

REPORTS OF EXPERIENCES OF EXTENSION WORKERS: CONTRIBUTIONS TO
TRAINING IN RURAL SCHOOLS

*RELATOS DE EXPERIÊNCIAS DE EXTENSIONISTAS: CONTRIBUIÇÕES PARA A
FORMAÇÃO EM ESCOLAS DO MUNDO RURAL*

*RELATOS DE EXPERIENCIAS DE EXTENSIONISTAS: APORTES A LA FORMACIÓN
EN ESCUELAS RURALES*



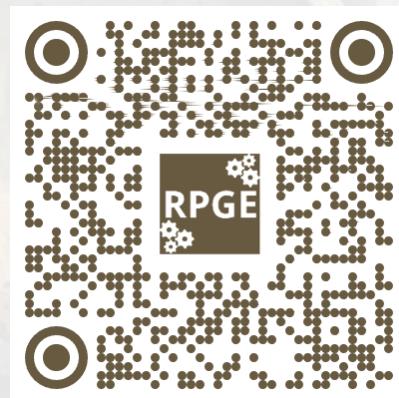
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ABSTRACT: In summary, this essay refers to research on the contributions arising from extension actions carried out by a team from the Federal University of Paraíba. We studied, in particular, the importance of extension actions in the process of training teachers and students of an Undergraduate Program in Pedagogy, in particular through records obtained in interventions that had as target audience education professionals and/or students of multigrade classes. It is worth mentioning that this article is also linked to data obtained during the execution of a Course Completion Work. Among others, Caldart, Melo, and Freire were adopted as the theoretical foundation. A qualitative, exploratory investigation was carried out, using documentary analysis, resulting from experiences lived in extensive actions. It was concluded that extension is an enriching opportunity to share essential information for key knowledge in the training process.

KEYWORDS: University Extension. Rural. Rural Education.

RESUMO: Em síntese, este ensaio apresenta uma pesquisa sobre as contribuições das ações de extensão realizadas por uma equipe da Universidade Federal da Paraíba. O estudo enfoca, particularmente, a relevância dessas ações no processo de formação de docentes e discentes de um curso de Graduação em Pedagogia, com base em registros obtidos durante intervenções voltadas para profissionais da educação e/ou estudantes de turmas multisseriadas. Ressalta-se que este artigo também se apoia em dados coletados no desenvolvimento de um Trabalho de Conclusão de Curso. A fundamentação teórica foi construída a partir de autores como Caldart, Melo e Freire, entre outros. A pesquisa, de natureza qualitativa e exploratória, utilizou análise documental e se baseou em experiências vivenciadas em ações extensionistas. Concluiu-se que a extensão constitui uma oportunidade enriquecedora para o compartilhamento de informações essenciais, contribuindo para a construção de conhecimentos fundamentais no processo de formação.

PALAVRAS-CHAVE: Extensão Universitária. Rural. Educação do Campo.

RESUMEN: En síntesis, este ensayo se refiere a una investigación sobre los aportes derivados de las acciones de extensión llevadas a cabo por un equipo de la Universidad Federal de Paraíba. Estudiamos, en particular, la importancia de las acciones de extensión en el proceso de formación de docentes y estudiantes de un Programa de Graduación en Pedagogía, en particular a través de registros obtenidos en intervenciones que tuvieron como público objetivo a profesionales de la educación y/o estudiantes de clases multigrado. Vale la pena mencionar que este artículo también está vinculado a datos obtenidos durante la ejecución de un Trabajo de Finalización de Curso. Caldart, Melo y Freire, entre otros, fueron adoptados como fundamento teórico. Se realizó una investigación cualitativa, exploratoria, utilizando el análisis documental, resultado de las experiencias vividas en acciones extensas. Se concluyó que la extensión es una oportunidad enriquecedora para compartir información esencial para conocimientos clave en el proceso de formación.

PALABRAS CLAVE: Extensión Universitaria. Rural. Educación Rural.

