ON THE CIRCULARIZATION OF EXTENSION IN PEDAGOGIC PROJECTS OF LAW COURSES[1]

SOBRE A CURRICULARIZAÇÃO DA EXTENSÃO NOS PROJETOS PEDAGÓGICOS DOS CURSOS DE DIREITO

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Abstract

This article undertakes a critical analysis of the pedagogical projects of the Law degree programs at two Brazilian higher education institutions in order to foster reflection on public policies concerning university extension, as established by Article 4 of Ministry of Education (MEC) Resolution No. 7/2018. By examining two pedagogical experiences characterized by distinct institutional approaches, the study highlights the different possibilities for the curricular integration of legal extension activities in Brazil. Drawing upon these experiences, it explores the potential of university extension as a tool for promoting citizenship and social engagement, ultimately demonstrating how extension-based educational practices can contribute to the fulfillment of the social mission of higher education and the strengthening of democratic values.

Keywords*: Legal Education; University Extension; Citizenship; Public Policy; Curriculum Development.*

Contents*: 1. Introduction; 2. Integrating Teaching, Research, and University Extension; 3. The Public Policy of Curricular Integration of University Extension; 4. Final Considerations; 5. References.*

1 INTRODUCTION

The Pedagogical Project of the Law Degree Program is designed to articulate the set of learning experiences and knowledge necessary for the development of professional competencies, encompassing knowledge, skills, attitudes, and values

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identified from the graduate profile envisaged by the institution, in accordance with the curricular guidelines and pedagogical strategies that guide the educational practices of the program.

This document consolidates the pedagogical principles that underpin the teaching-learning process within the Law Program. In alignment with the institution's academic policies and the principles established in its Institutional Pedagogical Project (PPI), it is structured to provide a comprehensive description of the program's organization, reflecting both the institution's mission and the National Curricular Guidelines currently governing legal education in Brazil.

The present study examined the pedagogical projects of two Law programs: the School of Legal Sciences of the Federal University of the State of Rio de Janeiro (ECJ-UNIRIO) and the Law Program of Faculdade UNYLEYA, designed for distance education (EaD) and already approved by the Ministry of Education, although still awaiting the formal administrative ordinance required for its implementation. These pedagogical projects seek to address a range of issues, particularly those concerning the institutions' commitments to society and the promotion of citizenship. They are also oriented toward preparing graduates for the labor market while defining the professional profile expected of future lawyers, as well as the competencies and skills required for the exercise of their professional responsibilities.

Professional education committed to excellence and the full exercise of citizenship requires Higher Education Institutions (HEIs) to develop educational processes that project a professional profile oriented not only toward present demands but also toward future social transformations. This entails a pedagogical framework grounded in cultural diversity, pluralism, tolerance, inclusion, and multiculturalism. At the same time, it seeks to cultivate professionals capable of engaging creatively with broader social issues and of maintaining an interdisciplinary dialogue with other fields of knowledge. Such training must also foster sensitivity to the pressing political, social, and economic challenges of contemporary society, while promoting ethical responsibility both in civic life and professional practice. Consequently, legal education must instill in students a commitment to lifelong learning and the continuous pursuit of personal, academic, and professional development.

In this context, the integration of teaching, research, and university extension assumes particular importance, as these dimensions contribute to the holistic education of future legal professionals. Such an educational model is guided by principles informed by the overarching value of human dignity and is oriented toward the promotion of democratic citizenship, which remains essential for the development of a more just, inclusive, and participatory society.

2 INTEGRATING TEACHING, RESEARCH, AND UNIVERSITY EXTENSION

Segue a tradução em inglês acadêmico-jurídico, adaptada ao estilo de artigos internacionais sobre Educação Jurídica, Ensino Superior e Políticas Públicas:

The integration of teaching, undergraduate research, and university extension is intended to promote the comprehensive education of students as future legal professionals, under the guidance of the core principles that inform the educational mission of Higher Education Institutions (HEIs).

Mindful of the need to combine theoretical and practical training in legal education, the School of Legal Sciences of the Federal University of the State of Rio de Janeiro (ECJ-UNIRIO) structures its Law Program around three fundamental axes—general education, legal-technical education, and professional-practical training—through the transversal incorporation of the following dimensions:

(a) **Problem-solving orientation:** the adoption of methodological strategies that actively engage students in the construction of knowledge and incorporate elements of legal praxis, thereby enabling meaningful contact with professional experiences and the realities of legal practice;

(b) **Emerging and transdisciplinary issues:** recognition of the importance of continuously updating and enhancing students' knowledge regarding contemporary challenges, approached not as compartmentalized subjects but through an understanding of the complementarity among different fields of knowledge and branches of law within higher education;

(c) **Knowledge of regional, national, and international relevance:** adaptation of traditional legal content to issues involving the international community, matters of significance within the Brazilian legal system, and themes reflecting the specific social, political, and legal realities of the State and City of Rio de Janeiro.

All educational practices must be grounded in ethical principles capable of fostering the dissemination of scientific knowledge and cultural development while encouraging social, political, and economic transformation. The objective is to provide a pluralistic education encompassing cultural, political, social, and economic dimensions, thereby promoting complex thinking and critical engagement within the academic community. Particular emphasis is placed on ethical values and on contributing to the development of a culture of peace.

For this reason, it is essential to establish a close articulation among teaching, research, and university extension, guided by the principle of curricular flexibility. Such an approach seeks to enhance students' autonomy in shaping their academic trajectories while encouraging the technical, scientific, and pedagogical production of faculty members. Equally important is the promotion of continuous faculty development, with particular emphasis on competencies required for educational practices responsive to a social reality marked by structural inequalities and persistent demands for social justice.

At ECJ-UNIRIO, these objectives are implemented through a flexible curriculum composed of general education components, as well as legal-technical and professional-practical training modules. Although these curricular dimensions are not the specific focus of the present study, which concentrates on the curricular integration of university extension, it is important to emphasize the program's commitment to competency-based education. This educational model is interdisciplinary in nature, enriched by cross-cutting themes and by the articulation between theory and practice through active learning methodologies and practical training opportunities.

