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CYCLE OF CONVERSATIONS ON "DEMOCRACY, CONSTITUTION AND FUNDAMENTAL HUMAN RIGHTS" (SDG 16): DIALOGUES BETWEEN, EXTENSION AND SCIENTIFIC DIVULGATION

CICLO DE CONVERSAS SOBRE "DEMOCRACIA, CONSTITUIÇÃO E DIREITOS HUMANO-FUNDAMENTAIS" (ODS 16): DIÁLOGOS ENTRE PESQUISA, EXTENSÃO E DIVULGAÇÃO CIENTÍFICA

DEMOCRACIA, CONSTITUCIÓN Y DERECHOS HUMANO-FUNDAMENTALES" (ODS 16): DIÁLOGOS ENTRE INVESTIGACIÓN, EXTENSIÓN Y DIVULGACIÓN CIENTÍFICA

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Abstract: This report aims to narrate the experience of the Extension Project Cycle of Conversations on "Democracy, Constitution and Fundamental Human Rights" (SDG 16) promoted as an activity of the UFGD Law School and International Relations. The project was developed in 2021, in remote format, considering a concern for articulation between teaching, research and extension during a period of sanitary isolation. This narrative of

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the experience promoted by the project intends to demonstrate the importance of promoting different extension formats, which prepare the student for different training skills, not ignoring, including, the academic career as a life project. The conclusion reached is that the experience presented good results and that it can be reproduced in the future, as it has established bridges and inter-institutional connections that contribute to the strengthening of training and the transformation of society.

Keywords: Extension project, Training of Researchers, Popularization of Research, Event.

Resumo: O presente relato tem como objetivo narrar a vivência do Projeto de Extensão Ciclo de Conversas sobre "Democracia, Constituição e Direitos Humano-fundamentais" (ODS 16) promovido como atividade da Faculdade de Direito e Relações Internacionais da UFGD. O projeto foi desenvolvido no ano de 2021, no formato remoto, considerando uma preocupação de articulação entre ensino, pesquisa e extensão durante um período ainda de isolamento sanitário. Essa narrativa de experiência promovida pelo projeto intenciona demonstrar a importância de se promoverem diferentes formatos de extensão que preparem o estudante para diferentes competências formativas, inclusive não ignorando a carreira acadêmica como um projeto de vida. A conclusão a que se chega é que a experiência apresentou bons resultados e que pode ser reproduzida futuramente, visto ter estabelecido pontes e conexões interinstitucionais que contribuem no fortalecimento da formação e na transformação da sociedade.

Palavras-chave: Projeto de extensão, Formação de Pesquisadores, Popularização da Pesquisa, Evento.

Resumen: El presente relato tiene como objetivo narrar la vivencia del Proyecto de Extensión Ciclo de Conversaciones sobre "Democracia, Constitución y Derechos Humano-fundamentales" (ODS 16) promovido como actividad de la Facultad de Derecho y Relaciones Internacionales de la UFGD. El proyecto fue desarrollado en el año 2021, en formato remoto, considerando una preocupación de articulación entre enseñanza, investigación y extensión durante un período aún de aislamiento sanitario. Esta narrativa de experiencia promovida por el proyecto intenta demostrar la importancia de promover diferentes formatos de extensión que preparen al estudiante para diferentes competencias

formativas, inclusive no ignorando la carrera académica como un proyecto de vida. La conclusión a la que se llega es que la experiencia presentó buenos resultados y que puede ser reproducida futuramente, visto haber establecido puentes y conexiones interinstitucionales que contribuyen en el fortalecimiento de la formación y en la transformación de la sociedad.

Palabras clave: Proyecto de extensión, Formación de investigadores, Popularización de la investigación, Evento.

INTRODUCTION

The training of a legal professional is a very difficult and complex process, considering that legal science, paradoxically, like Janus, the two-faced god, seems to look to the past and the future at the same time. It is not possible to train a jurist without being offered a training properly grounded in the classics, theoretical schools, basic literature and the legal tradition of the West. At the same time, it will make no sense to train a jurist if he or she is not properly prepared to face the challenges that will arise in the future. In this sense, it is necessary to expose the student to challenges that make him or her think critically about phenomena and, in this way, can reflect on solutions to problems that currently do not have answers.

