



Academic production on affirmative actions for indigenous peoples in UEMS: visualization of an institutional policy



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ABSTRACT

The peoples in Brazil, even after 520 years of the arrival of Europeans in the 15th century, remain completely unknown to the Brazilian population. Few know the most basic data as the data presented by the 2010 Census that pointed out 305 people located in todos the states of the national territory, which speak 274 native languages. In 2020, 410 indigenous students were enrolled in 13 university units of the institution, offered face-to-face or distance: Aquidauana, Amambai, Campo Grandand, Coxim, Dourados, Ivinhema, Japorã, Jardim, Maracaju, Mundo Novo, Naviraí, Paranaíba and Ponta Porã (DRA, 2020). This project aimed to conduct a survey of academic production that focused on the studies of affirmative actions for the entry and permanence of indigenous peoples in UEMS in the years 2017 to 2020 carried out by teachers, students and administrative technicians of the institution as well as other surveyors with views the development of a database that becomes a database for those who research the subject.

Keywords: Affirmative Actions, Quotas at UEMS, Academic Production.

1 INTRODUCTION

Indigenous peoples in Brazil, even 520 years after the arrival of Europeans in lands inhabited only by Indians in the 15th century, remain completely unknown to the Brazilian population (MACENA, LANDA, 2019; COLLET, PALADIN, 2014). Few know the most basic data as the data presented by the 2010 Census that pointed out 305 people located in all states of the national territory, which speak 274 native languages and also the Portuguese language. They are also unaware that each people have their way of relating to the may environment, fauna, flora, which has different formations and social formations, which recognize different entities and have ritual practices based on oral transmission, experienced from very diverse cosmologies.

Continuously the indigenous have produced information from their own categories, and promoting more qualified information covers each people, as it is being produced from shared ethnoknowledge in their communities. One of the examples to be cited is the book produced by the representative of the Baniwa ethnic group, Gérsem dos Santos Luciano (LUCIANO, 2006), and the same author, recently published a book dealing with indigenous school education (BANIWA, 2019) presenting the history of indigenous peoples in connection with education



and the challenges and advances that today they are experienced by different peoples, they are important for demonstrating indigenous peoples producing knowledge to minimize the ignorance that surrounds the subject in the country. The author Ailton Krenak (of the Krenak ethnic group) became an editorial phenomenon by presenting in his books the forms of the relationship of indigenous peoples with the environment, called by indigenous collectives as "Mãe Terra" and how they differ from the relationship of non-indigenous peoples with the environment. These books are "Ideas to postpone the end of the world" and "Tomorrow is not for sale"

The lack of information also affects the possibilities that were opened to indigenous peoples after the promulgation of the Federal Constitution of 1988, which guaranteed the autonomy to represent itself and make represent in actions previously only forwarded to FUNAI, including the indigenous Terena do MS, Luiz Eloy Amado made oral argument in the Supreme Court / STF for the guarantee of rights.

Since the 1990s, indigenous peoples have strengthened their struggles for improvement in the areas of education, health, support and recognition of their lands. Also, from this decade on, a novelty emerges in the educational field: the collective entry and large number of indigenous people stake in the country's higher education in public universities. The possibilities of entering this educational level occur through several routes: intercultural degrees, quotas, supplementary vacancies, traditional selection processes (vestibular). The immense effort of these peoples and their national and international supporters still snares in the permanence of these young people in university benches. Some hypotheses suggest that in addition to economic factors also cultural and ethnic factors interfere more significantly in the results of the dropout verified at this level of education. According to INEP data from 2018, 56,750 indigenous students (INEP, 2018) were in higher education in public and private institutions.

The demand on the part of indigenous communities for access to higher education claimed by the indigenous movement resulted in the implementation of the quota system at the State University of Mato Grosso do Sul, after the approval in the Legislative Assembly approved State Law No. 2589, of December 26, 2002 (GOVERNO..., 2002). After intense internal discussions in the institution, the higher councils approved internal legislation that provides for the rate of 10% of the number of all vacancies in each course offered.

