

## THE DIMENSION OF PERMANENT TRAINING OF TEACHERS WHO WORK IN BORDER SCHOOLS

### *A DIMENSÃO DA FORMAÇÃO PERMANENTE DE DOCENTES QUE ATUAM NAS ESCOLAS DE FRONTEIRA*

### *LA DIMENSIÓN DE LA FORMACIÓN PERMANENTE DE DOCENTES QUE ACTÚAN EN ESCUELAS DE FRONTERA*

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**ABSTRACT:** The purpose of this article is to present the in-service teacher education program called “Pedagogia de Fronteira” (Border Pedagogy) developed between 2016 and 2020, for teachers who teach in the town of Foz do Iguaçu, at Brazil-Argentina-Paraguay border. The methodology is based upon a participatory action research perspective developed by the Colombian sociologist Fals Borda. The research data showed, on the one hand it is possible to plan in-service teacher education programs, considering the trinational context. The in-service teacher education program has allowed teachers to reflect upon the feeling of the border, to be on the border, and to think about education on the border. This study is based upon theoretical concepts coming from authors such as Bell Hooks, Paulo Freire, Orlando Fals Borda, Catherine Walsh, among others.

**KEYWORDS:** In-service teacher education. Education policies. Border.

**RESUMO:** O objetivo deste artigo é apresentar alguns dos resultados das ações do programa permanente de formação denominado Pedagogia de Fronteira, desenvolvido entre os anos 2016 e 2019, pela Universidade Federal da Integração Latinoamericana (UNILA) para os professores da rede municipal de ensino da cidade de Foz de Iguaçu, Paraná, Brasil. A metodologia adotada baseia-se em uma perspectiva de pesquisa-ação participativa, a partir do conceito do sociólogo colombiano Fals Borda. Os dados obtidos ao longo da pesquisa mostraram a possibilidade em planejar programas permanentes de formação, considerando o contexto trinacional. Mostram ainda que ações articuladas entre a comunidade escolar e as universidades públicas. As ações de formação do programa nos permitiram refletir sobre o que é estar na fronteira e pensar em uma educação na e para a fronteira. Este estudo é baseado em conceitos teóricos de autores como Diniz Pereira, Hooks, Freire, Fals Borda, Walsh, entre outros.

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**PALAVRAS-CHAVE:** *Formação permanente de professores. Política educacional. Fronteira.*

**RESUMEN:** *El objetivo de este artículo es presentar algunos de los resultados de las acciones del programa de formación docente permanente Pedagogía de Frontera desarrollado entre los años 2016 y 2020 por la Universidad Federal de Integración Latinoamericana (UNILA), ofertado para las docentes de la red municipal de enseñanza en la ciudad de Foz de Iguazú, Paraná, Brasil. La metodología adoptada se basa en una perspectiva de investigación acción participativa desde el concepto del sociólogo colombiano Fals Borda. Los datos obtenidos a lo largo de la investigación demostraron que es posible planificar programas de formación docente permanente considerando el contexto trinacional. Las acciones formativas del programa permitieron reflexionar sobre el sentir de la frontera, estar en la frontera y pensar una educación de frontera. Este estudio se apoya en conceptos teóricos de autores como Bell Hooks, Paulo Freire, Orlando Fals Borda, Catherine Walsh, entre otros.*

**PALABRAS CLAVES:** *Formación docente permanente. Política educativa. Frontera.*

## Introduction

Both initial and permanent teacher training has been the object of study by various researchers (CANÁRIO, 2013; DINIZ PEREIRA, 2010; 2011; GATTI, 2008; NÓVOA 1992; 1988; TARDIF, 2001; among others). Specifically, permanent teacher formation on the border, as a case study, lacks research in the area. Based on this statement, this study attempts to describe and analyze a specific case of permanent teacher formation developed on the trinational border (Argentina, Brazil and Paraguay) based on detailed doctoral work<sup>3</sup>. To do so, we will analyze the offer of a permanent teacher formation program called *Border Pedagogy* offered for teachers of basic education of the municipal network of the city of Foz de Iguazú on the trinational border and designed by the Federal University of Latin American Integration (UNILA). The program is permanent and face-to-face and begins its activities in 2016, present to date, in collaboration with the city's Municipal Education Secretary (SMED), the State University of the West of Paraná (UNIOESTE) and the Institute Federal Technological Institute of Foz de Iguazú (IFPR). During all the formative actions, observations, field diaries and qualitative and quantitative data analysis were carried out. The fact of choosing the city of Foz do Iguazú as the center of this research is due to the location of UNILA and its strategic mission based on three pillars: bilingualism, interculturality and