The Law course, traditionally lasting 5 (five) years, is not enough to meet all the expectations and demands in the training of a well-prepared jurist. The workload and mandatory disciplinary divisions end up establishing a very limited margin of teaching freedom to instigate and present topics that are far removed from the matrices and content required in exams such as the Brazilian Bar Association or ENADE (National Student Performance Exam).

Based on these reflections, this experience report/article seeks to describe the need for more extension actions to be promoted towards the training of jurist, notably at UFGD. The need for more extensions that also present a profile linked to research and teaching and that allow for closer institutional relations with other centers of knowledge production is identified.

The literature shows that there is a prevalence of extension actions in law courses that encourage the participation of law students in society by providing legal services.

However, without undermining the importance of such actions that prepare students to work as lawyers, there is a near absence of extension actions that dialogue with research and teaching for students who intend to pursue an academic career.

The construction of this text, therefore, articulates the bibliographic review method and the narrative method (recording of experiences) as a way of offering both technical and personal aspects on the topic of university extension. In this sense, the text perceives university extension as a strategy for training critical professionals who have greater mastery over theories and research reflections that cannot be restricted to the scope of the Final Course Work and/or Scientific Initiation – extension allows a greater reach of interested parties, since there is a dynamic of collective action and not individualized as, as a rule, occurs in research.

One of the objectives of this record, in the form of an experience report and its publication, is that it serves as a means of sharing experiences so that other teachers feel motivated and challenged to also articulate extension proposals, both from a practical-professional perspective and in conjunction with teaching and research. This objective is justified by the fact that there is still a double resistance: (i) it is necessary to build and strengthen an extension culture in Law courses that is not limited to mere legal advisory services; and (ii) there is little production of experience reports produced by Law course teachers.

Critical narrative was chosen as the methodology for constructing the text, as it is a dynamic that involves both the sequential presentation of events and the valorization of these narrated events (SOUSA; CABRAL, 2015, p. 149). The use of narrative allows us to demarcate the experience as an object of analysis (and from this narrative to extract meanings and possibilities), whether of an affective, ideological, intersubjective nature, among others, to point out "its historical-social significances" (DALTRO; FARIA, 2019, p. 227).

Thus, the objective is to report the experiences lived in the extension activity carried out in 2021: Cycle of Conversations on "Democracy, Constitution and Fundamental Human Rights" (SDG 16) (duly registered and approved by the institutional bodies of UFGD). Thus, the report, specifically, seeks to (i) describe the stages of motivation and construction of the extension activity ; and (ii) address the perceptions during and after the process, indicating the difficulties and results achieved. In this sense,

it seeks, as much as possible, to encourage the use of the activity or similar ones by other teachers, thus enriching the academic experience[3].

This report was structured in the following order: (i) initially, there is a presentation on the concern with the articulation between teaching, research and extension in university actions; (ii) the description of the extension project and its macro contributions to the training of the student-researcher and the community. Subsequently, (iii) considerations are presented on the methodological dynamics of the implementation of the extension project; and, finally, (iv) the results of the project and the conclusions are described.

TEACHING, RESEARCH AND EXTENSION IN UNIVERSITY ACTIONS

The University, especially a public, free university that aims to provide quality training for professionals with knowledge beyond mere disciplinary aspects, should, as far as possible, combine teaching, research and extension. That said, it is important to emphasize the need for a humanistic and socially conscious education when it comes to the education expected from a law course. Professionals who graduate in Law must be able to combine different types of knowledge that are not limited to simply "memorizing the laws".

