

## The curricularization of extension in higher education as an opportunity for territorial development



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### ABSTRACT

With its beginnings on the European continent, back in the 19th century, extension activities began to strengthen a clear and fundamental relationship in professional training. To date, the strengthening of

extension has gone through several fields and has begun to gain a greater public policy structure since the 1988 constitution, passing through resolutions, the updating of the LDB, up to the determination of compulsory training in the curriculum, making it urgent to study, debate and build indicators and parameters, foundations that can contribute to the fulfillment of a legal norm and mainly enhance the important premises of extension directed towards professional training. The chapter proposed here aims to present and discuss a specific methodology that includes the diagnosis, experience and proposition phases, giving fluency to the specificities of the different professional backgrounds and, at the same time, contributing to raising awareness among students, teachers, institutions and communities about their responsibilities, potential and mutual commitment to shaping the society that they all enjoy and are co-authors of. In this sense, the curricularization of extension, combined with the proposed methodology, can be translated into an educational, cultural and scientific process which, by linking teaching and research in an inseparable way, enables a transformative relationship between the training institution and society, integrating teaching and research with social development.

**Keywords:** Curriculum extension, Development, Society, Human capital.

## 1 INTRODUCTION

The understanding of development occupies the works of several thinkers and can be approached from different angles. One of them, to which the discussion here is confined, is the one that does not segregate development, understanding it as a spiral in which the environmental, the social, the economic, the cultural and the human are related and interdependent and together shape the very concept of development. In this conception, simple and at the same time complex, development ceases to be only an objective and is circumvented in its own construction, as a consequence of integrated actions, conjugated in space-time in accordance with the constructed dimension itself.



As a way of establishing a parallel, Chiarello (2015) highlights the On the role of the university as a determinant in the development processes, the same author, who on the occasion reinforces regional development, establishes the importance of the relationships established between the agents - universities, companies, civil society, promote development.

For Fagundes (2010, p.75), universities have developed the capacity to intervene in the development process, in agreement, we note Barreto (2000), who observes that academic production does not by itself generate knowledge, but must be transferred, passed on and assimilated to specific social contexts. According to the author, real development is attributed when these contexts can be improved with the interference of the information produced, and the absorption of this knowledge is independent of the technological stock and conditioned to economic, social, political and cultural specificities.

In this sense, Noveli and Segatto (2012, p.84) discuss the relationships and possibilities of interaction and improvement of results between Universities and Companies, discussing the cooperation model called Triple Helix that enables and encourages the capitalization of knowledge and places regional development as a third mission of universities.

In the bias of this perception, university extension assumes a strategic position of great importance for the pursuit of the achievement of the objective of human formation with social commitment as a tool for professional excellence.

The inclusion of extension actions in the social role of higher education institutions (HEIs) was registered in 1871, at the University of Cambridge, with the offer of specific extension courses for society, in particular for those considered poorer.

According to Mirra (2009, p. 77):

The University of Cambridge, in 1871, was probably the first to create a formal program of "extension courses" to be taken by its professors to different regions and segments of society. Starting in Nottingham – the land of Robin Hood -, Derby and Leicester, his courses in Literature, Physical Sciences and Political Economy soon garnered a vast clientele and, in a short time, reached all corners of the country. Almost at the same time, another strand was emerging in Oxford, with activities conceived as a kind of social movement aimed at pockets of poverty. The first actions took place in London and soon expanded to regions of workers' concentration. Northumberland mine workers, for example, contracted in 1883 for a series of history courses. The century of Pericles was presented in the manufacturing centre of Sheffield, Greek tragedy was offered to the coal miners of Newcastle and an astronomy lesson to the workers of Hampshire (MIRRA, 2009, p. 77).

After the first efforts, the proposal expanded to other European countries such as England, Belgium and Germany, consolidating itself throughout the continent until reaching the United States of America, where the "Society for the Extension of University Teaching" was created, initially linked to the University of Chicago, and between mid-1890 and 1900 it expanded and consolidated throughout the country.



In the midst of a tense social and political moment, the action of extending actions of mediation and interest of the general population outside the academic environment caused different reactions, which were mostly positive, but often clothed with objectives for or against the variables of consolidation of capitalism at the time.

On its way through Latin America, the extension passes through the establishment of higher education itself. According to Paula (2013, p.11):

Unlike Brazil, which only saw universities created in the twentieth century, in several South American countries universities emerged in the sixteenth century, as is the case of the University of Santo Domingo, which dates back to 1538; the University of San Marcos in Peru, which dates back to 1551; the Royal and Pontifical University of Mexico City, which dates back to 1553; which was followed by universities in Guatemala, in New Granada; and in the seventeenth century, universities were created in Córdoba, La Plata, Cuyo, Santiago de Chile; and there were three universities in Quito as early as the seventeenth century.

