The Education of Haitian Immigrants in Brazil: Mapping the Conditions of Schooling of Haitians in Brazilian Basic Education through Educational Indicators: Phase II

Meletti, Ana (School: Colegio Interativa)

For having the biggest regional influence, Brazil has become the main destiny of immigrants who left Haiti after the massive earthquake in 2010. This movement to Brazil characterized the largest migratory phenomenon of the decade in the country. After arriving in Brazil, these immigrants face a reality of limited employment opportunities, jobs often unrelated to their qualification, and extensive working hours. Likewise, their access to education can be limited and precarious. Thus, this research aims to map the conditions of schooling of Haitian immigrants in Brazil. To do so, I used three main references: the UN Refugee Agency (UNHCR), for data about migratory flows; the Brazilian Federal Police, for registers of residencies provided for Haitian immigrants; and the Education Census, for microdata related to registers in the Brazilian educational system. The Phase II of this research aims to map the school trajectory of students whose age-grade gap is of three years or more. To achieve this, a total of 22 variables from the Education Census are used. The results of this research raise evidence of precarious conditions of access to school and permanence in basic education. They also point out significant differences in schooling according to the country region, sex, and age. Most students are in elementary school or in the EJA (Brazilian system of education of adults and young adults) system, and all in regular classes. Very few students have been registered in complementary activities. As to the gap between age and teaching stage among Haitians, 8.97% of students have a gap of three years or more, which is related to exclusion within the school environment. The results from Phase II, point out schooling conditions which need more public and governmental attention.

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