<sup>3</sup> Titled thesis: **La dimensión política e intercultural en la formación docente permanente de docentes que actúan en escuelas de frontera:** análisis del Programa “Pedagogía Intercultural” de la UNILA, advised by Professor Dr. Julio Emilio Diniz-Pereira, defended in 2019 at the Federal University of Minas Gerais (UFMG).

integration. As part of its strategic mission, the University receives students from all Latin American and Caribbean countries, becoming a multilingual and multicultural institution. On the other hand, the city of Foz de Iguazú is strategically positioned, according to data from the Brazilian Institute of Geography and Statistics (IBGE) of 2017, it has a total area of 617.71 km and is located in what is currently defined as the Alto Paraná region. In addition, it registers about 80<sup>4</sup> ethnic groups.

This configuration is also present in the fifty (50) municipal schools of the city. Proof of this are the demolinguistic<sup>5</sup> data collected in May 2017, expressing that at that time there were more than 355 (three hundred and fifty-five) students enrolled in primary education, from neighboring countries, Argentina, Paraguay and from various countries such as: Peru, Mexico, Spain, among the most prominent.

Between March and July 2019, the data were updated through a survey carried out in the fifty schools of the municipality and yielded a greater number of students of various nationalities who are currently studying in the municipal primary education network. Among the nationalities, the following stand out: students from Paraguay, Argentina and Venezuela. The latter, especially, in refugee status.

From this context, the permanent formation program *Pedagogia de Fronteira* presents various formative actions such as formation courses, meetings with local authorities in order to present results and discuss challenges for education on the border considering the context, preparation of teaching material for the teaching of language (Spanish and English) at the primary level and preparation of an orientation document for the reception of immigrant students in the municipal network (FOZ DO IGUAÇU, 2020).

Before describing the various actions of the Program, it is important to point out that already in 1992, the researcher Giroux (1992) already proposed us to think about a border pedagogy and as stated by Guilherme (2005, p. 140, our translation):

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<sup>4</sup> Data from the Municipal Administration of Foz de Iguazú. Available: <http://www.pmfi.pr.gov.br/turismo/%3Bjsessionid%3D74655f8fced39274db3e4138dcfb?idMenu=1695>. Access: 2 June 2020.

<sup>5</sup> The data was obtained through a formal presentation (official letter) to the Municipal Education Secretariat of Foz de Iguazú, understanding that it was essential to know the situation for the planning and implementation of the teacher formation program for 2018. On the other hand, it is important It should be noted that the SMED did not have these data up to now. This number may vary according to the records of the secretaries of each school. According to the guiding document (Secretaria de educação municipal *et al.*, 2020, p.10) A demolinguistics or linguistic demography item as a purpose to measure to magnitude two linguistic groups in territories and at specific times [...]. It should also be noted that the results obtained through the cross-linking of various sociolinguistic and demographic (territorial delimitation, ID, geographic origin, level of schooling etc.), in addition to allowing the dissemination of relevant information in respect of the acquisition and use of different uses. Languages present in the community, make it possible, from the point of view of educational management, to validate, promote and provide language policies that guarantee or direct education, creating effective conditions of access, permanence and school success.

Its purpose can be understood as applying a post-colonial cosmopolitan perspective to a North American concept of democratic civic education. Giroux elaborates a vision for education that corresponds to the challenges that are presented, not the beginning of this XXI century, to Western societies and that are due to profound demographic and political changes but those that are to pass at present.

Based on Giroux's perspective, and taking the concept of border pedagogy based on its territorial and multicultural character, our proposal is to understand the Triple Frontier as the territory between places (BHABHA, 2014) or, if preferred, as a between borders in direct metaphor with the Paraná River that borders the Triple Frontier. In the author's perspective, the concept of in-between:

[...] or work on the frontier of culture requires a meeting as “the new” that is not part of the continuum of past and present. He creates an idea the new as an insurgent act of cultural translation. This art does not just take up or past as a social cause or aesthetic precedent the renewed or past, refiguring it as a contingent between-place, which innovates and interrupts the present acting. The past-present becomes part of necessity, and not nostalgia, of living (BHABHA 2014, p. 21, our translation).

