

The meeting of university and school: for another rationality via university extension

O encontro da universidade com a escola: por outra racionalidade via extensão universitária

Maria Celeste Souza de Castro^{1*} , Silvar Ferreira Ribeiro²

¹Universidade do Estado da Bahia (UNEB), Senhor do Bonfim, BA, Brasil

²Universidade do Estado da Bahia (UNEB), Camaçari, BA, Brasil

HOW TO CITE: CASTRO, M. C. S.; RIBEIRO, S. F. The meeting of university and school: for another rationality via university extension. *Revista Ibero-Americana de Estudos em Educação*, Araraquara, v. 21, e19733, 2026. e-ISSN: 1982-5587. DOI: <https://doi.org/10.21723/riaee.v21i00.1973302>

Abstract

This article presents a *dialogical-collaborative encounter* developed through university outreach for training-action in collaboration with public schools. The aim is to examine the implications of this initiative in terms of the interactions it generates and its impact on students' education from theoretical, practical, and humanistic perspectives. The methodological approach adopted was action research, articulated through the relationship between knowledge of the context, action within the context, and reflection (knowing/acting/reflecting) on an initiative developed in the encounter between university and school through outreach. The action-research approach made it possible to move beyond a diffusionist model based on *closed rationality* and to demonstrate that, from the perspective of *open rationality*, outreach can be brought closer to research and placed in dialogue with the school community, thereby overcoming the idea of *outreachism*. In this sense, it becomes evident that the creation of outreach actions grounded in transversality and implemented in the school environment not only helps overcome pedagogical resistance on the part of teachers and school leadership, but also gives concrete form to the curricularization of outreach through an approach that is both interdisciplinary and transversal to the curriculum. It is essential to emphasize that, despite the positive results observed, universities must understand the curricularization of outreach not as a simple addition to the curriculum, but rather as actions that integrate with and cut across the curriculum in a transversal manner.

Keywords: university outreach; teaching; indissociability; open rationality; curricularization of outreach.

Resumo

Neste artigo, apresentamos um 'encontro-dialógico-colaborativo' via extensão universitária para a formação-ação, em colaboração com a escola pública. O objetivo é evidenciar as implicações dessa proposta quanto às interações produzidas e ao impacto na formação dos estudantes, do ponto de vista teórico, prático e humanista. A abordagem metodológica seguiu a pesquisa-ação, na relação entre conhecimento do contexto, ação no contexto e reflexão (o conhecer/o agir/e refletir) sobre uma ação desenvolvida no encontro entre universidade e escola, via extensão. A abordagem metodológica da pesquisa-ação permitiu transpor o modelo de 'racionalidade fechada' e difusionista e evidenciar que, com a perspectiva da 'racionalidade aberta', é possível aproximar a extensão da pesquisa e dialogar com a comunidade escolar e, conseqüentemente, transpor a ideia de 'extensionismo'. Assim, torna-se evidente que é viável a criação de ações de extensão onde a transversalidade, aplicada no ambiente escolar, não só supera resistências pedagógicas de professores e da gestão, mas também concretiza a curricularização da extensão numa abordagem que é, simultaneamente, interdisciplinar e transversal ao currículo. É fundamental ressaltar que, mesmo com os resultados positivos, a universidade precisa entender a curricularização da extensão não como uma simples adição ao currículo, mas sim como ações que se integram e atravessam o currículo de forma transversal.

Palavras-chave: extensão universitária; ensino; indissociabilidade; racionalidade aberta; curricularização da extensão.

***Corresponding author:**
souzacastrom@gmail.com

Submitted: October 08, 2024

Reviewed: January 05, 2026

Approved: January 06, 2026

Financial support: nothing to declare.

Conflicts of interest:

There are no conflicts of interest.

Ethics committee approval: This study was submitted to the Human Research Ethics Committee of the State University of Bahia (CEP/UNEB) and approved under approval number 5.672.182 on September 29, 2022.

Data availability:

Available in the Institutional Repository of the Universidade Federal da Bahia (UFBA). Institutional link for access: <https://repositorio.ufba.br/handle/ri/36608>

Study conducted at Universidade Federal da Bahia (UFBA), Salvador, BA, Brasil.



This is an Open Access article distributed under the terms of the Creative Commons Attribution license (<https://creativecommons.org/licenses/by/4.0/>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

INTRODUCTION

This article examines the implications and the impact on students' critical education using a model of *dialogical-collaborative-encounter* between the university and public schools, developed through university outreach. In doing so, the article places outreach at the center of this process, from a theoretical-practical and humanistic perspective.

To this end, we present and detail a model that, by giving centrality to university outreach within the training context of public school, grants this function a conceptual dimension that goes beyond a charitable or diffusionist view, positioning it instead as an educational and emancipatory praxis, grounded in a theoretical-practical and humanistic perspective.

We adopt the constitutional principle of indissociability, which takes the triad of teaching, research, and outreach as the foundation on which the university engages with difference. This principle is structured through a configuration in which the university's educational, scientific, ethical, solidaristic, and technological roles cut across all the functions it performs. Indissociability must also guide the methodological approach that integrates actions within the school: teaching is characterized by mediated actions-contents; research by fostering a scientific gaze toward reality; and outreach as the dialogical space in which the educational process unfolds across its educational, ethical, aesthetic, political, and social dimensions.

