

**FROM AN EXTENSION CENTER: REFLECTIONS ON THE TEACHING-
RESEARCH-EXTENSION TRIAD FOR SCHOOLS IN/FROM THE COUNTRYSIDE**

***DE UM NÚCLEO DE EXTENSÃO: REFLEXÕES ACERCA DA TRÍADE ENSINO-
PESQUISA-EXTENSÃO PARA AS ESCOLAS NO/DO CAMPO***

***DE UN CENTRO DE EXTENSIÓN: REFLEXIONES SOBRE LA TRÍADA
ENSEÑANZA-INVESTIGACIÓN-EXTENSIÓN PARA ESCUELAS EN/DESDE EL
CAMPO***



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ABSTRACT: The essay presents information from studies and interventions developed by members of an extension center of a university located in the capital of Paraíba. Highlighting, in particular, moments marked by the training of professionals from/to schools in/from the rural world. To this end, we carried out a qualitative, exploratory study through bibliographic research through the analysis of books, chapters, and articles authored by members of the Multidisciplinary Extension Center for Rural Development, particularly resulting from experiences developed from the second decade of the twenty-first century. The results highlighted how important it is to develop actions that highlight the teaching-research-extension triad, especially when linked to the potential improvement of the quality of educational services offered to the internal and external communities of the university institution served by the respective extension center.

KEYWORDS: Extension Center. Inseparability. School in/from the countryside.

RESUMO: *O ensaio apresenta informações advindas de estudos e intervenções desenvolvidas por integrantes de um núcleo de extensão de uma universidade situada na capital paraibana. Ressaltando, em especial, momentos marcados pela formação de profissionais de/para escolas no/do mundo rural. Para tanto, realizamos um estudo qualitativo, exploratório, por meio de pesquisa bibliográfica, mediante análise de livros, capítulos e artigos de autoria de integrantes do Núcleo de Extensão Multidisciplinar para o Desenvolvimento Rural, em particular, decorrentes de experiências desenvolvidas a partir da segunda década do século XXI. Os resultados ressaltaram o quanto é importante o desenvolvimento de ações que ressaltem a tríade ensino-pesquisa-extensão, principalmente quando atreladas a potencial melhoria da qualidade de serviços educacionais ofertados para as comunidades interna e externa da instituição universitária atendida pelo respectivo núcleo de extensão.*

PALAVRAS-CHAVE: *Núcleo de Extensão. Indissociabilidade. Escola no/do Campo.*

RESUMEN: *El ensayo presenta información de estudios e intervenciones desarrollados por miembros de un centro de extensión de una universidad ubicada en la capital de Paraíba. Destacando, en particular, los momentos marcados por la formación de profesionales desde/hacia las escuelas en/desde el mundo rural. Para ello, se realizó un estudio cualitativo, exploratorio, a través de la investigación bibliográfica, a través del análisis de libros, capítulos y artículos de autoría de miembros del Centro Multidisciplinario de Extensión para el Desarrollo Rural, en particular resultantes de experiencias desarrolladas a partir de la segunda década del siglo XXI. Los resultados destacaron la importancia de desarrollar acciones que destaquen la tríada enseñanza-investigación-extensión, especialmente cuando se vinculan a la mejora potencial de la calidad de los servicios educativos ofrecidos a las comunidades internas y externas de la institución universitaria atendida por el respectivo centro de extensión.*

PALABRAS CLAVE: *Centro de Extensión. Inseparabilidad. Escuela en/desde el campo.*

Introduction

A significant point in the process of training a graduate student is the interactions that permeate essential moments to strengthen the teaching-research-extension triad. In the case of this essay, we will pay attention to those carried out by some university teachers, technicians and students, especially when they are aimed at an audience such as professionals who may or have already worked in schools that serve people from the rural world of Paraíba, where there is much more than just agricultural activities. There is pluriactivity, “understood as one of the forms of association between agricultural and non-agricultural incomes as strategies for the social reproduction of family units” (Carneiro, 1997 *apud* IBGE, 2023, p. 74, our translation), in order to gain new functionalities with a multiplicity of production.

