

UNIVERSITY EXTENSION AND FUNDING OF PROJECTS RELATED TO  
PHYSICAL EDUCATION AT THE FEDERAL UNIVERSITY OF MATO GROSSO  
DO SUL

*EXTENSÃO UNIVERSITÁRIA E FINANCIAMENTO DE PROJETOS  
RELACIONADOS À EDUCAÇÃO FÍSICA NA UNIVERSIDADE FEDERAL DE MATO  
GROSSO DO SUL*

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RELACIONADOS CON LA EDUCACIÓN FÍSICA EN LA UNIVERSIDAD FEDERAL  
DE MATO GROSSO DO SUL*



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**ABSTRACT:** Aimed to investigate the funding of extension projects in the context of the Federal University of Mato Grosso do Sul, Brazil. It is an exploratory, documentary, longitudinal, retrospective, quantitative research. The object of analysis were public funding edicts (2010-2021) of extension projects, and the values in reais corrected by the National Consumer Price Index. A total of 1.535 extension projects were financed, standing out 2010 (13.49%) and 2017 (11.96%) in number of projects, with a decline from 2018. Regarding the amounts funded, 2017 (R\$799,046.69) and 2018 (R\$909,244.62) showed the best results and 2019 (R\$317,075.88) and 2021 (R\$77,099.48), a significant decline. Regarding the themes linked to Physical Education, 5.60% projects were contemplated, highlighting the theme sport (37.10%) when compared to health, leisure physical activity and leisure. It is concluded that the funding of extension projects went through oscillations, and the themes related to Physical Education were present, although in small percentage.

**KEYWORDS:** Financing. Projects. University Extension. Physical Education. Sport.

**RESUMO:** *Objetivou investigar o financiamento de projetos de extensão na Universidade Federal de Mato Grosso do Sul. Trata de pesquisa exploratória, documental, longitudinal retrospectiva, quantitativa. Foram analisados editais de financiamento (2010-2021), sendo os valores em reais corrigidos pelo Índice Nacional de Preços ao Consumidor. Foram financiados de 1.535 projetos de extensão, se destacando 2010 (13.49%) e 2017 (11.96%) em número de projetos, com declínio a partir de 2018. No que concerne aos valores financiados, 2017 (R\$799.046,69) e 2018 (R\$909.244,62) apresentaram os melhores resultados e em 2019 (R\$ 317.075,88) e 2021 (R\$77.099,48), elevado declínio. Em relação aos temas vinculados à Educação Física, 5,60% projetos foram contemplados, com destaque ao esporte quando comparado a saúde, atividade física de lazer e ao lazer. Conclui-se que o financiamento de projetos de extensão perpassou por oscilações, estando os temas relacionados a Educação Física presentes, embora em pequena percentagem.*

**PALABRAS CLAVE:** *Financiamento. Projetos. Extensão Universitária. Educação Física. Esporte.*

**RESUMEN:** *El objetivo de este estudio fue investigar el financiamiento de proyectos de extensión en la Universidad Federal de Mato Grosso do Sul. Se trata de investigaciones exploratorias, documentales, longitudinales, retrospectivas, cuantitativas. Se analizaron avisos de financiamiento (2010-2021), con valores en reales corregidos por el Índice de Presión del Consumidor. Se financiaron 1.535 proyectos de extensión, destacándose en número de proyectos 2010 (13,49%) y 2017 (11,96%), con descenso a partir de 2018. R\$ 909.244,62 mostraron los mejores resultados y en 2019 (R\$ 317.075,88) y 2021 (R\$ 77.099,48), fuerte descenso. En cuanto a los temas relacionados con la Educación Física, se cubrieron el 5,60% de los proyectos, con énfasis en el deporte en comparación con la salud, la actividad física recreativa y el ocio. Se concluye que la financiación de los proyectos de extensión pasó por oscilaciones, con temas relacionados a la Educación Física presentes, aunque en pequeño porcentaje.*

**PALABRAS CLAVE:** *Financiación. Proyectos. Extensión Universitaria. Educación Física. Deporte.*

## Introduction

Universities are higher education institutions that, among their obligations, offer teaching, research, and extension actions, characterized as university pillars.