Introduction

This essay is the result of one of the actions that made up the realization of a course completion work, which addressed the experiences of an extension worker, a graduate student in the Pedagogy course, especially during her work as a scholarship holder in three extension projects, from August 2020 to July 2023. These experiences were considered essential for the academic and professional training of those involved, both the organizing team and the target audience. The text focuses more specifically on describing and analyzing the experiences developed by the members of the Multidisciplinary Extension Center for Rural Development (NEMDR)³ linked to the Center for Human, Social and Agrarian Sciences (CCHSA) on Campus III of the Federal University of Paraíba (UFPB).

We believe that university extension is basically the link between the university and society, reaffirming what Freire says: "knowledge does not extend from those who believe they know to those who believe they do not know; knowledge is constituted in human-world relations, relations of transformation, and is perfected in the critical problematization of these relations" (Freire, 1977, p. 36, our translation).

The extension enables us, future professionals, to reflect on this education, how it has been offered to students, and how it should be, "considering the valorization of the knowledge of all subjects in the field, guaranteeing them the right to quality education in society, through an emancipatory and transformative education" (Cavalcanti; França-Carvalho, 2020, our translation).

For example, one of the NEMDR scholarship holders, the author of this essay, joined the Pedagogy course at the CCHSA in 2019 with a keen interest in participating in projects. This interest probably arose from interactions with members of the center, which allowed him, through contacts between friends, to learn about the application process to take part in the activities promoted by the NEMDR team.

³ The NEMDR was created in 2011 - after approval by the bodies above the CCHSA, such as the Teaching, Research and Extension Council (CONSEPE) and the University Council (CONSUNI). The NEMDR has supported the development of training experiences for rural education professionals, which is favorable to the process of adopting educational practices that are contextualized to the reality of the people served by schools located in rural areas, particularly our schools in *Brejo Paraibano*. To this end, we have developed extension experiences, such as courses and thematic seminars, as well as research that addresses essential issues for the initial and ongoing training of those involved in education (*Grupo de Estudos em Educação, Etnia e Economia Solidária - GEPEEES*, 2023).

Initially, in this essay, we describe the experiences of an extension scholarship holder participating in the project entitled: "*A Extensão nas/das escolas rurais paraibanas: formação de profissionais para a Educação do Campo*"⁴", which aimed to develop extensive actions aimed at the initial and continuing training of education professionals who worked or would work in rural schools in Paraíba, noting that the project had to be readapted as a result of the COVID-19 pandemic. In the context of the pandemic, it was not possible to carry out the extension in person, either internally or externally, to the university. Supported by national legislation and UFPB's own, the actions linked to university life, consequently those of the extension project, were readapted for the remote format, from 2020 to 2022.

Last but not least, we will describe and analyze our experience as extension workers after returning from face-to-face activities, going to the public and leaving the screens of cell phones and computers, through the project "*Uso de jogos em turmas multisseriadas: ações extensivas voltadas para colaborar com a formação moral do Sujeito do Mundo Rural*"⁵". The project was carried out in towns surrounding the one where the CCHSA Campus is located, in Bananeiras (PB), and in it we concluded the extension activities. This work is part of a project that seeks to answer the following question: how have extension experiences, marked by continuing teacher training and the use of educational games in multi-grade classes, helped in the initial training of a pedagogue? In order to address this issue, we propose the general objective of identifying the relevance of the extension activities developed by a Pedagogy undergraduate during her training.

In this context, we begin by referencing Paulo Freire, who criticized merely assistentialist extension by stating that "in the term extension, there is an implicit action of carrying, transferring, delivering, depositing something in someone" (1979, p. 20, our translation). He highlighted the need to overcome the conception of extension activities as a simple act of doing. It is also important to emphasize that, in the academic Extension at UFPB,

Since the 1990s (CONSEPE Resolution No. 09/93), UFPB has recognized the use of extension activities as an optional complementary subject and, more broadly, as flexible complementary content, alongside teaching and research projects, making up to 20% of the course's total workload (Resolution No. 39/99). With regard to the subsequent regulations for drawing up the Pedagogical Project for Undergraduate Courses, teaching, research, and

⁴ Extension in/from rural schools in Paraíba: training professionals for Rural Education.

