

The University Extension, after thirty years of struggle by the Forum of Pro-Rectors of Extension of Brazilian Public Universities (FORPROEX), has gained an important space for the academic education of students, with the approval of CNE/CES Resolution No. 7 of December 18, 2018, which establishes the guidelines for extension in Brazilian higher education. This regulates Goal 12.7 of Law No. 13.005/2014, which approved the National Education Plan (PNE) 2014-2024, making it compulsory to integrate extension activities into the curriculum of undergraduate courses in at least 10% of their respective workloads. This is also an achievement of the ongoing struggle of social movements for the democratization of higher education in our country.

When analyzing the historical trajectory of university extension, it becomes clear that it has made significant progress as a fundamental academic dimension for training professionals who are aware of their social commitment. Freire's (1995) statement that "yesterday, as today, I have never accepted that educational practice should be limited only to reading the word, but also to reading the context, to reading the world," allows us to understand that this training cannot be far removed from Freire's meaning of citizenship, which presupposes intervention in the world on behalf of the oppressed.

From this perspective, university education needs to be based on a critical pedagogy, with dialog as the methodology for constructing new knowledge,

considering the social context and lived reality. University extension cannot be exercised by cultural invasion, so criticized by Freire (1983). Therefore, it is not a matter of taking or giving knowledge or simply transmitting messages defined as truths by academia. From this perspective, Paulo Freire defends the use of the term communication as opposed to extension, strengthening the idea of an exchange of knowledge between the interlocutors.

Gramsci's thoughts are also essential to support discussions on the inclusion of extension in the Political Pedagogical Projects of Universities and their undergraduate courses. These include the idea of cultural hegemony, citizenship and social utopia. His theoretical contributions help to support the construction of a more humanized and democratic society. His writings and those of Freire enable us to rethink the meaning that has been given to the curriculum and classroom space, understanding that they are not reduced to walls, desks and equipment, but are expanded in dialogue with the world, based on categories such as dialogue, active hope, the right to citizenship, autonomy, which must be dimensions that contribute to the renewal of socially committed higher education. These are studies that need to be carried out in order to reverse the logic that still prevails in higher education institutions that academic knowledge is superior to that produced by the population. As Gramsci said (2001, p. 53): "[...] one cannot separate homo faber from homo sapiens".

As part of this debate, the Graduate Program in Education at the Federal University of Mato Grosso do Sul presents the Dossier "Curricular Insertion of Extension in Brazilian Higher Education: Institutionalization and Materialization of CNE/CP Resolution 7/2018", which aims to disseminate experiences, enable reflections on the subject and contribute to finding ways to strengthen the interaction between the university and society. In this Dossier, the Program's Journal presents nine articles that address various contexts.

We begin with the article entitled "Conditions for the Curricular Insertion of Extension in Higher Education", written by Andréia Nunes Militão and Malvina Tania Tuttman. The authors use the term "Curricular Insertion of University Extension" and indicate under what conditions the curricular insertion of extension should take place. Among the key aspects, they recommend guaranteeing objective conditions for teachers, technicians and students, covering material and human inputs, such as infrastructure, resources

for teachers, students and technicians to travel; guaranteeing insurance and robust scholarships for students; reviewing the careers of teachers and technicians, valuing their involvement in extension. These are sine qua non conditions for making university extension a reality. In addition, they believe that proposing a national university extension policy linked to guaranteed funding is a key element. Finally, it is argued that the broad involvement of the external and internal community in proposing HEI institutional policies.

The article “University Extension: Paths and Trails” by Letícia de Leon Carriconde and Daniela Sayuri Kawamoto Kanashiro. The authors present a theoretical-analytical discussion on the history of university extension in Brazil, culminating in curricularization, as determined by Resolution CNE/CP n. 7 (Brazil, 2018). Defending the need for this discussion, they consider understanding the concept of university extension to be fundamental for a critical reading of the documents, as well as for the management and development of extension actions in dialog with the community. In conclusion, they point out that, despite the Freirean conception of extension, which characterizes it as a dialogical, interdisciplinary and transformative process, the mandatory extension workload can lead to the development of lightened actions, without listening to and getting to know the communities. Furthermore, due to the inclusion of extension in the curriculum, neoliberal interests may find loopholes for its expansion in public higher education.

In “Curricularization of Extension: Extension from the perspective of Pedagogy Students at the Federal University of the Southern Frontier (UFFS)”, Ademir Luiz Bazzotti and Marilane Maria Wolff Paim describe the characteristics of the scenario in which the implementation of extension is being discussed, based on the perspective and experience of Pedagogy students at the Federal University of the Southern Frontier (UFFS) regarding university extension. This study presents data and partial analyses from a field study on the inclusion of extension in teacher training, with the aim of analyzing the knowledge and understanding of UFFS Pedagogy students about extension in their academic experience and its possible contributions to their identification and retention on the course. As conclusions, they highlight that these practices constitute a field of opportunities for development, learning and training, encompassing elements for thinking about the institutional challenges in the process of inserting extension into the curriculum.

