

# Inclusion of refugees at Federal University of Grande Dourados



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## ABSTRACT

This study has as objective to analyze the public policy of access to higher education for refugees implemented by the Federal University of Grande Dourados (Brazil) and its results, with base in its process of special selection. The research used the deductive method, with a qualitative approach, seeking to verify, through bibliographical and, direct and indirect documentary, how the access to higher education for refugees at this university has been ensured. The study shows that education right for refugees, in higher education, is expressly protected in various international and national legal instruments, with emphasis on the 1988 Federal Constitution and Laws Nº. 9394/1996, Nº. 9474/1997, and Nº. 13445/2017, and the public policy of the aforementioned university seeks to implement these normative mandates. The selection process for humanitarian reception, implemented by the aforementioned university, has achieved satisfactory results, due to the inclusion of 56 people in higher education. Nevertheless, it is necessary for the institution to develop an internal educational policy that is attentive to the special educational needs of these individuals.

**Keywords:** migrants; refugees; right to education; UFGD; PSAH.

## Inclusión de refugiados en la Universidad Federal de Grande Dourados

## RESUMEN

Este estudio tiene como objetivo analizar la política pública de acceso a la educación superior para refugiados implementada por la Universidad Federal da Grande Dourados (Brasil) y sus resultados, con base en su proceso de selección especial. La investigación utilizó el método deductivo, con un enfoque cualitativo, buscando verificar, mediante investigación bibliográfica y documental directa e indirecta, cómo se ha garantizado el acceso a la educación superior para refugiados en dicha universidad. El estudio muestra que el derecho a la educación para refugiados, en la educación superior, está expresamente protegido en diversos instrumentos jurídicos internacionales y nacionales, con énfasis en la Constitución Federal de 1988 y las Leyes n.º 9394/1996, n.º 9474/1997 y n.o 13445/2017, y que la política pública de la mencionada universidad busca implementar estos mandatos normativos. El proceso de selección para acogida humanitaria, implementado por la universidad mencionada, ha alcanzado resultados satisfactorios, debido a la inserción de 56 personas en la educación superior. Sin embargo, es necesario que tal institución desarrolle una política educativa interna atenta a las necesidades educativas especiales de dichos individuos.

**Palabras clave:** migrantes; refugiados; derecho a la educación; UFGD; PSAH.

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## INTRODUCTION

Currently, a growing number of people are forced to leave their countries of origin or habitual residence for being victims of hateful persecution due to political, intellectual, religious, or social reasons, and even because of external occupations, foreign domination, and internal conflicts that disrupt public order and create a situation of serious and widespread human rights violations, totally or partially, in the State of which they are nationals or habitual residents.

In 2023, approximately 117.3 million people were forced to leave their homes in search of protection and better living conditions, of which 37.6 million are refugees (United Nations High Commissioner for Refugees [UNHCR], 2024). In this context, it is observed that in Brazil, at the end of that year, there were 143,033 formally recognized refugees (Junger da Silva et al., 2024), whose profile is composed mainly of individuals of Venezuelan nationality, male (61.5%), between 18 and 29 years old (National Committee for Refugees of the Ministry of Justice and Public Security, n.d.), who, due to rights violations suffered both in the State of origin and during the migratory journey, require special attention so that they can integrate into Brazilian society, focusing on the educational sphere of that process in higher education.

Furthermore, it is observed that the highest percentages of asylum applications made by potential refugees in 2023 are located in the following Brazilian regions: North, 7.2%; Southeast, 8.9%; South, 6.4%; Center-West, 1.7%, and Northeast, 1% (Silverio Gomez and Tonole Scopel, 2006), with the focus for the development of this study falling on the Center-West region, specifically in the south of the state of Mato Grosso do Sul, due to the existence of the Federal University of Grande Dourados (UFGD).

The study is divided into three sections: the first analyzes the emergence of refugees and the legal instruments created to protect them at the international, regional, and national levels, considering their substantial equality.

The second section briefly analyzes the local integration process of refugees, highlighting the educational sphere of this process, as well as the guarantee of access to education for these people in higher education as a fundamental human right.

Likewise, the third section presents the public policy of access to higher education implemented by the UFGD for the population in question, based on its respective special calls.