Student participation in extension activities is proposed in this way, as students will somehow experience other realities or dynamics in their education, whether through contact with the community (civil society) or with other centers of knowledge production and discussion. The crisis in legal education has been much talked about for some time now, considering that there is a recognized deficit in training regarding research and extension. A quick search on data platforms will reveal few extension productions in Law and that almost all of them are directly related to the work of legal practice centers (which involve serving needy populations and providing guided legal services). The actions focus on the human and professional training of future jurists, in addition to reinforcing their social function. It is an almost pacified view in law courses that extension action must be "[...] directly articulated with demands for law and justice", and that such concepts will guide

[3] It is worth noting that the development of critical thinking about Law must go beyond the "classroom" environment, even though this is one of the most appropriate arenas for adopting a critical view of Law. In this sense, it is encouraged that, as far as possible, spaces for interaction between researchers, students and the community be promoted as a way of scientific dissemination and legal education

"the hard core of the current national university extension policy, which concerns the inseparability between teaching, research and extension" (CASADEI, 2016, p. 14).

Within the scope of the Federal University of Grande Dourados (UFGD), extension actions (which involve, for example, the promotion of "programs, projects, events, courses, provision of services, production and publication and product"), through students, technical and teaching staff, as well as administrative units, are developed:

> [...] in educational, cultural and scientific processes, articulated with teaching and research. It is through extension action involving teachers, students and technicians that the University interacts with society, in an exercise of mutual contribution, construction of knowledge and qualification of social subjects (UFGD, 2021a, np).

Of course, it is necessary to recognize that there is some imprecision regarding the concept and limits of what constitutes an extension action and what differentiates it from a research or teaching action. The description presented by UFGD points to an open interpretation of the concept of extension action considering the "interaction" between society and the university as a determining factor. As can be seen in this report, even though it deals with a group cut from society (law students and researchers), it is possible to identify this interaction between the University and the community: there was participation of students and researchers from Dourados/MS and other cities and states.

The extension project developed, which is now described in this experience report, does not ignore or deny the importance of practical-oriented extensions, but it does raise concerns regarding the theoretical training of jurists who may pursue an academic career. If, according to Bortolai , "[l] egal knowledge proves to be an essential path for the population to truly access justice", there is a strategic need to offer training opportunities that are not merely curricular, but that are also not limited to academic training – and that contribute to the social development of other individuals, whether qualified or not.

Furthermore, according to Bortolai , knowledge serves as a defense against alienation, since "alienated people, who do not have basic knowledge about certain topics, whether due to ignorance or lack of knowledge" must have access to tools to overcome them, with such limitations being the object of actions that enable "this overcoming of the barriers presented" (BORTOLAI, 2013, p. 118). In this way, the legal student community must be exposed to critical training so that it is able to question reality and develop itself enough to transform it.

ABOUT THE EXTENSION PROJECT EXECUTED

Considering that university outreach must transcend institutional walls, whether physical or metaphorical, there is a clear premise that the community must be the focus of the project: as a participant or as a recipient. Based on this perception, one cannot ignore the impacts that the Covid-19 pandemic has had on society and on "university praxis" at all levels, forcing an adaptation to digital tools without sufficient time to reflect on the process and articulate instruments and methods for a better result. For these reasons, the outreach project was designed for the virtual environment, which would allow for greater community participation, since in 2021 there was still guidance for social isolation as a way to prevent the spread of the virus.

In this sense, the University's performance (which encompasses the processes of research, teaching, and outreach)underwent adaptation during the pandemic period and, as a result, a period of virtualization of experiences was experienced. University actions were launched on digital platforms and each one within its possibilities and limitations. This, as narrated, was not ignored during the idealization and execution of the project.

The Cycle of Conversations on "Democracy, Constitution and Fundamental Human Rights" was carried out as a proposed activity that would offer students and researchers involved in research (whether part of the internal community of UFGD or external community) the opportunity to learn about current debates on democracy, constitutional theory and human rights. The activity was proposed in partnership with the Study and Research Group "Democracy, Constitution and Fundamental Human Rights" (duly registered with UFGD and CNPq-Capes) - which made it possible to contact the lecturers. This partnership also contributed to the search for closer teaching, research and extension relations with other public higher education institutions (here with emphasis on UFMS-Campus de Três Lagoas and the State University of Northern Paraná).