For their part, Jemina de Araújo Moraes Andrade and Helena Cristina Guimarães Queiroz Simões present “The policy for curricularization of the Extensão in Federal Universities of the Brazilian Amazon”. In this text, the authors study the extension policy at federal universities in the Brazilian Amazon. Using a documentary and field methodology, with a qualitative approach and content analysis, the research revealed that, of the seven IFES investigated, five have already institutionalized extension, despite facing various problems, such as the COVID-19 pandemic. They conclude by pointing out that the main challenges are linked to budget limitations to guarantee the implementation of extension activities and resistance to working with this practice.

In “The Experience of São José do Rio Preto Paulista State University in Implementing Extension”, Ana Maria Klein, Silvana Fernandes Lopes and Luciana Aparecida Nogueira da Cruz present an experience of inserting extension developed by São José do Rio Preto Paulista State University. The implementation of a program that brings together 38 extension actions covers all areas of knowledge and involves different audiences. The authors point out that the experience has led to interaction between students from different courses and areas of knowledge, dialogue with non-academic knowledge and a reflective practice based on problematizing reality. From the perspective of the university’s commitment to society, the authors defend the expansion of interactions and social recognition of the importance of this institutional openness to the demands and problems of society.

In the article “The Curricular Insertion of Extension in Federal Universities in the State of Goiás: Challenges and Perspectives”, Lueli Nogueira Duarte e Silva, Priscilla de Andrade Silva Ximenes and José Firmino Oliveira Neto discuss the insertion of university extension into undergraduate courses at federal universities in the state of Goiás. Arguing that university extension makes it possible to integrate it into the entire pedagogical project of the universities, they analyzed the National Guidelines for Extension in Brazilian Higher Education, the Institutional Resolutions that provide for the insertion of extension, as well as the pedagogical projects of the Pedagogy courses of the institutions surveyed. In this way, they highlight the need for the state to reflect on institutional policies and specific funding for extension in HEIs, considering that the lack of promotion compromises the process of curriculum insertion

and affronts the inseparability of teaching-research-extension provided for in the Federal Constitution.

In “The Curricularization of Extension in Higher Education: Challenges, Limits and Possibilities”, Marineide de Oliveira Gomes, Marcia Helena Alvim and Rodrigo Luiz Oliveira Rodrigues Cunha discuss some of the challenges faced by public universities today. They begin the article by contextualizing the social role of universities, considering the historical clash over the inseparability of teaching, research and extension, and problematizing the concepts of curriculum and extension as concepts in dispute. In this reflection, they seek to curb artificialities aimed only at legal compliance with the curricular presence of university extension, proposing alternatives with relative autonomy, in dialogue with society, and based on new paradigms about the main dilemmas afflicting the world and the country, in a diverse, contradictory and plural scenario.

With “Teaching, research and the challenges of extension curricularization: a propositional analysis from the pedagogy PPC of UNEB - Campus VII - Senhor do Bonfim”, Ivânia Paula Freitas de Souza Sena analyzed the proposal for extension curricularization in the pedagogical project of the Pedagogy degree course (PPC) of the Department of Education of Campus VII, Senhor do Bonfim, of the State University of Bahia (UNEB). Considering the experiences built since the beginning of the implementation of the PPC, in the year 2021. In conclusion, the researcher suggests ways to build institutionally to guarantee the full participation of subjects in projects, activities and actions involving teaching, research and extension.

Finally, in “(Em)cantos with infant literature: A curricularization experience of Extension”, Nájela Tavares Ujiie, Viviane da Silva Batista and Irismar de Fátima Cordeiro integrate the curricular activities of extension and culture (ACEC) of an optional subject of Children’s Literature in the first year of evening Pedagogy at the State University of Paraná, Paranavaí Campus. With this extension action, the authors highlight as a formative and socio-educational contribution the academic dynamics of the Pedagogy students in the preparation of materials and storytelling, while promoting social rapprochement, being a cultural and educational action open to the community.

We hope that this Dossier will be another reference that can contribute to an understanding of the importance of the curricular insertion of extension in undergraduate courses, and especially to encourage us to face up to possible obstacles, and to believe that through citizen education and a collective and democratic effort, respecting the autonomy of each university, we will make progress in building a university that is truly committed to the serious social fractures in our country.

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