Extension as one of the pillars of higher education has been the subject of research that has focused on analyzing the contributions of extension in bringing high school closer to higher education (Arruda-Barbosa *et al.*, 2019), in medical training (Gonçalves; Bahia, 2022), in psychology (Hüning; Oliveira, 2022), and in mathematics (Silva; Silva; Julio, 2021), reported dental action in quilombola lands (Soares *et al.*, 2022), disaster risk reduction (Sulaiman, Moura, Nogueira, 2022), and curricularization of extension in undergraduate health (Rocha *et al.*, 2019). It has also permeated research related to Physical Education, analyzing the adherence profile and barriers to staying in a yoga program (Gordia *et al.*, 2022), contributions of university activities to active aging (Derhun *et al.*, 2022) and *Pilates* and body perception of university students (Souza *et al.*, 2019).

However, studies related to the financing of extension actions, whether related to Physical Education or other areas, are non-existent, which indicates important gaps in the academic scenario to be remedied, since nothing is known about. For extension actions to be made feasible, it is necessary that financial resources are made available, and the understanding of this mechanism is of great importance for understanding educational policies related to extension. The lack of studies on the financing of extension projects leaves some gaps open, leading the authors of this manuscript to question: How has the financing of extension projects in federal universities occurred? In the last decade, has the number of projects and amounts funded increased or decreased? Have extension actions related to Physical Education been developed? How are actions related to Leisure Physical Activity (LPA), Leisure, Health and Sport found among Physical Education projects?

To fill part of the gaps in the literature and to answer the above questions, this research was developed. Characterized as descriptive, longitudinal retrospective and documentary, it analyzed notices of promotion of extension actions at the Federal University of Mato Grosso do Sul in the period 2010-2021, using the technique of documentary analysis as an analytical procedure.

Therefore, this research aimed to investigate the financing of extension projects in the context of the Federal University of Mato Grosso do Sul. Specifically, it aimed to investigate the number of projects and amounts funded; diagnose projects related to Physical Education

and the themes of sport, leisure, leisure physical activity (LPA) and health; analyze the continuity of projects related to sport, leisure, LPA and health.

### **High education organization and the extension policy**

Higher Education in the Brazilian context figures as one of the stages of education, and may be fostered by public or private institutions (Brasil, 1996), accredited according to their organization and academic prerogatives – colleges, university centers and universities –, all of which are subject to regulation by the federal education system (Brasil, 2017).

Universities are characterized as multidisciplinary institutions, responsible for creating frameworks for higher education, research and extension (Brasil, 1996), being the promotion of extension open to the participation of the population, aiming at the diffusion of achievements and benefits resulting from cultural creation and scientific and technological research generated in the institution and the approximation to Basic Education (Brasil, 1996).

The existence of an institutionalized extension program in the areas of knowledge covered by its undergraduate courses (Brasil, 2017) is one of the requirements for accreditation and reaccreditation of institutions, and the extension policy should be included in the pedagogical project of the institution, a document that integrates the Institutional Development Plan (Brasil, 2017).

The university extension appears as an important strategy, because it allows the accumulated and produced knowledge to reach other specific spaces of society in the form of social projects or community actions (Sampaio; Freitas, 2010). It can also be understood as the act of extending, enlarging or extending, it signals inherent qualities of extendable realities, because it starts from the assumption that the taught and learned knowledge will not crystallize in a bubble, because the apprehension of it will only make sense to the subject when he/she recognizes its social relevance, its inherent quality of excellence and the support for its validity (Prates *et al.*, 2017).

Thus, the extension is configured as a pillar belonging to the university triad, either by its interdisciplinary character, going beyond the territorial limits of the university and extending to a broad and heterogeneous public, either by dealing with complex issues and their political and social implications (Paula, 2013).

In this way, the project of a university involves goals and objectives that determine the type of world and man that one wishes to build, being the extension responsible for enabling

the curricular restructuring that integrates the subjects that make up the university in participating in a solidarity process of knowledge that are committed to social, political and ethical issues in the struggle for the democratization of education and the transformation of the historically elitist and excluding reality in higher education (Andrade; Morosini; Lopes, 2019).

Regarding its regulation as a policy, unlike what happens with research, which has a specific funding body such as the National Council for Scientific and Technological Development, the extension is in a normative limbo, since there is no national norm that regulates it and establishes funding criteria, since the Law of Directives and Bases of Education is limited to stating that the extension may receive financial support from the Public Authorities, including scholarships, leaving the financial tied to funds related to various segments of the Federal Institutions of Higher Education.