Research activities are integrated into the teaching process both through course-based initiatives—such as literature reviews, experimentation with research methods, case studies, and observational practices—and through Undergraduate Research Programs coordinated by the Office of Extension and Culture (PROExC), which support scholarship students and encourage scientific production. These initiatives aim to promote publications by students and faculty members in academic journals, including the *Journal of Law and Public Policy* and the *Law and Public Policy Review* (CDPP), both affiliated with the Graduate Program in Law.

Furthermore, undergraduate research is closely linked to university extension through projects developed around nationally relevant themes aligned with the principles of sustainability, citizenship, and innovation. These initiatives seek to address global, regional, and local challenges while generating practical solutions applicable to diverse communities. Through this approach, the ECJ-UNIRIO Pedagogical Project presents a curricular structure and methodological framework designed to ensure the holistic and integrated education of students. Its pedagogical actions encompass all stages of knowledge construction, from students' entry into higher education through their insertion into the labor market.

In this regard, the contribution of Perrenoud (2000, p. 15) is particularly relevant. According to the author, competence may be understood as the "ability to mobilize various cognitive resources to deal with a particular type of situation." Competencies therefore extend beyond the mere acquisition of knowledge, concepts, and attitudes, encompassing the dynamic use of these resources according to the specific characteristics of each situation encountered.

Accordingly, the Law Program at ECJ-UNIRIO is fundamentally committed to developing professional competencies grounded in the essential relationship between theory and practice, between knowing and knowing how to act. Competency-based education thus constitutes a core institutional orientation, aimed at ensuring the effective integration of theoretical knowledge and professional practice. Within the educational process, priority is given to dynamic teaching methods and dialogical learning activities, fostering critical reflection, autonomy, and professional responsibility among future legal practitioners.

2.1 Research Lines of The School of Legal Sciences (ECJ-UNIRIO)

In addressing the challenge of promoting disciplinary activities through an interdisciplinary and reflective perspective, the School of Legal Sciences of the Federal University of the State of Rio de Janeiro (ECJ-UNIRIO) must also fulfill one of its core institutional functions: research. Higher Education Institutions (HEIs) therefore bear the responsibility of fostering research initiatives aimed, among other objectives, at understanding the multiple impacts arising from pedagogical autonomy in Brazil. Such a commitment is particularly relevant given the recognized social prestige of universities, a prestige earned through the rigor of their scholarly investigation and extension activities.

Considering the thematic axes that guide the Law Program at ECJ-UNIRIO - namely: (a) the education of professionals for public administration and legal careers; (b) issues related to sustainable urban development; (3) economic relations and regional integration; and (d) human rights and citizenship—the following research lines have been established:

a) Economic Relations and Regional Integration

This research line focuses on the investigation of legal instruments capable of enhancing Brazil's—and particularly the State of Rio de Janeiro's—integration into regional and international economic contexts. Special emphasis is placed on the development potential of strategic service sectors, including information technology, oil and gas, port and maritime industries, as well as sustainable tourism, as mechanisms for attracting investment and promoting regional economic development.

b) Urban Policies and Sustainability

This line is dedicated to the legal analysis of public policies aimed at fostering more democratic, participatory, and sustainable urban development within the City of Rio de Janeiro. It examines the intersection between the political and legal dimensions of state action, emphasizing the influence of extra-legal factors on the configuration of Public Law and public policy. Particular attention is given to processes of territorial integration involving the City of Rio de Janeiro and the Baixada Fluminense region, especially regarding quality of life, environmental sustainability, and the role of the urban environment in supporting tourism-related activities.

c) Law and Public Administration

This research area examines the implications of managerial approaches to the State and Public Administration, as well as the relationships among governmental agencies, public servants, and society. Particular attention is devoted to regulatory agencies and to the development of innovative alternatives for public governance and administrative management. Research projects within this line may be

conducted in collaboration with other academic programs, particularly those in Public Administration and Political Science within the Center for Legal and Political Sciences (CCJP).

d) Human Rights, Citizenship, and Social Transformation

This research line seeks to promote and stimulate new dialogues grounded in interculturality, emerging forms of interpersonal relationships based on solidarity and care, and renewed perspectives on vulnerability. Such an approach encourages innovative theoretical contributions and critical reflections concerning the broad range of fundamental rights enshrined in the Brazilian Federal Constitution of 1988.

Within this framework, the interpretation of law and social phenomena emerges as a fundamental task for contemporary legal scholarship. New contributions from philosophy, ethics, and the social sciences provide analytical categories that can no longer be ignored in contemporary research. Beyond these broader theoretical concerns, this research line also addresses pressing issues related to structural and often invisible forms of discrimination affecting women and ethnic, racial, and sexual minorities. It further examines violations of the rights of vulnerable groups—including children, adolescents, older people, and persons with disabilities—who are frequently subjected to subtle forms of social coercion and exclusion that undermine their autonomy and restrict the effective enjoyment of their rights.

Accordingly, this line of research is committed to investigating the challenges surrounding the implementation and effectiveness of fundamental rights, particularly where state action remains insufficient to guarantee substantive equality and social justice. It emphasizes the role of public policies as instruments for promoting the public interest and ensuring the realization of citizenship rights, whether universally or with specific attention to particular social, cultural, ethnic, or economic groups. Through this perspective, the research line contributes to the development of legal and institutional frameworks capable of fostering social inclusion, democratic participation, and transformative approaches to human rights protection.

2.2 Undergraduate Research at Faculdade UNYLEYA

Undergraduate research is integrated into the teaching process at Faculdade UNYLEYA through the incorporation of research-oriented activities into the daily routine of its academic programs. These activities include literature reviews, the application and experimentation of research methodologies, the development of case studies, and observational practices associated with specific curricular components. Research training is further encouraged through institutional initiatives aimed at fostering scientific production and promoting the publication of scholarly work by both students and faculty members in the institutional journal *Educação Sem Distância*.