From between places, various cracks or interstices are produced, spaces of conflict that generate tensions, but they are also places of perspectives because it is from there that hopes can arise (WALSH, 2014). Starting from the cracks, we reflect on a border pedagogy or an emotional pedagogy for Latin America<sup>6</sup>, proposing permanent teacher formation practices in contexts made invisible by the central power.

### **Actions of the Border Pedagogy Program**

In 2016 the program began aimed at thinking about aspects that permeate the border daily life in schools. The first year began motivated by a group of research teachers from UNILA concerned with teacher formation from the trinational context. That year, we worked from drawings, maps, reflections, the affective of living and being on the border, starting from reflections on the concept of border and being on the border from the place that teachers occupy as inhabitants of the city. The participating teachers of the year 2016 reflected on concepts of border, interculturality and languages in schools. We consider this an important year since the implantation of the permanent formation program was carried out, where an

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<sup>6</sup> We understand as feeling practices those that know how to combine reason with the heart. When thinking about sensitive practices, we understand that cultures are always dynamic and that new meaningful strategies emerge in the school space that challenge the monocultural logic and the hegemony of the dominant culture. Sensitive practices can be considered by determining the formative strategies in permanent teacher formation programs..

important sensitization was carried out in the total of fifty (50) schools in the city, considering that there was an important participation of the teachers.

Already in the year of 2017 we concentrated on working from concepts that allow us to understand the school as a frontier institution. For this, meetings were held in specific schools selected by the strong presence of immigrant students. This year, the official documents of the municipality were discussed, such as the curricular document of the municipal schools of Foz de Iguazú and the Municipal Education Plan, in the reflection of key concepts: border, language and interculturality. We sought to understand the place (or not the place) of immigrant students in the public educational policies of the municipality and the province of Paraná. We also tried an approach in the schools of Puerto Iguazú (Argentina), a border city with Foz de Iguazú, and with Ciudad del Este, on the Paraguayan side, however, we were unable to carry out a joint program due to internal bureaucracy of the respective countries to cross the border, between one of the most prominent points.

In addition, we carried out a demolinguistic analysis in the fifty (50) municipal schools, with the aim of measuring the languages present in the school space and concentrating the teacher training actions based on the needs of each school.

In 2018, the actions were concentrated in the area of linguistic education, with training programs in Spanish and English for the teachers of the municipality, especially those who work in primary education.

These last two years were key for the analysis of the data, the presentation of extension and research projects related to the subject of intercultural and multilingual education on the border.

In 2019, two pilot projects to teach Spanish and English as additional languages were implemented in two municipal primary schools in the city. This proposal was intended to provoke, in the neighborhood community, a sensitivity towards the recognition of languages in the school context in order to gain support in the future implementation of languages in schools<sup>7</sup>. This year we updated the demolinguistic data in the schools from the implementation of the questionnaire applied in the fifty schools.

The program gained strength in the city and is constituted today, as a reference program, in 2018 it won an international award as an innovative practice<sup>8</sup>.

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<sup>7</sup> In 2020, several candidates for city councilors and mayors committed to the guideline for the implementation of languages in municipal schools.

<sup>8</sup> The proposal can be seen in the following link. Available: <https://desarrollodocente.org/es/experiences/49?public=true>. Access: 15 Nov. 2020

## Formative actions: an analysis of official documents

In various training actions that took place in the program, we analyzed official documents, in order to try to design the place that the border concept / border subject occupies in the educational policies of teacher formation in the city of Foz de Iguazú and in the national context. We observe that in official documents the border subject is silenced, when analyzing, for example, the National Formation Policy for basic education professionals (2016) there are no aspects that raise the question of teacher formation on the border. The same happens in the document of the Law of Bases and Guidelines of Education (2017) where there is no mention of the border subject. The National Plan of Education (2014-2024) in Brazil refers to concepts such as diversity, culture and equality, however it is also omitted in relation to the specific concept of border and the educational particularities of that context.

At the national level, one of the first documents and the only one to position the border subject in the center is the framework document of the Border Intercultural Schools Program (PEIF). The Program was born from the need to strengthen intercultural ties between neighboring cities that form the border with Brazil, as stated in the Reference Framework Document for Curricular Development (2012). In order to strengthen ties in the educational area, the Joint Declaration of Brasília was signed in 2003 in Argentina to strengthen regional integration between the Ministries of Education of Brazil and Argentina. And in 2004 the first joint work plan was drawn up, called: "Common teaching model in border zone schools", based on the development of a program for intercultural education, with emphasis on teaching Portuguese and Spanish. Subsequently, in 2005, it began as a bilateral program and in 2007 it was consolidated as a program of the Educational Secretariat of Mercosur, which includes the countries of Bolivia, Paraguay, Uruguay and Venezuela.

