

## Chapter 64

# Extension and Education: community radio as a social practice and vector of responsible information

  10.56238/tfisdwv1-064

### Paulo Augusto Emery Sachse Pellegrini

Journalist graduated from the Federal University of Maranhão (UFMA), Master in Culture and Society from UFMA, with specializations in Information Sciences and em Jornalismo Cultural contemporaneity by UFMA. He's a teacher linked to the Sousândrade Foundation for Development Support of UFMA and Coordinator of Nuclei of Radio University FM (They are Louis-MA)  
E-mail: paulopel@bol.com.br

### ABSTRACT

This article consists of the experience report of the Training Extension Project for Community Radio Broadcasters, developed between 2016 and 2021, at

the Estácio São Luís University Center, for broadcasters from all over the State of Maranhão. This is a descriptive study, originated from an action research, which emphasizes the importance of university extension in the technical and humanistic training of volunteers in this area of communication, as well as community radio as a social practice and responsible information producer. The Training Extension Project for Community Broadcasters contributed to the training of 153 broadcasters, who became multipliers of the knowledge shared with their colleagues and the teacher during the period of the initiative.

**Keywords:** Extension, Community Radio, Training, Responsibility, Social Practice

## 1 INTRODUCTION

One of the most important expressions of public communication is community radio. If communication is a right of all, and such a right can only be exercised with the real participation of the citizen as the protagonist, it is up to community radio to be an instrument for the realization of this right. It is a means of communication that is at the service of popular interests and makes the common citizen and its organizations new sources of information, in the search for a fairer society (PERUZZO, 2004, p. 50);

This article aims to present the Extension Project Training for Community Broadcasters, an initiative developed between 2016 and 2021, at the Estácio São Luís University Center, in the city of São Luís (MA). This Extension Project contributed to the formation of 153 broadcasters working in community broadcasting, who became multipliers of knowledge shared with colleagues and the teacher during the period of meetings and extension activities.

Descriptively, the study emphasizes, through the experience report, the importance of university extension in the technical and humanistic training of volunteers in this area of communication, as well as community radio as a social practice, producer and disseminator of responsible information. According to Gil (1999), descriptive research aims to describe the characteristics of a given population or phenomenon – in this case, the description of the Extension Project Training for Community Broadcasters.

It is also an action research, since it is conceived in association with an action – the development of the Extension Project itself – in which the researcher and the participants are involved in a cooperative manner (THIOLLENT, 2007, p. 16), with the researcher being able to intervene in the analyzed situation, since the researcher and the teacher responsible for the Project are the same subject.

## 2 UNIVERSITY EXTENSION: EDUCATION IN PRACTICE

In general, the activities developed in the university environment meet the provisions of Article 207 of the Brazilian Constitution of 1988, which states that: "universities [...] will obey the principle of indissociability between teaching, research and extension" (BRASIL, 1988), the latter having the sharing of theoretical and technical knowledge together with the extra-wall sectors of the university.

According to the Evaluation Criteria of University Extension Projects of the State University of São Paulo Júlio de Mesquita Filho (UNESP), "it is to the extent that university students from various areas will broaden the understanding and base the concepts and theories learned in teaching activities" (UNESP, 2000, p. 2).

Thus, the Extension is the university tool through which it is possible to reach the population the systematic knowledge developed in the academic environment (SILVA; SOUSA, S.C.; CHAVES; SOUSA, S.G.C.; ANDRADE; ROCHA FILHO, 2019). The authors complement that, from this perspective, it is up to the Extension to fulfill the social mission of the university, since the concern should not only be in the training of technical professionals, but in the construction of citizenship.

In the case of the Estácio São Luís University Center, the Extension activities belong to the set of Complementary Academic Activities (AAC), provided for in item 3.11.3 of the Pedagogical Project of the Journalism Course of the institution.

Complementary Academic Activities (AAC) are curricular components of academic, scientific and cultural character, whose main focus is the stimulus to the practice of independent, transversal, optional and interdisciplinary studies, in order to promote, in conjunction with other academic activities, the intellectual development of the academic, his preparation for the exercise of citizenship and his qualification for work (CENTRO UNIVERSITÁRIO ESTÁCIO SÃO LUÍS, 2018).

They are part of the Complementary Academic Activities of the Estácio São Luís University Center, in addition to extension projects, seminars, congresses, lectures, workshops, workshops, courses and other practical activities, carried out under the guidance of teachers and professionals.