It is concluded that the special call process adopted by the UFGD almost two years ago has achieved satisfactory results to guarantee the inclusion of refugees and other migrants in vulnerable situations in higher education.

The research is justified by providing an accurate analysis of the public policy of access to the right to education at the higher education level directed at refugees. For this, the deductive method is used, in a qualitative-quantitative approach, since it seeks to verify, through bibliographic and documentary research, direct and indirect, how the right of access to higher education has been guaranteed to refugees at the UFGD. This research aims to analyze the public policy of access to higher education for refugees implemented by the UFGD and its results, based on its special selection process, with a view to the realization of the human and fundamental right to education.

## DEVELOPMENT

### Legal protection of refugees

Throughout the history of humanity, the forced migration of people has always been observed due to persecution based on hate, invasions, wars, deaths, and human rights violations. However, it was only at the end of the First World War (1914-1918) that these forcibly displaced migrants were officially called refugees. Nevertheless, it was only with the end of the Second World War (1939-1945) that the international community began to pay more attention to these people.

Thus, at the end of this latter armed conflict, the United Nations (UN) was created in 1945 and, subsequently, the Universal Declaration of Human Rights was drafted in 1948, which establishes dignity as an absolute value inherent to all human beings and the equality of rights of all people, in addition to establishing in its Article XIV the right to asylum *lato sensu*, of which political asylum and refuge are examples (UN, 1948).

Subsequently, in 1950, the United Nations High Commissioner for Refugees (UNHCR) was created, a universal international organization in charge of guaranteeing the comprehensive, permanent, and institutionalized rights and protection of refugees (Castles, 2003). With the creation of the UNHCR, a new stage in the international protection of refugees was inaugurated, as for the first time the normative sources of Refugee International Law were internationally recognized with the 1951 Geneva Convention on the Status of Refugees and the 1967 New York Protocol on the Status of Refugees (Jubilut, 2007, p. 27), which contributed to the creation of the international refugee protection system.

According to Article 1, Section A, § 2 of the aforementioned convention, a refugee is considered to be any person who, as a result of events occurring before January 1, 1951, fears being persecuted for reasons of race, religion, nationality, membership in a social group, or political opinion, is outside the country of which they are a national and cannot or does not want to avail themselves of the protection of that country, if stateless and outside the country of habitual residence, or, because of that fear, does not want to return to it (UN, 1951).

However, the concept of refugee provided in this convention was very restricted and did not offer alternatives to protect other categories of forcibly displaced people who would emerge in the second half of the 20th century, being therefore limited to the European experience after the two world wars. For these reasons, in 1967 the UN itself and some regional international organizations initiated a process of expanding the legal concept of refugee. The UN sought to universalize the refugee status, while other organizations aimed to broaden it to cover the particularities of their respective continents.

In Latin America, this concept was expanded with the 1984 Cartagena Declaration on Refugees, which recommended in its third conclusion of Section III that the concept of refugee also cover those who flee their respective countries because their life, security, or freedom has been threatened by widespread violence, foreign aggression, internal conflicts, or other circumstances that have seriously disturbed public order (UNHCR, 1984).

In Brazil, with the promulgation of the 1988 Federal Constitution, human dignity was included as one of the foundations of the democratic rule-of-law State, according to its Article 1, paragraph III. In fact, the right to request asylum *lato sensu* was ratified as one of the guiding principles of Brazilian international relations, according to its Article 4, item X, as well as the right to material and substantial equality between native and naturalized

Brazilians and non-nationals, based on its Article 5, first line (Constituição da República Federativa do Brasil, 1988).

Nine years later, in 1997, Law No. 9474/1997, the Refugee Statute, was promulgated. This, based on the precepts of the 1951 Geneva Convention, the 1967 New York Protocol, and the 1984 Cartagena Declaration, reaffirmed the expanded definition of refugee in its Article 1, item III, by establishing the existence of a serious and widespread situation of human rights violations as one of the reasons for recognizing refugee status (Ramos, 2011).

According to the Global Trends on Forced Displacement report in 2023, the number of people forcibly displaced due to persecution, conflicts, violence, human rights violations, or events that seriously disturb public order in the world, at the end of that year, amounted to 117.3 million. Of this total, 37.6 million were refugees (UNHCR, 2024).