### **Federal institutions of higher education and the policy of extension funding**

In Brazil, the public administration is defined in accordance with functional aspects (activities that support services provided to the community) (Paludo, 2010) and organizational aspects (ways in which the State is structured, so that the collectivity can be served by activities and services of the public administration) (Carvalho, 2020). Among the entities that make up the public administration are the Federal Institutions of Higher Education funded by the Union, which enjoy special legal status in order to meet their peculiarities of structure and organization (Brasil, 1996). In other words, they are entities that have the prerogative to govern themselves (politically, administratively, financially and pedagogically) through their own rules in fulfilling the social purposes for which they were constituted, often having their principles guided by statutes and regulations. In the case of federal universities, which are fully funded by the Union, the relationship with government agencies is closer, but, even so, they do not figure as state organs like the others, being characterized as a *sui-generis* institution (Durhan, 1989).

Through their administrators and councils, subject to the due restrictions and delimitations imposed by the budget lines, under the terms authorized by article 207 of the Brazilian Federal Constitution, they have "didactic-scientific, administrative, and financial management and patrimonial autonomy" (Brasil, 1988). Regarding financial autonomy, article 54, § 1º of Law nº 9.394/96 (Brasil, 1996), authorizes

- I - to approve and carry out plans, programs and investment projects referring to works, services and acquisitions in general, in accordance with the resources allocated by the respective Sponsoring Power;
- II - to prepare its annual and multi-year budgets;
- III to adopt a financial and accounting regime that meets its peculiarities of organization and operation;
- IV - to carry out credit or financing operations, with the approval of the competent Branch, for the acquisition of real estate, facilities and equipment;
- V - to make transfers, settlements, and take other budgetary, financial, and asset arrangements necessary for its good performance (Brasil, 1996, p. 10, our translation).

To this end, they count on financial transfers from the Federal Government for specific items, such as those intended for the promotion of undergraduate, graduate, teaching, research and extension actions (granting of scholarships, grants and other mechanisms, in the country and abroad, for the formation, enhancement and training of human resources and to promote international cooperation in the National Post Graduation System in areas of national and regional interest). The purposes and direction of spending with these resources are guided by the norms of binding power, since the rubric does not allow the use for purposes other than the promotion of undergraduate, graduate, teaching, research and extension actions. Therefore, as Carvalho (2020) exposes, they do not give room for choice.

However, the distribution of these resources and the percentages allocated to each university pillar (teaching, research and extension) is managerial discretion, occurring in accordance with their political will and prioritization of demands, although always subordinated to the law. The discretion, according to Carvalho (2020), consists of a margin of options granted to the public administrator, so that he chooses the most appropriate path through the judgment of convenience and opportunity in the public interest, within the limits of the law.

## Methodology

This is a descriptive, longitudinal retrospective, quantitative, and documentary research (Gil, 2010), which has focused on analyzing the presence of sport, leisure, AFL and health in extension projects. The choice of UFMS as the institution for the development of the research is due to the authors being linked to it and having knowledge about the tool of support of the public notices of promotion to the extension.

The object of analysis were the notices of funding for extension projects, and the documents (or addresses of their location) were obtained through consultation with the Federal University of Mato Grosso do Sul via the FalaBR platform. After a response from the

institution, it was identified that the notices were available in the Official Bulletin (<https://boletimoficial.ufms.br/>). The study period was delimited to 2010-2021, as the publications of calls for proposals in the online format occurred from 2010 onwards. Continuous flow calls without funding and ProExt calls were discarded because they were not the object of the investigation.

Considering that the documentary analysis seeks to give form and representation in another way to the information contained in the original document through transformation mechanisms, so that the observed has maximum information (quantitative aspect) and with maximum relevance (qualitative aspect), the technique adopted was the documentary analysis, limited to the semantic categorical analysis technique, which seeks to provide by condensation, a simplified representation of the raw data. Categorization operates by classifying the constituent elements of a set by differentiation and, subsequently, regrouping of gender by predefined criteria (Bardin, 2016).

The analytical procedures adopted were those recommended by Gil (2010) for documentary analysis, with adaptation of the same to the specificities of the present investigation:

- definition of the objectives in response to the research problem when designing the research project: drawn up when designing the research project.