It is worth noting that, although research dissemination usually occurs only in Study and Research Groups, scientific dissemination cannot (or should not) be restricted to these spaces alone. The Law Course at UFGD (located at the School of Law and International Relations) has research groups and, at least once a year, promotes scientific dissemination with the participation of the Águia de Haia Academic Center through the UFGD Legal Symposium, which also includes a Scientific Meeting. These moments of public events are very important in the training of students, professionals and interested

civil society. The University thus fulfills its role of scientific dissemination by bringing (in person or virtually) professors and researchers to demonstrate their research in a way that is accessible to the general public.

Considering the importance of "education for Law" and the aforementioned concern about training students for academic careers (and not just for law or more obvious legal positions), the proposal for the Extension Project sought to offer, on a more modest scale, these scientific dissemination meetings. With the proposal, different opportunities for dialogue between professors-researchers from other HEIs (Higher Education Institutions) and undergraduate and graduate students were offered, but without the formality of a "lecture". Through these interactions, there was contact with readings and references different from those usually indicated by UFGD professors.

Considering the search to enable more frank and informal dialogues between professors with research experience and young researchers, through the extension action, five meetings were held during the course of the project, as shown in the table below. Each meeting was individualized with the participation of a professor-researcher, a theme and specific readings for the development of the dialogues.

Table 1. Speakers, institutions of origin and qualifications.

Name	Institution	Degree
Jairo Neia Lima	UENP	Doctor
Stanley Souza Marques	UFMG	Doctor
Marco Antonio Turatti Junior	UENP	Teacher
Claudia	UFMS	Doctor

Source: The authors (2022).

The proposal involved providing prior reading material (table below) so that student researchers, professors and researchers from UFGD (who were in PIBIC, PIVIC, members of other study or research groups at the School of Law and International Relations, students of the Master's in Borders and Human Rights) and participants from other institutions in Mato Grosso do Sul and other states (such as UFMS, UNIGRAN, UEMS and UENP) could engage in dialogue on the dates previously scheduled for the "Conversations", proposing reflections and questions. In addition, the execution of the project also allowed for the offering of specific workshops and meetings to discuss research methodology (such as the preparation of research projects, for example) as a way of transforming society and providing access to the world of *stricto sensu postgraduate studies* .

It is also worth noting that the term "Conversation Series" was not coined in vain. The aim was to break the formality of an academic event as much as possible so that, regardless of title, institution or training, those present could interact, ask questions and, in fact, talk. One of the recurring concerns was to show that knowledge should be accessible and so should researchers.

The proposal, as can be seen, is justified by the importance of combining teaching, research and extension, and also by promoting institutional change in current debates on Democracy, the Constitution and fundamental Human Rights. It is important to promote integration between undergraduate and graduate students and interested external audiences. Bringing different audiences together and building a network of researchers allows for an exchange of ideas that consolidate more well-founded debates. In this sense, there is a dialogic relationship with society, since the project is aimed at both undergraduate and graduate students and research professors (whether from UFGD, UFMS, UNIGRAN, UEMS and Anhanguera-Dourados).

The proposal is duly adapted to the Sustainable Development Goals [4], being in line mainly with *SDG 16 - Peace, justice and efficient institutions* , considering that the debates developed sought to understand social phenomena and conflicts. The themes involved minorities and vulnerable groups (as well as different aspects of human rights) seeking inclusion and also the scientific dissemination of research on institutions (such as the Judiciary) producing a new reading about them, in order to make them more "effective, accountable and inclusive at all levels". The project was also linked to *SDG 4 - quality education* , by seeking to ensure that inclusive, equitable and quality education is promoted for students and researchers in the Greater Dourados Region, promoting learning opportunities that go beyond the mere classroom lesson. Considering the theme of minority rights, there is also a relationship with SDG 5 "gender equality", as some debates involved the *empowerment* of women in research and beyond.