⁵ Use of games in multigrade classes: extension actions aimed at collaborating with the moral formation of the Subject of the Rural World.

extension projects are maintained as flexible curricular components with the same percentage limit (Resolutions N. 34/2004 and N. 07/2010). To encourage the development of extension, UFPB maintains, with its own resources, the Institutional Extension Scholarship Program (PROBEX) for regularly enrolled students (Buvnich; Carvalho; Guerra, 2011, p. 2, our translation).

Extension is fundamental during any student's academic training, as it not only helps, but also contributes to the transformation of the society in which it is inserted. Through its actions, it seeks to fulfill objectives, meet needs, and satisfy demands while at the same time developing the capabilities of all those involved. In this way, extension enables students to acquire the skills they need to work professionally and to become citizens (Buvnich; Carvalho; Guerra, 2011).

In this sense, extension is not only articulated with teaching and research, but also values the dialog between subjects, based on popular knowledge and a commitment to justice, equality and happiness. It is carried out through strategies such as conversation circles, educational actions, focus groups, home visits, participation in meetings and mobilizations, and promoting a continuous experience of extension workers with the community (Cruz, 2017), thus going beyond the walls of the university.

Freire (1979) shares that the extension worker's duty is not to extend his hands, but to expand his knowledge and techniques. It is worth saying that extension involves the (re)construction of knowledge, methods, and techniques, so that people can better transform the world they are in, since "extension seeks to meet the multiplicity of perspectives in line with the following principles: science, art, and technology must be based on the priorities of the region; the university cannot see itself as the holder of ready-made and finished knowledge" (Melo, 2014, p. 40, our translation).

For this reason, we seek to offer extension activities and activities linked to the reality of the rural world. In addition, we sought to contribute to the process of training those involved as rural subjects. In this context, it is essential to defend educational practices based on Rural Education, which, according to Caldart (2008, p. 71, our translation), has its origins in the struggles and mobilizations of social movements, organizations and peasant communities in search of "an educational policy for peasant communities (...) [of] implementing public schools in agrarian reform areas with resistance struggles (...) so as not to lose their schools, their educational experiences, their communities, their territory, their identity".

However, in practice, not all schools located in rural areas are actually rural schools. This is the case of the educational institutions where our target audience studied and/or worked, characterized by the presence of multigrade classes.

In the multiserial school, as in the serial school, the main objective is to provide students with quality content so that they can learn satisfactorily, resulting in educational performance. However, rural education and multigrade classes have special peculiarities, since the educator finds it difficult to work with different grades in a single space, as well as having to adapt the program content to the reality of the students' lives in a given region, which denotes challenges to be overcome (Silva, 2022, p. 9, our translation).

As pointed out by Rodrigues *et al.* (2017, p. 4), the number of multigrade classes in Brazilian education is currently decreasing, possibly due to educational policies associated with the process of nucleating schools. This process often results in the closure of schools that are considered "small" due to the small number of students served and the low enrollment, which is insufficient to form regular classes.

This situation has forced many families to enroll their children in urban schools. In some cases, these children face difficulties related to the distance to school, access, and means of transportation since public transport does not serve these regions. According to Article 2 of the LDB, "Education, a duty of the family and the State, inspired by the principles of freedom and the ideals of human solidarity, has as its purpose the full development of the student, his preparation for the exercise of citizenship and his qualification for work" (Brasil, 2017, p. 8, our translation). This principle reinforces the duty of the state and the family to ensure education.

Development

The aim of this study was to describe and analyze extension experiences developed by a Pedagogy undergraduate during her initial training. It is characterized as qualitative research, which, being linked to an area of the social sciences, has investigated "the universe of meanings, motives, aspirations, beliefs, values, and attitudes, which corresponds to a deeper space of relationships, processes, and phenomena that cannot be reduced to the operationalization of variables" (Minayo, 2021, p. 22, our translation).

In addition, this research is exploratory in nature, which, according to Gil, is aimed at giving our team "greater familiarity with the problem, with a view to making it more explicit or to forming hypotheses". The main aim is to improve "ideas or discover intuitions. Its planning is therefore very flexible, so that it allows the most varied aspects relating to the fact studied to be considered" (Gil, 2002, p. 41, our translation).