There has been a decrease in the demand for labor on rural properties, probably due to technological advances, plus the emergence of part-time farming and the exercise of pluriactivity, contributing to the provision of “greater dynamism by regionally important urban centers that meet the demands of these spaces, serving as nodes of rural networks - largely to maintain the flow of farming, but also for other activities” (IBGE, 2023, p. 74, our translation), especially tourism. That’s why we need to be aware of the fact that there are different investigations into this issue:

there is not a separation, but a multidimensional articulation between the countryside and the city, expressed in social, cultural, and economic relations and a gradation in the configuration of the habitat, and it would be necessary to work with the concept of continuum in a careful way, since these spaces are in different times, not necessarily bringing the idea of a one-dimensional gradation but a matrix analysis so that we can understand these spaces and their dynamics (IBGE, 2023, p. 74-75, our translation).

However, in Brazilian reality, there are still problems linked to the precariousness of school institutions that offer educational services to rural subjects, including those in/for/of the countryside. No wonder there are still interventions marked by the modernizing approach to the countryside that predominated until the 1980s. Fortunately, throughout history, there have also been researchers who have focused on the link between rural and urban areas:

transcend the boundaries of rurality reduced to the agricultural question or the modernizing project: the struggles for the right to land, the affirmation of ethnic identities, and the environmental problem, among others. These demands, incorporated in different ways by the state through different regulatory frameworks and public policy instruments, have contributed over time to generating cross-cutting issues, fostering the construction of institutional arrangements of a hybrid nature, which were not necessarily

guided by a sectoral approach to rural areas in the strict sense (Delgado *et al.*, 2013, p. 159, our translation).

Therefore, it is necessary to pay attention to the struggles of some social actors for the Being of the Land, as a social identity. This implies a struggle in which the countryside is considered “as the place for the exercise of a socio-economic and territorial dynamic”, in which subjects interact, preferably through “horizontal relationships, which enable the creation of “diverse economic alternatives, exercising a kind of governance from the local level, offering them a way out of the pressures of globalization” (Marschner, 2011, p. 50, our translation).

As social actors, we seek to collaborate in the process of valuing contextualized teaching. It is important to mention that we are members of a public university - the Federal University of Paraíba (UFPB) - which represents one of the countless stitches in the immense web that weaves the quilt of teaching-research-extension inseparability, particularly when it comes to the realization of Rural Education. In order to achieve our goals, we tried to remember:

that all those involved in the educational act are "active" agents of their learning process. Considering the world of which they are a part, rural people must have their rights guaranteed as citizens, including quality education with equality and equity. This is why it is so important to study morality and its importance in the process of training these subjects (Silva; Lopes, 2020, p. 3-4, our translation).

This has led us to propose, implement, publicize, and evaluate programs and projects to help improve educational services in schools that serve people from rural areas. This is without disrespecting “the historical struggle of peasants and social movements for the right to education is a milestone in the search for recognition of these peoples and their living and working spaces and their right to an education that represents them” (Silvestre da Silva; Silva; 2024, p. 4, our translation). This, in turn, requires the guarantee of “an education that is ‘of’ the countryside and not just ‘in’ the countryside, taking into account the aspects and singularities of the countryside” (Silvestre da Silva; Silva; 2024, p. 4, our translation).

For reasons such as those mentioned above, we have chosen to focus in this essay on some results linked to qualitative research, in which there is a dynamic relationship between the object of study and the researcher, which goes beyond contextualization — spatial and temporal — marked by an interdependence between them, through which there is no neutrality. It should also be noted that:

in order to carry out research with a qualitative approach, it is necessary to use bibliographical research in various documents, as well as bringing the

researcher closer to the researched environment in order to contribute to important interactions for the enrichment of the research. [...]

[our choice also came about because] it is the approach most used in recent years to carry out educational research, although it is possible to understand that the use of a combination of the two approaches, that is, the use of the quantitative and qualitative method in the same research is indicated in some cases, in order to scale and lead to an understanding of issues for some problems in education that need to be quantified and better specified (Paiva; Oliveira; Hillesheim, 2022, p. 13, our translation).

Thus, there is an inseparable link between the object of study and those involved in the investigation, including the researcher, who “is an integral part of the process of knowledge and interprets the phenomena, attributing meaning to them” (Chizzotti, 2003, p. 79, our translation). It should be noted that “unlike quantitative research, which is based on equations and statistics, qualitative research focuses on the symbols, beliefs, values and human relationships of a given social group” (Guerra *et al.*, 2024, p. 4, our translation). So, in our case, in the area of the Humanities and Social Sciences, we sought to obtain essential information to better understand “the phenomenon studied as it appears or happens in the context in which it is inserted” (Lösch; Rambo; Ferreira, 2023, p. 3, our translation).