Considering that the event was held in partnership with the Research Group "Democracy, Constitution and Fundamental Human Rights" and was open to students of the Master's in Borders and Human Rights, the extension generated impacts by qualifying and encouraging the writing of articles (for all participants) and dissertations (specifically for master's students). Interdisciplinarity was present in these interactions, with the diversification of the topics addressed and their relationship with the Brazilian legal-

[4]UFGD is particularly concerned with establishing that extension actions must be linked to one or more SDGs.

political-social reality, as well as the relevance of the theoretical perspective on various aspects (virtual phenomena, democracy, teaching, constitutionalism, institutions, etc.).

EXTENSION PROJECT METHODOLOGY

The methodology developed in the extension project involved the sharing of previous readings that guided the debate, allowing students to contextualize and intertextualize the discussions, with the perspectives of other researchers and their own experiences. In this sense, during the execution of the project there was an exchange of systematized knowledge, even within a group cut from society, considering the objectives of the proposal to offer scientific and professional training to some extent and also committed to the qualification of a group of new and future researchers.

The project was executed under the coordination and guidance of the professor who formulated the proposal based on the identification of demands such as the importance of greater inter-institutional interaction and virtual accessibility. This perception of the needs of the academic community was made spontaneously and through observation, but they were identified and systematized in the project proposal. In this sense, both in the formulation and in the execution, the approach sought to promote critical formation that would reverberate in both personal and theoretical (de)construction and, with this, allow the dissemination of scientific knowledge that was the object of the meetings.

The methodology was essentially based on the use of virtual and technological resources, such as virtual classrooms and digital file sharing. The dissemination of the project's outreach activities was carried out through the use of social networks and communication applications, allowing for greater reach and dissemination in search of the desired target audience. In this context, if outreach activities must solve and assist socially identified problems, the implementation sought to fill any training deficit and foster critical analysis of society and institutions through (and not only) scientific research and dissemination.

After establishing key themes for the discussion of Democracy, Constitution and Fundamental Human Rights, the project coordinator contacted researchers from other institutions (aiming to build inter-institutional bridges). Once the invited researchers had accepted , each one was asked to indicate preparatory readings (as a way of leveling out and introducing the themes and presenting theoretical references). The indicated texts

were organized by meeting date and shared with the participants via a specific *link* to the "drive" folder (Google Drive) where the texts were made available. All the texts chosen were academic articles published in free access journals.

After sharing the schedule and reference texts, the meetings took place on Saturday afternoons (2:00 p.m. to 4:30 p.m. , Mato Grosso do Sul time). The day and time were proposed by the project participants who considered it to be the most accessible time – since it did not coincide with work, class or other activities. The *link* to the rooms was sent separately as the meetings took place.

At the end of each meeting, participants' impressions and *feedback* were collected via comments recorded on the participation lists, in comments on the communication app group (*WhatsApp* created to exchange information about the project) and also through direct contact with the professor supervising the project. These responses and feedback from participants allowed for the development of some partial records and organization of the following meetings. At the end of each meeting, participants signed the attendance list (on a *Google Forms form*) and also evaluated that particular meeting. This evaluation made it possible to reorganize the following meetings, since there was a considerable amount of time between each meeting of the Cycle (a meeting was usually held every two months).

The format of the Conversation Cycle allowed students (since it was an event with a smaller number of people involved) to ask questions directly to the research professors who gave the talks and carried out the scientific dissemination. The thematic diversity, but always within the scope of Democracy, Constitution and Fundamental Human Rights, provided opportunities for different debates and approaches (as can be seen in Table 2):

Table 2. Texts suggested by speakers for the Project meetings in 2021.

Debate/ Meeting	Recommended readings
01	ALVES, Fernando de Brito; LIMA, Jairo Neia . When the constituent power challenges the constituted powers: a philosophical approach on democratic trust in civil disobedience and the right to social protest. **Brazilian Journal of Law** , Passo Fundo, v. 13, n. 1, p. 45-59, Mar. 2017. ISSN 2238-0604. Available at: https://seer.imed.edu.br/index.php/revistadedireito/article/view/1790 . Accessed on: Jan. 9, 2021. doi : https://doi.org/10.18256/2238-0604/revistadedireito.v13n1p45-59 . LEAL, Rogério Gesta. Brazil stops with the wheels of the trucks: perspectives of Counterdemocracy and its political and institutional limits. **Journal of the Faculty of Law of UFMG** , Belo Horizonte, n. 76, pp. 393-410, Jan./Jun. 2020.