According to the Pedagogical Project of the Journalism Course, the AAC aims to enrich the teaching-learning process, favoring: a) complementing professional training; b) to expand knowledge, as well as its practice, beyond the classroom, in teaching, research and extension activities; c) to promote the relationship between groups and coexistence with social differences in the regional context in which the institution is located; d) to provide interdisciplinarity in the curriculum; e) stimulate independent study practices, aiming at a progressive professional and intellectual autonomy of the student; f) strengthen the articulation of theory with practice, valuing individual and collective research and participation in extension activities (CENTRO UNIVERSITÁRIO ESTÁCIO SÃO LUÍS, 2018).

The Extension Projects of the Estácio São Luís University Center are coordinated by the Pro-Rector of Research and Extension and, according to the Pedagogical Project of the Journalism Course, focus on social transformation.

For IES, extension is an educational, cultural and scientific process that articulates the relationship between teaching, research and extension enriching the pedagogical process, favoring the socialization of academic knowledge and establishing a dynamic that contributes to the participation of the community in academic life (CENTRO UNIVERSITÁRIO ESTÁCIO SÃO LUÍS, 2018).

In line with these purposes, the Training Extension Project for Community Broadcasters was created in 2016, as will be seen later.

### **3 COMMUNITY RADIO: PARTICIPATION AND CITIZENSHIP**

The idea of community radio meets the need for communication of the common citizen, through massive technologies. For at least 40 years, from the beginning of radio broadcasts in the 1920s to the 1960s, talking on radio was an almost exclusive activity of professionals linked to the broadcasters. Thus, the presence of the population manifested itself only at the level of sound, as news sources. With community radio, the community resident became the protagonist of communication, through the execution of radio practices, such as information capture, writing, editing, voiceover and audio operation.

Thus, community radio plays an important social and public utility role, as it effectively affects the right to freedom of expression and access to information, especially the relevant guidelines to the community itself.

For prioritizing themes and news, as well as cultural references specific to a community, community radio scans have been seen as a way of guaranteeing diversity in the media environment, as they add up and complement vehicles of regional and national reach, as well as public and private media (ARTICLE 19, 2017).

The effective participation of the community in media production contributes with the feeling of belonging. The aim of these media is to provide a better coexistence among local inhabitants, respecting ethical values and not failing to point out what needs to be changed and improved. Community radio is a public service to society, therefore a right of each citizen, who can express himself on any issues addressed in the programming of the broadcaster, as well as manifest ideas, suggestions, proposals, complaints or claims. It is a channel entirely dedicated to the community, made by her and to her (SANTOS, 2015).

For Ed Wilson Araújo (2011, p.85):

Community radio does not arise from the will of a group or a person, or from a segment that has decided to set up a broadcaster. They are inserted in the more general movement of democratization of communication and have, in history, an accumulation of experiences that have provided theoretical and practical elements indispensable to the formatting of the concept of community radio.

According to Luz (2011, p. 1), the first community radio on the American continent – and probably on the planet – appeared in 1947, Radio Sutatenza, in Boyacá (Colombia). Because they challenge the hegemony of traditional radio communication and do not have concessions for operation, for a long time community radios occupied a place of marginality.

In Brazil, community radio was developed since the 1960s, first in the form of loudspeakers, then as conventional broadcasters, with transmitter and antenna. The pioneers would have been *paranoica* radio, in Espírito Santo, and Sorocaba, in São Paulo, in actions that started from popular social movements, some with the support of the Catholic Church (SANTOS, 2012, p. 115).

However, before it was regulated, the very concept of Community radio was vague. What we know today in this way was a set with distinct characteristics. There were revolutionary radios, political and resistance; religious radios, of relationship with the Catholic Church; and free radios, of struggle for the democratization of communication (LUZ, 2011, p. 1-2).

The term "community radio" gained traction in Brazil in the 1990s, when many free radio activists perceived the Latin American movement of community radio and began to name their radios this way. In this sense, the first station of this new phase was Rádio Novos Rumos, from Queimados (RJ), founded in February 1991 (GHEDINI, 2009, p. 56).

The proliferation of community broadcasters and the violent repression suffered by the absence of concession generated the need to regulate the activity. The regulation of Community broadcasters was, first of all, the attempt to remove the activity from marginality. The closure of stations was similar to high-risk police operations, with federal police officers armed with rifles, raiding studios and arresting communicators, in addition to confiscating equipment (LUZ, 2011, p. 3).