In the UEMS, in 2020, 410 indigenous students were enrolled in 13 of the university units of the institution, offered face-to-face or distance : Aquidauana, Amambaí, Campo Grande, Coxim, Dourados, Ivinhema, Japorã, Jardim, Maracaju, Mundo Novo, Naviraí, Paranaíba and Ponta Porã (DRA, 2020).

The actions of the Knowledge Network Program implemented since 2006 at UEMS,



which aim to maximize the permanence of indigenous students and which are included, a priori, in student assistance, had to be deployed in extension actions whose results increased their acceptance in the institution based on basic information on the issue indigenous. It should be noted that the intellectual production of these academics that are presented in scientific events has increased the visibility of this new student segment, which from the struggles and claims initiated in the decade of 1980 begin to materialize more consistently at the beginning of the century.

The quota system allowed the entry of indigenous young people into higher education (who would otherwise do so individually or would not reach this level of education) and whose presence at the university generates discomfort by putting into check all a structure that proves inadequate to deal with the difference. I consider this one of the great challenges that universities must answer: to recognize that there are other logics of production and distribution of knowledge besides other knowledge that are so organized, systematized and complex with contemporary science and that these are associated with a number of subjects with rights who have historically been removed from the educational process at their different levels.

The entry of the first group of quota holders since 2004, has been published by professors of the institution itself, other institutions of the MS and other states. Indigenous students have also produced articles that have been presented at local, regional, and national events, and there is a very important production that is the result of course completion (TCC) work research. However, both publications in books, scientific journals, dossiers, and even the internal productions to the courses are little known, and difficult to access those who are interested in knowing about the production about this affirmative action policies made feasible on the form of quotas for admission to the courses of the institution.

Considering that it was a one-year survey, the study focused only on the last four years (2017, 2018, 2019 and 2020), with emphasis on research conducted at the institutional level and which were published in books and/or scientific journals, or even published on the UEMS, especially TCCs. However, considering that there are works that have become fundamental to understand this policy and its unfolding in the institution, such as those dealing with the experience of the Network of Knowledge Program, which was funded by the Ford Foundation and the participation of four higher education institutions of the MS, including 3 public (UEMS, UFMS, UFGD) and a community (UCDB). Data were collected outside the State of MS, on publications in the area of the theme.

2 GOALS

A survey of academic production was carried out that focused on the studies of affirmative actions for the entry and permanence of indigenous peoples in UEMS in the years



2017 to 2020 carried out by teachers, students and administrative technicians with a view to developing a database that becomes a reference for those who research the theme. We also conducted a survey on the academic production published in scientific journals in the years 2017 to 2020 on affirmative action policy/quotas, access and permanence of indigenous peoples in UEMS; survey on academic production published in scientific books from 2017 to 2020 on affirmative action policy/quotas, access and permanence of indigenous peoples in UEMS; We identified in the UEMS course that there were no indigenous students who defended their CBT on the theme that deals with affirmative action/quotas policy, access and permanence of indigenous peoples in uems in the period from 2017 to 2020; consultations were made on national websites and magazines that focus on indigenous peoples, to search for studies that take care of affirmative action policy/quotas for the admission of indigenous students; and we conducted a quantitative study on the production of research involving this theme on UEMS.

3 METHODOLOGICAL PROCEDURES

In view of the scope of the research, it was necessary to use several instruments to obtain the data, which underwent modifications during the execution of the research.

One of the problems that occurred was the difficulty of the course coordinations not having the productions on the theme of the project, because they often do not update their banks and also because not everyone researches the subject as discussed earlier. Nor, we do not receive the returns of the requests for these productions from the coordinations in the vast majority of cases

It was possible to consult the production of researchers and researchers from EMUS who deal with the theme in the lattes curriculum contained in the CNPQ. We had access to data from the Knowledge Network Program on the production of indigenous students. We obtained results from the consultation the production of researchers and researchers from other public and private institutions of the MS that deal with the theme of the project, and that are included in cnpq's lattes curriculum. A bibliographic research was carried out to comb a picture on the state of knowledge on the google academic website with the descriptors: access, permanence, evasion, repetition and success of indigenous peoples in higher education. From this, a database was elaborated showing the publications identified with the links of online publications/or identifications of the production on screen, and making available for public access, because it is possible to present these data in scientific events with theme in indigenous education in teaching higher or others where they can be socialised.



