municipality, participating schools and number of enrollments, the following picture emerges for 2023:

**Table 7 – Report from Programa de Acolhimento a Migrantes e Refugiados (PARE), Nov./2023**

| <b>Cities</b>         | <b>Schools participating in PARE</b>  | <b>Total of Schoolss</b> | <b>Total of Enrolments</b> |
|-----------------------|---|--------------------------|----------------------------|
| Santa Rosa do Sul     | EEB João dos Santos Areão   | 1                        | 02                         |
| Turvo                 | EEB João Colodel  | 1                        | 12                         |
| Botuverá              | EEB Pe. João Stolte   | 1                        | 04                         |
| Brusque               | EEB Pe. Lux   | 1                        | 12                         |
| Caçador               | EEB Paulo Schieffler  | 1                        | 15                         |
| Chapecó               | EEB Bom Pastor<br>EEB Tancredo de Almeida Neves   | 2                        | 84                         |
| Planalto Alegre       | EEB Prof. Lourdes Tonin   | 1                        | 04                         |
| Concórdia             | EEB Deodoro<br>EEB São João Batista de la Salle<br>EEB Vidal Ramos Júnior<br>EEB Walter Fontana                 | 4                        | 103                        |
| Cocal do Sul          | EEB Prof. Francisca M. de O. Búrigo   | 1                        | 07                         |
| Içara                 | EEB Antônio Colonetti   | 1                        | 07                         |
| São José do Cedro     | EEB São José  | 1                        | 04                         |
| Florianópolis         | EEB José Boiteux<br>EEB Pres. Roosevelt   | 2                        | 100                        |
| Rancho Queimado       | EEB Marilda Lenia Araujo  | 1                        | 06                         |
| São José              | EEF São Miguel  | 1                        | 14                         |
| Alfredo Wagner        | EEB Silva Jardim  | 1                        | 08                         |
| Joinville             | EEB Dr. Tufi Dippe<br>EEB Marli Maria de Souza<br>EEB Olavo Bilac<br>EEB Pres. Medici                           | 4                        | 51                         |
| Maravilha             | EEB João XXIII<br>EEB Nossa Senhora da Salete   | 2                        | 20                         |
| Pinhalzinho           | EEB José Marcolino Eckert   | 1                        | 21                         |
| Quilombo              | EEB Prof. Jurema Savi Milanez   | 1                        | 29                         |
| Saudades              | EEB Rodrigues Alves   | 1                        | 26                         |
| Águas de Chapecó      | EEB Irineu Bornhausen   | 1                        | 123                        |
| Caibi                 | EEB Dom Pedro II  | 1                        | 11                         |
| Cunha Porã            | EEB Prof. Patrício João de Oliveira   | 1                        | 12                         |
| Palmitos              | EEB Felisberto de Carvalho  | 1                        | 10                         |
| Riqueza               | EEB Prof. Genoveva Dalla Costa  | 1                        | 09                         |
| Rio do Sul            | EEB Prof. Frederico Navarro Lins  | 1                        | 27                         |
| São Bento do Sul      | EEB São Bento   | 1                        | 12                         |
| São Lourenço do Oeste | EEB Soror Angelica  | 1                        | 37                         |
| São Miguel do Oeste   | EEB Alberico Azevedo<br>EEB Dr. Guilherme José Missen<br>EEB Prof. Jaldyr Bhering F. da Silva<br>EEB São Miguel | 4                        | 96                         |
| Arabutã               | EEB Arabutã   | 1                        | 4                          |
| Ipurimim              | EEB Benjamim Carvalho de Oliveira   | 1                        | 4                          |
| Seara                 | EEB Seara   | 1                        | 47                         |
| Pouso Redondo         | EEB Prof. Arno Siewerdt   | 1                        | 29                         |
| Ascurra               | EEB Dep. Abel Avila dos Santos  | 1                        | 11                         |
| Indaial               | EEB Prof. Germano Brandes Júnior<br>EEF Encano do Norte<br>EEF Prof. Florentino Vetter                          | 3                        | 27                         |