As for the type of research, an exploratory study was carried out, “the aim of which is merely to formulate hypotheses or even to increase familiarity with a given topic” (Appolinário, 2016, p. 69, our translation). This is because it allows the researcher to look at qualitative data in a systemic way, with a detailed understanding or interpretation of the phenomenon analyzed (Lösch; Rambo; Ferreira, 2023, p. 3).

From the point of view of data collection, a bibliographic survey was carried out, marked by the study of publications authored by members of the Multidisciplinary Extension Center for Rural Development (NEMDR²) who participated in some interventions developed with professionals and students from schools in the rural world of Paraíba, particularly in the first decade after the creation of this extension center. We, therefore, consider our study “to be preliminary in nature: it is as if the researcher wanted to carry out a simplified survey at a stage prior to the research they actually want to carry out” (Appolinário, 2016, p. 69, our translation).

There was a survey of “theoretical references that have already been analyzed and published in written and electronic media, such as books, scientific articles, and websites,” in

² “Created in the second semester of 2011, the NEMDR is governed by Resolution 26/96 of the Higher Council for Teaching, Research and Extension (CONSEPE) of this institution. To this end, it was necessary to approve its internal regulations, through Resolutions 49/2011 of the UFPB University Council (CONSUNI) and 99/2011 of CONSEPE” (Silva *et al.*, 2016, p. 287, our translation).

order to find out what has already been studied on the subject. We emphasize that, in our case, the essay is based “solely on bibliographical research, looking for published theoretical references with the aim of gathering information or prior knowledge about the problem to which an answer is sought” (Fonseca, 2002 *apud* Gerhardt; Silveira, 2009, p. 37, our translation). Next, we will continue our research process.

Development

One of the points that supported our studies and interventions is the legislation that underpins Rural Education, from the constitutional right (Brasil, 1988, art. 207), together with the establishment that “university research and extension activities may receive financial support from the public authorities” (Brasil, 1988, art. 213, §2, our translation), a constitutional recognition that resulted from struggles that culminated in the institutionalization of University Extension. The support provided by the Forum of Pro-Rectors of Public Institutions of Higher Education in Brazil (FORPROEX) has been essential for this, as it has widely encouraged and helped the Ministry of Education (ME) to create the University Extension Promotion Program (PROEXTE) in 1993, which was interrupted in 1995 and resumed in 2003:

under the name University Extension Program (PROEXT) (...) is to “implement the process of democratization of academic knowledge, establish mechanisms for integration between academic and popular knowledge, so that the production of knowledge takes place in confrontation with reality, with permanent interaction between theory and practice” (FORPROEX, 2012, p. 27, our translation).

The PROEXTE contributed significantly to funding “and to the theoretical and conceptual elaboration, specifically the definition of the guidelines and objectives of University Extension, the types of actions to be developed and the methodology to be adopted in their implementation” (FORPROEX, 2012, p. 15, our translation). This progress has allowed university extension to be prioritized in various federal government programs and investments, including two developed within the ME.

Another advance that deserves to be highlighted is the institutionalization of Extension, marked by the “constitutional precept of inseparability between Teaching, Research, and Extension, the importance given by the LDB to extension activities and the allocation, made by the PNE 2001-2010, of 10% of curricular credit to these activities” (FORPROEX, 2012, p. 27, our translation).

The UFPB's participation in PROEXT was essential, including the funding that, in the case of our team, made it possible to create and carry out actions coordinated by members of NEMDR. In this way, we collaborate in the process of building countless points in the network that weaves the teaching-research-extension triad at this university since we implement programs and projects that are essential to the training of extension workers and researchers, marked by rich exchanges of knowledge that are essential to the construction of knowledge.

This is why we have chosen to emphasize, in this article, some records linked to the interventions made by the NEMDR team, whose responsible team, since its inception in 2010, has sought to offer education professionals who work in schools in and from the rural world, “essential training experiences for the process of adopting contextualized educational practices, to the reality of the subject served by the school located in the countryside, in particular the schools of Brejo Paraibano” (Silva *et al.*, 2016, p. 288, our translation).