- constitution of the frame of reference: the frame of reference is the guide of the analysis, promoting, through the definition of concepts, the orientation of the researchers in the interpretation of the data. For the purposes of this research, the frame of reference was: Physical Education: area of scientific knowledge, with productions and actions oriented through three subareas – oriented by natural sciences in subdisciplines such as exercise biochemistry, biomechanics, exercise physiology, motor control, motor learning and development, sports nutrition and physical and sports training (biodynamics); oriented by the humanities and social sciences, in subdisciplines related to sport, body practices and physical activity from the perspectives of sociology, anthropology, history and philosophy (sociocultural) and teacher training, curriculum development, teaching methods and sport pedagogy, methodological, social, political and philosophical aspects of education (pedagogical) (Manoel; Carvalho, 2011).

- selection of documents to be analyzed: the present investigation worked with the selection and analysis of all calls for proposals. The calls for proposals and final results of

funding for extension projects were searched in the *Boletim de Serviços Oficial*, using the keyword "extension". The corresponding calls for proposals were downloaded from an online database on a shared drive.

- construction of a system of categories: categories consist of key terms that indicate the central meaning of the concept. To this end, five categories were listed (leisure physical activity, sport, leisure, health, and others). In the analysis, the criteria of completeness, mutual exclusivity, homogeneity and objectivity were applied.
- definition of units of analysis: the registration unit was adopted, related to the themes of leisure physical activity, sport, leisure, health and others. Based on the research objectives and problem, the titles of the projects included in the calls for proposals were analyzed, and only those that were somehow related to Physical Education as an area of knowledge were selected. In addition to the information related to the title, quantitative data available in the form of tables were compiled - total amount financed, by element of expenditure (aid, ticket, consumption, daily, legal entity, capital), scholarship amount and period of validity, month of beginning and end –, transcribed to excel spreadsheet. Considering that the research focused on a longitudinal analysis, covering 11 years, the financial values were corrected by the National Consumer Price Index. Subsequently, for the next phase of the research, only projects whose titles were somehow related to Physical Education were analyzed.
- definition of enumeration rules: presence of the word or elements related to one of the categories of analysis (leisure physical activity, sport, leisure, and health) in the title. Those that at first analysis were identified as related to Physical Education, but did not contemplate any of the four themes above, were framed in others.
- reliability test: analysis of the documents twice by the same researcher, in order to highlight the existence or absence of contradictions between the analyses.
- data processing: frequency analysis by counting the number of times the projects were related to one of the themes analyzed.
- data interpretation: critical analysis of the data, confronting the literature on the subject, in order to advance the reflections on the theme.



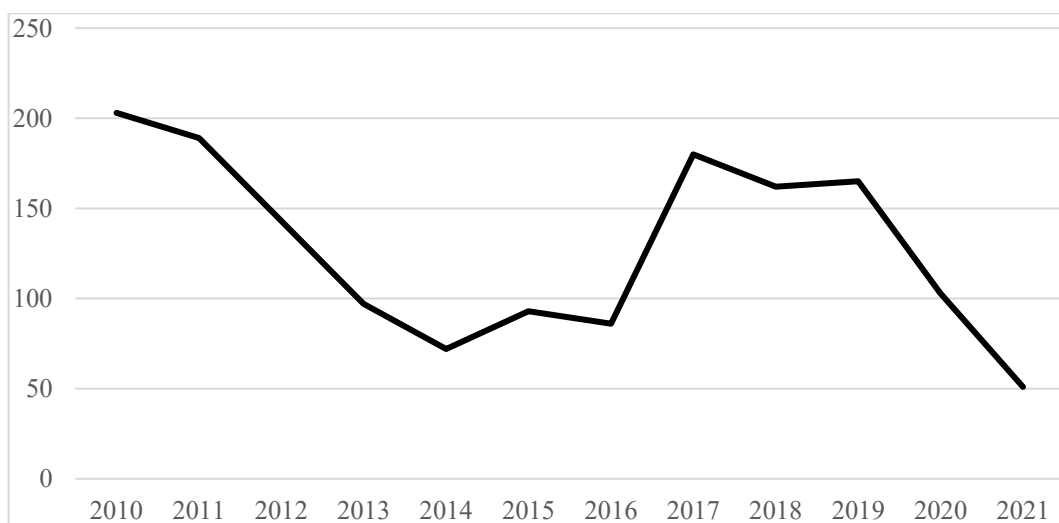
## Results and Discussion

The results indicate that the institution promoted extension projects in all the years analyzed, totaling 1,535 projects. This finding appears as an important element, given that extension actions enable knowledge obtained through the disciplines that make up the curricula of the various courses of the institution and that the scientific knowledge produced, are made available to the community, favoring, including, that students have the possibility of acting.