At the same time, in Brazil there are more than 143,033 formally recognized refugees by the National Committee for Refugees (CONARE) (Junger da Silva et al., 2024), who require special attention to ensure their substantial equality, so that they can integrate into the new host State, even partially, focusing on the educational dimension in the field of higher education, as will be discussed in the following two sections.

### **Protection of access to the right to education for refugees**

Before addressing the education of refugees, with special attention to access to the right to higher education, it is necessary to briefly introduce the concept of local integration. This effort is necessary because the local integration of a refugee into the host society also encompasses the educational field.

According to UNHCR (n.d.), local integration is a complex and gradual process, with legal, economic, social, and cultural dimensions, which imposes considerable demands on both the individuals and the societies that receive them. In fact, it considers integration into a state of asylum as one of the durable solutions for refugees to be able to reestablish their lives.

There is no unanimous consensus among authors regarding the term local integration, so its meanings differ depending on the state and the period, and are subject to an analysis based on interests, values, and perspectives. However, it is emphasized that local integration is not a process of assimilation of refugees into the societies in which they find asylum (Crisp, 2004).

Therefore, assimilation differs from local integration, as the former is observed when immigrants and refugees erase their ethnic origins to increasingly resemble the characteristics of the population of the host society (Alba & Nee, 2003, pp. 1-16). The latter, on the other hand, can be understood as a process in which migrants and refugees receive the citizenship of the host state (Hovil, 2014, pp. 488-498) in its broadest sense, where nationality is dissociated from citizenship, so that anyone residing in a state becomes a citizen by being able to access and enjoy its human and fundamental rights.

That is, immigrants and refugees, when received and integrated into the local society, acquire citizenship by being able to access their human and fundamental rights without having to overcome any obstacle, maintaining their own ethnic and cultural characteristics (Kuhlman, 1991, p. 7). Thus, in an approach to the historical construction of the term local integration, it is broadly defined as

a process of adaptation in which migrants maintain their own identity, but become part of the host society, to the extent that the host population and the refugees can live together in an acceptable way. (Kuhlman, 1991, p. 7)

That is, local integration is considered a bidirectional process in which a change occurs in the values, norms, and behaviors of both migrants and refugees and the host society. Therefore, reflection on local integration presupposes the exploration of issues such as identity, belonging, recognition, and self-respect. The interaction of newcomers with a society occurs at different levels and across all social segments, involving a wide range of social actors, such as public officials, decision-makers, employers, service providers, etc., and the immigrants and refugees themselves play an important role in the local integration process (Castles et. al., 2002, p. 116).

When discussing public policies related to migration and refuge, it is stated that migrant women and men seek well-being, which does not refer to equality, but to the same dignity and guarantee of rights, in the same asymmetry of situations and conditions that public policies cannot include if they do not consider real inequalities (Lussi, 2015, p. 143). Therefore, the success of local integration will be observed when the host society offers access to jobs and services and accepts immigrants and refugees in local integration. In a democratic society, integration requires the acquisition and enjoyment of legal and political rights by the new members of society so that they become equal partners (Castles et al., 2002, p. 117).

Regarding the identification of the actors involved in this process, it is evident that these are immigrants and refugees with different levels of effort and adaptation. The interaction between these actors establishes the intermediate and final outcomes of the local integration process. However, there is no parity among these actors in the process, as they have disparate political resources and power (Penninx, 2005, p. 142), since, according to Arendt (2012), forcibly displaced persons, when forced to migrate from their respective states of origin, cease to belong to a political community and, therefore, are expelled from humanity, being deprived of their right to a voice in the political sphere.

Therefore, the host society, its organizational structure, and its reaction to newcomers are much more determinant for the local integration process. Integration policies shape the institutional arrangements of a society, mainly because they must be defined broadly, including both general policies and their effects on immigrants and policies specifically aimed at the integration of these persons (UN, 1948).

Aware of the need to legally protect the equality of rights of refugees and migrants in situations of vulnerability and to create public policies that guarantee their local integration in various social dimensions, this study adopts a methodological approach to delve into the analysis of the integration of these persons in the educational field. Such effort is necessary since this research focuses on guaranteeing the right to education universally as a human right, with special attention to the guarantee of this right for refugees in higher education. Therefore, international, regional, and national legal documents specifically addressing the right to basic education for children, adolescents, and adults, whether or not refugees, will not be analyzed.