Moreover, undergraduate research is closely connected to university extension through the development of projects based on nationally relevant themes that are aligned with the institution's core principles of sustainability, citizenship, innovation, and digital connectivity. These initiatives seek to bridge global and local perspectives, generating practical and socially relevant solutions capable of addressing the needs of diverse communities.

In this regard, research and extension activities are conceived as complementary dimensions of the educational process, contributing to the production and dissemination of knowledge while strengthening the social role of higher education. Through its network of learning centers distributed across different municipalities, Faculdade UNYLEYA seeks to promote community engagement and social impact by encouraging projects that respond to local demands while remaining connected to broader national and global challenges. Such an approach reinforces the institution's commitment to socially responsible education and to the development of professionals capable of critically engaging with contemporary social realities.

3 THE PUBLIC POLICY FRAMEWORK FOR THE CURRICULAR INTEGRATION OF UNIVERSITY EXTENSION

The 1988 Constitution of the Federative Republic of Brazil establishes, in Article 207, the principle of the inseparability of teaching, research, and extension as a fundamental pillar of higher education. This constitutional provision reflects a conception of academic quality that encourages and fosters a necessary rapprochement between universities and society, aligning scholarly reflection with the theoretical and practical emancipation of students while emphasizing the social relevance of academic work:

> *"Article 207. Universities shall enjoy didactic-scientific, administrative, and financial autonomy, and shall observe the principle of the inseparability of teaching, research, and extension."*

Within this constitutional framework, university extension emerges as one of the foundational pillars of higher education institutions, whether public or private. It represents the process through which knowledge generated through teaching and research is returned to society, thereby strengthening the relationship between universities and the communities they serve. Consequently, the curricular integration of extension activities assumes particular importance, as it promotes a continuous exchange of knowledge between the classroom and society across a wide range of academic disciplines.

In Brazil, the curricular integration of extension activities in higher education programs is expressly provided for by Article 6, Section III, of Resolution No. 7 of December 18, 2018, issued by the National Education Council (CNE). This Resolution establishes the National Guidelines for University Extension in Brazilian

Higher Education and regulates Goal 12.7 of Law No. 13,005/2014, which approved the National Education Plan (PNE) 2014–2024.

It is important to note that Goal 12.7 of the National Education Plan provides a positive framework for all those who advocate a conception of higher education that extends beyond mere professional training. In this regard, the understanding of university extension adopted by the Forum of Pro-Rectors for Extension of Brazilian Public Higher Education Institutions (FORPROEX) remains particularly relevant. According to FORPROEX (2012), extension should be understood as an academic process "defined and implemented in response to the social, political, economic, and cultural demands of society and the pedagogical projects of academic programs, consistent with public policies and indispensable to citizenship education" (UNIRIO, 2021).

It is therefore unsurprising that, as early as the beginning of the twenty-first century, the Portuguese sociologist and legal scholar Boaventura de Sousa Santos emphasized the strategic importance of university extension:

> *"The field of extension activities will acquire a particularly significant role in the near future. At a time when global capitalism seeks to instrumentalize the university and effectively transform it into a vast extension agency serving its interests, university reform must assign renewed centrality to extension activities (with implications for curricula and academic careers) and conceive them as an alternative to global capitalism, granting universities an active role in the construction of social cohesion, the deepening of democracy, the struggle against social exclusion and environmental degradation, and the defense of cultural diversity." (Santos, 2004, pp. 53–54)*

The need to comply with Strategy 12.7 of Goal 12 of the National Education Plan (2014–2024), which requires undergraduate programs to allocate at least ten percent of their total curricular workload to extension activities, prompted the higher education institutions examined in this study—Faculdade UNYLEYA and ECJ-UNIRIO—to carefully consider both the opportunities and challenges associated with this policy. As a result, each institution developed distinct implementation strategies designed to accommodate the diversity and specific characteristics of their respective undergraduate programs.

In the specific case of UNIRIO, the establishment of a dedicated Working Group to study and propose alternatives for the implementation of extension curricularization resulted in the publication of the *Guide for the Curricular Integration of Extension Activities in Undergraduate Programs at the Federal University of the State of Rio de Janeiro (UNIRIO)*. This document was the outcome of an extensive collective and interdisciplinary effort undertaken throughout 2021, involving broad consultation and dialogue with the university community. The initiative was coordinated by the University Rector's Office in partnership with the Office of Extension and Culture (PROExC) and the Office of Undergraduate Studies (PROGRAD).

The resulting framework illustrates how the curricular integration of extension activities has become not merely a regulatory requirement, but also a strategic instrument for strengthening the social mission of higher education, fostering democratic citizenship, and promoting meaningful engagement between universities and society.

3.1 UNIVERSITY EXTENSION CURRICULARIZATION IN THE PEDAGOGICAL PROJECT OF THE ECJ-UNIRIO LAW DEGREE PROGRAM

The Law Program of the School of Legal Sciences (ECJ-UNIRIO), in compliance with Resolution CNE/CES No. 7 of December 18, 2018, which established the National Guidelines for University Extension in Brazilian Higher Education, and in accordance with the proposals developed by the Working Group on the Curricular Integration of Extension Activities at the Federal University of the State of Rio de Janeiro (UNIRIO), as well as by the Program's Structuring Teaching Committee (Núcleo Docente Estruturante – NDE), has adopted a curricular extension framework through the following measures:

(a) A minimum of **450 hours** and a maximum of **560 hours** of the Law Program curriculum are allocated to activities carried out directly in collaboration with local communities. These hours are distributed among credits associated with **fifteen compulsory courses** and **eleven elective courses**, all of which are already part of the existing curriculum. Belonging to the program's theoretical and professional training components, these courses allocate either all or part of their workload to the theoretical design, planning, organization, implementation, and evaluation of extension activities.

Through this structure, extension activities become an integral component of the teaching-learning process, ensuring that students engage directly with social realities and community demands while developing the knowledge, skills, and professional competencies required for legal practice. This model reinforces the constitutional principle of the inseparability of teaching, research, and extension, while fostering the social responsibility of legal education and strengthening the relationship between the university and society.