To highlight the implications of this model, we present the actions developed in the context of integrating the community of a full-time public school into an epistemic community formed by two universities located in the state of Bahia.

With this in mind, we offer reflections on the principle of centrality of university outreach, engaging in dialogue with Boaventura de Sousa Santos (2011), and we draw a distinction between outreach understood as *outreachism* and outreach understood as *praxis* (Freire, 2021), in which critical and problematizing reflection on reality constitutes a path toward emancipation. Furthermore, drawing on complexity theory as an epistemological framework, the centrality of outreach is characterized through theoretical categories that show points of convergence and divergence, as well as to the possibilities for constructing an open rationality, using concepts developed by the philosopher Edgar Morin as the theoretical framework.

For this construction, we present the theoretical foundations that underpin the training model, followed by the methodological construction that supports it. We then analyze teachers' and students' perceptions of the outreach actions developed in the school before and after the implementation of the model. We conclude by presenting a synthesis of the model, considerations that show points of convergence and divergence, and the training-related implications for the training-pedagogical field, as well as for the school's educational field.

THEORETICAL FOUNDATIONS: THE CENTRALITY OF UNIVERSITY OUTREACH — ANOTHER RATIONALITY

Within a non-hierarchical theoretical approach, outreach is understood as dialogical communication of forms of knowledge, and it emerges from the perspective put forward by Paulo Freire (2020). For this epistemologist, there is a misconception in thinking of outreach merely as communication from one individual to another. He posits problematization as a founding principle of dialogue, established through interaction and encounter "[...] with concrete reality in order to better understand it, explain it, and transform it" (Freire, 2020, p. 65).

We understand university outreach as a dialogical-communicative encounter. It is an encounter because it entails "[...] presence in its interaction with reality" (Freire, 2021, p. 100). It is dialogical-communicative because we adopt the meaning attributed by Freire (2021, p. 87), according to which, in the communicative act, "[...] there is communicating in communication, a reciprocity ... an agreement among those involved, in which the verbal expression of one individual must be perceived within a framework of meaning shared with the other individual". We argue that, if the university's cognitive community conceives the school as a space for *the outreach of a single form of knowledge and practices*, it sustains a *mechanistic objectivism*¹ that denies the individuals of that specific community the possibility of advancing toward a truly educational practice.

¹ An objectivism grounded in monological thinking that allows reality to escape.

In contrast to this model of thought, we argue for the centrality of outreach. This entails adopting the principle of *encounter as interaction and transformation*, insofar as it involves a paradigm shift away from conceiving outreach activities as organized within disciplinary fields — a radical break with models that do not take indissociability and interdisciplinarity into account — and away from the separation between theoretical, practical, and humanistic foundations — a break with a pedagogical tradition that reduces the educational act to either theory or practice and thus moves away from a critical and transformative conception of education (Freire, 2021, p. 30). In this sense, the centrality of outreach emerges from a mode of thought that is not simplified, because it does not rely on a reductive cut of reality. Rather, it assumes that, through this action, it is possible to operate another rationality.

Drawing on Edgar Morin, we argue that knowledge of complexity is essential for guiding a politics of civilization. This entails a break with the model of closed rationality, which is limited to a partial cut of reality and ignores the multidimensional nature of issues. We therefore propose complexity theory as the epistemological foundation for an open rationality. This model is not merely diffusionist or content-driven; it is developmental, as it recomposes the whole without fragmentation, thereby expanding the universe of reference of those involved.

We also take as a foundation the epistemological stance proposed by Boaventura de Sousa Santos regarding the need to establish a communicative confrontation between the “[...] instrumental cognitive rationality of the sciences and moral-practical rationality, with the latter taking precedence in the production and distribution of university knowledge” (Santos, 2013, p. 420).

To give concrete form to the authors’ thinking, we propose the following pathways: (i) assuming a commitment to public schools as a training context in which it is possible to promote dialogue between moral-practical rationality and the logical and organizational rationality of both scientific knowledge and the pre-established content that structures school dynamics; (ii) recognizing the existence of a specific cognitive community—students, teachers, and school leaders—who experience, in their everyday lives, a context marked by complexities and contradictions, but who need not therefore relinquish their interpretation of this reality in favor of a verticalized model imposed by external actors; and (iii) promoting collaborative actions that give material form to initiatives in which the organizational specificities of these institutions—university and public school—are diluted to the point that functional articulation emerges between university programs and the school, and reciprocally, between the school and the university.

METHOD

The proposition of a model of *dialogical-collaborative encounter* between the university and public schools, grounded in the principle of indissociability, required adopting a methodological perspective capable of moving beyond mere description to foster transformation. To this end, this study adopted **action research** as its central methodological approach, given its intrinsically interventionist and reflective nature.

Action research, from the perspective of Boaventura de Sousa Santos (2013), constitutes a field of legitimation that integrates the dimensions of research, training, and outreach, and is conceived as the participatory definition and implementation of projects. From this perspective, the method made it possible to establish a continuous cycle of knowledge of the context, action within the context, and reflection (knowing/acting/reflecting) on the practice developed, in alignment with the idea of educational and emancipatory praxis defended by Paulo Freire.