From this perspective, the debate on this topic necessarily presupposes understanding the process of building an egalitarian, democratic, and just society, to the extent that education is considered an inalienable right of all human beings and, therefore, must be offered to every individual. In other words, education is defended and elevated to the category of the only process capable of humanizing human beings. And this expresses that education is characterized as a right and as a constitutive element of human beings (Dias, 2007, p. 441).

At the international level, the 1948 Universal Declaration of Human Rights recognized the universality of the right to education in its Article XXVI, paragraph 1 (UN, 1948). This right was also enshrined in Article 22, §§ 1 and 2, of the 1951 Geneva Convention on the Status of Refugees, particularly regarding the mandatory provision of primary education to refugees and the prohibition of distinction between them and other non-nationals regarding access to other levels of education beyond primary (UN, 1951). In view of this, Bobbio (1992) teaches that, amid the contradictions and serious problems that permeate the history of humanity, concern for the recognition of human rights is a positive signal in the pursuit of building humane and democratic societies.

Moreover, with the promulgation of the 1966 International Covenant on Economic, Social and Cultural Rights, the right to universal education acquired a coercive legal character, in addition to enabling all persons to participate effectively in a free society, promote understanding, tolerance, and friendship among all nations and all ethnic or religious groups, and assist the United Nations in promoting activities in favor of maintaining peace. Regarding guaranteeing access to higher education, the States signatory to the aforementioned covenant recognized that higher education must be accessible to all, according to the capacities of each person, by all appropriate means and, primarily, through the implementation of free education (UN, 1966).

This perspective is corroborated by the 1960 Convention against Discrimination in Education, ratified by the Brazilian State in 1968, which defends in its Article 1, § 1, sections "a," "b," and "d," the concept of discrimination as any distinction, exclusion, limitation, or preference justified by race, color, sex, language, religion, political or other opinions, national or social origin, economic position, or birth aimed at or with the purpose of destroying or altering equality of treatment in the field of education and, primarily, excluding a person or group from access to the different levels and types of education (UNESCO, 1960).

Therefore, to eliminate any form of discrimination in the educational field, the member states of the aforementioned convention are obliged to remove all existing legislative or administrative provisions that have discriminatory content in the educational sphere, as well as to adopt the necessary measures to ensure that no discrimination occurs in student admission to educational institutions (Waldman, 2012, p. 76). This convention also emphasizes that its member states must commit to providing, formulating, and implementing a national policy to promote equality of opportunities and treatment in the educational field, in accordance with its Articles 3, § 1, section "c," and 4, § 1 (UNESCO, 1960).

Based on the above, it is considered that, since 1968, Brazil has internationally assumed the commitment to eradicate and prevent any form of discrimination in the educational field, which expresses the impossibility of any form of exclusion so that any person can enroll and remain in any educational institution in the national territory (Waldman, 2012, p. 76).

Nevertheless, these statements, in the Brazilian context of the 1988 Federal Constitution, recognize the right to material and substantial equality, prohibiting any discrimination between native, naturalized Brazilians, and foreigners, according to its Article 5, first line, and also establish the right to education as a social right of second dimension in its Article 6. Likewise, the universality of the right to education is determined in its Article 205, stating that education is a right of all and a duty of the State and the family, which is promoted and encouraged through the collaboration of society to guarantee the full development of individuals (Constituição da República Federativa do Brasil, 1988).

In this scenario, the State must prepare to facilitate the exercise of the right to education. Therefore, all other norms of the Brazilian legal system must be interpreted with the main objective of guaranteeing the full realization of the right to education. This also implies the responsibility of the State to promote and expand the possibilities of access to education so that all people can enjoy it equally (Dias, 2007, p. 447).

Along the same lines, it is worth mentioning Law No. 9.394/1996, the Law of Guidelines and Bases of Education (LDB), whose Article 1 addresses the wide variety of formative processes encompassed by education, including those developed in family life, human coexistence, work, social movements, cultural expressions, and those achieved in educational and research institutions, all indispensable for preparation for life in society. However, the aforementioned Law proposes to regulate school education, mainly developed through teaching in specific institutions, in accordance with § 1 of its Article 1 (Lei n.º 9.394, 1996).