The first negotiations took place on April 10, 1995, when representatives of community radio sat with the then Minister of Communications Sérgio Motta (RUAS, 2002, p. 41). The document of the National Forum for the Democratization of Communication had the support of left-wing parliamentarians, such as Fernando Gabeira and Benedita da Silva, but also historical conservative representatives such as Delfim Netto and Roberto Campos.

In March 1996, Minister Motta referred the bill to the National Congress. Between 1996 and 1998, the debate that followed in the attempt to approve the regulation of community radio sat between, on the one side, ABRAÇO (ASSOCIAÇÃO BRASILEIRA DE RÁDIOS COMUNITÁRIAS, created in 1996) and allied movements and parliamentarians, and, on the other, the Federal Government and Abert. Incredibly, Abert was given the final position on the definition of the provisions that would generate the drafting of the Law.

In this scenario, on February 19, 1998 the Bill was sanctioned by President Fernando Henrique Cardoso and became Law 9.612, the Community Radiolaw. Among its main determinations are (BRASIL, 1998):

- a) Community broadcasters may only operate at modulated frequency (FM) on a single frequency channel;
- b) The grant must be requested by a Community Foundation or Association (legal entity) and shall be limited to one grant per entity;
- c) The power must not exceed 25 watts, with area coverage of up to 1,000 meters;

- d) Community broadcasters should have coverage restricted to a particular community;
- e) Programming should give opportunity to the dissemination of ideas, culture, traditions and habits of the community, in addition to providing public service;
- f) Broadcasters may not be for profit, but educational, cultural and informative;
- g) They can raise funds only in the form of cultural support, restricted to establishments located in the area of the community served;
- h) Proselytizing of any kind is sealed.

#### **4 COMMUNITY RADIO IN MARANHÃO**

The movement of community radio in Maranhão began to organize in 1996 and in 1998, the state section of the Brazilian Association of Community Broadcasting (ABRAÇO-MA) was created. It was during the 1st State Congress of Community Radios, held in Caxias (MA), in 1998, that the entity began to gain body and mature the discussion about community broadcasting in the State (COSTA, 2017).

The Maranhão community broadcasters have lived a history of persecution and struggle. Researcher Ed Wilson Araújo (2011) recalls repression in these early years of mobilization. There was closure of radios, sealing and seizure of equipment in the cities of Araióses, Pedreiras and Pirapemas.

In São Luís, Radio Bacanga is considered the first community broadcaster to start operating, with the broadcasts beginning in October 1998, after almost ten years of and spera nthe Ministry of Communications. Santos (2015) says that the station beganwith a speaker sound system linked to the Catholic church Nossa Senhora da Penha, in the Anjo da Guarda neighborhood, in October 1988. It had the name of Rádio Popular and had a religious character that, gradually, was being replaced by a more popular language, as its name indicated. In addition to Radio Bacanga, in 1998 Rádio Ilha do Amor was also regulated for operation in São Luís.

From time to time, new concessions were authorized. According to a survey conducted by Costa (2017), 75 municipalities from Maranhão were contemplated by the National Grant Plans between 2011 and 2013. In 2015, the State Government held a seminar in which it presented a new Plan, at a time when the Ministry of Communications counted 697 grant requests in Maranhão alone. In 2019, community radios were authorized to be installed in the municipalities of Mirador, Amapá do Maranhão and Tufilândia and in two localities of São Luís (Recanto Canaã and Estiva) (VERMELHO, 2019).

ABRAÇO-MA counts about three hundred community broadcasters, with or without concession, operating in Maranhão (COSTA, 2017), of which 60 are affiliated to the entity. The entity recognizes the difficulty of an exact accounting, because many broadcasters do not have any type of registration with the Association or the Ministry of Communications and others, despite having concessions for community radio service operation, practice commercial programming.

## 5 THE TRAINING EXTENSION PROJECT FOR COMMUNITY BROADCASTERS

Created in 2016, the Extension Project Training for Community Broadcasters consisted of activities focused on radio theory and practice, for community broadcasters from São Luís (MA) and 28 other cities in Maranhão, through face-to-face meetings, both in the institution and in some of the participating broadcasters. The exception occurred in the first half of 2021, when the Project was developed in remote mode, through the Google Meet platform. In total of the 10 editions, 153 broadcasters were trained, from 38 stations.