The choice of action research was also grounded in Edgar Morin’s theory of complexity, seeking an epistemological rupture with closed and diffusionist rationality. Complexity served as the theoretical framework for constructing an open rationality, essential for guiding action by promoting interaction and an understanding of the educational setting in its multiple dimensions. This articulation allowed the methodology to move beyond a merely content-driven approach and to be, above all, developmental, capable of recomposing the whole without fragmentation.

To this foundation was added the epistemological stance proposed by Boaventura de Sousa Santos, which calls for a communicative confrontation between the instrumental cognitive rationality of the sciences and moral-practical rationality, thereby ensuring a humanistic dimension to the research.

The action research followed a plan outlined on the basis of the organizational phases proposed by Morin (2015a), which were re-signified through the idea of constructing a process composed of analysis (the part) oriented toward synthesis (the whole):

1. Exploratory Phase (Diagnosis of Reality):

- This phase included an initial engagement to the research fields in order to identify points of convergence and divergence in the “encounter” between the university and the school.
- This engagement took place through the presentation of problems and demands reported by teachers in their lived experiences.
- The diagnosis was carried out using records of meetings held in preparation of the return to classes, meetings related to Curricular Activities (ACs), and records produced by the school’s Educational Guidance Service (SOEs).

2. Construction of the Action Plan and Action in Context:

- The action plan was constructed collaboratively, through interaction between the voices of school teachers and university academics, with a focus on knowledge production and the education of citizens.
- The systematization of the diagnostic information led to forming the Collaboration Network (RC), structured around the encounter, dialogue, and collaboration dimensions.
- Action was developed along two strands: interdisciplinary work (methodologically integrating disciplines through concepts) and indissociable action (convergence between teaching, research, and outreach), aimed at dialogue with reality.

3. Data Collection and Analysis Techniques:

- To highlight the implications of the actions, the following techniques were used:
 - Interviews: with questions addressing the “encounter,” the theoretical-practical dimension, and guiding principles (interdisciplinarity, indissociability, impact on students’ education).
 - Focus Groups (GF): conducted with distinct groups (undergraduate teacher-education students and upper-secondary students; university faculty and school teachers).
 - Document Analysis: carried out on institutional discourses (regulatory documents of HEI1 and HEI2, and projects registered in the Internal Planning System — SIP).

This methodological pathway, grounded in action research, enabled constructing the outreach model within an action–reflection–action logic, ensuring that the analysis of implications was deeply contextualized and consistent with the pursuit of a more open and dialogical rationality. In the following sections, we present a detailed description of the actions that made it possible to bring to light the dialogical–collaborative encounter between the university and the school.

FROM KNOWLEDGE OF REALITY TO THE COLLABORATIVE ENCOUNTER — THE ACTION MODEL

Grounded in the contributions of the authors cited, we outlined the planning of the action research through the “organizational phases,” re-signified in light of the idea of constructing a process composed of analysis (the part) oriented toward synthesis (the whole). Morin (2015a) presents the “exploratory phase” in two stages. The first involves bringing the research fields closer together in order to identify points of convergence and divergence in the “encounter,” which we refer to as reflection on the encounter between the university and the school.

This was followed by the presentation of problems as reported by teachers, based on their experiences within the school context. This process resulted in the “action plan”, constructed through the “[...] interaction between the voices of teachers and those of academics” (Zeichner, 2001, p. 228), and grounded in the dimensions of participation and collaboration.

In the model we present, we propose that objectives be oriented both toward knowledge production and toward pathways that contribute to an education aimed at building citizens capable of living fully. This unfolds around educational practices that are collectively constructed on the basis of school demands (educational action within the school, school projects, problems, and needs) and that are presented to university teachers within the epistemic fields of knowledge in which they operate—their discipline fields. In this way, the dynamics of constructing the action plan comprise the following dimensions: the encounter with the school for dialogue—listening, which takes place among the individuals involved in the process; dialogue, which presupposes exchange, working with the school, and collaborative action from the perspective of an educational practice that involves the school community and, potentially, the surrounding community.

The *training spiral* model characterizes the dialogical–collaborative encounter between the university and public schools through the pathway that gives centrality to university outreach, as structured in Figure 1.

We intend for this movement to result in a fabric upon which the curricularization of outreach can be structured, such that the centrality given to outreach enables a dynamic of movement that culminates in reflective practice. To this end, we draw on the premises of this practice as articulated through the cores defined by Zeichner (2001), namely: creating spaces for reflection on experience in the professional field, bringing to light habits (values and images related to school life). This reflection takes shape through the idea of thinking together about the school’s educational and social context.

ON KNOWLEDGE AND ACTION — THE TECHNIQUES USED

In order to highlight the implications of the outreach actions carried out in public schools, we present the techniques that were used: (1) interviews, with questions addressing the “encounter,” the theoretical-practical dimension, and guiding principles—interdisciplinarity, indissociability, and impact on students’ education; and (2) focus groups, conducted with two distinct groups: undergraduate teacher-education students and upper secondary students; university faculty and school teachers.