The mentioned Law also specifies the school levels, composed of basic education — consisting of early childhood, primary, and secondary education — and higher education. For this study, higher education is highlighted, which aims, among other objectives, to foster cultural creation and the development of scientific spirit and reflective thinking, and to train licensed professionals in different areas of knowledge, capable of entering professional sectors and participating in the development of Brazilian society and contributing to its continuous formation, according to Article 43, items I, II, and VI, of the aforementioned Law (Lei n.º 9.394, 1996).

Finally, Law No. 13.445/2017, the new Migration Law, is highlighted, whose objective was to understand the dynamics of contemporary migratory flows, in light of a humanitarian concept according to which migrants, refugees, and stateless persons are subjects of rights just like Brazilian citizens and, therefore, enjoy equal dignity. According to its Article 3, first line, and its items I, II, IX, and XI, Brazilian migration policy shall be governed by principles, among which the universality, indivisibility, and interdependence of human rights stand out; the repudiation and prevention of xenophobia, racism, and all forms of discrimination; equal treatment and opportunities for migrants and their families, and equal and free access of migrants to services, programs, and social benefits, public goods, and education (Lei n.º 13.445, 2017).

The pursuit of equal treatment and opportunities for refugees and their families, as well as equal and free access to education, demonstrates that the protection of human rights requires universal and specific public policies (Piovesan, 2006, p. 24). For this reason, some Brazilian public higher education institutions have sought to guarantee the right to higher education for refugees through specific selection processes, such as the UFGD, as will be analyzed in the following section.

### **The UFGD Reception Selection Process**

First, it should be noted that the state of Mato Grosso do Sul (MS) is located in the central-west region of Brazil and covers a vast territorial extension of 3423.2 km<sup>2</sup>. Thousands of migrants (Bolivians, Paraguayans, Haitians, Senegalese, and Bengalis) and potential asylum seekers enter Brazil through its dry borders shared with Bolivia and Paraguay. For some of these arrivals, the state becomes the settlement region, as they establish themselves mainly in nearby cities such as Ponta-Porã, Dourados, Corumbá, Porto Murtinho, and Mundo Novo, and work in manual and unhealthy labor sectors, such as slaughterhouses and coal mines. However, for others, these municipalities are simply transit points, as they seek to move to the main economic centers of Brazil, such as the states of São Paulo, Rio de Janeiro, Paraná, and Rio Grande do Sul (Silva, 2018, p. 231).

Regarding the municipality of Dourados, it is located approximately 130 km from the land border with Paraguay and from the twin cities of Ponta-Porã (Brazil) and Pedro Juan Cabral (Paraguay). It is also one of the largest municipalities in the state and the largest in the southern region of Mato Grosso do Sul in terms of infrastructure, population, and economy. Dourados is strategically located on the migratory routes that cross the region, which covers events related to cross-border residents and problems affecting the land border regions, as well as issues related to international migratory flows from more distant states, such as Haiti and Venezuela. As a result, cross-border issues are frequently debated in the region and in the academic sphere, since the aforementioned municipality also hosts UFGD.

In view of this context and in attention to the need to guarantee access to the right to higher education for persons recognized by Brazil as refugees, stateless persons, and migrants in situations of migratory vulnerability, based on their substantial equality, UFGD, through Resolution No. 569/2023 of its Teaching, Research, Extension, and Culture Council (CEPEC), established the admission methods to fill vacancies in its undergraduate courses, which, in each academic period, must be available for occupation through various types of selection processes, among which the selection process by institutional action of humanitarian reception stands out, according to its Articles 1 and 2, first line, item III (UFGD, 2023a). The resolution also provides, in its Article 3, first line, that any remaining vacancy in a regular selection process for admission to an undergraduate course will be considered an inactive vacancy from the academic period following the one in which the academic-pedagogical activities for which the vacancy gave rise to direct enrollment began.