From the point of view of data collection procedures, we opted for documentary research, analyzing records made previously, and documents that record the results of experiences in extension projects (via PROEX/UFPB Public Notices⁶). According to Fonseca (2002, p. 32, our translation), "documentary research uses more diverse and dispersed sources, without analytical treatment, such as: statistical tables, newspapers, magazines, reports, official documents, letters, films, photographs (...) company reports, videos of television programs, etc".

The data used was obtained from records such as extension projects and reports, referring to initiatives approved in calls for proposals from the UFPB Pro-Rector of Extension (PROEX), in the period from 2020 to 2023. Primary documents that resulted in the preparation, approval and presentation of papers at events, including abstracts and articles, both remotely and in person, at local and national level, were also considered.

According to Cerllad (2008 apud Sá-Silva; Almeida; Guindani, 2009, p. 2, our translation), "documentary analysis favors the observation of the process of maturation or evolution of individuals, groups, concepts, knowledge, behaviors, mentalities, practices, among others". Thus, after the selection, a documentary analysis was carried out with the aim of identifying its initial work plan, methodological strategies, and actions developed before, during, and after the execution of the project, making it necessary to group these stages in order to re-read these documents (Alves; Santos; Cruz, 2018).

Among the records related to the participation of a graduate student, who is also one of the authors of this essay, we highlight the reports of these activities and other documents that made it possible to recover the memory of the events that took place, in which we were involved at the time. These records were fundamental for reflecting on the difficulties faced during the extension activities and for valuing the lessons learned. As Mussi, Flores, and Almeida (2021, p. 64) point out, the experience report in an academic context, in addition to describing the near experience, seeks to value it through an explanatory academic-scientific effort, with the

⁶ Available at: <https://proex.ufpb.br/proex/contents/menu/diretrizes-da-extensao/pasta-dos-editais-da-extensao/probex>.

application of a critical and reflective approach, based on theoretical-methodological support (distant experience).

Link between research and extension in the training of a pedagogue as an extension worker

This sub-item will report and reflect on the importance of academic extension as part of initial training practices, highlighting its role in encouraging the profession, learning, and the challenges encountered throughout the process. The analysis of records related to the various moments lived at the time will be the basis for this reflection. The documents analyzed included project work plans, reports, articles, summaries, and photographic records. Based on this information, it was possible to organize relevant facts for the report on experiences and their implications for extension, structured in three moments, as presented below.

The first moment is related to the beginning of the extension experience of a Pedagogy undergraduate, in 2020, when she had the opportunity to be a scholarship holder in the project entitled "*A Extensão no/das escolas rurais paraibanas: formação de profissionais para a Educação do Campo*". As the title suggests, the aim of the project was to develop extension actions aimed at the initial and continuing training of education professionals who worked or would work in rural schools in Paraíba, which was a fundamental part of our training. However, when starting the project, it was not expected that the COVID-19 pandemic would have a profound impact on this experience.

In the context of the pandemic in Brazil, initially, with the support of the Ministry of Education (MEC), the Federal University of Paraíba interrupted its activities for a period of 15 days. At the time, we almost naively believed that we would quickly return to our face-to-face activities. However, as we all know, the pandemic has lasted much longer than we imagined, making it impossible to continue with face-to-face extension outside the university walls. This forced everyone to adapt, including our project, which had to be readapted to the remote format to guarantee the realization of the extension actions.

As a result, the team responsible for the project was faced with the challenge of how to carry out the extension via a screen. The only possible answer was that readjusting was the only solution! It was necessary to adjust both as a scholarship student and as a NEMDR team, which led us to look for interventions based on didactic strategies that could be applied in *online* actions, mainly through *Google Meet*. As Freire teaches us (2019, p. 30-31, our translation)

"There is no teaching without research and no research without teaching. (...) While I'm teaching, I keep searching, reprocurring. (...) I research to find out, find out, intervene, and educate and educate myself.

When she started the project, she shared the view that "I couldn't understand, as a student of pedagogy, how a student of pedagogy, was going to teach moments (classes/workshops) to trained teachers who already had a background, who were already working in the classroom". Deconstructing this conception was one of the first processes I had to learn as a beginner in extension.