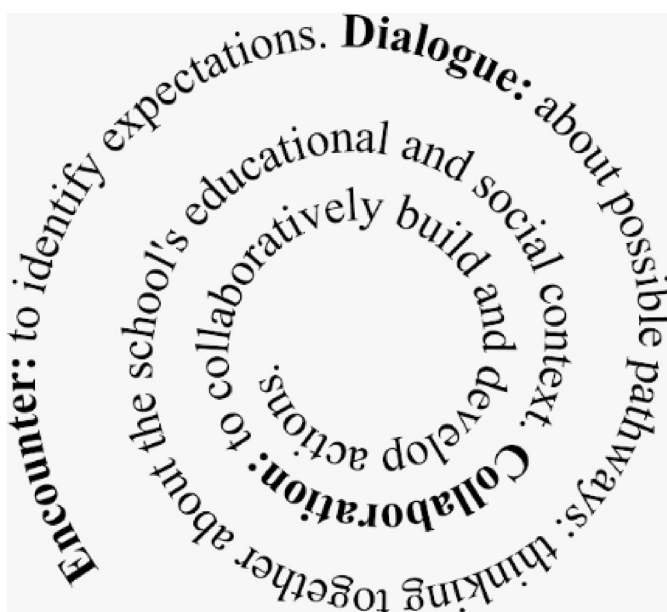


Figure 1. Training spiral.
Source: Castro (2022).

Context of the action: places and individuals

The school in which the model was operationalized was established by Ordinance No. 21,832 of April 30, 1970, with the purpose of meeting the demand for public, free, and secular education among the population of the municipality of Senhor do Bonfim, in the state of Bahia, and the surrounding microregion. The school's structure complies with the institutional regulations set forth in the National Education Guidelines and Framework Law (LDB, Law No. 9,394/1996). Accordingly, it is part of basic education at the levels of lower secondary education and upper secondary education (regular and full-time), as well as Youth and Adults Education (EJA).

In the school mentioned has a high concentration of students from the following districts: Alto da Maravilha, recognized as an urban quilombo community by the Fundação Cultural Palmares through Ordinance No. 51 of May 16, 2007; Brisas do Monte, a district in a situation of social vulnerability; Pêra; São Jorge; Bosque; and Gamboa. Students also come from the rural localities of Passagem Velha and Cariacá, the latter having been recognized as a quilombo community based on the ethnographic study conducted by Santos (2021). In addition, there are students from the communities of Cazumba, recognized as a quilombo-descendant community as per Ordinance No. 28 of July 4, 2005, issued by the Fundação Cultural Palmares, and Missão do Sahy, recognized through the oral histories of some residents as having indigenous-descendant origins.

We highlight the information above because we understand the public school space as a territory in which individuals from diverse realities come together. For this reason, we argue that the collectives involved in university outreach actions need to recognize vulnerabilities and needs as possible fields of action.

The action–reflection–action movement: the encounter between the universities and the school

To identify the “encounter” between the university and the public school through university outreach, we examined institutional discourses in order to identify the sites of action and the dimensions of this encounter from the perspective of teachers from three schools in the *territory of identity* under analysis.

In the regulatory documents of Higher Education Institution 1 (HEI1)², we observe that, regarding outreach actions, the institution points to a commitment to social agents, “[...] education professionals, with particular attention to historically excluded and minoritized groups, such as residents of rural workers’ movement settlements, Indigenous peoples, incarcerated individuals, quilombola communities, and women and adolescents at risk” (Universidade do Estado da Bahia, 2022). Institution 2, in turn, reinforces its institutional mission through the constitutional teaching–research–outreach triad and by linking theory and practice. Its “Multidisciplinary Thematic Centers” are intended to “enable students to engage in the study and/or resolution of local and regional problems through interdisciplinarity across courses” (Universidade Federal do Vale do São Francisco, 2021).

From the teachers’ perspective, the “encounter” occurs when the university engages with the school in order to meet its institutional needs—in this case, to carry out internship activities and programs such as university residency, PIBID, and through the delivery of lectures. With the purpose of building another rationality, we sought to identify projects and programs at both institutions that demonstrate engagement with the public school space. To this end, we initially directed our attention to the universities’ websites. At the campus of Higher Education Institution 1 (HEI1) located in the territory under analysis, 62 projects registered in the Internal Planning System (SIP) were identified in 2021, seven of which were directed toward the public school space. In 2022, 80 projects were identified. At Higher Education Institution 2 (HEI2), actions, programs, and projects are concentrated in centers, laboratories, and hubs. Among these, two involve public schools: the Green School Project (PEV) and a program of the institution’s Center for Fauna Conservation and Management (CEMAFauna).

With dialogue as a basis and criterion, we selected, at HEI2, the Green School Project (PEV), which has an interdisciplinary profile, and, at HEI1, the following projects: *Modeling in Science and Mathematics Education; Educational Practices in Health: Gender, Sexual Education, and Sexuality*; and *Combating the trafficking of wild animals through university outreach / teaching zoology /*

² The references to the institutions will use the acronyms HEI1 and HEI2.

environmental education in schools"(Peixoto, 2022). Initial contact with the teachers and coordinators of these projects focused on presenting the "diagnosis" produced by the school community regarding student learning and engagement at the upper secondary level. This was followed by the presentation of a proposal for collaborative work, grounded in the expectations of this specific community. The guiding question for the discussions was: how can we collaborate with the school in addressing the problems that were identified?