According to Sampaio and Freitas (2010) the university extension figures as an important strategy, given that it is responsible for allowing the accumulated and produced knowledge to reach other specific areas of society, whether in the form of social projects, or in the form of community actions.

Throughout the analyzed period, 2010 (N203; 13.49%) and 2017 (N180; 11.96%) had the largest number of approved projects. However, as Figure 1 illustrates, between 2011-2014 and 2019-2021, sharp declines occurred.

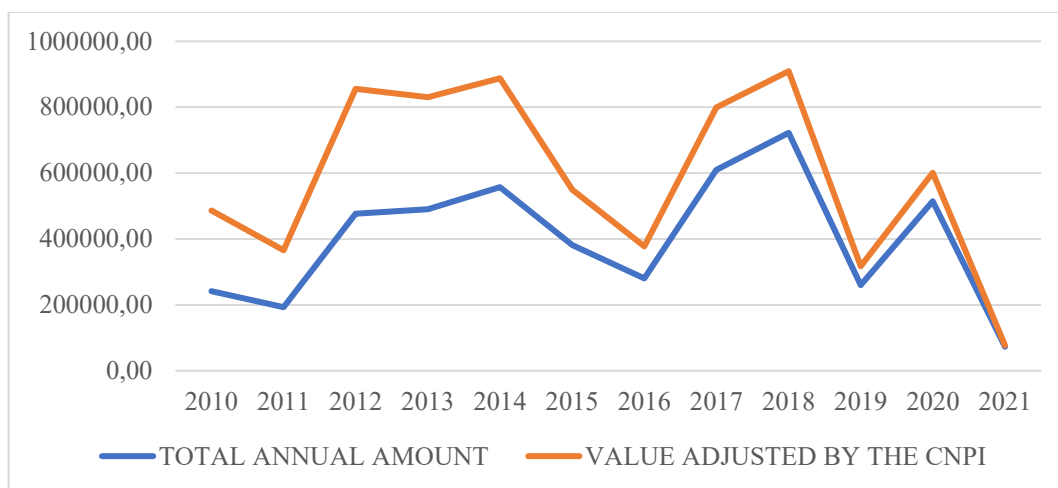
**Figure 1** – Number of approved extension projects at the Federal University of Mato Grosso do Sul (2010-2021)



Source: Authors' elaboration.

Regarding the amounts invested, from 2010 (R\$ 486,844.72) to 2011 (R\$ 365,832.81) there was a decline, followed by a sharp increase in 2012 (R\$ 855,267.38), followed by an increase and reaching the largest resources in 2018 (R\$ 909,244.62). However, 2019 (R\$317,075.88), 2020 (R\$601,490.44), and 2021 (R\$77,099.48), registered sharp declines, demarcating 2021 and 2019 as those with the lowest investments.

**Figure 2** – Funding approved for extension projects at the Federal University of Mato Grosso do Sul (2010-2021)



Source: Authors' elaboration.

It is evident that the number of approved projects and the amounts financed oscillated throughout the period, but the increase (or decrease) in financing does not derive from the number of approved projects, since as 2010 was the year with the highest project approval, but the fifth with the lowest investment. On the other hand, 2018 was first in funding and fourth in number of approved projects and, 2014, second in funding but eleventh in number of approved projects.