Paiva (2016, p. 177, our translation) presents a brief tour of the beginning of the PEIF in the city of Foz do Iguaçu:

Regarding the structure of the program, or report produced by the Municipal Secretary of Education of Foz do Iguaçu on the occasion of the first meeting between a team of two countries, in April 2006, it highlights the main agreed upon for the implementation of the school programs: - Initially o The project would attend to two fundamental day shift of each institution not late shift, all quartas-fair; - As bilingual classrooms will be ministered no period against shift; - A methodology escolhida foi a of intercultural pedagogical projects; - Every fifteen days the classroom planning will be made up of teachers involved in the project, alternating two shifts of meeting the schools.

The Program ceased its activities in 2016 as a policy linked to the Ministry of Education (MEC Brazil), although some schools in the different border cities, throughout the entire Brazilian territory, have maintained it with their own budgetary resources, or with the efforts of local public universities that participated in PEIF, such is the case of SMED and UNILA, for example.

Another important document with an assertive proposal on the realities that materialize at the border is the document proposed by the SEB / MEC Teacher Formation Work Group: *Orientações para cursos de Formação de Professores nas áreas de Didática, Metodologias e Práticas de Ensino* (Guidelines for Teacher Formation courses in the areas of Didactics, Methodologies and Teaching Practices) (2016) as it proposes to identify sociocultural and educational issues and problems, with an investigative, integrative and proactive stance in complex realities, in order to contribute to overcoming social, ethnic-racial, economic, cultural, religious, political, gender exclusions, sexual and others. Despite not raising specific questions about border realities, they reveal key points for the design of an educational policy taking into consideration issues that cross the realities of border schools.

Recently approved, the National Curricular Guidelines for the offer of multilingual education, approved in September 2020 by the Council of Basic Education of Brazil, proposes a section on the characteristics of education on the border considering the multilingual context present in border regions. Although it is noteworthy that the document barely attempts to account for some aspects of the border configuration, without concrete proposals. The schools, once the document is appropriated, must propose specific proposals taking into consideration their own characteristics.

### **Official documents at the municipal level: the border subject**

One of the most important documents at the municipal level is the Municipal Education Plan 2014/2025 (2015). The guidelines and commitments to municipal education for ten years are set out in it. Throughout those years, the municipal education plan is monitored by the Municipal Forum that verifies the objectives, challenges and perspectives for each guideline. The document does not place the border subject in the center, it only timidly enunciates some questions related to: “III - overcoming educational inequalities, with an emphasis on promoting citizenship and eradicating all forms of discrimination” (p. 3, our translation).

The document lists among its goals, themes that allow us to glimpse possible actions of importance for permanent teacher training and the border context. It is issued in the document:

[...] Minimize existing inequalities and discriminations in everyday school life and awaken respect for diversity based on the principles of Human Rights. 8.11) Create an annual project in partnership with the Municipal Department of Education, to work on themes related to diversity during the school year in the Municipal Education Network in partnership with universities in the Municipality. 8.12) Promote meetings, forums, debates that enable the review of the contents necessary to approach the theme "Education in Human Rights". 8.14) Produce pedagogical teaching material on cultural diversity, inequality and discrimination that supports teachers in daily activities in the classroom. 8.15) Daily monitoring of relations between students, to eradicate all forms of discrimination (PLAN MUNICIPAL DE EDUCACIÓN, 2015, p. 4, our translation).

In a certain way, themes that permeate the concept of interculturality and border are assumed, but the document does not refer specifically and clearly to an education for borders and neither does it observe a treatment of the reality of the network of municipal schools considering the intercultural and linguistic thematic, considering the multilingual reality that the data obtained from the demolingistic analyzes carried out showed.

In schools, a significant border flow is observed and the presence of students on both sides of the border is constant, if we consider the data for 2019 of immigrant students enrolled in primary education, that number means more than 2.5% of the entire network.

In an analysis carried out in 2019, through the application of a questionnaire in all the schools of the municipal basic network, we observed that the schools already have professionals graduated both in the Spanish language and also in the English language, that is, capable of offering subjects in these languages, either through the implementation of languages in the municipality's curriculum, or the possibility of planning interdisciplinary and multilingual content for students, taking into account the right to education of all subjects who attend school.