To carry out the diagnosis, we drew on records from the preparatory meeting for the return to in-person classes and from the weekly Curricular Activities (ACs) meetings. We also considered records produced by the school's Educational Guidance Service (SOE) team.

We understood this as an awareness stage that paved the way for dialogical-communicative dialogue (Freire, 2017) between the two communities—the university and the school—grounded in the understanding that outreach actions need to be constructed in "[...] interaction with reality ... in order to be effectively transformative" (Freire, 2017, p. 100).

The systematization of this information was presented to six university professors who, in discussion, raised the following points: (i) regarding student participation, the issue of school time and how to ensure that students are able to meet university demands; (ii) the mobilization of university students to participate, given that no call for applications was open at the time; (iii) geographical distance (in this case, with students involved in the PEV-UNIVASF project in the city of Juazeiro and at the Federal Institute of Pernambuco Hinterland); and (iv) the insufficient number of monitors to meet the demands being signaled by the schools.

To address the difficulties identified, faculty members at HE1 made arrangements within their courses to enable mobilization among students. These efforts resulted in the Collaboration Network (RC)—the encounter between the university and the school through university outreach (RC CESB)—with actions carried out during the 2021 and 2022 academic years. Two strands were evident in these actions: interdisciplinary work that leads to reflection, and indissociable action, configured through the convergence and complementarity among teaching, research, and outreach activities.

The interdisciplinary strand was grounded in the idea of "[...] interdisciplinary contacts, considering that we are referring to the methodological integration of disciplines through concepts" (Japiassu, 1976, p. 121). From this step, we then moved toward interdisciplinary reflection as a perspective that brings together different scientific viewpoints to think about concrete reality. The concreteness of this interdisciplinary work resulted in classroom actions, systematized in the Figure 2.

The dashed lines shown in Figure 2 indicate a relationship of complementarity between the focus of social policy and the topics set out in the school's Pedagogical Project and in normative frameworks such as the BNCC-TCT. Establishing these relationships can be understood as a provocative exercise in building an organic relationship among contents, articulated with the reality experienced.

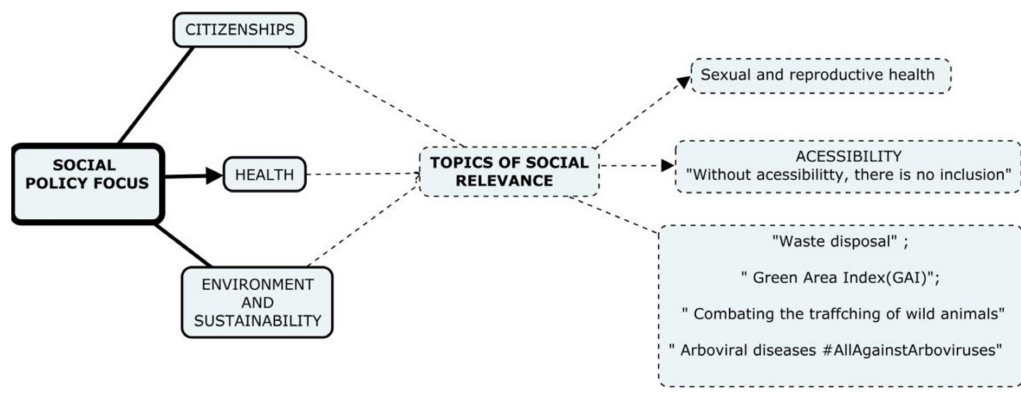


Figure 2. RC-CESB: Interdisciplinary work.
Source: Castro (2022).

RESULTS AND DISCUSSION

The data analysis is presented from two perspectives. The first concerns outreach projects that operate within a “closed rationality” framework; the second is the perspective we advocate—an “open rationality” (Morin, 2015b), constructed through the proposed model.

From the encounter shaped by a closed rationality to the dialogical–collaborative encounter grounded in an open rationality

In this section, we present the results of the research stage aimed at identifying teachers' impressions of how the university and the public school come into closer contact through outreach. The responses revealed that this encounter occurs in an occasional and discontinuous manner, with its course shaped by the university's interest in the school space as a means of meeting institutional needs, as illustrated in Figure 3.

The practices grouped under the ‘encounter’ category reveal its limitations, pointing to a predominance of the teaching function within educational institutions.

Outreach activities, as part of the teaching–research–outreach triad, are often configured as pedagogical “partnerships” focused on training. The idea of “opening doors” can be understood as the organization of visits, lectures, and fairs. In turn, internships function as a crucial link between the university and the school. However, an “encounter” in which directionality flows from the university to the school adopts a model of closed rationality (Morin, 2015b), as it reveals a verticalized hierarchical structure with a diffusionist pattern

Adopting the “dialogical principle of complexity” (Morin, 2015a), we foreground an “organizing order” as a way of looking to moments of distance in search of the ‘gaps’ to be occupied. Thus, we construct a dialectical relationship between order (the existence and functioning of the university–school encounter), disorder (expressed in general ideas that point to distancing and possible tensions), and possibilities for interaction, understood as self-organizing actions that lead toward the idea of a dialogical–collaborative encounter between institutions through the function of university outreach. Points of antagonism were taken as forms of ‘disorder’, and included distance from research, a lack of dialogue with the school community, the diffusionist pattern, and patterns of ‘nonexistence’ or ‘limited existence’ of guiding principles such as interdisciplinarity, dialogue, and impact on student education.