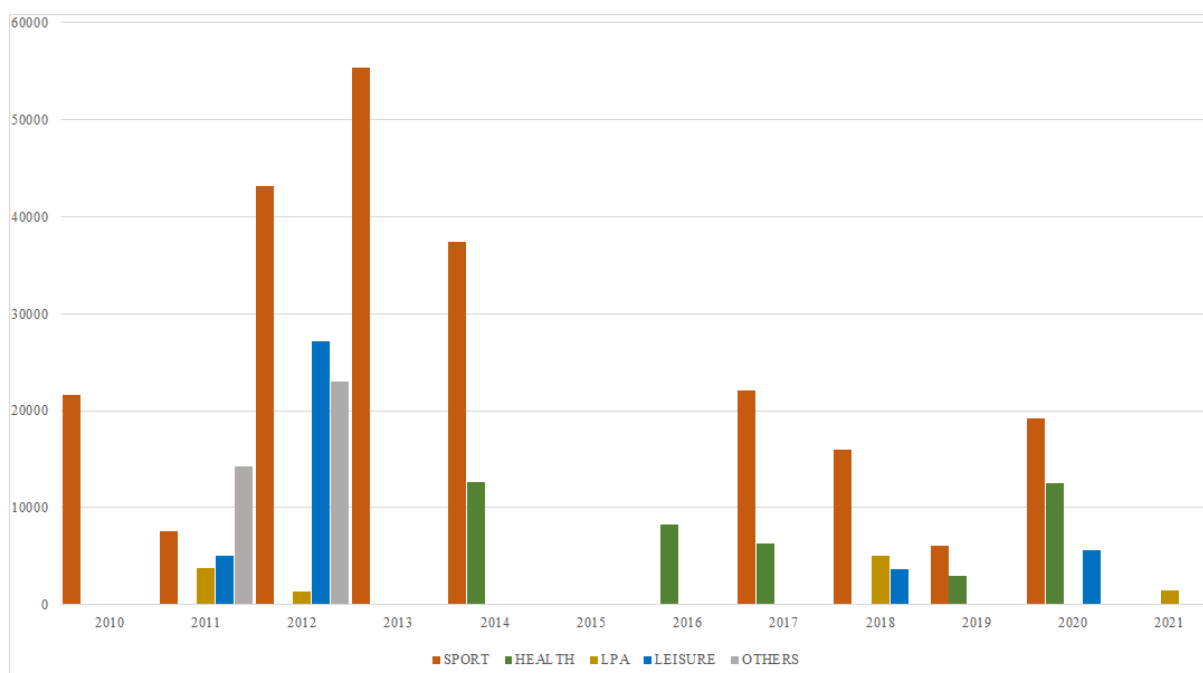
Federal Universities have three types of revenue – government, agreements, and own collection –. Government revenues come from transfers from the Ministry of Education in the form of items, in which the applications of the amounts are restricted to what each budget action establishes. In the case of extension projects, they are present in budget action 20GK (Promotion of undergraduate, graduate, teaching, research and extension actions). Therefore, the magnitude of the amounts applied in extension actions in each university is conditioned to the amounts released by the federal government for budget action 20GK.

The amounts to be released for budget action annually are provided for through the Annual Budget Law (LOA), with approval in the national legislature and executive, appearing as a financing forecast. However, despite being provided for in the LOA, the federal executive may, through political will or the need for containment due to the spending ceiling, mitigate and release less than expected.

Therefore, the oscillation of the amounts financed may be related to the magnitude of the resources released (or withheld) by the federal government to the Federal Institutions of Higher Education in the period analyzed. It is public knowledge that in 2019 and 2021 (years in which the financing obtained the lowest amount of resources), the Federal Government, through decree n. ° 9. 741/2019 imposed the cut of R\$ 17.793 billion to federal universities, which represented 24.84% of non-obligatory expenditures (Brasil, 2019) and, in 2021, the blocking of 2.7 billion (Brasil, 2021), thus demarcating the position of an ultraliberal government, which devalues the relevance of education in the context of socio-cultural and economic transformation of the country, which reflected negatively not only in extension actions, but also in teaching and research. Parallel to the political model adopted by the Brazilian federal government in the period 2018-2022, one must consider the economic effects of COVID-19 on public resources, since the pandemic demanded greater contribution to health during the period, which can also explain the cuts promoted by the federal government and, consequently, lower investments in extension in 2021.

When comparing the number of projects and approved amounts in each year, it is evident that, like what happened with the total of extension projects, for those specific to the themes of Physical Education, the approved amount did not increase due to the number of projects, since in 2013 there was the largest investment in the sport theme (R\$ 55,391.74), although it has one of the lowest number of projects (3). In contrast, 2010 and 2011 had the highest number of projects related to the theme (9), but lower investment, respectively R\$ 21,578.54 and R\$ 7,572.89.