By way of example, as significant training experiences for a contextualized education for the subjects of schools in and from the countryside — backed by PROEXT resources — we cite here an excerpt from the dissemination, through a book chapter, of our first seminar, on July 18-20, 2012, at the time local in scope, aimed at education professionals from the municipalities of Bananeiras and Solânea, focusing on the theme “Curricular Guidelines for Education in the Countryside: working on the pedagogical proposal.” These were initial moments that led to a sequence of projects focusing on themes such as moral formation. One of the productions resulting from these actions emphasizes the importance of dialogue in this process since, in order for it to take place:

[An] education is based on rules, principles, and values, and it is essential to have a relationship marked by dialog between educator and student in which both participate, one learning from the other, in the construction of knowledge. The dialog between teacher and student, as Freire defends, cannot be that (banking) education in which the teacher only deposits what they know in the student, but rather a (liberating) education where teacher and student learn together from each other. This means that it is important to show these students what rules are and how they are necessary for living well in society (Fontes; Silva, 2018, p. 155, our translation).

Moments like these are essential for exchanges between teachers, technicians, and students, including those who were part of the NEMDR organizing team and, above all, those who participated as the target audience for the respective actions. We take advantage of these moments as a bridge to facilitate teaching and learning processes: “as long as it allows those involved to have greater interaction with diverse knowledge, duly valued, including helping in

the construction of new knowledge, through learning based on educational actions unique to Rural Education” (Silva *et al.*, 2016, p. 289, our translation).

As extension workers, it is also important to comment on the potential and richness of other interactions that marked our training, such as the meetings of the executing teams, which also made it possible to build material for dissemination (locally, regionally, nationally, and internationally) of the actions developed by the respective extension center. Examples include:

[For] the presentation of work at regional, state, and even international events, such as: at the UFPB Campus in Mamanguape at the “II Seminar on Educational Practices - III SECAMPO”; and those of other universities, such as the Federal University of the Recôncavo Baiano (UFRB), held in Amargosa, both the III Meeting of Field Education of Amargosa: Education and Development in the Brazilian Countryside, in 2012, as well as the 1st International Seminar on Countryside Education at UFRB / 2nd State Seminar on Countryside Education (Bahia) / 2nd Seminar on Countryside Education in the Recôncavo and Jiquiriçá Valley / 4th Meeting on Countryside Education in Amargosa, in 2013 (Silva *et al.*, 2016, p. 290-291, our translation).

The social interactions that our team has had in pedagogical spaces marked by the teaching-research-extension triad have been extremely rich in the sense that, since that time, we have opted to expand the scope of the events we organize, such as, the qualitative and quantitative expansion in the organization of events, from local or regional to the planning and execution of national and international seminars, aimed at initial and continuing training, such as the first national event of the NEMDR, which took place on December 3, 4 and 5, 2014:

It was also registered in the Project Information and Management System (SIGProj) through an internal UFPB public notice, the Continuous Flow of Extension Public Notice (FLUEX), under no: 186763.839.99713.11092014. (...) As far as the presentations in the workgroups (WG) are concerned, they were made through oral communication (...) There were seven WGs, whose themes were covered and whose approved papers, evaluated by the event’s scientific committee, numbered 75, published on CD-ROM, ISBN: 978-85-237-0919-8 (...)

[The] I International Seminar of the NEMDR, held on September 28, 29 and 30, 2015, whose proposal is registered in Sigproj nº 213160.994.99713.12092015 (Edital FLUEX/UFPB) (Silva *et al.*, 2016, p. 296-297, our translation).

The interface between extension and research has favored opportunities for dialogue between those involved in the teaching and learning processes, particularly in the moral formation of the subject. In this case, the exchanges between NEMDR fellows and volunteers

were significant, always based on what La Taille (2006, p. 73-74, our translation) says about the importance of interaction from early childhood onwards, since, according to him:

The first and most concrete contact with morality is through the rules, with the principles that inspire them and the values that give them a basis for later assimilation. Unfortunately, some people stop their moral learning at knowing the rules and are content with this normative dimension without ever really asking themselves where they come from.