|               |  |           |              |
|---------------|--|-----------|--------------|
| Gravatal      | EEB Hercilio Bez   | 1         | 17           |
| Tubarão       | EEB Hercilio Luz<br>EEB João Teixeira Nunes<br>EEB Martinho Alves dos Santos<br>EEB Prof. Alda Hulse<br>EEB Prof. Celia Coelho Cruz<br>EEF Prof. Noe Abati | 6         | 90           |
| Fraiburgo     | EEB São José   | 1         | 23           |
| Videira       | EEB Esther Crema Marmentini<br>EEB Gov. Lacerda<br>EEB Inspetor Eurico Rauen<br>EEB Josefina Caldeia de Andrade<br>EEB Prof. Adelina Regis                 | 5         | 68           |
| Ponte Serrada | EEB Belermينو Victor Dalla Vecchia<br>EEB Dom Vital  | 2         | 18           |
| Xanxerê       | EEB João Winckler<br>EEB Joaquim Nabuco<br>EEB Romildo Czepanhik<br>EEF Augusto Colatto  | 4         | 45           |
| Xaxim         | EEB Prof. Custódio de Campos<br>EEB Prof. Neusa Neli Massoni   | 2         | 28           |
| <b>Total:</b> | <b>42</b>  | <b>70</b> | <b>1.277</b> |

**Source:** adapted from Santa Catarina (2024b).

In 2023, the Programa de Acolhimento a Migrantes e Refugiados<sup>42</sup> (PARE) was limited to elementary school classes. The three municipalities with the highest number of participating migrant and/or refugee students were: Águas de Chapecó, with 123 enrollments; Concórdia, with 103 enrollments; and Florianópolis, with 100 enrollments. In 2024, the program grew to 87 schools, with a total of 1,509 students. It was also expanded to include high school classes (Santa Catarina, 2024b).

## DISCUSSION

Comparing the data from the public schools participating in PARE with the public schools with the highest number of migrant students – Chapecó, Florianópolis and Joinville – it is possible to identify important issues. As for the city of Chapecó, which ranks first on the list of cities in Santa Catarina with the highest number of migrant and refugee students, only two public schools participate in PARE. The school with the highest number of migrants, EEB Prof. Valesca Carmen Resk Parizotto, with 133 students, is not part of the program.

In Florianópolis, only two schools participate in PARE. In other words, of the five schools with the highest number of migrants, only EEB José Boiteux and EEB Pres. Roosevelt joined the program, with 100 students participating in 2023. In the Joinville

<sup>42</sup> Migrant and Refugee Reception Program.

community, four schools participate in the program. However, none of the top schools in terms of migrant enrollment in the municipality have joined PARE. This data shows that schools with a large number of migrants end up being left out of this important educational policy. It is necessary to investigate the reasons why schools with such a significant presence of migrants are not part of PARE, as well as the criteria for selection and participation in the program.

The Programa de Acolhimento a Migrantes e Refugiados<sup>43</sup> (PARE) is an important public policy at the state level for school integration and linguistic reception of migrant and refugee students. However, this program needs to be expanded within the state network in order to make this policy universal. In addition, PARE could also be replicated in municipal schools, which account for 54.33% of migrant student enrollment.

Another observation is that the welcoming must include the languages of the migrants. In the face of language barriers, there are two measures to be taken: the first is to promote the teaching of the official language of the host country; the second is to involve translators and interpreters from the community, since translation and interpretation are important tools in the period before learning the language. This avoids any assimilationist practices (Deus, 2024). Therefore, “[t]he perspective of *welcoming in languages* understands as central the reception actions carried out in Portuguese, but also all those carried out in the migrants’ languages” (Deus, 2024, p. 81, emphasis added) [our translation]. These are the translingual and transcultural perspectives that increase access to information and autonomy (Deus, 2024).