The courses involved in this curricular extension framework are presented in the table below.

Table – Courses with Curricular Extension Workload in the ECJ-UNIRIO Law Program

Course Title	Extension Workload	Status
Law and Public Policy	30 hours	Required
Public Policies in Human Rights	60 hours	Required
Administrative Law II	60 hours	Required

Course Title	Extension Workload	Status
General Theory of Business Law I	60 hours	Required
General and Professional Ethics	60 hours	Required
History of Law	60 hours	Required
General Sociology	20 hours	Required
Sociology of Law	20 hours	Required
Civil Procedure IV	20 hours	Required
General Philosophy and Philosophy of Law	20 hours	Required
Administrative Law I	20 hours	Required
Constitutional Law I	20 hours	Required
Theories of the State and the Constitution	20 hours	Required
Political Economy II	10 hours	Required
Environmental Law	10 hours	Required
SUBTOTAL	**450 hours**	
Digital Law	10 hours	Elective
Legal Certainty and Innovation	10 hours	Elective
Financial Law	10 hours	Elective
Human Rights	10 hours	Elective
Special Topics in Constitutional Law (Legislative Process)	10 hours	Elective
Special Topics in Constitutional Law (Constitutional Remedies)	10 hours	Elective
Mediation and Arbitration	10 hours	Elective
Public Policies in Sexual Education	10 hours	Elective
Agrarian Law	10 hours	Elective
Child and Adolescent Law	10 hours	Elective
Electoral Law	10 hours	Elective
TOTAL	**560 hours**	

Source: Adapted from the Pedagogical Project of the School of Legal Sciences (ECJ-UNIRIO), 2022.

By way of illustration, the authors present the syllabus of the History of Law course, an already established component of the curriculum that was transformed into an extension-based course, with extension activities integrated throughout its entire workload. This approach exemplifies the transversal nature of the curricular extension strategy adopted by the program. The course is linked to the extension project developed by one of the authors, who serves both as the course instructor and as the project coordinator:

UPDATED 2018 CURRICULUM

Program: Law
Department: Foundations of Legal, Political, and Administrative Sciences
Course Title: History of Law
Course Code: JFJ0011
Workload: 60 hours
Credits: 4

COURSE DESCRIPTION

This course examines the historical development of law, with particular emphasis on the evolution of Brazilian legal institutions. It explores the Roman-Germanic foundations of the Portuguese-Brazilian legal tradition and analyzes the major legal systems of the Civil Law and Common Law traditions. The course also addresses Iberian law, Portuguese law, and the *Ordenações do Reino de Portugal* (Portuguese Royal Ordinances), as well as the development of law during the colonial period in Brazil.

Further topics include the legal framework of the Brazilian Empire, the Constitution of 1824, and the first codification processes. The course also examines the evolution of law during the Republican period, the Brazilian Constitutions of the twentieth century, and the reforms of major legal codes and foundational legislation that have shaped the contemporary Brazilian legal system.

GENERAL OBJECTIVE

To develop a comprehensive understanding of Brazilian legal thought from its earliest formation to the present day, identifying the relationships between legal institutions and legal doctrines within the historical, political, social, cultural, and economic contexts that shaped them. The course seeks to analyze the transformations, continuities, and ruptures that have characterized the evolution of Brazilian law throughout history, thereby fostering a critical understanding of the foundations, development, and contemporary structure of the Brazilian legal system.

SPECIFIC OBJECTIVES

- To understand the social function and responsibility of the Public University, particularly the role of University Extension as an integral curricular component.
- To examine the significance of University Extension as an activity intrinsically linked to teaching and research, as well as its implications for academic and professional development and for processes of social transformation.
- To design and implement University Extension activities and projects through multidisciplinary and interdisciplinary approaches related to the course content.
- To identify the principal stages in the legal and political development of Brazil, from the colonial period to the present day.
- To understand the interconnections between Brazil's historical, legal, and political formation and the socioeconomic contexts that have shaped Brazilian society.
- To analyze the continuities and ruptures that characterize the evolution of Brazilian legal and political institutions.
- To propose creative legal solutions informed by the historical and cultural experiences of Brazilian society.
- To produce digital educational and informational materials aimed at preserving and disseminating the institutional memory of the School of Legal Sciences (ECJ), within the framework of the Institutional Extension Program and the project *Recovering the History of the School of Legal Sciences (ECJ) of the Center for Legal and Political Sciences (CCJP) – UNIRIO*. This initiative is intended to serve both the academic legal community and society at large.

COURSE CONTENT

UNIT I – Introduction to the Institutional Extension Program

The constitutional principle of the inseparability of teaching, research, and extension. Legitimacy of research sources and the ethical responsibility of the researcher and extension practitioner. Guidelines for the development of extension projects.

UNIT II – From the Formation of the Kingdom of Portugal to the Discovery of Brazil

From the Treaty of Zamora to the Treaty of Tordesillas. Overview of law in Brazil prior to independence. Examination of the principal legal institutions and judicial structures applied in Brazil from the colonial period through independence, analyzed within their social, cultural, political, economic, and intellectual contexts.

UNIT III – Law in Imperial Brazil

The origins of the Brazilian legal system. The Constitution of 1824 as an expression of the tensions between liberalism and slavery. Enlightenment influences on Brazilian legal thought. The role of the Catholic Church in the imperial model. Criminal substantive and procedural legislation during the Empire. Legal education and the emergence of the *bacharelismo* tradition. Major legislative developments of the period, including the Commercial Code, the Land Law, and the Civil Code projects, particularly Teixeira de Freitas's *Esboço*. Slavery and abolitionist legislation.

UNIT IV – Law during the Old Republic (1889–1930)

The Republic and the Brazilian liberal Constitution analyzed from social, political, economic, and cultural perspectives. The influence of the ideals of American independence. The separation of Church and State. The new Penal Code enacted in the aftermath of abolition. The first Brazilian Civil Code as a reflection of tensions between rural and urban interests and as an expression of the social and intellectual climate of the period.