	Available at: https://www.direito.ufmg.br/revista/index.php/revista/article/viewFile/2070/1934 Accessed on Jan 10, 2021.
02	CATTONI DE OLIVEIRA, Marcelo Andrade; MARQUES, Stanley Souza. Contributions for a critical reconstruction of the modern grammar of motherhood. **Journal of Feminist Studies** . Florianópolis, v. 28, n. 1, p. 01-16, 2020. Available at: https://www.scielo.br/pdf/ref/v28n1/1806-9584-ref-28-01-e68037.pdf . Accessed on February 5 , 2021. CATTONI DE OLIVEIRA, Marcelo Andrade; MARQUES, Stanley Souza. Paternity and the identity of the constitutional subject in Brazil: a study based on the fundamental right to paternity leave . **Journal of the Faculty of Law of UFPR** , Curitiba, v. 63, n. 2, p. 9-38, Aug . 2018. Available at: https://revistas.ufpr.br/direito/article/view/52320 . CATTONI DE OLIVEIRA, Marcelo Andrade; MARQUES, Stanley Souza. Fundamental right to paternity leave and masculinities in the Democratic State of Law. **Revista Culturas Jurídicas** , v. 04, n. 09, p. 222-248, 2017. Available at: https://periodicos.uff.br/culturasjuridicas/article/view/44851 .
03	FACHIN, Melina Girardi . Quixotic utopia of human rights. **ANAMORPHOSIS - International Journal of Law and Literature** , Porto Alegre, v. 3, n. 1, p. 153-169, Jun. 2017. ISSN 2446-8088. Available at: https://rdl.org.br/seer/index.php/anamps/article/view/316 . Accessed on: Apr. 28, 2021. doi :http ://dx.doi.org/10.21119/anamps.31.153-169. TRINDADE, André Karam ; BERNSTS, Luísa Giuliani. The study of "law and literature" in Brazil: emergence, evolution and expansion. **ANAMORPHOSIS - International Journal of Law and Literature** , Porto Alegre, v. 3, n. 1, p. 225-257, Jun. 2017. ISSN 2446-8088. Available at: https://rdl.org.br/seer/index.php/anamps/article/view/326 . Accessed on: Apr. 28, 2021. doi :http ://dx.doi.org/10.21119/anamps.31.225-257.
04	ROCHA, Ana Cláudia dos Santos. The (in)effectiveness of Law No. 11,738/2008 in light of the decisions of the Supreme Federal Court. **Journal of Educational Policies** . v. 14, n. 46. October 2020. Available at: https://revistas.ufpr.br/jpe/article/view/74105 Accessed on August 12, 2021. Doi : http://10.5380/jpe.v14i0.74105 XIMENES, Solomon Barros; OLIVEIRA, Vanessa Elias de; SILVA, Mariana Pereira da. Judicialization of early childhood education: effects of the interaction between the Justice System and the Public Administration. **Brazilian Journal of Political Science** , nº 29. Brasília, p 155-188, May - August 2019. DOI: 10.1590/0103-335220192905. Available at: https://www.scielo.br/j/rbcpol/a/SHSsGMztRZgS7XxpmpRNcxm/?lang=pt Accessed on August 12, 2021. NOZU, Washington Cesar Shoiti ; CARVALHO, Cristiane da Costa; AGRELOS, Camila da Silva Teixeira. Human right to school inclusion: from prediction to judicialization . *In* : **Education, human rights and inclusion** [electronic resource] organized by Washington Cesar Shoiti Nozu , Gustavo de Souza Preussler – Curitiba: Ithala , 2021.

Source: The authors (2022).