In implementing an outreach perspective grounded in the model we defend—one of open rationality—a collaboration network (RC) was developed, supported by Paulo Freire’s theoretical perspective (1997), which points to communicative dialogue as a path toward the transformation and emancipation of those involved.

A break with a model of fragmented actions was also considered, in light of the complexity of the context. Therefore, the RC is taken as a possible departure from a vertical paradigm that operates through a duality in building or denying the space of action (Morin, 2016).

In discussing the collaboration network model and its grounding in the **training spiral** (Figure 1), we highlight the theoretical and methodological approach aimed at promoting actions through which it was possible to address issues in their full multidimensionality:

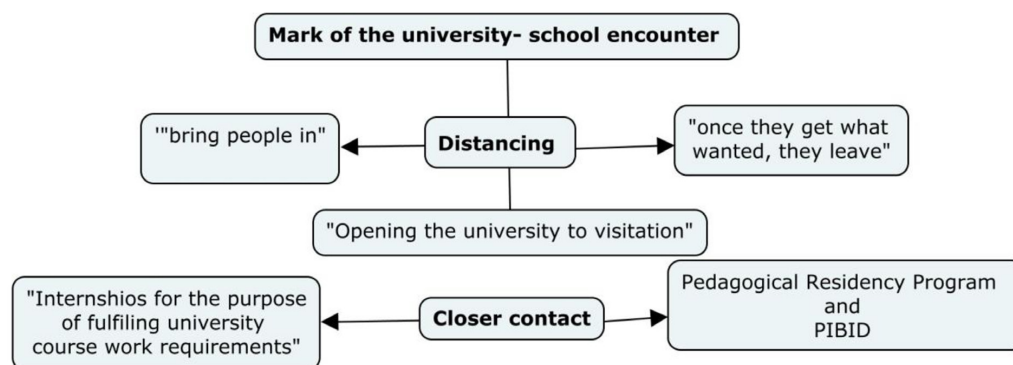


Figure 3. The university–school ‘encounter’ as seen by teachers.

Source: Castro (2022).

those of the school context, viewed as a unit; students in their affective, social, and relational humanity; and educational action itself—the contents in their entirety (mathematical language, with its specificity yet not detached from context; and natural science, in interaction with thinking about the environment and health).

The positive evidence places contextualization as a way of communicating with reality and as a path that leads to learning. This process runs counter to what occurs when work focuses solely on disciplines in a fragmented manner. So, the methodological focus of “interdisciplinary work” was addressed by participants from two perspectives. Level 1 corresponds to the level of the *pluri-disciplinary démarche*, which “[...] consists of studying an object from its different angles” (Japiassu, 1976, p. 121). Level 2 is associated with the idea of “interdisciplinary contacts” (Japiassu, 1976, p. 121), which we consider an organization principle and an attempt to unify discipline knowledge through a process of critical reflection.

As for the negative evidence, which refers to school teachers’ detachment in outreach actions, we consider the “low level of interaction” (Galeffi, 2020) to reflect the tensions teachers experience in their day-to-day teaching work: (i) the triple workload—work at school, the need to maintain other jobs to supplement income, and personal responsibilities toward oneself and others; (ii) students’ lack of interest and an attribution of blame by external bodies for low educational indicators; and (iii) demands imposed by the managerialist model, which has implications not only for work practices.

When we analyze these aspects in educational and professional terms, we find that the positive and negative evidence points dialogically to two movements: the conceptual marks acquired through training (teaching), which are complemented by experiencing a methodological practice that enables their operationalization in future professional practice. On the other hand, there is “disorder,” understood as a “difficulty in making things concrete,” constituted not only by the rules of the educational space but also by the relationships established between the professional self and the tensions experienced in professional teaching.

Ecology of action: structure of the model

The principle that supported the construction of the model is that of open rationality (Morin, 2015b, p. 456), in which praxis—as action and reflection upon reality (Freire, 2017, p. 21)—both feeds into and is fed by the forms of knowing and doing constructed in the dialogical encounter. Within this proposition, the logic that organizes action remains open to the concrete reality of the educational space and is driven and sustained by indissociability as a constitutional, methodological, and praxical principle. Figure 4, presented below, summarizes this idea by systematizing indissociability. In it, indissociability is characterized both as a constitutional principle and as educational praxis, suggesting the enactment of a more open form of rationality.