Following its development process and following the historical, political, economic and social moments, of differences, tensions and renewals, the extension is reinforced in the territory from the university reform (1918), which strongly guides the social action of higher education institutions.

In Brazil, extension actions are registered during colonial Brazil (SOUSA, 2010), with greater emphasis on the action of students who return from their training in other countries, especially European ones, and direct their efforts to the fight against slavery, among other agendas of the time. According to Nogueira (2005, p. 17):

Since 1911, initially in São Paulo, then in Rio de Janeiro, Viçosa and Lavras, in Minas Gerais, extension activities have taken place in higher education institutions in Brazil, reproducing here the typical strands of the European tradition of extension: "continuing education and education aimed at the popular classes; extension focused on the provision of services in rural areas".

For Serva (2020, p. 164), there are two currents that define extension in Brazil at this time: "one Latin American, with emphasis on the Córdoba Manifesto, and the other North American, based on the adoption of the university as a service provider".

In the 1970s, the University Extension Work Plan (PTEU), with the strong influence of Paulo Freire, reinforced the importance of extension in professional training, not only as a social responsibility, but also as access to and recognition of popular wisdom. The work is considered the first extension policy in the Brazilian HEI (SILVEIRA et al. 2019).

The extension is consolidated as a right and normative for the formation of society also through the 1988 constitution. In Chapter III, Section, Articles 205 and 207 it states:

Art. 205. Education, a right of all and a duty of the State and of the family, will be promoted and encouraged with the collaboration of society, aiming at the full development of the person, his preparation for the exercise of citizenship and his qualification for work



Art. 207. Universities enjoy didactic-scientific, administrative, and financial and patrimonial management autonomy, and will obey the principle of inseparability between teaching, research, and extension (BRASIL, 1988).

It is important to note that in the Law of Guidelines and Bases of Education, 9.394/1996, different chapters were dedicated to extension, from its connection with the very purpose of education in higher education to the attribution of the responsibility of the Union and the Federative States for the evaluation and promotion of extension in this area. In this aspect, in 2004 Law No. 10,861 of April 14, 2004 was enacted, which instituted the National System of Evaluation of Higher Education - SINAES, instituting two of the 10 evaluation dimensions aimed at the evaluation of Policies for teaching, research and extension in the HEI.

Since then, the regulation of extension has continued to ascend and transversally to the national education plans, until it is, in a definitive manner and characterized as a public policy, institutionalized in the National Education Plan (PNE) proposed for the years 2001-2010, more specifically in goals 21 and 23, which states the "mandatory 10% of the curricular credits required for graduation, integrated in extension actions". Also as mandatory, the extension is pointed out in the PNE 2014 to 2024, as a form of projects and programs.

Among the guidelines, "dialogic integration, interdisciplinarity and interprofessionality, inseparability of teaching-research-extension, impact on student education and impact and social transformation" emerge as guidelines for this challenge in professional training. In this regard, Resolution CNE/CES, No. 7, of December 18, 2018, in its Article 5, defines:

Art. 5 The conception and practice of the Guidelines for Extension in Higher Education are structured by: I - the dialogical interaction of the academic community with society through the exchange of knowledge, participation and contact with the complex contemporary issues present in the social context; II - the citizenship education of students, marked and constituted by the experience of their knowledge, which, in an interprofessional and interdisciplinary way, is valued and integrated into the curricular matrix; III - the production of changes in the higher institution itself and in other sectors of society, based on the construction and application of knowledge, as well as by other academic and social activities; IV - the articulation between teaching/extension/research, anchored in a single, interdisciplinary, educational, cultural, scientific, and technological pedagogical process (BRASIL, 2018).

According to aSame resolution Since 2022, the HEI has been obliged to implement the extension curriculum standards in its curricular matrices, making it urgent to study, debate and build indicators, parameters, case studies, among other fundamentals that can not only contribute to compliance with a legal standard, but also enhance the important premises directed to professional training that permeates the formation of the future society considering the student and the teaching processes learning for this scenario.



The extension's view of complexity provides the perception of the articulation between the State, the private sector and professional training, becoming fundamental for effective training and its direct connection with citizenship education.

In this sense, implementing extension in curricula means affirming that, at some point in academic life, students need to get involved with extension activities related to the components of the curricular matrix of their course, constituting an interdisciplinary, cultural, scientific and technological process, establishing the curriculum in the conception of a non-linear and routine process, becoming a space for collective production and critical action.

Faced with so many challenges, some universities have promoted a process of reinvention, of transformation so that the extension can meet such a complexity of guidelines that, among many aspects, are immersed in a considerable number of variables, social, political, economic, cultural and environmental, and in the same course ensure that these elements are based on the quality of education for professional training. interspersed with the indissoluble triad of teaching, research and extension.