In view of the provisions of the Pedagogical Project of the Journalism Course of the Estácio São Luís University Center, the Training Extension Project for Community Broadcasters established as a general objective with the technical and conceptual by the broadcasters to carry out the different stages of radio production.

This is because, according to Law 9.612/98, community radio sits should be democratic spaces of communication for small communities. Lílian Mourão Bahia (2008, p.200) emphasizes, in this perspective, that community radio "contribute to the formation and consolidation of local identities, and also make room for the exercise of citizenship [...] enabling the pluralization of voices, for the formation of local, more plural and democratic public spheres."

But by its intuitive nature, most of the professionals of these broadcasters lack technical training. In general, they are volunteers who practice radio for passion and vocation, but do not know the concepts that underlie the activity.

It is believed that two factors contribute to the distanced practice (...) from what the law advocates and emphasize the scholars of this field of communication. First, it would be the absence of professionals with higher or technical training in the area of communication, and this lack would lead to ignorance of the legislation and the specificities peculiar to these radios (FERREIRA; GARCÊS, 2013).

Thus, this Extension Project is justified or justified by the need to qualify the professional body of community radio, so that the important work developed by them could be done with more technical precision, according to the precepts that guide the practice of radio. Law 9.612/98 itself, which regulates community broadcasting, establishes in Article 3, Paragraphs IV and V:

Art. 3 - The Purpose of the Community Broadcasting Service is to serve the benefited community, with a view to: IV - to contribute to professional improvement in the areas of activity of journalists and broadcasters, in accordance with current professional legislation; V - to enable citizens to be trained in the exercise of the right of expression in the most accessible way possible (BRASIL, 1998).

To get an idea of the urgency of this training, of the 153 radio broadcasters participating in the Project, only six had degrees in Radio and TV. This is what Ghedini (2009, p.17) reiterates, when he points out that, from community radio, talents can be revealed and professional opportunities can be offered to many people, since the listener is also a communicator.

## 5.1 FORMAT AND METHODOLOGY

The Extension Project Training for Community Broadcasters was had a biannual periodicity, starting in the first half of 2016 and ending in the second half of 2021, with the creation and coordination of the author of this article. The researcher was the professor responsible for the discipline Writing and Production in *Áudio* (Radio), the curriculum of the Journalism course of the Estácio São Luís University Center and, thus, was also the full professor of the Project.

Between 2016 and 2018, the Project was linked to the course coordination, as a complementary academic activity, paid in class hours. From 2019, it became part of the institution's National Extension Program, through successive approvals in the Notices aimed at this end. In all, 10 editions were made, two per year, with the exception of 2020, when he was suspended due to the covid-19 pandemic.

The extensionists were selected through a partnership between the Project and ABRAÇO-MA, which captured interested broadcasters through contacts with affiliated broadcasters throughout the State of Maranhão. At the same time, the Estácio São Luís University Center, through its communication advisory, promoted the dissemination of the Project in interviews of the professor in the main media and news portals of São Luís (MA).

The main space was the Communication Center of the Estácio São Luís University Center (NUCOM), in São Luís (MA), with a radio studio for experimental productions, training and exercises, as well as a classroom for theoretical exhibitions and discussions about the practice of community radio. However, as an activity primarily extra-walls, the Extension Project promoted external meetings, such as technical visits to broadcasters.

The methodology consisted of dialogued exhibition classes; practical activities; with guests; and technical visits. We opted for the active methodology, with the student's protagonism, since, because the extensionists are broadcasters active in their stations, the meetings were primarily a space for sharing experiences, rather than classes.

The spaces in which the Project was developed were essentially interactive, and the teacher responsible was responsible for organizing the tasks and discussing the themes. As an action research, it tried to fulfill the two purposes related to this type of research: the practical and the knowledge. The first is understood as a contribution of the research in the solution of problems raised and the second as the knowledge generated from the solution of the problem (THIOLLENT, 2007).

In fact, throughout the Extension Project Training for Community Broadcasters, it was constant to identify problems and suggestions for solutions related to the making of community radio and radio in general.

## 5.2 GOALS AND THEMES

In the discussions prior to the realization of the project activities, involving the teacher responsible, the coordination of the Journalism Course of the Estácio São Luís University Center and representatives of ABRAÇO-MA, the need for the meetings could cover broadcasters representing the various locations in which there are community radio stations in Maranhão was emphasized.