Since the idealization and execution of an extension project must start from a dialogue between society and the university, we cannot lose sight of the fact that there are several transformative agents in this process (community, extension students , teachers, etc.). The interaction must "build coherent knowledge" since each person "by having a different life experience, holding particular and individual knowledge, would enable access to truly critical knowledge from the contact between the popular and the academic" and, more than that, the objective "is not to impose ideas on the members of the community, but to enable, through a conversation, the construction of their own knowledge" (BORTOLAI, 2013, p. 124).

In this sense, all themes (as stated in the Programming and Schedule of Activities) are directly or indirectly related to the thematic areas and the sustainable development goals (SDGs), as demonstrated:

Table 3. Topics of conversations and their links to the SDGs

Conversation/Meeting	Main theme	Linked SDG(s)
01	Democracy, freedom of expression, individual rights.	SDG 16 – Peace, justice and strong institutions; SDG 4 – Quality education;
02	Sexual division of labor, critical legal thinking from a gender perspective.	SDG 5 – Gender Equality; 10 – Reduction of inequalities; SDG 4 – Quality Education;
03	Interdisciplinary dialogues between Law and Culture.	SDG 4 – Quality Education
04	Judicialization of public education policies, judicial activism.	SDG 16 – Peace, justice and strong institutions SDG 4 – Quality education; SDG 10 – Reduction of inequalities;

Source: The authors (2022).

The proposal, as noted, follows the guidelines established by the Law of Guidelines and Bases of National Education (Law 9,394, of December 20, 1996), in its Art. 43, VII. These guidelines determine, among the purposes of higher education, the promotion of extension that must be open to the participation of the population in order to disseminate achievements and benefits that resulted from scientific production and research. In addition, the guidelines point to the cultural and technological democratization developed in the higher education institution (BRASIL, 1996). It is also

worth identifying that the proposal carried out is in accordance with the mission of the UFGD Law course, which involves integrating these extension activities into the training of Law students (UFGD, 2021b, p. 20-21, 23-24, 28-29).

RESULTS

It was possible to promote the scientific dissemination of research carried out in different institutions (UFMS, UENP, UFMG) with the participation of researchers (doctors, doctoral students and masters) who develop their research in different realities and contexts.

It was possible to establish spaces for debate and critical development of scientific knowledge, as well as to provide opportunities for participants to reflect on their own research practices and, in this sense, access to new theoretical references for the maturation of legal research was guaranteed.

Considering that the activity was carried out on different dates and with different themes, it was not possible to maintain the stability of the target audience's participation, which varied depending on the theme and occasion. The number of participants reached 47 (forty-seven) with the status of undergraduate students, 7 (seven) participants with the status of stricto sensu postgraduate students (master's and doctoral students) and 5 participants with the status of university professors and researchers not linked to higher education institutions. However, participation varied towards fewer at different times. Depending on the invited professor/researcher, the number of participants from other states also tended to vary, considering the participation of academics from their respective research groups.

The Research Group "Democracy, Constitution and Fundamental Human Rights" was promoted as an environment for research and popularization of scientific investigations, also presenting the Federal University of Grande Dourados itself as a center for the production of knowledge. Through this promotion, strategies were developed to bring scientific dissemination and research closer together between UFGD and the external community (UEMS, Unigran , UFMS and Anhanguera-Dourados), such as, for example, invitations between institutions to submit abstracts (at Scientific Meetings) and invitations to lectures and exhibitions.

Conversations between different stakeholders strengthened research related to the 17 Sustainable Development Goals (SDGs) and the 2030 Agenda, especially considering the themes of Democracy, Constitution and Fundamental Human Rights. The importance of SDG 16 – Peace, Justice and Strong Institutions and SDG 5 – Gender Equality in legal research was highlighted. New channels for promoting SDG 4 – Quality Education were developed, combining legal education, research and extension.

One of the most significant results achieved was the more comprehensive training of students, with the production of knowledge and the generation of new research, which meant direct service/direct assistance according to the needs identified by the community served. In addition to the extension itself, it was possible to obtain a complementary academic activity.

