

The Insertion and Sociability Processes of Haitian Migrant Children in Early Childhood Education in Balneario Camboriu, Santa Catarina (Brazil)

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Abstract

Currently, the number of children, accompanied or unaccompanied, crossing international borders in search of humanitarian refuge has grown significantly in the last decades of the 21st century. In Brazil, the presence of Haitian migrant children cannot be ignored, Haitian migrant children are victims of racism and xenophobia. Schools suffer the massive impact of migration which alters their social structure, in several cases the schools are not prepared to receive this child, as is the case of some schools of Balneário Camboriú, in Brazil. The research, linked to the Post Graduate Program in Education at the University of Vale do Itajaí, aims to investigate, initially, how Haitian migrant children interact with each other and with Brazilian children in two Municipal Educational Centers of Balneario Camboriu. It also intends to investigate the processes of subjection or transgression of expressions of whiteness as a practice of power and representation of white identity and analyze the Municipality's Curriculum Proposal regarding racial education in Early Childhood Education. The study is based on the Sociology of Childhood and Migration Studies. In the current phase of research, we want to observe how the literature review analyzes the role of anti-racist education and an intercultural curriculum committed to SDG 4. The research is qualitative and ethnographic and its subjects are Haitian migrant children, Brazilian children, and the teachers who are part of the context being researched. The instruments that will support the research will be participant observation with the children and teachers.

Keywords: children, racism, migration, education, curriculum