Dialogue, through the exchange of knowledge between the participants in the NEMDR's actions, was also part of the path traced through some investigations, such as those carried out through the research entitled "*Formação moral no/do campo: o trabalho coletivo fundamenta a prática e a conscientização de regras básicas a (não) ocorrência da (in) disciplina escolar*"³, implemented from August 2013 to July 2015, through which the results of this investigation were analyzed and disseminated, to contribute to "providing students from rural schools in the municipalities of Borborema and Pilões with essential learning for the construction of rules, principles and values, especially those that support the social identity of rural subjects, such as solidarity" (Silva *et al.*, 2016, p. 222, our translation). Therefore, we also focused on interventions aimed at the importance of choosing and adopting teaching materials in rural schools that were based on:

differences between the forms of social organization, cultural expressions, and ways of life among the collective identities that make up the general scope of Brazilian society. In the countryside, this diversity is present in a wide range of social groups, classes, peoples, communities and ethnicities. Given this myriad of social forms, a methodological challenge does not end with the first major generalization proposed (categories in a situation of domination/subalternization) (Wanderley; Leão, 2023, p. 29, our translation).

For example, we were able to look at didactic opportunities provided for transversal moral education, which was linked to studies/investigations into the type of respect that prevails among those involved in the educational act. This happened in one of our investigative experiences developed by Silva and Lopes (2020), in which respect for the singularities and diversity of rural peoples was essential and through which it could be demonstrated:

possibilities of use (of some images, texts and activities) in a way that facilitates the transversal teaching of essential rules for the life of rural

³ Title in English: Moral formation in/of the countryside: does collective work underpin the practice and awareness of basic rules for the (non-)occurrence of school (in)discipline?

subjects, strictly in the construction of mutual respect for the peoples of the countryside, through their singularities and their context.

(...) making use of images, activities and texts from the textbook which enable group actions, in order to work collectively and, therefore, based on collectivity, focusing on what the subjects of the community do on a daily basis in a group way, different tasks, in order to articulate different times, ways of life that combine novelty and tradition, with actions that are based on mutual help, encouraging children from an early age to help with community tasks (Silva; Lopes, 2020, p. 15-17, our education).

Hence, the challenge for education professionals, both basic and higher, to take part in training is linked to the implementation of what is proposed in teaching, research, and extension programs or projects. To do this, we need to consider that “the values of a people can only be developed if they have a conscious cause to achieve them. Without it, there can be no coherent and permanent effort to build a world of solidarity” (Boff; Beto; Bogo, 2000, p. 9, our translation).

The interface between teaching, research, and extension can also be seen when we analyze publications from the research project “*A educação rural e formação moral: o livro didático e o trabalho em grupo como base para o comportamento disciplinado*”⁴, which sought to:

to see if/how the books in the New Sunflower Collection: knowledge and actions from the countryside, can provide support for rural education professionals to work with students on issues related to rules, principles and values, which are essential for the moral and cognitive development of these children, in a cross-cutting way. This work was carried out through documentary analysis (Fontes; Silva, 2018, p. 153, our translation).

(...) These values should not be taught in an abstract way, something ready-made, but by accompanying the different experiences and opportunities of each person’s daily life. If values are to be passed on, the importance of contact with others through solidarity and cooperation must be borne in mind. For this to be achieved, the school needs to have ways of promoting a link between teaching and practicing the fundamental rules for adopting meaningful values built up in a process in which dialogue enters as an indispensable means between teacher and student (Fontes; Silva, 2018, p. 154-155, our translation).

The interaction between undergraduate, master’s and doctoral students from the project’s executing team, in particular those who the author of this essay was supervising, was essential for the execution of the work, which enabled a greater interface between teaching, research and extension, through the exchange of information from planning to the evaluation

⁴ Title in English: Rural education and moral formation: the textbook and group work as a basis for disciplined behavior.

of the work developed (Silva; Silva, 2024), including during the period of the Covid-19 pandemic, marked by difficult times, requiring adjustments that culminated in remote training, such as:

One of the first activities required was to align the actions of the games with the realities of the schools in which we were going to work, in other words, to understand a little about their daily lives so that it would be possible to create games that reflected these realities. The intention was for the teachers to use the recyclable games as support tools, contributing to teaching and acting as a facilitating tool for learning, based on fun moments. These games also had the potential to help build the social identity of rural subjects, which proved to be essential, as they respected the diversity and uniqueness of the public involved (Silva; Silva, 2024, p. 13, our translation).

These interactions enabled dialogues marked by exchanges of knowledge from the Social Identity of a school institution, linked to the work carried out by the social actors who are part of it — which implies lives marked by principles, values, and rules, both individual and collective.

This is why we propose that educators who work in schools where people from the rural world study adopt a didactic approach aimed at contextualizing education, based on the singularities of the public they teach and, consequently, the diversity of fields to which their students belong (Silva; Silva, 2018, p. 180-181, our translation).