## FINAL CONSIDERATIONS

This study focused on the linguistic reception of migrant and refugee students. It aimed to analyze how the State of Santa Catarina has carried out the linguistic reception in the process of school integration of migrant and refugee students in the public school system. It started with the following research problem: Considering the increase in the arrival of migrants and people in refugee situations in the State of Santa Catarina, what initiatives have been adopted by the public school system to promote the language reception of migrant and refugee students?

In the first part of the study, migratory movements to the State of Santa Catarina were contextualized, based on data obtained from the Sistema de Registro Nacional

<sup>43</sup> Program for Welcoming Migrants and Refugees.

Migratório<sup>44</sup> (SISMIGRA), the Sistema de Tráfego Internacional<sup>45</sup> (STI), applications for recognition of refugee status and RAIS-CTPS-CAGED records. It was found that between 2000 and 2024, the State of Santa Catarina registered 153,459 international immigrants, the three main nationalities being immigrants from Venezuela, Haiti and Argentina. The cities with the highest number of SISMIGRA registrations between January and June 2024 are: Chapecó, Florianópolis, Joinville and Balneário Camboriú.

We then identified migrant and refugee students in the public school system. It was found that Resolution n. 1/2020 of the Basic Education Chamber of the National Education Council reaffirmed the right to enroll foreign students and listed, as a school reception guideline, the provision of Portuguese as the language of reception. Thus, in 2023, the State of Santa Catarina had 26,353 migrant students. Most of them came from Venezuela, Haiti and Argentina. The public school system enrolled 9,407. The majority were students from Venezuela, Haiti and Argentina, but there were also students from other countries with ongoing humanitarian emergencies, such as Yemen, Ghana, Syria, Afghanistan and Lebanon. Among public schools, the three cities that received the most immigrant students in the state were Chapecó, Florianópolis and Joinville.

The third part of the study analyzed the linguistic reception of migrant and refugee students in the public school system, based on the migration management adopted by the State of Santa Catarina itself. Important movements were noted, such as the establishment of the State Policy for the Migrant Population, through Law n. 18.018/2020, which guides actions in the field of migration in the State. In addition, the creation of an important educational policy, the Programa de Acolhimento a Migrantes e Refugiados<sup>46</sup> (PARE), was highlighted, which aims to promote the humanitarian reception, pedagogical support and linguistic reception of migrant and refugee students.

In the end, the research hypothesis was confirmed in the sense that the State of Santa Catarina has considered linguistic integration in the management of teaching in public schools. The program PARE is an important and necessary policy for the educational and linguistic integration of migrant students. However, this program needs to be extended to the entire State network. As seen in the cities with the largest number of students, important schools are left out of PARE. In the city of Joinville, of the five public schools with

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<sup>44</sup> National Migratory Registration System.

<sup>45</sup> International Traffic System.

<sup>46</sup> Program for the Reception of Migrants and Refugees.

the largest number of migrant students – from Venezuela, Haiti, Colombia, among others – none are part of the program, with significant implications for the learning of these students.

Beyond the initial hypothesis, it was found that the Program for the Reception of Migrants and Refugees (PARE) could also be replicated in municipal schools, since they account for 54.33% of the migrant student enrollment in the state.

It has also been found that language reception in schools should include the languages of migrants. The perspective of linguistic reception includes methodological practices in the students' own language, which can be done through translators, interpreters and cultural mediators.

Finally, further studies could analyze: the teaching materials used; the feedback from teachers, managers and other educational professionals participating in the program; the feedback from migrant students; the budget investments for public language reception policies; and other aspects related to the teaching-learning process in language reception.

### **ACKNOWLEDGMENTS**

This work was conducted with the support of the Fundação de Amparo à Pesquisa e Inovação do Estado de Santa Catarina – FAPESC, Brazil. Official Call for Proposals n. 20/2024.

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