Furthermore, it stipulates that admission as a refugee, stateless person, or other persons in conditions of migratory vulnerability is one of the regular forms of admission to the institution's undergraduate courses, characterized as an institutional action of humanitarian reception, in which enrollment requires that the person occupying the vacancy be a national of another state or stateless and be in Brazil under one of the following migratory conditions: a) refugee or asylum seeker; b) political asylum seeker; c) stateless person; d) holder of a temporary humanitarian reception visa; e) holder of a residence permit for humanitarian reception purposes; f) holder of a residence permit for family reunification, respectively, in accordance with its Article 13, first line, and items I, II, III, IV, V, and VI (UFGD, 2023a).

Finally, Article 15 of the resolution establishes that candidates seeking admission as refugees, stateless persons, or in other conditions of vulnerability who, at the time of enrollment, do not present foreign school documentation without the proper declaration or validation by a competent body as equivalent to Brazilian secondary education, at the discretion of the Pro-Rector of Undergraduate Education (PROGRAD) and after an individualized case analysis, in accordance with Decree No. 10.092 (2019), may have their enrollment completed by signing a commitment to subsequently present the duly regularized school documentation, complying with the deadlines contained in § 2 of this article (UFGD, 2023a).

Additionally, at the time of enrollment, the candidate requesting admission as a refugee, stateless person, or other vulnerable migratory condition with pending documentation must sign the Declaration of Knowledge, Agreement, and Commitment, in which they will state their knowledge of and agreement with the provisional nature of the enrollment and commit to presenting the academic documentation duly declared or validated as equivalent to high school by a competent body, in accordance with § 1st of said article. In this case, PROGRAD will establish the deadline within which the entrant must submit the duly regularized

academic documentation, indicating such deadline in the declaration mentioned in § 1st of this article, which may not exceed twelve months, extendable for the same period upon justification, at PROGRAD's discretion, based on § 2nd of Article 15 of this resolution (UFGD, 2023a).

To implement Resolution No. 569/2023, in 2023 specific calls for the selection process for humanitarian reception (PSAH) began to be published, in order to fill the remaining vacancies intended for refugees, political asylum seekers, stateless persons, holders of temporary humanitarian reception visas, and holders of residence permits for humanitarian reception purposes. These selection processes occur twice a year at UFGD without modifications (Opening Calls No. 04/2023, No. 13/2023, No. 01/2024, and No. 07/2024) (UFGD, 2023b, 2023c, 2024a, 2024b), for admission in the first and second semesters following their completion.

The aforementioned calls indicate, in their preliminary provisions, that said process is governed by the respective call referred to, as well as that the candidate or their legal representative must know the call and prove that they meet all the requirements demanded for the application, and that the effective enrollment of candidates will imply tacit knowledge and acceptance of the rules and conditions established therein, about which ignorance cannot be alleged, in accordance with items 1, 1.1, and 1.2 of the calls.

Furthermore, the calls provide that the admission of the aforementioned public is one of the regular forms of admission to UFGD's undergraduate courses, characterized as an institutional action of humanitarian reception, in which enrollment requires that the interested party be a national of another state or stateless and be in Brazil under the same migratory conditions listed above in Article 13, items I to VI, of Resolution No. 569/2023, which extend to spouses, ascendants, and descendants, as well as other family members who are economically dependent on the refugee, respectively, according to items 1.5 and 1.6 of the calls.

Additionally, in case the candidate is not classified within the offered vacancies for the enrollment course, the candidate whose essay test score is above zero may express their interest in occupying uncovered vacancies in other undergraduate courses. The request must be submitted in writing to PROGRAD. If there is competition for the requested vacancy, the tiebreaker criterion provided in the calls will apply, according to item 1.7.

Regarding the number of vacancies offered, it varies according to each call. Concerning the types of admission and the requirements to fill the vacancies, it is indicated that, to enroll, the candidate must present documents that prove the following migratory and educational situations: (a) national registration card (CRNM) or provisional national registration document (DPRNM); (b) other documents issued by Brazilian public agencies (Ministry of Justice and Public Security, Federal Police, etc.) not foreseen but that prove their migratory situation in Brazil, which, if presented, will be evaluated by PROGRAD at the time of enrollment; and (c) high school completion certificate obtained in Brazil; passing exams in Brazil equivalent to high school; or completion of an education stage in a foreign country, declared valid by a competent body as equivalent to Brazilian high school, according to items 4 and 4.1 of the calls. Likewise, candidates who, at the time of enrollment, do not present foreign study documents duly validated by a competent body as equivalent to secondary education may enroll, subject to later submission, at PROGRAD's discretion, in accordance with Article 15 of CEPEC Resolution No. 569/2023, after an individual analysis and in accordance with Decree No. 10.092/2019.