UNIT V – Law in the Vargas Era

Corporatism in the Constitution of 1934 and the influence of the Weimar Constitution. Labor legislation, the Consolidation of Labor Laws (CLT), and the emergence of second-generation fundamental rights. The Constitution of 1937 and the Estado Novo regime. Centralization and anti-federalism as foundations of the Vargas dictatorship. The enactment of the Penal Code and Code of Criminal Procedure under the influence of dominant legal positivism.

UNIT VI – Brazilian Law between the Post-War Period and the Military Coup: Rise and Decline of the Democratic Regime

The Constitution of 1946 and the brief period of democratic consolidation. The crisis of the constitutional order established in 1946. The second Vargas administration. The industrial development policies of Juscelino Kubitschek. The Military Coup of 1964 and Institutional Act No. 1 as the inaugural measure of a "meta-constitutional" order.

UNIT VII – The Legal Order under the Military Dictatorship: From Authoritarian Consolidation to Political Liberalization

The intensification of military rule and its increasingly anti-democratic character. Institutional Acts Nos. 2, 3, and 4. Institutional Act No. 5 (AI-5) and the suppression of fundamental rights. The substantial amendments introduced to the Constitution of 1967 through Constitutional Amendment No. 1/1969. The dictatorship and its legal, social, political, cultural, economic, and ideological consequences. The gradual political opening of the regime. The Amnesty Law and the Divorce Law as landmark statutes of the period.

UNIT VIII – Brazilian Law in the Context of Democratic Reconstruction

The *Diretas Já* movement. The Constituent Assembly and ideological disputes surrounding constitutional drafting. The Constitution of 1988: democratic reconstruction and the progressive expansion of the protection of fundamental rights and guarantees. New legal paradigms reflected in environmental, consumer, civil, and child and adolescent protection legislation. Emerging rights and social demands, including affirmative action policies, the Landless Workers' Movement (MST), LGBTQ+ movements, environmental activism, and the Child and Adolescent Statute (ECA). The globalization of law and the growing convergence between the Civil Law and Common Law traditions.

UNIT IX – Implementing University Extension through the History of Legal Development at ECJ

Selection and delimitation of extension project themes in accordance with the needs of the target community and its specific social context. Development of extension products—including blogs, videos, podcasts, and other digital media resources—for the project *Recovering the History of the School of Legal Sciences (ECJ) of the Center for Legal and Political Sciences (CCJP) – UNIRIO*. Testing, evaluation, and revision of the extension products prior to dissemination.

TEACHING PROCEDURES

In addition to bringing the academic environment closer to professional practice, the teaching methodology adopted in this course seeks to engage students directly with the communities that surround them, thereby fostering initiatives that express the social commitment of the University in key areas such as communication, social memory, culture, human rights, justice, and education. This approach is fully aligned with Article 6, Section III, of Resolution No. 7 of December 18, 2018, which establishes the National Guidelines for University Extension in Brazilian Higher Education and regulates Goal 12.7 of Law No. 13,005/2014, approving the National Education Plan (PNE) 2014–2024.

Accordingly, the course fulfills the mission of promoting meaningful interaction between the academic community and society through the exchange of knowledge and the development of creative and innovative approaches to addressing social challenges. Such interaction is facilitated through both face-to-face engagement and technological means of communication and dissemination.

To achieve these objectives, students participate not only in traditional lectures but also in a variety of learning activities, including the analysis of diverse research materials, seminars, film and video discussions, guest lectures, and guided interactive study sessions conducted through multimodal learning strategies. Through these experiences, students develop essential competencies related to teaching, learning, and assessment practices supported by educational technologies and multimedia resources. The course content is contextualized within contemporary social issues, promoting a more comprehensive educational experience through both in-person and, where appropriate, online learning environments.

The teaching methodology is based on active learning principles and incorporates both synchronous and asynchronous activities designed to foster student engagement in the production of critical, contextualized knowledge and active participation in the educational process. The course includes lectures in which theoretical content is presented through the analysis of contemporary doctrinal debates, recent legislative developments, and current jurisprudence. Discussions are grounded in case studies and social, economic, and political issues of local, national, and international relevance.

In addition, students participate in guided learning activities that encourage independent research, the identification of legal controversies, critical problematization of the topics under discussion, analytical examination of the issues involved, and the formulation of solutions to the underlying social problems.

The following activities are included in addition to regular class meetings:

- *Seminars, guest lectures, and assessment activities.*
- *Extension Project Deliverable for the Target Community: This extension activity constitutes the second stage of the assessment process and is divided into two phases: production and presentation. Working in groups, students must select the communication medium that they consider most appropriate and feasible given the available resources. The University provides access to institutional e-mail accounts and Google Classroom, while students may also utilize freely available online applications and digital tools. The final product should be designed to address the needs of the target community and to disseminate knowledge generated through the course.*

- *Supplementary Learning Resources: A repository of complementary materials is made available through the course's virtual classroom on Google Classroom. These resources include videos, websites, databases, books, scholarly articles, and other materials intended to deepen and expand students' understanding of the course content.*

EXTENSION ACTIVITIES

As part of the curricular integration of university extension within the Law Program, a portion of the course workload is dedicated to the development of extension activities carried out directly in collaboration with the community.

Recovering the History of the School of Legal Sciences (ECJ) and the Center for Legal and Political Sciences (CCJP)

General Description of the Activity

This initiative is dedicated to the preservation, recovery, and continuous construction of the institutional memory of the School of Legal Sciences (ECJ) and the Center for Legal and Political Sciences (CCJP) at UNIRIO. The project involves the collection, cataloguing, and preservation of historical documents, oral testimonies, podcasts, and audiovisual materials, including the production of videos to be made publicly available through the official websites of the ECJ and CCJP.

Type of Extension Activity

This extension initiative is developed within the framework of the extension project formally registered with the Office of Extension and Culture (PROExC) under the title Academic League of History and Law (LAHDIR). The project falls within the category of institutional extension programs and projects aimed at fostering the dissemination of knowledge, historical preservation, and community engagement.