As a result, attending extension training meetings held by teachers for NEMDR members highlighted the importance of planning, preparing, and evaluating the activities we were going to carry out, as well as the need to clear up any doubts before reaching our audience. Extension activities with the project's target audience, such as teachers and managers of schools in the countryside, were carried out through online meetings, using platforms such as *Google Meet*.

In this direction, it became common to carry out extension activities such as sharing moments, in which teachers from schools in the countryside reported their concerns about their students. For them, the remote classes made it difficult to help, so the students couldn't be assisted at home.

As mentioned earlier, the central point was to provide training opportunities that included participation in study groups. Through the exchange of knowledge, we offer a two-way street because only through dialogue is it possible to promote the exchange of methods, techniques, and didactic resources to mediate educational practice, contextualized to the singularities and diversity of the rural subject. At the end of this stage of the extension, we realized the importance of continuing training for the professionals who work in rural schools. Lima *et al.* (2013, p. 66, our translation) state that:

In our opinion, although public policies have been developed in recent years to provide continuing training for rural teachers, it may still be lacking in terms of listening to their teachers and what training they want; better still, what they consider important to work on in their training, taking into account the particularities of rural people.

It's worth noting that the scholarship holder's first experience in this extension implied facing responsibilities that involved publicizing the actions by writing, for example, abstracts, articles, etc. Working together with other members of the NEMDR (undergraduates, master's

students and the project coordinator) was essential at this stage. For example, one of the papers approved and presented at the VI National Symposium on Rural and Urban Life in Brazil (VI SINARUB) was entitled: "*A extensão universitária no ensino e a correlação com o mundo rural*"⁷, published in the journal "*Rural & Urbano*"⁸. We emphasize that this involved rich moments marked by learning linked to academic extension, in its interface with society.

Also highlighting the opportunities provided by the project, the scholarship holder, together with the NEMDR team, took part in events such as the "*7º Seminário Internacional de Práticas Educativas – SECAMPO*"⁹. We emphasize even more the importance of these moments, even remotely, because they generated a rapprochement and an efficient way of mutually sharing knowledge, know-how, and experiences lived in that context between teachers, students, and the community through the possibility of sharing.

At the end of the project, which ran from August 2021 to July 2022, in compliance with the PROBEX/PROEX-UFPB 2021-2022 Notice, we participated in the Extension Meeting (ENEX), promoted by PROEX, presenting the results achieved and/or proposed from the activities. Due to the pandemic period, the presentation took place via a 5-minute¹⁰ video. To do this, we had to learn from the PROEX¹¹ guidelines alternatives for recording and promoting the video.

Based on authors such as Dalben (2004, p. 8, our translation), in this section of our essay, we emphasize the description and analysis of a second extensive experience, carried out in the second year of the project "Extension in/of rural schools in Paraíba: training professionals for rural education", which continued in remote format due to the COVID-19 pandemic. However, we chose to direct the actions to the municipality of Areia (PB), which involved education professionals, coordinators, and managers of rural schools.

Considering that the project was in its second consecutive year, it was noticeable how much easier it was compared to the first, as well as the support of the municipality in the training sessions, the encouragement and the feedback provided by those involved. As Pachelo and Piovesan (2014, p. 57, our translation) state, "The teacher is an intellectual in a continuous process of formation, therefore, formation is, in fact, self-formation, since teachers elaborate knowledge in confrontation with their practical experiences".

⁷ University extension in teaching and its correlation with the rural world.

⁸ Available at: <https://periodicos.ufpe.br/revistas/ruralurbano/article/view/249116/39720>.

⁹ 7th International Seminar on Educational Practices – SECAMPO.

¹⁰ Available at: <http://www.proex.ufpb.br/proex/contents/copac/enex/paginas-enex/videos>.

¹¹ Available at: Instructions available at: <http://www.proex.ufpb.br/proex/contents/copac/enex/paginas-enex/videos>.