The article proposed here aims to present and discuss a specific methodology that includes the diagnosis, experience and proposition phases, giving fluency to the specificities of the different professional formations and at the same time contributing to the awareness of students, teachers, institutions, communities, about their responsibilities, potentialities and mutual commitment to the formation of the society of which everyone enjoys and is co-authors.

## **2 EDUCATION FOR THE COLLECTIVE AND DEVELOPMENT**

Extension in the education process is understood as an open system of feedback to the process of higher education, which in the same way feeds back into the integral development of society. The extension actions excel in human, socio-political and environmental training, expanding their path to social and cultural issues through interaction with society, both with ways to meet current needs and with the responsibility of building collective, multidisciplinary and assertive solutions in the objective of technical excellence and effective participation of all sectors of society.

These disciplinary, multidisciplinary or interdisciplinary actions allow the establishment of a dynamic relationship between the Institution and the social context, allowing:

- The construction of the student's individual and professional citizenship, through knowledge and interaction with challenging situations of social reality;
- "Problematization" as an attitude of interaction with reality and approximation of theory with practice;
- Development of both a questioning and proactive attitude in the face of the challenges imposed by social reality;



- The stimulation of learning processes on topics relevant to the community, through the articulation between the production of knowledge and social development;
- The elaboration of diagnosis, experiences and propositions of actions, methodologies, policies of local and regional development in a participatory way.

In this complex and broad training process, the path of building a Curricular Extension Program should allow integrating the knowledge produced in the academic environment with the knowledge produced in the community.

It is extremely important to understand that when relating extension to the academic training curriculum, it is recognized and emphasized that the human capital, that the professional, who leaves any area of training must have in his teaching base the social responsibility, the awareness of his function in society and how much this is the foundation of his practice and professional excellence.

It is through this relationship that the exchange of knowledge is established, that "what is learned and what is applied" is related, the democratization of knowledge is built with the effective participation of the community, as well as with the proportion of professional practice, connected to the local reality, to the space of conviviality and exercise of the student's citizenship. This relationship can be guided by the adoption of a specific methodology that permeates the needs of all training courses and is based on the correct diagnosis, the experience of spaces, environments, situations and the responsibility of collectively proposing solutions.

For Chiarello (2015), university extension is directly related to development and provides the basis for the evaluation of how this social agent qualifies himself in research, in teaching and as an agent of the society he serves and trains:

It is, therefore, through extension that teaching and research have their application to solve problems in a given geographic region. Extension is the most vivid and effective way to evaluate the objective products of the university: research and teaching. It is the extension that allows three end-evaluations, essential in the university: a) the scientific quality of the research; b) the educational quality of teaching; c) the amount of education that reaches the community, developing it. As a result, these three essential dimensions of the university are concretely articulated, which constitute its sustaining tripod (CHIARELLO, 2015, p. 246).

The construction of an institutional extension program involves the perception that extension signals the fact that, for the training of professionals, it is essential for them to have an effective interaction with society, whether to situate themselves historically, to identify themselves culturally or to reference their training with the challenges that one day they will have to face. Another bias is related to the trained professional capable of, based on reality, space and time, developing his career in a way that connects society, effectively and in the construction of human development.





### 3 ELEMENTS OF AN INSTITUTIONAL CURRICULUM EXTENSION PROGRAM

An Institutional Curricular Extension Program is an articulated set of projects and other Extension actions (Courses, Events, Service Provision), which integrate the actions of Extension, Research and Teaching, in an organic-institutional way, intrinsic to the very concept of teaching and learning. The program must present clear guidelines and orientation towards a common goal, with actions being carried out in the medium and long term, guided by the common purpose of integral development. Understanding development according to the concept of Furtado (1984, p. 63), *"To develop is to ascend in the scale of realization of the potentialities of men as individuals and as a collectivity"*.

The program must have a rapprochement between those involved, reconciling actions, Establishing mechanisms joint management of the different structures and actions of the institution.

In this sense, a Program may contain distinct spheres of action, but connected, and may include specific actions, which involve the community and may or may not be linked to a more lasting action, however, they must observe their direct connection with the teaching and learning that includes the actions proposed within the extension curriculum.