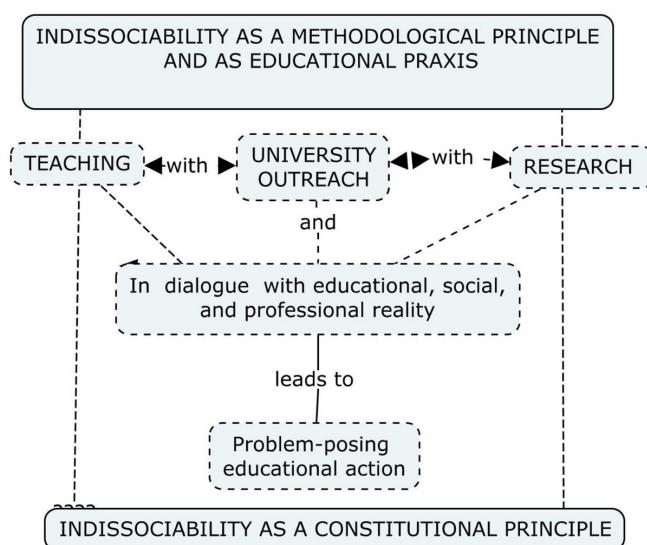


Figure 4. Model of a centralized and open form of outreach.

Source: Castro (2022).

We emphasize that the assertion of indissociability as a methodological principle required for outreach actions derives from the work of Gonçalves and Quimelli (2016). This was further developed through the pathways we proposed toward concreteness in university outreach actions that incorporate the dimension of the encounter between the university and the public school. In other words, we place outreach at the center and point to open relations within the teaching–research–outreach triad, giving centrality to outreach. In doing so, we propose a dialogue with reality, bringing more humanizing concerns to the center and ahead of discipline-driven modes of thinking.

The constitutional principle of indissociability provides support because it is what guarantees autonomy and the freedom to exercise critical and creative work, in which the values required for reflective education—guided by ethical, scientific, aesthetic, technological, and social principles—are sustained through a transformative relationship between action and reflection upon reality (Freire, 2017, p. 21). The first term of the map reframes indissociability by adopting it as a methodological principle required for the development of actions (Gonçalves; Quimelli, 2016). As educational praxis, it conveys the idea that the triad enables reflection and action on and within reality and, in doing so, allows those involved in the action to understand that reality and to propose paths for overcoming challenges.

The principles described above are connected by dotted lines, using the preposition *with* and the connective *and*, indicating simultaneity, with the direction pointing toward dialogue with reality. This suggests a “dialogical–problematizing” interaction (Freire, 2017) that gives concrete form to the idea of praxis (Freire, 2017), understood as a relationship in which theory and practice, when brought into relation with reality, enable a process of conscientization that leads to transformation and, consequently, emancipation. Based on this logic, the model offers the possibility of constituting the RC, structured from a perspective of encounter, dialogue, and collaboration, within which it becomes possible to establish relations among educational, scientific, and social dimensions. In this light, we consider it essential to emphasize that the dimension of “encounter, dialogue, and collaboration” requires a renunciation of disciplinarity. This implies an open stance, in which the space for the “joint construction of actions” presupposes giving up the separation between theory and practice and incorporating humanizing principles of education (Freire, 2017).

To this end, a reorganization is required with a dual scope—empirical and methodological. It is empirical because it recognizes the particularities of the school’s specific community in the full range of its existence: students, in their affective, social, and educational dimensions; teachers, in their self-formative processes; structuring norms, in their organizational patterns, which need to be taken up through existing ‘gaps’; and the particularities of the university, whose regulatory instruments, each in their own way, allow for indissociable interactions and mutual relations. The methodological scope of this approach lies in conceiving an inter-curricular relationship that is above all praxis, because by giving centrality to the educational, scientific, and social dimensions—made possible through university outreach—it enables a circular movement of action–reflection–action. This movement ensures a formative experience led by teaching and guides a political educational process that generates transformation.

FINAL CONSIDERATIONS

This article aimed to present a model of a *dialogical–collaborative encounter* developed through university outreach for training-action and collaboration with public schools. It sought to present and highlight the implications of this model in terms of the interactions it generates and its impact on students’ education, from theoretical, practical, and humanistic perspectives.

Within this movement, we sought to analyze the impact of the actions in terms of expanding students’ reference frameworks, from a theoretical–practical perspective. This characterization is shaped by the construction of an outreach model in which actions are conceived from within the school and toward the university. With this configuration, we began with a diagnosis of the context and its participants, highlighting points of convergence and divergence in order to identify existing fractures. For this contribution to be used with analytical and methodological robustness, theoretical concepts were employed to help think through the object, with the awareness that, in making certain aspects visible, others would inevitably escape. This is the challenge of complex thought: the rearticulation and reorganization of knowledge that does not deny the perspective of a positivist rationality that operates through “protocols/strategies”.

On the contrary, it draws on them “[...] in order to reflect on itself, recognize itself, situate itself, and problematize itself” (Morin, 2015b, p. 32), and, in a circular movement, return to the beginning of the process. Therefore, while it is objective, it is also reflexive and, for this reason, allows for openness and incompleteness.

We consider that this dynamism made it possible to move beyond a simplified notion of outreach—marked by *outreachism*, *charitable orientations*, and *content-centered practices*—toward outreach understood as encounter–dialogue–collaboration. We conceive this as an *ecology of action*, insofar as it can be seen as organizing a set of actions. The possibilities and meanings attributed to it can be expanded, depending on how the context is understood and configured, as well as on the universe of interactions that will be built from an initial action.