Target Audience

The primary target audience consists of the academic community of the Center for Legal and Political Sciences (CCJP), including faculty members, students, and administrative staff. In addition, the project is intended to benefit the broader public by providing open access to the historical and educational materials produced and disseminated through the initiative.

By promoting the preservation and dissemination of institutional memory, the project contributes to strengthening collective identity, fostering historical awareness, and enhancing public engagement with the history of legal education and academic institutions in Brazil.

Student Participation

Students are expected to contribute to raising awareness within the academic community regarding the importance of preserving the University's social and institutional memory. They also participate in educational and citizenship-oriented initiatives designed to strengthen the relationship between the University and society, thereby promoting meaningful community engagement and facilitating broader public access to academic knowledge and institutional heritage.

Expected Outcomes

The expected outcome of this initiative is the continuous development, preservation, and expansion of a historical archive documenting the trajectory, activities, and institutional legacy of the School of Legal Sciences (ECJ) and the Center for Legal and Political Sciences (CCJP).

Academic League of History and Law (LAHDIR)

General Description of the Activity

The Academic League of History and Law (LAHDIR) seeks to complement the education of undergraduate students through activities aligned with the three foundational dimensions of higher education: teaching, research, and extension. Its primary objective is to enhance, update, deepen, and disseminate knowledge concerning the History of Legal Sciences, with particular emphasis on Brazil and, more broadly, Latin America.

The initiative also aims to extend to society the benefits generated by teaching and research activities, fostering meaningful interaction between the university and the broader community. Through this engagement, the project seeks to contribute to the understanding and, where possible, the solution of sociocultural issues from a legal and historical perspective.

Type of Extension Activity

This extension activity is carried out within the framework of the extension project registered with the Office of Extension and Culture (PROExC) under the title Academic League of History and Law (LAHDIR). The initiative encompasses educational, research, and outreach activities, including lectures, courses, research projects, and community-oriented programs.

Target Audience

The project is directed toward the academic community of UNIRIO—including faculty members, students, and administrative staff—as well as the broader public benefiting from the services, educational activities, and outreach initiatives promoted by the institution.

Student Participation

Students participate actively in all stages of the project, including conducting interviews, documentary research, information gathering, content production, data analysis, and evaluation activities. They may also contribute to the organization and delivery of lectures, workshops, short courses, and other educational initiatives designed to strengthen the relationship between the University and society and to promote the dissemination of legal-historical knowledge.

Expected Outcomes

The project is expected to generate a permanent repository of information, educational resources, and public-oriented materials concerning not only the existence of the School of Legal Sciences (ECJ) and the Center for Legal and Political Sciences (CCJP), but also their institutional functioning, historical development, and social relevance. Through the dissemination of these materials, the initiative seeks to enhance public awareness of the contributions made by ECJ and CCJP to legal education, research, and community engagement at both regional and national levels.

TEACHING AND LEARNING RESOURCES

- Printed and digital media articles;
- Scholarly literature and legal doctrine;
- Whiteboard and markers;
- Multimedia projector (data projector);
- Internet-based research resources and online databases;
- Digital learning platforms and other educational technologies, as appropriate.

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ASSESSMENT PROCEDURES – UNIRIO General Academic Regulations

In assessing student learning, instructors shall employ a broad and diverse range of teaching and assessment methods within each course. The final grade must reflect a synthesis of the results obtained through coursework—including, in particular, the group-based extension activity—as well as examinations administered during the academic term, in accordance with the regulations established by the respective academic department (Art. 94).

The importance of the face-to-face extension activity is reflected in the significant weight assigned to its planning, development, and implementation within the overall assessment process.

During each academic semester, a minimum of two partial assessments and one final examination shall be administered, covering the entire course content taught during the term (Art. 95, § 1).

Students who achieve a cumulative average grade of 7.0 (seven) or higher in the partial assessments conducted throughout the semester shall be exempt from the final examination and shall be deemed to have successfully completed the course (Art. 95, § 1).

The assessment process is therefore designed not only to measure the acquisition of theoretical knowledge but also to evaluate students' capacity to apply legal concepts in practical and socially engaged contexts, particularly through extension activities that strengthen the relationship between the university and the broader community.

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Source: Adapted from the Pedagogical Project of the School of Legal Sciences (ECJ-UNIRIO), 2022.

PROJECT: RECOVERING THE HISTORY OF THE SCHOOL OF LEGAL SCIENCES (ECJ) OF THE CENTER FOR LEGAL AND POLITICAL SCIENCES (CCJP) – UNIRIO

Introduction

The year 2021 began with a profoundly sad event for the faculty, students, and administrative staff of the School of Legal Sciences (ECJ) of the Center for Legal and Political Sciences (CCJP) at UNIRIO. On February 18, the academic community received the news of the passing of one of the School's founding professors, Professor Luiz Otávio Ferreira Barreto Leite. In an unfortunate coincidence, May 3 of that same year marked the anniversary of the official act establishing the ECJ.

The loss of our esteemed colleague, before the School had undertaken a systematic effort to document his contributions and legacy—as had been done in other academic units, such as the School of Library Science—combined with the initiative to organize a commemorative event celebrating the thirtieth anniversary of the School's formal establishment, led to direct engagement with numerous individuals who played a significant role in the institution's history. Faculty members, former professors, alumni, and administrative staff shared personal testimonies, memories, and reflections on key moments in the development of the School. Their contributions provided valuable historical insights and helped inform

the broader public that attended the commemorative event, which was held remotely due to the restrictions imposed by the COVID-19 pandemic.

Throughout the preparation of this anniversary event, an idea gradually emerged that ultimately gave rise to the present project. The initiative proposes the production of a collection of video interviews featuring individuals who contributed to the establishment and consolidation of the School of Legal Sciences. These materials will be made publicly available through the digital platforms of the CCJP, with the objective of preserving institutional memory while encouraging reflection on the broader history of legal education in Brazil. By documenting these experiences, the project seeks to provide civil society with a deeper understanding of the historical struggle for accessible, high-quality public education and its significance as a pillar of democratic development.