4 RESULTS AND DISCUSSION

Analyzing the data collected from the largest private colleges in the State, in the Graduate Program of the Catholic University Don Bosco (UCDB), in the Master and Doctorate in Education, of 31 thesis defended from 2017 to 2020, none dealt with affirmative actions of indigenous peoples in/from UEMS. This also happened in the dissertations defended. Of 51 dissertations, none dealt with the affirmative actions of indigenous peoples.

At UFMS (Federal University of Mato Grosso do Sul), from 2017 to 2020, also had no dissertation and thesis in the period researched.

At Uniderp University - UNIDERP, no research was found on the affirmative actions of indigenous peoples in UEMS in the related period. No research related to the proposed theme was found at the University Center of Grande Dourados - UNIGRAN. We analyzed the research at Unigran do Estado de Mato Grosso do Sul, in all cities, not limited only in the city of Dourados/MS. Still in Dourados, at the Federal University of Grande Dourados - UFGD, again no research was found. Of the six HEIs, only one presented a survey on firm actions in the related period, as shown in the table below.

5 UEMS Faculty

A survey was also made in the Lattes curriculum of some UEMS teachers who have been dedicated to researching the indigenous theme. Below are examples of the surveys carried out.

Table 1 - UEMS Faculty

| | |
|-----------------------|---|
| Beatrice dos Santos | Meetings of Indigenous Students of Mato Grosso do Sul: challenges, leading role and interculturality in Higher Education. |
| | The indigenous presence in higher education of UEMS: the mobilization of students in the construction of intercultural processes. |
| | UEMS and indigenous students: some reflections on development. |
| | UCDB/UEMS Partnership: intercultural encounter with indigenous differences. |
| | Knowledge Network : the daily life of an intercultural experience at the university. |
| | The formation of indigenous women in higher education at the State University of Mato Grosso do Sul. |
| Léia Teixeira Lacerda | Curriculum Lattes: http://lattes.cnpq.br/8837968624971224 . |
| | Conceptions of indigenous and non-indigenous high school students about entering higher education in two school institutions in Mato Grosso do Sul. |
| | Curriculum Lattes: http://lattes.cnpq.br/0416559581832830 . |



| | |
|---------------------------------|---|
| Celia Maria Foster Silvestre | Young Guarani and Kaiowá in higher education in Mato Grosso do Sul? Curriculum Lattes: http://lattes.cnpq.br/7331103267448991 . |
|---------------------------------|---|

Source: www.cnpq.br

After having made the survey on the HEIs of MS, whether or not they did research related to affirmative actions of indigenous peoples in/da, a broader survey was carried out, outside the State of Mato Grosso do Sul, from the academic Google.

Approximately 480 results were found from 2017 to 2020 related, but not all on UEMS. We selected some relevant ones to show that there are researchers outside the State of MS researching on affirmative actions of indigenous peoples in the UEMS, as is the research of Lima (He is currently a Full Professor (retires) of Ethnology/Department of Anthropology, Federal University of Rio de Janeiro UFRJ), on "Affirmative actions in higher education and indigenous peoples in Brazil: a work trajectory", and that only states that UEMS is one of the pioneers in the definition of quotas in graduation (LIMA, 2019, p 410.).

We also highlight a research by Urquiza e Almeida, which reports on "Indigenous Peoples and Intercultural Collaboration": possibilities, obstacles and challenges at the Federal University of Mato Grosso do Sul", which discusses that the presence of indigenous peoples in recent years has been increasingly significant, and that we have the state of Mato Grosso do Sul, the largest number of indigenous people attending undergraduate and graduate school. (URQUIZA; ALMEIDA, 2018,

p. 149.). UEMS, for being one of the pioneers of quotas and having enough indigenous students attending undergraduate and graduate studies, yielded analyses for the journal even outside Brazil, as was the case above.