The concept of border, or the planning of public policies that work in this multicultural and diverse scenario enunciated by the teachers, is absent in the official documents of permanent training in the SMED. This absence leaves people who build other subjectivities from the borderlands, forgotten places on the sidelines, and on the sidelines often end up invisible in public educational policies.



## **Permanent program of teacher formation: permanent actions of teacher formation**

From observing the invisibility of these policies, we organized the permanent program of teacher formation: Border Pedagogy. For such planning, we position ourselves from understanding the concept of permanent teacher formation from the concept proposed by Cachapuz (2003) and Diniz-Pereira (2011). The first author affirms that one of the many legacies that the last century left us in relation to permanent teacher formation refers to three perspectives, being constructivism, reflection and interaction with the community, understanding permanent teacher formation from the different knowledges. For the author:

O essencial traço da change that we need to go through a logic of continuous formation focused on not complementing the knowledge provided for the initial formation (isto, or that has changed or has become obsolete) - frequently carried out based on avulsed initiatives and not Few times it is serving more the interests of the formative institutions than the professors to which it is directed - for a learning logic over a long life, harmoniously articulating academic knowledge and practical epistemologies of two teachers, this logic necessarily implying a systemic vision of formation . (CACHAPUZ, 2003, p. 453, our translation).

We understand that the author when referring to a systemic vision of formation considers teaching knowledge, educational policies, initial formation, and management, from a vision that involves teaching knowledge. This concept is linked to the critical rationality proposal, proposed by Diniz-Pereira (2011, p. 27). When referring to initial formation, the author describes three models that are based on the proposal of a critical rationality: “the socio-constructivist model; the emancipatory or transgressive model and the critical ecological model”. Models that, in a certain way, are associated with the Freirian conception:

What interests me now, I repeat, is to align and discuss some fundamental knowledge for educational-critical or progressive practice and which, for this very reason, should be mandatory content for the programmatic organization of teacher education. Contents whose understanding, as clear and as lucid as possible, must be elaborated in formative practice. Above all, it is necessary, and there is already one of these indispensable knowledges, that the trainee, from the very beginning of his formative experience, assuming himself as a subject of the production of knowledge, is definitively convinced that teaching is not transferring knowledge, but create the possibilities for its production or its construction (FREIRE, 1996, p. 12, our translation).

This conception is linked to the proposal of the Colombian sociologist Fals Borda (1986) when thinking about participatory action from the social character of transformation of the territory and is framed in the methodology adopted by the border pedagogy program. For

Fals Borda, this condition is related to identity, living, and recognition as transforming people.

[...] The participatory subject / subject relationship obviously breaks the relations of subordination, exploitation, oppression and manipulation that appear in our societies in many aspects of daily life [...] the family (machismo, paternalism), education (magister dixit), medicine (patient-client), economics (worker-machine) and, of course, also politics. In this case, the traditional imposing relations of the caudillo (gamonal, colonel, cacique) on his cauda, those of the machinery of the leaders on the directed ones, and also the mechanisms of imposition of superb vanguards on the bases to which they have been considered as moldable masses, to which they carry the sectarian monopoly of their truth (FALS BORDA, 1986, p. 11, our translation).

The author's participatory action research proposal is an important bet in the permanent teacher formation program, understanding that it is the teachers of the schools as transforming agents of the territory in collaborative construction who must develop, plan and evaluate the border pedagogy program.

And to meet this objective, aligned with the proposed methodology, in 2017 we organized discussion groups between teachers of the municipality who participated in the training program, research teachers, representatives of the SMED and trainers of the Border Pedagogy group to think about the themes and actions that would be discussed within the program. From the various debates, three main axes were proposed to work on the various actions of the program: language, interculturality and border.

Thus, from the debates, the training actions tried to organize themselves according to these three main axes. In the linguistic axis, of languages, the teachers stated the challenges of receiving students of different nationalities and the insecurity of not having fluency in the language (Spanish or English, given the nationalities of the students with the greatest migratory flow in the schools). In this way, in the years 2018 and 2019, the offer of Spanish courses for the teachers of the municipality was organized. The course was also extended to workers of the Municipal Assistance Secretariat, understanding the importance of collaborative and joint work on immigration issues.

Throughout that year, we observed from the formative actions and the interaction with the school community of various municipal schools, that in relation to the different cultures present in the city and in the schools, discourses of a certain denial were reproduced and progress still needed to be made. for a true interaction. "That mutual acceptance" (stated in the speech of one of the teachers participating in the formation program), reaffirms the dominant superior culture ("there is a certain attempt at communication") with the idea of an

interculturality that is linked to the idea of tolerance, but that does not advance towards democratic and equitable dialogue.