In this context, the support of the scientific community and funding agencies is essential to ensure the preservation and dissemination of this historical heritage.

The project encompasses a variety of activities, including the publication of books, the organization of exhibitions, the development of memorial initiatives, and the creation of audiovisual resources. These activities will be carried out within the framework of the **Academic League of Legal History (LAHDIR)**, coordinated by Professor Edna Raquel Hogemann.

Given the circumstances outlined above, the production of audiovisual materials and scholarly publications aimed at preserving and disseminating the history of the School of Legal Sciences is of paramount importance. Institutional memory is not merely a record of the past; it is a means of understanding the experiences, values, and collective trajectories that shape academic communities. Our identities are forged through the truths constructed from our experiences and our interactions within society. To neglect this history would be to overlook a fundamental part of who we are and of the legacy we seek to preserve for future generations.

For today's students, who are separated by time from the various historical periods experienced by the School of Legal Sciences (ECJ), what remains are memory, legacy, and, above all, the assurance that they are entitled to know the truth of their institution's history. The opportunity to study in what is currently recognized as one of Brazil's leading Law programs is the result of a historical process that must neither be erased nor obscured by gaps and omissions. Rather, it must be continually revisited and preserved so that future generations may have access to this knowledge and fully appreciate the consequences of its absence.

OBJECTIVES

General Objective

To establish and consolidate a physical and digital archive capable of preserving, disseminating, and providing public access to personal and collective experiences associated with the creation and development of the School of Legal Sciences (ECJ) and the Center for Legal and Political Sciences (CCJP) at UNIRIO, within the broader political and cultural context of Brazil. Through this initiative, the

project seeks to expand opportunities for information sharing, dialogue, and critical reflection, not only during the processes of interviews and documentary research but also through the future developments and discussions generated by the collected materials.

Specific Objectives

a) To prioritize the relevance of the experiences, testimonies, and bibliographic materials selected for publication, ensuring a rigorous process for identifying the principal individuals and historical actors to be featured in the project's outputs;

b) To provide technical and conceptual training for all members of the project team, enabling active participation throughout the various stages of the project and fostering methodological, analytical, historical, and aesthetic coherence;

c) To expand the reach and accessibility of the materials produced by making them available through both digital platforms and printed publications;

d) To ensure free public access to all project outputs, including books and audiovisual materials, while establishing the initiative as a reference model capable of inspiring, supporting, and encouraging similar projects;

e) To broaden opportunities for access, engagement, and public debate concerning the materials produced, thereby strengthening their educational and social impact;

f) To ensure the continuity of the project on a long-term basis as a core activity of the Academic League of Legal History (LAHDIR), capitalizing on the innovative nature of the initiative and its natural potential for expansion, notwithstanding the initial implementation period of twelve months envisioned in the present proposal.

JUSTIFICATION

The project *Recovering the History of the School of Legal Sciences (ECJ) of the Center for Legal and Political Sciences (CCJP) – UNIRIO* seeks to provide visibility to documentary research and oral history initiatives developed by the diverse individuals who have contributed to the creation and development of the School of Legal Sciences. Through the preservation and dissemination of these narratives, the project aims to recover and critically reflect upon the accumulated experiences of these social actors.

At the same time, the project seeks to stimulate broader reflection on the role played by institutions such as the ECJ in the construction and consolidation of high-quality public education. By doing so, it opens new spaces for debate and encourages the development of innovative perspectives and paradigms regarding legal education and the social mission of universities.

The members of the Academic League of Legal History (LAHDIR) are particularly attentive to the historical processes that have unfolded since the mid-twentieth century, especially those related to historical clarification, memory policies, and the strengthening of justice institutions and the rule of law. These

concerns are closely linked to broader efforts aimed at preserving collective memory and promoting democratic values.

Simultaneously, the emergence of the digital age has enabled the production and circulation of symbolic and cultural content on an unprecedented global scale. Digital technologies have transformed the ways in which knowledge is created, preserved, accessed, and shared.

Recognizing the significance of these developments, the project creates opportunities for the dissemination of biographical, social, and historical content capable of fostering a broader understanding that uncovering and preserving the history of the ECJ constitutes a fundamental step toward safeguarding institutional memory. Such preservation efforts contribute not only to historical knowledge but also to the strengthening of collective identity and democratic culture.

Within the specific context of the digital era, the development of a multimedia online platform reflects the project's commitment to maximizing accessibility and expanding opportunities for dialogue regarding the materials produced. As noted by Manuel Castells (1999), contemporary society is characterized by globalization and increasingly structured around the production, dissemination, and application of information and knowledge. Its material foundations have been profoundly transformed by the information technology revolution, which has generated far-reaching changes in social relations, political systems, and systems of values. In this context, digital platforms emerge as essential tools for democratizing access to knowledge, preserving collective memory, and strengthening civic engagement.

The use of an online platform to provide public access to the video recordings of the interviews, as well as to offer a virtual space for discussion, reinterpretation, collaboration, and knowledge creation, constitutes an indispensable complement to the books that will be produced within the framework of this project. These two forms of dissemination—digital and printed—are mutually reinforcing and essential to maximizing the project's reach, impact, and potential for future developments.

Beyond highlighting new perspectives on the role played by the social actors involved in the history of the School—including faculty members, administrators, students, and staff—the project is intended to become a valuable source of reference for future discussions and investigations. It is designed to serve as a resource for scholars, educators, writers, intellectuals, students, and members of the broader public interested in the history of legal education and public higher education in Brazil.

By combining traditional print media with digital technologies, the *Project Recovering the History of the School of Legal Sciences (ECJ) of the Center for Legal and Political Sciences (CCJP) – UNIRIO* distinguishes itself through its broad dissemination capacity and its potential to democratize access to information and knowledge concerning a relatively recent historical period that remains largely

unknown to younger generations. In this regard, the initiative reaffirms the political, socializing, and strategic role of historical inquiry and memory preservation.