It is important to note that the internationalization of the university was noted, because some publications are made in a journal outside Brazil, in South America

These 480 results were individually analyzed on affirmative actions in the UEMS/U, where it was possible to notice that only 7% deepen on affirmative actions in/from EMU. Let's look at the data below:

Google Scholar (<https://scholar.google.com.br>)



Table 2 - Scientific productions located in academic google

| |
|--|
| Ações afirmativas no ensino superior e povos indígenas no Brasil: uma trajetória de trabalho https://doi.org/10.1590/S0104-71832018000100013 . |
| ENCONTROS DE ESTUDANTES INDÍGENAS DE MATO GROSSO DO SUL: desafios, protagonismo e interculturalidade no Ensino Superior https://doi.org/10.22409/mov.v7i13.40809 |
| O ENSINO SUPERIOR PARA OS POVOS INDÍGENAS DE MATO GROSSO DO SUL http://www.revistazonadeimpacto.unir.br/zonadeimpacto_2016_2_Simone%20Eloy%20A%20mado.pdf . AÇÕES AFIRMATIVAS PARA ACADÊMICOS INDÍGENAS NAS UNIVERSIDADES DE MATO GROSSO DO SUL https://anaisonline.uems.br/index.php/jornadaeducacao/article/view/4888 |
| Povos Indígenas e a Colaboração Intercultural. Possibilidade, Obstáculos e desafios na Universidade Federal de Mato Grosso do Sul http://untref.edu.ar/sitios/wp-content/uploads/sites/6/2015/05/Educaci%C3%B3n-Superior-IV.pdf#page=149 . |
| COTA NÃO É ESMOLA!” O SISTEMA DAS AÇÕES AFIRMATIVAS NA UNIVERSIDADE E A PROBLEMATIZAÇÃO DAS IMAGENS https://files.cercomp.ufg.br/weby/up/778/o/17.pdf . |
| A Presença de estudantes indígenas nas universidades: entre ações afirmativas e modos de conhecer https://www.teses.usp.br/teses/disponiveis/8/8134/tde-25102018-105344/en.php . |
| Why quotas for blacks and blacks in graduate school? http://costalima.ufrj.br/index.php/REPECULT/article/view/280 . |
| Comparative analysis of uems Institutional Development Plans (PDI) in the period 2002 - 2018 http://www.periodicos.unc.br/index.php/prof/article/view/2618 . |
| Affirmative actions in perspective http://dx.doi.org/10.18468/fronteiras.2016v3n2.p167-174 |
| Why did you sign up for racial quotas? https://doi.org/10.30612/hre.v6i12.9183 |
| Affirmative action policies: implications in the academic and professional trajectory of Afro-Brazilians/quota holders graduated from uems (2007-2014) https://site.ucdb.br/public/md-dissertacoes/22854-ana-luisa-cordeiro.pdf . University Quotas in Brazil: Analysis of a decade of scientific production https://doi.org/10.1590/2175-3539201702121100 . |
| Higher Education and Indigenous Peoples in Brazil http://ciea.untref.edu.ar/uploads/pdf/1623697059.pdf#page=121 . |
| Difficulty in staying at the State University of Mato Grosso do Sul: the reality of the poor black student in the university unit of Dourados https://repositorio.ufgd.edu.br/jspui/handle/prefix/1255 . |
| Public Policies of Affirmative Action for Indigenous Peoples at the State University of Mato Grosso do Sul: the vision of implementers https://www.proquest.com/openview/8ceae38e33fa502f52c4ee426489b589/1?pq-origsite=gscholar&cbl=2037513 . |
| Network of knowledge: affirmative action policies in higher education for indigenous peoples in Mato Grosso do Sul: http://biblioteca.clacso.edu.ar/Brazil/flacso-br/20170905050046/pdf_34.pdf . |
| Educación superior y pueblos indígenas y afrodescendientes in Latin America https://doi.org/10.20396/liames.v19i1.8654713 |



ACADEMIC PERFORMANCE OF QUOTA STUDENTS BEFORE QUOTA LAW: REVIEW

<http://dx.doi.org/10.5892/ruvrd.v17i1.5158>

Affirmative actions in higher education : the experience of the Federal University of Southern Border

<https://books.scielo.org/id/6qyg8>.