**Figure 3** – Funding approved for extension projects at the Federal University of Mato Grosso do Sul for themes related to Physical Education (2010-2021)



Source: Authors' elaboration.

Therefore, the number of projects did not guarantee greater investment, in the same way that the decrease in the number of projects did not result in fewer resources, which may be related to the specificity of each project (goal of subjects to be assisted, project duration, frequency of assistance, type of assistance) and the demands that they require in relation to the number of scholarships, funding, tickets, per diem, researcher support, among other financial resources.

Regarding the projects related to Physical Education, 86 were funded throughout the analyzed period, which represents 5.60% of the total. In 2011 (24.15%) there was the highest number of projects funded and in 2021, the lowest (0.51%). Considering that the projects are demanded by the interest of the employee in developing them, the data suggest a decrease of projects related to Physical Education in relation to actions in this dimension of the university triad, which may have been a domino effect of the measures to cut federal resources.

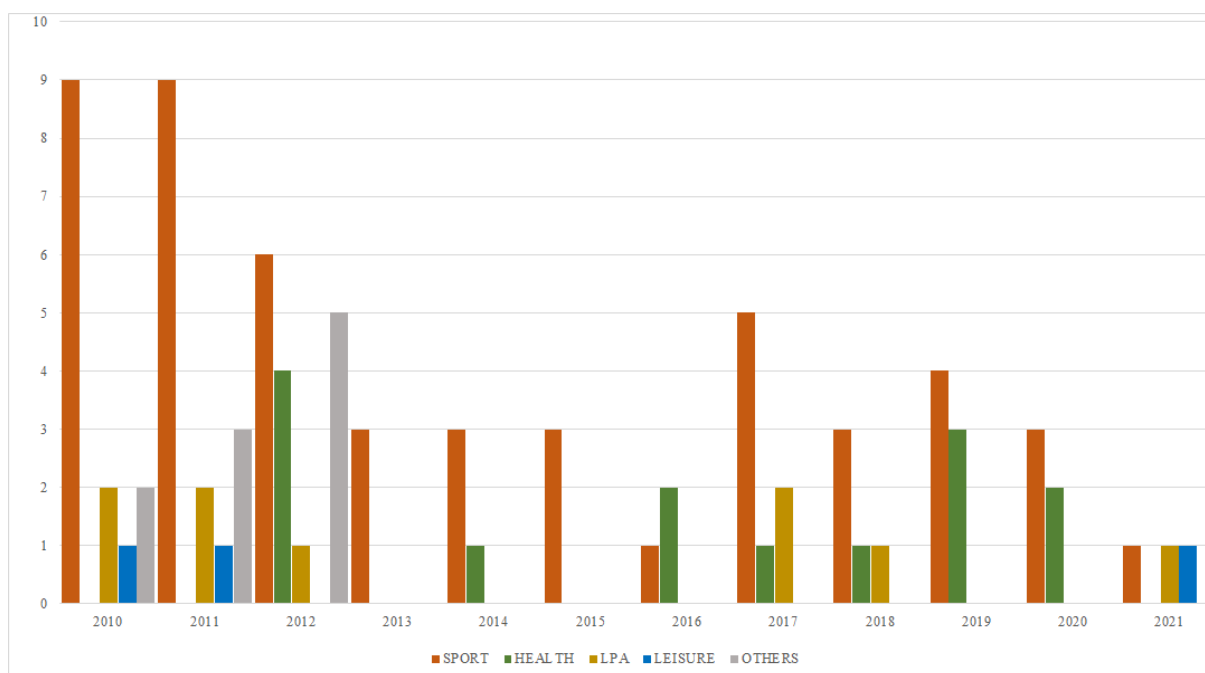
If, on the one hand, the development of extension activities brings the university closer to social groups (Silva, 2021), on the other hand, the decline in the number of extension projects related to Physical Education and the low number of proposals linked to the area may result in damage to the training of students of the course, given that the insertion of students in

community service with the application of knowledge from scientific production and disciplines figure as experience with the different themes that cover the training in Physical Education.