The activities have undergone some changes over the course of the project. This wasn't just something offered by the team to the teachers, but something built together. According to Pachelo and Piovesan, teachers reflect on their practices in the confrontation and exchange of experiences. In this sense, we sought the opinions of those involved, asking what they would like to work on and learn together with the group. In fact, we brought them some of what they wanted, such as inviting the psychologist from the Student Assistance Center (NAE), who worked on the topic "Stress and emotion", taking into account that teachers never stop, and during the pandemic, this was no different.

The obligation arose to adapt to new teaching methods and means so that education would not come to a standstill, preventing students from suffering even more from the interruption in teaching, research, and extension during the pandemic period. After realizing that this was a recurring problem in each educator's life, the need arose to work on the emotional aspect, generating a workshop enriched with pleasant dialogues and positive reports on the subject. This workshop aimed to take care of the emotional state of each educator present in general.

When we return to the documentary analysis of the report on the participation of one of the authors of this essay in the extension activities and, consequently, her memories, we note that it was at the end of this experience that she began to plan and get to know the next project she would be involved in. Nothing planned, but occasional. As mentioned earlier, one of this project's challenges was meeting the requests and wishes of those involved. This came about when I spoke directly to the coordinator of the rural schools in the municipality.

The coordinator of the rural schools in Areia (PB) asked to meet in person. It's worth noting that by 2022, the pandemic had already subsided, due to factors such as vaccination. From the discussion, it was agreed that we could help teachers with educational games, based on the assumption that games are great tools that can be introduced as teaching resources in classrooms, giving students the opportunity to learn through play.

These games would be aimed at capturing the attention of students in multi-grade classes, teaching basic rules and principles, and exploring their knowledge in the areas of learning, with the primary objective of helping children during that period of the pandemic, when they suffered from not being able to attend school. This was the only time we carried out face-to-face activities. Once again, I would like to mention the exchange of experiences that these moments bring to the life of any extension worker. In general, we bring proposals for

activities and learn even more from them, as each one brings their own experience and knowledge.

As in the previous experience, together with the members of NEMDR, we improved our extension experiences and participated in the event entitled "*VII Jornada de Estudos Freireanos*"¹² with the submission of the article entitled "*Ações Extensivas em Busca de uma Formação Continuada dos Profissionais para a Educação do Campo*". With these aforementioned activities, we were able to provide professionals with studies focused on Rural Education and Education in the Countryside, with the aforementioned article being the culmination of these actions. Another event was the presentation at ENEX 2022, which, even with the pandemic a little more under control, still took place remotely, via video.

Still, from this perspective, Freire (2013, p. 33, our translation) teaches us that "Dialogue is the loving encounter of men who, mediated by the world, 'pronounce' it, that is, transform it, and by transforming it, humanize it for the humanization of all". The importance of extension projects that take into account education in the rural context means that we can work with these people who are part of this reality, prioritizing knowledge of their perspective on the world with the aim of transforming reality.

Last but not least, we will describe and analyze what happened in a third extension project entitled "*Uso de jogos em turmas multisseriadas: ações extensivas voltadas para colaborar com a formação moral do Sujeito do Mundo Rural*", developed from August 2022 to July 2023. As with the previous projects, the methodology was developed based on the demand presented by the Rural Subjects, but this time, the target audience was students from multi-grade classes in rural schools located in the municipalities of Areia and Esperança.

Now, the challenge was no longer the professionals, but the children, the main target of our training on the course. This new scenario prompted us to look for teaching strategies linked to the process of moral formation, especially those that would be developed through the use of games as an essential didactic resource for carrying out didactic interventions aimed at improving the educational services offered to them.

The initial activities always allowed us to search for the necessary studies to understand the themes, with research linked to the project's objectives, the search for activities to be developed, and training with the NEMDR through videoconferences, with the necessary guidance to start the project's activities. Over the months, as the project coordinator moved from Campus III to UFPB Campus I, the NEMDR ceased to be her physical space; her room ceased

¹² Available at: <http://www.ccae.ufpb.br/jefreireano/jornadas.html>.

to be the environment for various studies and the preparation of materials and resources for seminars and events promoted inside and outside Campus III. However, the Extension Center has not ceased to exist, as the work continues to be carried out in teams made up of undergraduate, master's, and doctoral students. These meetings continue to be a rich exchange of knowledge and experience, in which I have received support to plan, execute, and evaluate the project's extensive actions. The activities continued remotely, with meetings via *Google Meet*.