It is also possible to highlight as positive results that undergraduate students had the opportunity to mediate debates, leading questions and interactions with research professors, which gave them more autonomy, security and development of skills that also form a good jurist and research professor, which also reflects a result of training and maturation of a future professional posture.

Another point worth highlighting was the commitment of the participating student community, which engaged and interacted as much as possible in the limited virtual space. This dedication and interaction of the community involved were beneficial for the proposal to achieve the defined objectives. The participation of the student community and researchers in the evaluation of each meeting allowed us to assess whether the objectives of the extension project were fully or partially achieved.

A link was made available (Google platform forms) to measure attendance. This form required the completion of a questionnaire to evaluate the meeting, also seeking to assess the participants' impressions and the needs of the academic community served for new extension project proposals for the purpose of academic professional qualification. The aforementioned questionnaire asked about the participants' perceptions about: (i) the recommended readings; (ii) the dialogues developed with the researchers; and (iii) suggestions for future meetings or improvements to the project. In a general analysis, the responses were always very positive, with the following standing out among these perceptions: (i) the recommendation of previous readings facilitated the understanding of the presentations and allowed a better in-depth study of the topic for individual research; (ii) the invited researchers received positive evaluations with indication of compliments such as "humble", "accessible person", "generosity", "charismatic" and "very

knowledgeable"; and (iii) regarding suggestions or proposals for improvements, the responses always were only that the format presented was to the community's liking and gratitude for the opportunity to learn more about research and topics relevant to a future jurist.

The evaluation of the participants' impressions and feedback (the project's target audience) allows us to verify the importance of a greater diversification of extension proposals. There is also a need to build an extension culture among law school teachers and students, as well as different proposals that can consider both social action and the academic professional training of students, combining interaction between different higher education institutions. It is also possible to see that, even with the possibility of implementing in-person extension projects, the adoption of technologies must still be maintained to allow participation in the projects by different audiences and recipients of extension actions.

FINAL CONSIDERATIONS

Considering the reflections developed in this experience report, it is possible to conclude that the pandemic period presented difficulties for traditional extension practices , but also provided an opportunity for new dynamics to be established. The need to adapt extension proposals to the new context of isolation allowed for the expansion of the conception of extension and enabled the experimentation of new approaches.

Extension as part of the University's "tripod" is, without a doubt, the weakest part of student education in a Law course, often being limited to legal assistance services provided by the Practice Centers and Legal Clinics of these schools. There is a shortage of academic productions that present alternatives for extension activities that are allied to the training of future researchers and teachers, establishing more dynamic connections than those developed only in proposals such as scientific initiation and course completion projects.

Without the possibility of going to the outlying neighborhoods or even visiting educational institutions (where knowledge is shared through lectures and thematic panels) that always count on the engagement of academics and university student organizations, it was necessary to reinvent the proposals to make a difference in society. Organizing an event as an outreach activity is not an activity unfamiliar to the reality of the Federal

University of Grande Dourados (which understands events as outreach activities), but it is unusual for these meetings to be so closely linked to research, allowing for exchanges between researchers, equating research and outreach in a dialogic way: outreach encouraging research. More than that, it is unusual to see outreach projects in law courses that focus on training young researchers and preparing them for the teaching job market.

The inseparability of teaching, research, and outreach has yielded significant results, and the proposed outreach project has been successful. Academics who participated in the project in 2021 presented abstracts at university events, and projects for master's programs were presented by participants who already hold a law degree, in addition to the development of research that was already underway thanks to the exchange promoted between researchers and institutions. The presentation of concrete products (research projects for postgraduate programs, abstracts, articles and book chapters, and course completion papers) resulting from and/or with contributions from the conversations indicate the main objective of the pilot project presented.

The experience developed in the project contributed to the creation of new strategies, considering regional development (in the context of future researchers and teachers from Mato Grosso do Sul, in particular) and national development (through the connection between institutions in the Center-South) in relation to legal education and research. The social impacts, however, can only be identified in the long term, considering whether those involved will pursue an academic career or continue the communication channels established in the project and, with this, feed back into the training of researchers and jurists with a greater critical sense and a new reflective dimension on the problems of reality.

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