In addition to this need, it was established as a goal to instill in the students the idea that they should be multipliers of knowledge shared with colleagues and with the teacher during the project period. This occurred as the extensionists had access to the didactic material of the meetings, usually deposited in "clouds" of contents open to all.

From the institutional point of view, the Extension Project Training for Community Broadcasters aimed to make the Estácio São Luís University Center a reference in the teaching-learning process in community radialism in Maranhão, since this theme is little explored in other higher education institutions in the State.

According to the Project menu, as set out in the Notice of estácio's National Extension Program, the initiative's proposal aimed at the following specific objectives, in addition to the general objective of technically and conceptually addressing broadcasters who work on community radio:

- Highlight the social importance of community radio;
- To make broadcasters aware of the importance of qualified information;
- Know the legislation around community radio;
- Present the concept and genres of radio journalism;
- Exercise the various stages of radio production (production, recording and editing);
- Develop the practice of voiceover and presentation of programs;
- Know the reality of community broadcasters.

Thus, the menu of the Extension Project Training for Community Broadcasters consisted of a true radio course, with a dialogued approach to practically all the contents present in courses of this nature: community radio in the context of Brazilian legislation; the social function of community radio; radio in Brazil and Maranhão; technical functions of how radio works, the organization of a station (organization chart and functions); text and radio language; radio journalism; the importance of the script on the radio; the types of radio products; digital radio, and the definitions of ethics, social responsibility and credibility of information.

All these contents were addressed together with practices in the studio, computer labs and external environments. Among the main practical activities were: exercises of construction of the text for radio; diction and vocal articulation exercises; voiceover practices; live radio entry training; development, recording and editing of radio products; conducting interviews; and production of radio campaigns.

The practice in extension projects meets the social dimension of higher education, since "few are those who have direct access to the knowledge generated in the public university and that university extension is essential for the democratization of access to this knowledge" (SCHEIDEMANTEL; KLEIN;



TEIXEIRA, 2004). In this sense, the practical activities of the Project contributed to generate more autonomy in the broadcasters in their daily productions and, with regard to knowledge about radio and the organization as an entity, make the broadcasters more self-sustaining.

During the five-year duration of the Project, special attention was paid to discussions focused on legislation on community radio and responsible journalism. In the meetings, there were many testimonies of mismatches between the provisions of the law – unknown to many extensionists – and the practices of their broadcasters, as well as frequent concerns about combating disinformation and appreciation of quality journalism. Other recurring issues in the meetings are the digitization of radio and perspectives on the future of this media, amid the emergence of webradios, applications and podcasts.

As for the legislation, the main topics addressed in the Project were the delay in the release of grants for ongoing processes, the prohibition of fundraising via commercial or institutional advertising and the mandatory payment of copyright with the ECAD (Central Office of Rights Collection). In a survey performed during the meetings, it was found that none of the 38 radio stations that sent participants makes this payment.

The bottlenecks in the granting and financing are quite uncomfortable for community broadcasters. In Brazil, the number of radiostations for this purpose operating without regulation is still considerable. In 2018, there were 12,000 community broadcasters across the country, of which just over a third (4,500) had a concession to operate. The average number of radio closures per year, due to lack of authorization, is about 700 stations (DOLCE, 2018).

In relation to financial sustainability, among extensionists, there is a common defense of the idea that community radio should at least receive institutional publicity from the public authorities. However, for community radio stations, only cultural support from establishments in the locality itself is allowed. The speech of the national president of ABRAÇO, Geremias dos Santos, to the site Tudo Pra Rádios, expresses dissatisfaction:

The government allowed the creation of the radcoms, which was a big step, but condemned them to "starve to death", as it did not foresee forms of financing. (...) We want access to public media funding. It is absurd not to have access to media funds that city halls, chambers, legislative assemblies, state and federal governments have available (TUDO PRA RÁDIOS, 2017).

The production of ethical and responsible communication, including journalism, is a basic premise of community communication. Several points of Law 9.612/98 reiterate this condition:

Art. 3rd (...) III - provide utilities, integrating with civil defense services, whenever necessary; Art. 4 (...) § 1 - Proselytizing of any kind is forbidden in the programming of Community broadcasters; § 2 - The opinionated and informative programs will observe the principles of plurality of opinion and simultaneous version in controversial matters, always disseminating the different interpretations related to the facts reported (BRASIL, 1998).