This relationship that is established in schools and that is perceived by teachers when we speak of immigrant students, is also consistent with the imposition of an official language (Portuguese) and the absence of educational policies for borders. In this process, the school plays an essential role in manufacturing and (re)creating the idea of the nation in the school space. On the other hand, colonial thinking is imposed: either from the silence of the other or from the condition of granting them the same place, without considering the various differences.

In this attempt, towards a border education policy, the year 2018 focused the debate on the actions in holding formative workshops in schools to discuss topics based on the three axes enunciated by the teachers.

As part of the methodological strategies, this year field diaries were carried out, and the teachers' stories externalized a reality that they live daily and that is related to the silencing that students also live, forcing them, on many occasions, to banish (itself) within the school space. The lack of implementation of additional languages in the curriculum materializes the absence of language policies in the municipality and in the province, and many of the immigrant students who study in schools are placed in what is called “special reinforcement or classrooms”. Especially because they cannot, according to the teaching accounts, accompany the classes. In this way, they are completely invisible or, placed in a space that does not envision the possibility of hope, but on the contrary, deepens situations of symbolic and linguistic violence.

Placing these issues in debate implies being able to cross the existing linguistic barriers in school spaces and demystify, in a certain way, the imaginary of a city that is projected multicultural and multilingual for tourism, for commerce, for economic capital relations, but when designing educational policies, it considers it essential to comply with academic indices without considering the language and culture of all students in the network.

Also in the various field newspapers, the responsibility in the educational institution to promote an intercultural environment appeared through a critical and open attitude, in a certain welcoming way, this aspect can be positive or negative. As Hooks (2013, p. 52, our translation) points out:

[...] although multiculturalism is currently in focus in our society, especially in education, there are by far not enough practical discussions about how the

context of the classroom can be transformed to make learning a inclusion experience.

For the author, an education based on this line should promote intercultural practices that aim to deconstruct systems and rescue the importance of working from a loving perspective, from affection.

Let us consider that it is possible to think from the paradigm of affection, or sensitive (FALS BORDA, 1986) when we reflect on the planning of the *Pedagogía de Frontera* program, since the participating teachers themselves stated that it was essential to debate the place of reception of immigrant students, taking into account the most diverse discourses of prejudice that circulate in the city and in schools, as well as the lack/absence of educational policies that place the border subject at the center.

We also emphasize that as part of the formative actions of the program, actions have also been carried out since 2017 with the municipal councilors, as well as with the mayor and municipal secretaries, in order to transform, in fact, the territory, in the valuation of all the subjects.

### **Final considerations**

The work carried out during 2016 allowed us to observe and reflect that the municipality should pay attention to the immigration educational issue. For this, one of the actions that can be carried out is the creation of a specific sector in the SMED, to work on the historical memory of its immigrant students, recognizing them as people with full rights, giving them a place in its educational public policies.

When thinking about permanent teacher formation programs, they should allow a reflection from the various issues that cross the conditions of border teachers in interrelation with the historical, social and cultural processes of the territory from the affective place that the border also occupies. They should consider a pluricultural place, if a between place is preferred, that allows the recognition of interculturality from the border place, different from other intercultural processes and that also corresponds in a unique way with the realities of each border. In that between place, it is possible to think or design places of hope to transform border realities. Many of the teachers who participate in the formation program contemplate the possibility of new meanings from the contact of cultures, from dialogue and solidarity.

As we mentioned in the work, in 2019 we walked towards the planning and implementation of languages in municipal schools with two pilot projects, however we still

face various resistance that comes from paradigms between languages considered prestigious, such as English and Minorized languages, such as Guaraní, the official language of Paraguay and the mother tongue of many students in the municipal network and also Spanish, despite be/being on the border, these languages are minority in schools and in the various municipal administrations of the city of Foz de Iguazú.

The city of Foz do Iguaçu is multicultural and diverse, but it must move towards a multicultural and multilingual city, in all sectors and segments of its institutions. In this sense, perhaps, a possible path for permanent teacher formation on the border is to start from an emotional pedagogy, that is, in raising awareness of the problems faced by teachers who work on the border, based on empathy, understood from the place of equity and solidarity, in the balance of reason and heart in the critical construction of thought towards the path of a transforming and democratic education.

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