That is why, in every school, it is part of the struggle for teaching with an emphasis on autonomy and participation, which requires the adoption of principles, values and rules based on collectivism. This, in turn, implies the adoption of a Political Pedagogical Project that comes out of the “drawer” or “trunk” and goes through a process of implementation, as should happen in institutions that serve the social actors of the rural world:

Rural education [which] was born together with social movements, intertwined with the peasants’ struggle for education in, for, and for the rural world of which they are a part, which is rich in diversity. The aim is to provide school education for the people of the countryside and in the countryside, which also seeks to value their origins and the space in which the community is inserted (Silva; Silva, 2024, p. 95, our translation).

It was essential to pay attention to the stages that permeate the definition, adoption, use, and evaluation of teaching materials to be used during the educational act in certain schools located in the rural world, whether they are in/of or for the countryside. We cite as an example the moment when:

We have therefore opted to start a process that aims for a set of extensive actions backed by a pedagogy that goes beyond the school space and situates the experiences of a school that considers the countless “Fields” with contexts to be discovered and that teach us a lot, as Cavalcante (2010) points out through its social actors in constant struggle, claiming their rights, which have been denied and/or neglected for centuries, including with the neglect of the State. Starting from their living conditions and the way they deal with “the environment, work in the field and/or the (possibility) of income from it. This struggle needs to be recognized by the school as an agenda item and school content” (p. 559). All this takes into account the socio-environmental and organizational diversity of the rural world (Silva; Silva, 2018, p. 180, our translation).

The adoption of teaching concepts that support interventions favorable to interaction contributes to teaching and learning processes that take into account the singularities and pluralities of those involved. To do this, we need to pay attention to social identity, such as that of the rural being, linked to the subjects of a school institution.

This interface between teaching-research-extension, between undergraduate and postgraduate students - mediated by the teachers who took part in the respective projects - was essential for building knowledge and experiences involving subjects from schools in/of the countryside, especially those that offer education in multiserial/multiannual classes, since we sought to collaborate in the process of learning rules linked to the principles and values of the people of the countryside, as Rural Being.

When discussing multiseriation and its heterogeneity, the participants listed some difficulties, which we summarize as: planning; explaining and applying differentiated activities; working/occupying students with activities and games so as not to disturb the others; using texts according to the level of each student in the class; adopting language based on differences (singularities/diversities); making teaching materials, such as games, jokes, dynamics according to each level for better learning; giving attention to everyone without belittling the other; teaching content with diversified activities; and lack of family support. Through moments like these, we had dialogues with the teachers who work in the countryside of these municipalities, who reflected on their practice, on the look that is being given to the subjects, their learning, and the entire peasant context (Silva; Silva, 2018, p. 185-186, our translation).

It is worth noting how this phenomenon of multigrade or single-teacher classes - which involve bringing together students of different learning levels (usually grouped in “grades” in a class, generally under the responsibility of a single teacher) — relates to education in the countryside and multiannual/multiserial classrooms in the context of practice in rural areas in Brazil, particularly in the North and Northeast (Santos; Moura, 2015, p. 36).

An important point to mention in this process and present behind the scenes in various scenarios in which we developed our actions was the exchange of knowledge that NEMDR members had and made possible, based on the teaching-research-extension triad. For example, the rich records linked to moments when undergraduates (Silva; Silva; Reis, 2021) — at the time between 2011 and 2019 - began their lives as extension scholarship holders in PROEXT projects and later pursued their studies focusing on the theme addressed when they participated in this extension center, both in their course completion papers and in their master's degrees.

Some thoughts on the future...

With this essay, we hope to give readers the opportunity to reflect on how important it is, as university students, to provide essential opportunities to contribute to the process of seeking to improve the quality of educational services aimed at the social actors served by schools in/of/for the countryside. We report and try to describe and analyze — through qualitative, exploratory, and bibliographical research - some actions that have enabled us to contribute, highlighting the teaching-research —extension triad.

It's worth pointing out that, in order to improve studies and interventions involving the issue highlighted here, we understand the importance of this study as a contribution to the start of discussions about the importance of the interaction provided through research-teaching-extension actions, particularly those that include the rural public.

We therefore see this study as a starting point, as an invitation for everyone to contribute to the process of building knowledge linked to rural education, particularly linked to the construction of rules, principles and values that support the education of rural subjects.

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