However, extensionists recognize the difficulty of meeting all these requirements. Among the factors alleged, the lack of technical structure, the financial dependence on political and/or religious groups,

the intransigence of some communicators in making room for the contradictory and the lack of knowledge of the basic precepts of journalism. The Extension Project sought to minimize these questions by presenting the participants with literature on journalism, both from the theoretical and practical point of view, mainly procedures for capturing information and textual production.

It was essential, in this perspective, the participation of guests in the closing meetings of the semesters. In addition to the delivery of certificates and the presentation of a final radio product – revista das Comunidades, a journalistic radio magazine with the participation of broadcasters in all stages of production – the Project was closed every six months with lectures by experts who aimed to ask questions, guide, suggest solutions and awaken in extensionists even more responsibility in making radio. Among the topics of the palestras, the following stood out: the social function of community radio; assembly of equipment and adaptation to current norms; updating the demands and achievements of community radio with the public authorities; the use of social networks to generate income and engagement; and marketing tips to attract cultural supporters.

### 5.3 BENEFICIARIES

Radio's social responsibility is one of its main concerns. The information conveyed has an impact on the listener, providing him/her knowledge about various subjects and stimulating his/her ways of thinking, critical awareness and sense of observation.

In this sense, community radios play a fundamental role in the democratization of information of collective interest and in the protagonism of the community. By establishing as a target audience the volunteers who are in the day-to-day of the broadcasters, the Extension Project Training for Community Broadcasters has an equally important function, not only of sharing knowledge, but of promoting discussions that encourage the practice of truly community radio, vector of transformations in the locality.

The number of direct beneficiaries has changed to each edition. From their training and the multiplication of content and discussions in their respective stations, more broadcasters could benefit. Because they were held in the state capital (São Luís), the meetings required the broadcasters of the most distant locations large displacements. Thus, there were desists throughout the editions, but still, the number of participants was considered satisfactory throughout the execution time of this Extension. It is noteworthy that no fee was charged (registration, registration or monthly) for the participation of broadcasters in the Project.

In some editions, the Project opened space for technicians and students of the Estácio São Luís University Center and students from the Federal University of Maranhão to attend the meetings, even if not part of radios. From the edition of the second semester of 2019, the students of the Journalism Course of the Estácio de São Luís University Center were able to act as monitors. There were 1 (one) monitor in 2019.2; 2 (two) in 2021.1; and 1 (one) in 2021.2. Its participation had as objectives: support in the realization of the project; recording of activities in photographs and videos; organization of communication

channels with extensionists; opportunities for knowledge sharing and insertion in the reality of community radio.

The presence of monitors and other undergraduate students was of fundamental importance, since "the university extension contributes so that the future professional has an approximation with the real, concrete world" (SILVA; SOUSA, S.C.; CHAVES; SOUSA, S.G.C.; ANDRADE; ROCHA FILHO, 2019).

In the following table, the number of broadcasters trained by edition, semester and municipality of the State of Maranhão in which there were community radios with extensionists in the Project will be presented. It is emphasized that, in 2020, the Project was interrupted due to the pandemic of covid-19. In the first half of 2021, also due to the pandemic, the meetings took place remotely.

Table 1 - Number of broadcasters benefited from the Extension Project Training for Community Broadcasters (by edition/semester/municipality):

<b>Edition</b>	<b>Semester</b>	<b>Number of Beneficiaries</b>	<b>Municipalities</b>
1	2016.1	17	São Luís (10), São José de Ribamar (3), Paço do Lumiar (2), Bacabeira (1) and Icatu (1)
2	2016.2	11	São Luís (4), Paço do Lumiar (4), Bacabeira (2) and Rosario (1)
3	2017.1	10	São Luís (5), Penalva (2), Paço do Lumiar (2) and Itapecuru-Mirim (1)
4	2017.2	17	São Luís (11), Paço do Lumiar (4), São João Batista (1) and Bacabeira (1)
5	2018.1	16	São Luís (10), Santo Amaro (2), Santa Rita (1), Penalva (1), Arari (1) and Bequimão (1)
6	2018.2	09	São Luís (6), Paço do Lumiar (2) and Alcântara (1)
7	2019.1	16	São Luís (9), Rosário (2), Viana (1), Paço do Lumiar (1), Apicum-Açu (1), Igarapé do Meio (1) and Bacabeira (1)
8	2019.2	11	São Luís (10) and Apicum-Açu (1)
9	2021.1	39	São Luís (17), Fortaleza dos Nogueiras (4), São João do Caru (2), Mirinzal (2), Primeira Cruz (2), Humberto de Campos (1), Igarapé do Meio (1), Santo Amaro (1), Rosário (1), Pio XII (1), Nova Olinda (1), Governador Archer (1), Imperatriz (1), Açailândia (1), Lago Verde (1), Penalva (1) and Bom Lugar (1)
10	2021.2	07	São Luís (4) and Paço do Lumiar (3)
<b>Total: 153</b>			