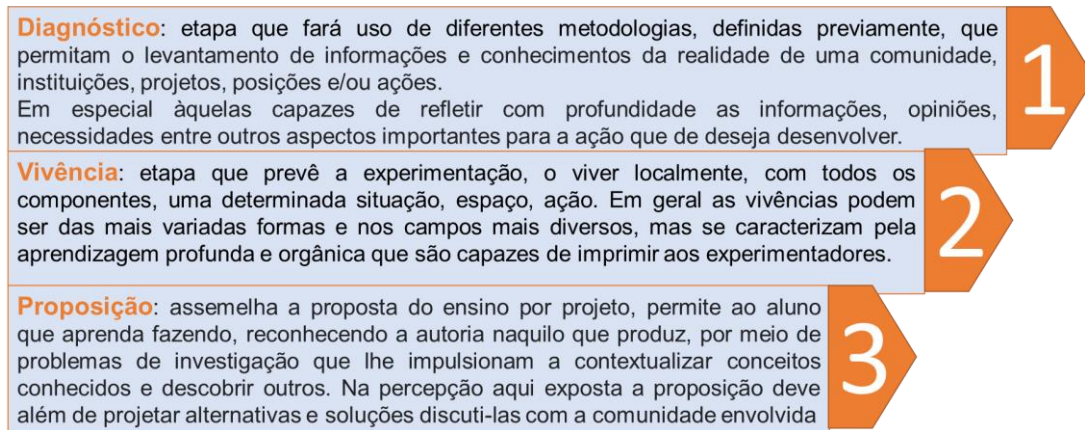
The proposal to direct the planning and development of the curricular extension into the program using the proposed methodology, has the following objectives:

- Consolidate, throughout the construction of vocational training, social responsibility;
- Institutionalize curricular extension as a way to strengthen and expand processes and results;
- Provide spaces for the collective construction of knowledge;
- Provide multidisciplinary, transdisciplinary and interdisciplinary spaces from the conception to the evaluation of extension actions, feeding back the different processes of improvement of the teaching and learning of the HEI in a continuous way and connected to the regional community;
- Strengthen the professional image of the members of the academic community, bringing the social reality closer not only to the training, but also to the performance of the different professionals;

Towards reach Of the proposed objectives, it is suggested that the actions within the Program be developed and thought out, going through the diagnosis, the experience and the proposition. Figure 2 describes the proposed methodological conceptualization.



Figure 1 – Conceptualization of the methodology.



Fonte: Hennerich, 2022.

It is worth noting that experiential learning is much more effective in the formation of the student because it supports an active involvement in the learning process and allows the individual to internalize and memorize concepts more comprehensively through direct experience. It does not aim to teach concepts, skills and values, but rather to offer opportunities to individuals to internalize and embrace ideas and ideals experienced during the experiential process (OLIVEIRA and CALLOU, 2006).

Among several aspects to be considered, the student experiences the protagonism, responsibility, reality of the community in which he will act, build and live, experiences that are capable of promoting commitment, responsibility and empathy, in addition to the efficient effective way of contributing to the improvement of knowledge.

Extension activities can be translated into an educational, cultural and scientific process, which, articulating teaching and research in an inseparable way, enables the transforming relationship between the training institution and society, integrating teaching and research with social development.

The steps of the methodology must be developed by adapting the time of each stage, the methodologies that compose it and the organizational form of the participants, ensuring the necessary freedom to the specificities of the training path of each professional training.

The methodology proposed here seeks to ensure diversity, realities, origin, cultures, territories, as an element of assertiveness as well as endogenous development, seeking, in all phases of the methodology, to portray and impact the local reality of the students allied to the proposal of professional training of the course in question.

#### 4 FINAL THOUGHTS

Investments in education, for their effectiveness, need to involve regionalities, economic and social aspects for their effective action in development processes.





In the temporal and spatial conjuncture, Brazil still divides its development initiatives between the public and private sectors and continues to seek ways for diffusion, now this fact may be related to the effective participation of this concern in the planning and development of processes.

Universities play an important role in the development processes, which are not specifically in the generation of technology, research, or knowledge, but in their diffusion and also in the planning and adaptation of processes to regional aspects

The debate on the subject is still new and should continue to be explored and debated intensively, because it understands that extension is a commitment of the Institution to the community, in addition to exercising/establishing/fostering the academic teaching-learning process.

As directly connected with reality, the methodology composed of a diagnosis can connect the actions to the actuality necessary for their development and adaptation to the different areas.

It is observed that the experience brings to the student the belonging, the necessary engagement for their formation as well as for the effectiveness of the objective of the actions. The responsibility of feedback, debate and discussion as well as the proposition are fundamentals for the internalization of the concept, of the methodology in the citizenship training of professionals.

The importance of basing pedagogical practice on the inseparable tripod teaching/research/extension is to opt for an educational project that requires constant dialogue between the academic community and society, not only based on ideas but also on feelings and values aimed at integral development.

The construction of an Institutional Curricular Extension Program points to the construction of a continuous process of concrete extension and enhanced by the flow, diagnosis, experience and proposition, indispensable foundations for the propulsion of responsibility with the social reality, of the results for the entire community involved and for the teaching-learning process itself.



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