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 the Rural Subjects, which proved to be essential, as they respected the diversity and uniqueness of the public involved. The work with educational games was therefore used considering that:

Play and games are present at school in the most varied situations and in the most diverse forms. There are also various conceptions of the place and importance of these activities in pedagogical practice [...], which can be translated into educational methods that value and seek to avoid rigid distinctions between play and serious tasks. In this case, children's games and play can and should be introduced as essential teaching resources, because children learn through play (Volpato, 2002, p. 96, our translation).

The project made it possible to make manual games out of low-cost materials. This time, the games would be tested by the public they were created for. Each game was designed according to the singularities of the students, such as cognitive stage and age, among other aspects, as well as the diversity of each class. The challenge now was to work contextualized with all the children involved, respecting their particularities. The search to understand the students' process of moral formation was notorious because, as La Taille (2006) states, "the first and most concrete contact with morality is through the rules, while the principles that inspire them and the values that underpin them are assimilated later" (p. 73, our translation).

Therefore, through extensive experiences with games, we sought to contribute to the adoption and/or practice of rules that are essential to mutual respect and the moral formation of these subjects. We can see that the games also help to manage the children's euphoria, patient waiting, and, above all, the development of respect.

[...] games can be used for a variety of purposes within the context of learning. One of the essential and significant uses is the possibility of building self-confidence. Another is to increase motivation [...], which is an effective method that enables meaningful practice of what is being learned. Even the simplest games can provide factual information and practice skills, conferring dexterity and competence (Silveira, 1998, p. 2, our translation).

As mentioned by Silveira, we can see that these moments in the classroom increase motivation. The games that generated the most interaction from the children were the mathematical ones, as they are an excellent tool to help in teaching practice, especially when introducing the first calculations, from the first grades to the last. This is because children are interested in playing while they learn. "Children are more motivated to use their intelligence because they want to play well, so they strive to overcome cognitive and emotional obstacles. Being more motivated during the game, they also become more mentally active" (Ide, 2011, p. 107, our translation).

Among all the activities carried out from August 2022 to July 2023, the scholarship holder had to adapt to new situations, especially those arising from the redistribution of the project coordinator, who moved from the Department of Education of the CCHSA/UFPB to the Department of Field Education (DEC), located on Campus I, in João Pessoa (PB). As a result, we had to participate in moments that we hadn't experienced before, such as the presentation of our activities through a YouTube live, promoted by the UFPB Education Center and entitled "*Dialogue with Extension*". During this live, we had the opportunity to present, learn, and share experiences about the extension projects being developed at the EC.

We also took part in ENEX 2023, which once again took place in person at Campus I - João Pessoa, representing a major challenge for the scholarship holder, as the journey between the cities is approximately 127.4 km. What's more, this was her first performance in the Tertulias format. We emphasize that all this learning provided by the academic extension has been and continues to be necessary for the advancement of teaching and educational and extension training.

Final considerations

As the concluding stage of part of an ongoing training process, the importance of carrying out extension activities stands out, as they are essential for promoting rich exchanges of experiences, both between the members of the executing team (extension workers) and, above all, through educational experiences with the public, the subjects of the rural world.

Participating in extension projects marked our academic career, especially given the challenges posed by the pandemic situation at the time. Faced with these challenges, we have taken up the struggle to overcome them, with the goal of contributing to the process of continuing training for teachers working in rural schools, as well as carrying out extension activities with students from multi-grade classes. These experiences, which often prevented us from seeing, feeling and working directly with rural people, provided a rich exchange of knowledge and experiences.

That's why we need to continue fighting for better conditions for the development and implementation of extension actions aimed at education that favor the dialogic aspect of the educational act, especially in the context of the peasant public.

There is a great need for policies that support the inseparability of the teaching, research and extension triad, a fundamental element in helping to improve the quality of educational services. These policies should encourage discussion about basic education and seek a horizontal relationship with these subjects, with the aim of learning together through the exchange of knowledge, experiences and experiences.

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