With this intent, this approach brings together elements for an *encounter* with social and educational reality; a *training-oriented dialogue* that takes place where teacher identity is constructed; and *collaboration* that precedes the idea of integrated actions between institutions (through normative instruments) and of mutual support that unfolds in the dynamics of relationships built among the individuals within these spaces. We understand that, by placing university outreach at the center, we offer pathways to be followed from a methodological standpoint, grounded in the indissociability experienced in its interactive and interdisciplinary process, as well as from a theoretical standpoint that understands university outreach as one of the functions that enable dialogue between forces that are antagonistic/contradictory (such as those forces that shape the norms of action and training).

The adoption of *open rationality* in university outreach actions emerges as a viable pathway, especially in the school setting, as it breaks with traditional models, whether content-centered or charitable. This perspective not only helps overcome pedagogical resistance on the part of teachers and school management, but also makes the curricularization of outreach effective through a pathway that is both interdisciplinary and transversal to the curriculum.

It is crucial, however, that the university understands the curricularization of outreach not as a mere addition to the curriculum, but rather as a set of actions that integrate into it and permeate it in a transversal manner.

ACKNOWLEDGMENTS

We would like to thank the Coordination of the Doctoral Program in Knowledge Dissemination within the Graduate Program in Knowledge Dissemination; the Coordination for the Improvement of Higher Education Personnel (CAPES) for its support of this publication; the faculty members at UNEB who provided information about their extension projects; and to the faculty members of Colégio Estadual Senhor do Bonfim for enabling the development of “a new perspective on engagement with the school”.

REFERENCES

- CASTRO, M. C. S. **Ecologia cognitiva da extensão universitária**: encontro, diálogo e colaboração. 2022. 220 f. Tese (Doutorado em Difusão do Conhecimento) – Universidade Federal da Bahia, Salvador, 2022.
- FREIRE, P. **Pedagogia da esperança**: um reencontro com a pedagogia do oprimido. 25. ed. Rio de Janeiro: Paz e Terra, 2017.
- FREIRE, P. **Educação e mudança**. 49. ed. Rio de Janeiro: Paz e Terra, 2020.
- FREIRE, P. **Extensão ou comunicação?** 21. ed. São Paulo: Paz e Terra, 2021.
- GALEFFI, D. A. Teoriação polilógica. In: GALEFFI, D. A.; MARQUES, M. I. C.; RAMOS, M. R. (ed.). **Transciopédia em difusão do conhecimento**. Salvador: Quartet, 2020. p. 736-770.
- GONÇALVES, N. G.; QUIMELLI, S. A. G. (ed.). **Princípios da extensão universitária**: contribuições para uma discussão necessária. Curitiba: CRV, 2016.
- JAPIASSU, H. **Interdisciplinaridade e patologia do saber**. Rio de Janeiro: Imago, 1976.
- MORIN, E. **O método 2**: a vida da vida. 5. ed. Porto Alegre: Sulina, 2015a.
- MORIN, E. **O método 3**: conhecimento do conhecimento. 5. ed. Porto Alegre: Sulina, 2015b.
- MORIN, E. **O método 1**: a natureza da natureza. Porto Alegre: Sulina, 2016.
- PEIXOTO, R. S. **Combate ao tráfico de animais silvestres através da extensão universitária/ensino de zoologia/educação ambiental nas escolas**. Sussuarana: Sistema Integrado de Planejamento, UNEB, 2022.

SANTOS, B. S. **A universidade do século XXI**: por uma reforma democrática e emancipatória da universidade. São Paulo: Cortez, 2011.

SANTOS, B. S. **Pela mão de Alice**: o social e o político na pós-modernidade. 14. ed. São Paulo: Cortez, 2013.

SANTOS, P. O. **"Estuciando" o barulho do quilombo no Sertão**: Cariacá e Lajedo, entrelaçares identitários, insurgências, lutas e resistências. 2021. 355 f. Tese (Doutorado em Estudos Étnicos e Africanos) – Programa de Pós-graduação em Estudos Étnicos Africanos, Faculdade de Filosofia e Ciências Humanas, Universidade Federal da Bahia, Salvador, 2021.

UNIVERSIDADE DO ESTADO DA BAHIA – UNEB. **A UNEB**. 2022. Disponível em: <https://portal.uneb.br/a-uneb/>. Acesso em: 22 abr. 2021.

UNIVERSIDADE FEDERAL DO VALE DO SÃO FRANCISCO – UNIVASF. **Proposta acadêmico-pedagógica**. 2021. Disponível em: <https://portais.univasf.edu.br/univasf/dados-institucionais/proposta-academico-pedagogica>. Acesso em: 22 abr. 2021.

ZEICHNER, K. M. Para além da divisão entre professor pesquisador e pesquisador acadêmico. *In*: GERALDI, G. M. C.; FIORENTINI, D.; PEREIRA, E. M. A. P. (ed.). **Cartografias do trabalho docente**: professor(a) pesquisador(a). Campinas: Mercado das Letras, 2001.

Authors contribution

The authors built the article collaboratively. Specifically, the theoretical and methodological approach was built from studies and discussions held in the Research Group on Management, Education, Science and Technology for Social Inclusion (GEC&TIS). The text design and review were carried out in a creative partnership that resulted in this research article.

Editor: Prof. Dr. José Luís Bizelli

Deputy Executive Editor: Profa. Dra. Flavia Maria Uehara