Regarding the tests, it is observed that they are conducted in a single phase, through a written test in Portuguese, with a score from zero to ten points, of eliminatory and

classificatory nature, which will take place on the date, place, and time stipulated in the schedule, with a duration of up to two hours, according to items 7, 7.1, 8, 8.1, and 8.5 of the calls.

Regarding approval, final classification, final results disclosure, and enrollment call, it is clear that the ranking of approved candidates will be carried out in descending order of the score obtained by the candidates, by course, and that the enrollment call must strictly observe the ranking order of the candidates; and UFGD may carry out as many calls as necessary to fill the vacancies, according to items 9, 9.2, 10, and 10.1 of the calls. However, the called candidate who does not enroll on the specified date and time will lose the right to the vacancy and will be replaced by the next candidate on the ranking list, in accordance with item 10.2 of the call. It should also be noted that the express withdrawal of a selected candidate will trigger as many calls as necessary among the approved candidates, according to item 10.3 of the calls.

It is noteworthy that both Resolution No. 523/2023 and the PSAH calls do not contemplate the need for a student tutor or teaching instructor, nor training in Portuguese, nor the need for those who pass these competitions to take the subject Portuguese Language as a Language of Reception. In other words, there is no support for quality adaptation and inclusion of refugees and other migrants in situations of migratory vulnerability in the UFGD structure, unlike what occurs in other Brazilian public universities, such as the Federal University of Paraná (UFPR).

Furthermore, in the teaching and learning sphere, there are different stress factors that, depending on culture, language, educational level, etc., further hinder the academic success of vulnerable migrant students, specifically forced migrants, including refugees. The main obstacles are the need to adapt to different teaching and assessment methodologies, lack of knowledge of academic norms and procedures, scarcity of documents in the students' mother tongue, and the complexity of learning scientific content in another language (Silva-Ferreira et al., 2019).

However, this academic impact may also be related to the different learning bases of basic education among states and their educational systems (Grayson, 2008; Ragnini et al., 2019). Deficiencies in academic training contribute to increasing difficulties in the new educational landscape and require efforts from both students and the university to develop intercultural education (Ferreira and Zdradk, 2020).

Language differences and their implications for teaching and learning often require cognitive effort to learn scientific content (Silva-Ferreira, 2019). This difficulty can cause cognitive fatigue and disinterest in the course and classes (Prieto-Welch, 2016). Additionally, students may not master the cultural codes of the new academic context and the location of the university.

Therefore, learning difficulties arise from various factors, which in turn cause suffering and directly impact the self-esteem and trajectory of vulnerable migrant individuals in the university environment. For forcibly displaced persons, this process is aggravated by the symbolic cost of such an opportunity. Among the effects of learning difficulties are academic isolation, the inability to enroll in new courses, the risk of losing possible scholarships, and a change in academic self-image (Silva-Ferreira, 2019).

Therefore, when considering the various challenges faced during the migratory process, such as educational and cultural integration, learning another language, epistemological and cultural differences, and financial vulnerability, it is necessary to reflect on the

adoption of a local integration process, with an emphasis on its educational dimension, in a more humane and individualized way, since some of these migrant students do not wish or cannot expose their lives to a group, weighing the traumatic element of the forced migration process.

Thus, it would be advisable for the Federal University of Grande Dourados (UFGD) to establish a group, upon receiving students approved through the PSAH program, to provide an initial welcome and subsequently develop and implement an institutional support and follow-up policy for these persons in the educational field. In other words, UFGD should create a Monitoring Committee for Migrants in Conditions of Migratory Vulnerability, and this committee, together with PROGRAD, should meet with these students to present the services provided by the rector and the committee, as is done at the Federal University for Latin American Integration (UNILA).