## 6 CONCLUSION

This article aimed to present the Training Extension Project for Community Broadcasters, which was developed between 2016 and 2021, at the Estácio São Luís University Center, in the city of São Luís (MA). The Project contributed to the formation of 153 broadcasters working in community broadcasting, who became multipliers of knowledge shared with colleagues and the teacher during the period of meetings and extension activities.

The study highlighted the importance of university extension in the technical and humanistic training of community broadcasters, as well as community radio as a social practice, producer and disseminator of responsible information.

Through the Extension, higher education institutions reach the community, providing it with services aimed at improving the exercise of citizenship and human rights. In this sense, community radio is an essential tool for strengthening local identity and the technical training of its volunteers is a necessary process for this activity to be carried out with more quality and relevance to its purposes.

The relevance of the Project can be measured in the available statements of the links below, through videos recorded by some extensionists (<https://www.youtube.com/shorts/wKxC25Rx3U0>; <https://www.youtube.com/shorts/tscuNCUKdsg>; <https://www.youtube.com/shorts/ksv-ijChv9U>; <https://www.youtube.com/watch?v=48TddsmTmEI>; [https://www.youtube.com/watch?v=yWQhWybF\\_ak](https://www.youtube.com/watch?v=yWQhWybF_ak); <https://www.youtube.com/watch?v=qfQWu7Xye90>; <https://www.youtube.com/watch?v=6rLyN7FouYw>) and the teacher in charge, during an interview with a TV station ([https://www.youtube.com/watch?v=nj7b\\_dl2Jrk](https://www.youtube.com/watch?v=nj7b_dl2Jrk)).

As a return, Estácio São Luís receives social recognition, consolidation or the brand as a partnership of community radio, and enjoys spontaneous marketing in communication broadcasters, websites, blogs and other media, which dissected the Project during the period of its realization.

## REFERENCES

ARAÚJO, Ed Wilson. **Rádios comunitárias no Maranhão: história, avanços e contradições na luta pela democratização da comunicação**. 1. Ed. São Luís: EDUFMA, 2011.

ARTICLE 19. **Rádios comunitárias: o que fazer diante de ações de fiscalização e processos judiciais?** Disponível em <<http://artigo19.org/wp-content/blogs.dir/24/files/2017/08/Radios-Comunitarias-o-que-fazer-diante-de-acoes-de-fiscalizacao-e-processos-judiciais.pdf>>. 2017. Acesso em 17 ago. 2022.

BAHIA, Lílian Mourão. **Rádios comunitárias: mobilização social e cidadania na reconfiguração da esfera pública**. Belo Horizonte: Autêntica Editora, 2008.

BRASIL – CONSTITUIÇÃO FEDERAL. 1988.

\_\_\_\_\_. Lei nº 9.612, de 19 de fevereiro de 1998. Regulamenta o serviço de radiodifusão comunitária. Disponível em <[www.planalto.gov.br/CCIVIL\\_03/LEIS/L9612.htm](http://www.planalto.gov.br/CCIVIL_03/LEIS/L9612.htm)>. Acesso em: 22 ago. 2022.

CENTRO UNIVERSITÁRIO ESTÁCIO SÃO LUÍS. **Projeto Pedagógico do Curso de Jornalismo**. 2018.

COSTA, Priscila Pereira da. **A radiodifusão comunitária no Maranhão: avanços e desafios**. VIII Jornada Internacional de Políticas Públicas. UFMA, 2017. Disponível em <<http://www.joinpp.ufma.br/jornadas/joinpp2017/pdfs/eixo3/aradiodifusaocomunitarianomaranhaoavancosedesafios.pdf>>. Acesso em 17 ago. 2022.