The relevance of the insertion and participation of Physical Education students in extension projects has been evidenced in the literature, since it is positive to the development of class planning (Chiva-Bartoll; Capella-Peris; Pallarès-Piquer, 2018), systematization and application of knowledge obtained with the curriculum matrix (Cañadas, 2021), improvement of pedagogical knowledge of the contents (Galvan; Meaney; Gray, 2018) and management of students (Corbatón-Martínez *et al.*, 2015). Moreover, it corroborates the commitment to social issues (Silva, 2021).

Among the specific themes of Physical Education (sport, leisure, LPA, and health), those related to sport (37.10%), when compared to health (11.59%), LPA (6.40%) and leisure (1.98%), obtained the highest number of projects. As illustrated in Figure 4, with the exception of 2016, sports-related extension projects predominated in all years.

**Figure 4** – Extension projects related to Physical Education approved at the Federal University of Mato Grosso do Sul (2010-2021)



Source: Authors' elaboration.

This achievement may be related to the fact that sport is one of the greatest phenomena of modernity, standing out in the leisure experiences of the Brazilian population (Brasil, 2015). Specifically, there is a predominance of projects aimed at encouraging university sports, which

appears as an important element, given that sport is an important tool for socialization and can corroborate with greater permanence of students in the university context.

Another important element to consider is that there were few extension projects related to LPA. A similar situation was evidenced in the United States, where few extension systems included LTPA in their strategic plans (Harden *et al.*, 2016), which may result in losses to society, since they act positively in relation to social support, perception of well-being, better health and willingness to perform daily activities (Erickson *et al.*, 2010), can favor the incorporation of this component in the habit and lifestyle of people in the community involved (Harden *et al.*, 2016) and bring various contributions to the health of the population, such as reducing disease risks and improving health (Gallaway; Hongu, 2015), although they are not limited to these, since besides the biophysiological benefits, positive effects on social, intellectual, affective, political and cultural development have also been evidenced (Piggin, 2020).

Regarding the continuity of projects related to Physical Education, it was evidenced that only 4 had a longer life span - Futsal é federal - 5 years (2011-2015), Projeto Unika Dança Universidade Federal de Mato Grosso do Sul - 4 years (2012-2015), Incluir pelo Esporte - 4 years (2018-2021) and Bailah - Grupo Coreográfico em Dança de Salão - 3 years (2011-2013).

The continuity of projects over several years is important, since it allows for greater development and advancement in the levels of learning. Moreover, because the University is a transition context that takes an average of 4 to 7 years, the maintenance of these projects allows several students to have experiences acting in front of the project as scholarship recipients, as well as others as users.

### **Final remarks**

The present study aimed to investigate the financing of extension projects in the context of the Federal University of Mato Grosso do Sul, using documentary analysis (public notices) in the period 2010-2021. The manuscript contributes to the discussions on a theme that is still little explored in the literature, since few studies have been dedicated to analyzing the financing of extension actions in federal universities. On the other hand, it opens discussions on extension actions related to Physical Education, since the literature until then revealed nothing about this area.

It is concluded that throughout the period analyzed there were oscillations in the number of projects and approved resources, with a decline in the last 3 years. The oscillation in the number of projects may be related to the interest of the university community in submitting projects (number of projects approved), as well as the amount of resources that are made available, being the political model adopted by the Brazilian president and COVID-19 the most likely hypothesis regarding the decrease in funding and projects in 2019 and 2021. It is also concluded that Physical Education occupied a small portion of the approved projects, which may result in fewer possibilities for students to apply the knowledge obtained throughout their training with the community and, in turn, depriving the community of access to extension services, among them, those related to sports, AFL, health, and leisure.

As this is preliminary data, an assertive conclusion about the conditioning factors is still not possible, since the data obtained needs to be contrasted with the number of projects submitted and the amounts passed on each year to universities by the Ministry of Education, which will allow a better understanding if the picture results from the decrease in the interest of civil servants in submitting projects to the funded public edicts; less space given to extension in the political agenda or prioritization of a more robust investment in a smaller number of projects by the management of each university; or a consequence of the models of social policies adopted in the country in each president.

Finally, the limitation of the study is recognized, especially because it deals with exclusive data from one institution, and it is necessary that, for more conclusive assertions about the extension policy, new studies are developed. These studies would develop the comparison between the number of projects submitted and approved over the period, as well as the resources financed, in order to better understand the dynamics of the national extension policy.

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