From this meeting, it will be possible to identify the profile of the PSAH-approved students, based on criteria such as nationality, age, mother tongue, languages they speak most fluently, and whether they will accept the sponsorship of a member of the aforementioned committee. After this meeting, the committee and PROGRAD can define strategies for the reception and individual sponsorship of migrants, so that during the first academic semester, PSAH-approved students receive individualized attention and guidance to meet their personal academic needs.

Key personal needs include guidance on enrollment, access to the UFGDNet system, the online library, institutional email, student assistance, the location of the university faculties, courses, transportation, housing, and the culture of Dourados and Brazil. In addition, being a vulnerable migrant is a differentiator in the socio-economic evaluation process and in student assistance programs.

This workshop will clarify the conditions for receiving food, transport, and housing assistance that PSAH-approved students will receive once the requirements are met, as well as the academic goals they must achieve (not failing due to absences and completing the course within the timeframe to obtain all academic credits). In addition to providing these clarifications on financial assistance, the team can present the departments responsible for social assistance and pedagogical support services.

Despite these statements, it is evident that the PSAH has achieved satisfactory results, since from its implementation in 2023 until September 2024 it has already enabled 56 migrants in situations of migratory vulnerability to access higher education in a public educational institution, respecting their substantial equality, in order to make effective the human and fundamental right to education of the population in question.

In this regard, it is observed that the beneficiaries of this public policy are mostly men (37) and a minority of women (19), with the highest number of admissions to the educational institution occurring in 2023 (31 individuals) and not in 2024 (25 individuals). Additionally, these persons are nationals of the following states: Venezuela (45), Gabon (4), Chile (1), Nigeria (1), Bolivia (1), Angola (1), India (1), Honduras (1), and Senegal (1), and focus on the following undergraduate courses: Psychology (7), Literature (5), Accounting (5), Law (2), Food Engineering (3), Mechanical Engineering (1), Computer Engineering (1), Production Engineering (5), Civil Engineering (3), Bachelor in Biological Sciences (3), Licentiate in Biological Sciences (1), Information Systems (1), Pedagogy (1), Administration (2), Economics (5), Social Sciences (1), Biotechnology (4), and Performing Arts (1), according to disaggregated data provided by PROGRAD.

Finally, it is stated that the way UFGD has facilitated the integration of refugees and other migrants in situations of migratory vulnerability in its undergraduate programs has indeed been characterized as pseudo-inclusion, since these persons, by accessing higher education through PSAH, encounter an educational institution that has not made changes in its pedagogical practices to accommodate them. Thus, when considering education from a harmless inclusion perspective, it contributes to the perpetuation and manifestation of the existence of the excluded. Therefore, when opposing an educational institution that segregates, one must consider an educational structure that also does not allow marginalization (Prado, 2015, p. 139). Therefore, it is expected that UFGD will develop and implement an internal educational policy that addresses the educational needs of the students in question.

## CONCLUSIONS

In view of the above, the complexity of the refugee issue was observed, as well as the existence of a set of norms that safeguard the protection of these persons and their equality of rights with the nationals of the States to which they migrate, at the international, regional, and national levels. It was concluded that the local integration process of refugees in host societies is complex, gradual, and bidirectional, with trajectories, rhythms, and variable results, permeated by the legal, economic, political, social, cultural, and educational spheres. Likewise, it was observed that the organizational structure and the reaction of host societies to the arrival of refugees are decisive for the success of the local integration process, which requires the creation of public policies directed at this population in question.

From the perspective of the educational sphere of the local integration process, it was observed that the right to education is recognized as a fundamental human right, regardless of the nationality of a State. Therefore, it was determined that UFGD created a special selection process to guarantee access to higher education for refugees and migrants in situations of migratory vulnerability.

However, it was observed that although the Selection Process for Humanitarian Reception (PSAH) implemented by UFGD, throughout its almost two years, has achieved satisfactory results, due to the enrollment of 56 individuals of the population in question in higher education, it is necessary for said institution to develop an internal educational policy attentive to the special educational needs of such subjects, offering, for example, student tutors, instructor professors, training in Portuguese Language, and the creation of the subject Portuguese Language as a Language of Reception, since the organizational structure of the host society also in the educational field is more determinant for the success of local integration.

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The author declares no conflicts of interest.

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