DOLCE, Júlia. Sob críticas de movimentos, lei que regulamenta rádios comunitárias completa 20 anos. **Brasil de Fato**. São Paulo, 16 fev. 2018. Disponível em <<https://www.brasildefato.com.br/2018/02/16/sob-criticas-de-movimentos-lei-que-regulamenta-radios-comunitarias-completa-20-anos>>. Acesso em: 22 ago. 2022.

FERREIRA, Flávio Reis; GARCÊS, Graças de Maria Paixão. **Rádios comunitárias e sua função social: o caso da Verdes Mares de São José de Ribamar**. Monografia. Faculdade Estácio São Luís. São Luís, 2013.

GHEDINI, Fred. **Nas ondas sonoras da comunidade: a luta pelas rádios comunitárias no Brasil**. São Paulo: Global/Ação Educativa, 2009.

GIL, Antônio Carlos. **Métodos e técnicas de pesquisa social**. 5. Ed. São Paulo: Atlas, 1999.

LUZ, Dioclécio. **A saga das rádios comunitárias no Brasil**. Trabalho apresentado no VIII Encontro Nacional de História da Mídia. Disponível em <<http://www.ufrgs.br/alcar/encontros-nacionais-1/8o-encontro-2011-1/artigos.2011>>. Acesso em: 17 ago. 2022.

PERUZZO, Cicília M. Krohling. **Direito à comunicação comunitária, participação popular e cidadania**. In: OLIVEIRA, Maria José da Costa. **Comunicação pública**. Campinas: Alínea, 2004.

RUAS, Claudia Maria Stapani. **A rádio comunitária como fator de desenvolvimento local**. Dissertação de Mestrado. Programa de Pós-Graduação em Desenvolvimento Local. Campo Grande: Universidade Dom Bosco, 2002.

SANTOS, Rodolpho Raphael de Oliveira. **Rádios comunitárias, do surgimento aos dias atuais: uma nova realidade**. In: Comunicação & Mercado. V. 1. N. 3. Dourados: Unigran, jul-dez 2012.

SANTOS, Suzana da Cruz Muniz. **Comunicação cidadã: a rádio comunitária Bacanga FM e seu papel na transformação da comunidade.** Monografia. Faculdade Estácio São Luís. São Luís, 2015.

SHEIDEMANTEL, Sheila Elisa; KLEIN, Ralf; TEIXEIRA, Lúcia Inês. **A importância da Extensão Universitária: o Projeto Construir.** Anais do 2º Congresso Brasileiro de Extensão Universitária. Belo Horizonte, 2004. Disponível em <<https://www.ufmg.br/congrext/Direitos/Direitos5.pdf>> Acesso em 22 ago. 2022.

SILVA, Ana Lúcia de Brito e; SOUSA, Silvelene Carneiro de; CHAVES, Ana Carolina Feitosa; SOUSA, Shirley Gabriele da Costa; ANDRADE, T.M.; ROCHA FILHO, Disraeli Reis da. **A importância da Extensão Universitária na formação profissional: Projeto Canudos.** Rev Enferm UFPE online, 2019. Disponível em <<https://periodicos.ufpe.br/revistas/revistaenfermagem/article/download/242189/33602>> . Acesso em 16 ago. 2022

THIOLLENT, Michel. **Metodologia de pesquisa-ação.** 15 ed. São Paulo: Cortez, 2007.

TUDO pra rádios. Rádios comunitárias reivindicam acesso a verba de publicidade governamental. **Site Tudo pra Rádios.** 28 abr. 2017. Disponível em <<https://www.tudopraradios.com.br/radios-comunitarias-reivindicam-acesso-a-verba-de-publicidade-governamental>>. Acesso em: 22 ago. 2022.

UNESP – UNIVERSIDADE ESTADUAL PAULISTA JÚLIO DE MESQUITA FILHO. Pró-Reitoria de Extensão Universitária. **Critérios de Avaliação de Projetos de Extensão Universitária.** Disponível em <[http://unesp.br/proex/mostra\\_arq\\_multi.php?arquivo=7657](http://unesp.br/proex/mostra_arq_multi.php?arquivo=7657)>. Acesso em 16 ago. 2022.

VERMELHO. **Câmara aprova cinco novas radios comunitárias no Maranhão.** Disponível em <<https://vermelho.org.br/2019/05/24/camara-aprova-cinco-novas-radios-comunitarias-no-maranhao/>>. 2019. Acesso em 17 ago. 2022.