Trajectories and identity strengthening of indigenous graduates of higher education in the State of Mato Grosso do Sul

<http://repositorio.ufgd.edu.br/jspui/handle/prefix/1027>.

Antropología e interculturalidad: reflexiones de las experiencias de indígenas en educación superior en Mato Grosso del Sur / Brazil

<https://doi.org/10.14201/rea201864761>

The awakening of the Terena People to their rights: indigenous movement and political confrontation in Mato Grosso do Sul

<https://doi.org/10.30612/mvt.v4i06.7674>

Indians" and universities: between desires, interests, affinities and controversies

<https://repositorio.ufsc.br/handle/123456789/191703>

Vices and virtues in public policies of educative quotas: obstacles to human development with the arrival of quota holders in public universities

<https://doi.org/10.18759/rdgf.v21i3.1715>

The Formation of Indigenous Teachers in the ethnocultural territory "Pantanal Peoples"

<https://desafioonline.ufms.br/index.php/ENAPHEM/article/view/6465>

Student assistance in Brazilian state universities: the brands of scholarship programs and financial assistance in student residence

<https://repositorio.ufpe.br/handle/123456789/38918>

Perspectives of public-targeted students of special education on facilitators and barriers in public universities in Mato Grosso do Sul

<https://repositorio.ufgd.edu.br/jspui/handle/prefix/1609>

Pueblos indígenas y Educación Superior: indagaciones y experiencias en Argentina y Brasil.

<https://ri.conicet.gov.ar/handle/11336/46086>

Public Policies of Affirmative Action for Indigenous Peoples at the State University of Mato Grosso do Sul: the vision of implementers

<https://www.scielo.br/j/pp/a/9j7Hj76GQsxPNqQH3vWqKrs/?lang=en&format=html>

University Quotas in Brazil: Analysis of a decade of scientific production

<https://www.scielo.br/j/pee/a/4jyF7L8ncM6QTvKM3TzdGj/abstract/?lang=pt>

Affirmative action policies: implications for the academic and professional trajectory of Afro-Brazilians/quota holders graduated from UEMS (2007-2014)

<https://site.ucdb.br/public/md-dissertacoes/22854-ana-luisa-cordeiro.pdf>

Affirmative actions in higher education and indigenous peoples in Brazil: a work trajectory .

<https://www.scielo.br/j/ha/a/58QN4yyWCJxQJpfbs7t5L/?format=html> Source: author's organizati



From this, of these 480 results found in the academic google, we also analyzed how many of these cited in their publications the UEMS, many of them with citations mentioning as one of the pioneers in implementing the quota systems for indigenous people, and 21% of the researches mentioned UEMS. Mention of indigenous peoples in higher education were also analyzed, where 30 % of the 480 results found.

5 FINAL CONSIDERATIONS

After the survey of quantitative and qualitative data, we notice very few dissertations and theses related to the research on the affirmative actions of indigenous peoples in/from UEMS, because it analyzes in a particular way each HEI of the State, which went to the University Federal University of Grande Dourados (UFGD), Federal University of Mato Grosso do Sul (UFMS), Catholic University Dom Bosco (UCDB), UNIDERP University, University Center of Grande Dourados (UNIGRAN), Estácio de Sá University (ESTÁCIO), where of these 6 HEIs, only 1 of these, which was UFMS, had a research in 2019.

We also analyzed the curricula of UEMS teachers who research diversity in what is referred to and indigenous peoples, and all the degrees they research on the affirmative actions of indigenous peoples where satisfactory results were obtained.

By analyzing more broadly, where we searched the academic google, we noticed a large amount of results on descriptors on the subject, where 480 academic productions were indicated, but only 7% of these publications dealt with affirmative actions in/from UEMS. However, 21% mentioned the UEMS at some point in their publications, and 30% of the publications analyzed the affirmative actions of indigenous peoples in higher education.

Finally, it was noted the internationalization of the university, because some publications are made in a journal outside Brazil, especially in South America



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