METHODOLOGY | WORK STAGES

1. Research Phase

The project begins with a research stage aimed at strategically identifying the individuals to be interviewed. This phase involves extensive investigation into the lives and contributions of those who played significant roles in the creation, consolidation, and development of the School of Legal Sciences (ECJ). Individuals whose participation was particularly influential within their respective historical contexts, and whose experiences contribute to a diverse representation of perspectives, will be selected for inclusion in the project.

Once the interviewees have been identified—a process that will be finalized during the team's training and immersion activities—the research phase will focus on gathering detailed information regarding each participant's academic and professional trajectory. This material will provide the foundation for the preparation of individualized interview guides and thematic outlines.

Biographical information will be collected from a variety of secondary sources, including official institutional archives, public records, books, academic publications, newspapers, magazines, digital repositories, and other sources relevant to the interviewees' professional and academic histories.

2. Interviews and Audiovisual Production

The interview phase will commence following the completion of the preliminary research stage and the implementation of an interview scheduling strategy. This process will result in the establishment of a comprehensive timetable and production plan.

The interviews will be conducted in two complementary stages:

Stage One: A comprehensive oral-history interview focusing on the participant's experiences and contributions, with an estimated duration of approximately one hour per session. The content generated during this stage will serve as the primary source material for written publications.

Stage Two: A more focused discussion exploring the central themes and key narratives emerging from the initial interview. This stage will deepen the analysis of selected topics and generate material for both the audiovisual productions and the written publications. The recording is expected to last approximately twelve minutes.

Following the collection of the raw audiovisual material, edited videos of approximately six minutes in length will be produced for online dissemination.

3. Content Development for the Online Platform

The online platform will be conceived not merely as a repository for audiovisual materials but as a dynamic space dedicated to the preservation, sharing, and discussion of institutional memory. It will function as a reference hub for the dissemination of experiences, the promotion of scholarly and public debate, the

articulation of social media networks, and the production of new content related to the history of the ECJ and the CCJP.

To achieve these objectives, collaboration with UNIRIO's Office of Social Communication (COMSO) will be essential, particularly regarding content management, dissemination strategies, digital engagement, and the maintenance of communication channels.

As audiovisual materials are completed, they will be uploaded immediately to the platform, where they will remain permanently available to the public. The website will feature an attractive and accessible design aligned with the project's visual identity and communication strategy.

4. Production of Written Materials

The first stage of editorial work will involve the transcription of interviews, followed by historical and critical review, editorial revision, copyediting, layout design, and final proofreading. These procedures will culminate in the publication of books and other written materials derived from the collected testimonies and documentary research.

Simultaneously, cover designs and visual materials—including photographs, illustrations, and caricatures—will be produced in accordance with the project's overall visual identity and aesthetic framework.

5. Timeline

To be defined.

The implementation schedule will be developed following the conclusion of the planning and organizational phases, taking into consideration the scope of research activities, interview scheduling, audiovisual production, editorial processes, and dissemination strategies.

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Source: Adapted from the Pedagogical Project of the School of Legal Sciences (ECJ-UNIRIO), 2022.

3.2 The Proposed Curricular Integration of University Extension In The Pedagogical Project Of The Law Program At Faculdade Unyleya

Faculdade UNYLEYA also develops institutionalized extension activities involving faculty members, students, and the broader community through university extension programs and projects implemented at local and regional levels. These initiatives are aligned with Strategy 12.7 of Goal 12 of the Brazilian National Education Plan (PNE), established by Law No. 13,005 of June 25, 2014, for the 2014–2024 period. The institution promotes such activities through partnerships with public-sector entities, private organizations, and third-sector institutions, formalized by means of cooperation agreements and contracts, with particular emphasis on the development of interdisciplinary academic activities.

In addition, Faculdade UNYLEYA encourages university extension as a means of providing services to society, thereby fostering a transformative relationship between the institution and the communities it serves. This approach strengthens the integration of teaching, research, and extension and reinforces the social mission of higher education.

Within the specific context of the Law Program, the institution develops the **Educating for Citizenship Project**, which forms part of Faculdade UNYLEYA's Institutional Extension Program. The project operates through partnerships with schools located in the states and municipalities where the institution maintains learning support centers. Its primary objective is to promote broad dissemination of the rights and duties associated with citizenship through the production of educational materials designed for different audiences, including teachers and students in primary and secondary education, as well as students and educators affiliated with partner institutions or organizations that subsequently join the initiative.

Accordingly, the project emphasizes academic production and dissemination, encouraging the development of publications and educational products derived from extension activities. These outputs contribute to the cultural, scientific, and technological dissemination of knowledge, in accordance with the principles and objectives established by Brazil's National Extension Policy.

Through this framework, the institution is able to express, on the basis of ethical principles, its commitment to high-quality education and to the formation of professionals dedicated to social responsibility, respect for diversity and otherness, the reduction of social inequalities, and the democratization of knowledge.

A summary of the **Educating for Citizenship Extension Project** is presented below.

INSTITUTIONAL EXTENSION PROJECT: EDUCATING FOR CITIZENSHIP THROUGH ENGAGEMENT WITH THE PROFESSIONAL ENVIRONMENT

1. INTRODUCTION

Students enrolled in undergraduate programs at Faculdade UNYLEYA are not limited to individualized study through the virtual learning environment of their respective courses. Such learning is systematically organized according to a structured study schedule and supported by complementary academic materials. Students have continuous access to instructors who are available to answer questions submitted through the virtual classroom, assess proposed activities, provide supplementary teaching resources, and recommend relevant materials and digital resources related to the topics under discussion.

The course Professional Environment Engagement and Extension (AAPEX), however, possesses distinctive characteristics arising from its status as a curricular component developed throughout an entire academic semester. It constitutes a privileged space for continuous interaction between the Program Coordinator and students, designed not only to bridge the gap between academic learning and professional practice but also to promote meaningful engagement with the surrounding community.

Through this initiative, students are encouraged to participate in activities that reflect the social commitment of the institution across a wide range of areas, particularly communication, culture, human rights and justice, education, environmental protection, health, technology and innovation, production, and labor. These activities are aligned with public policies and educational guidelines related to environmental education, ethnic-racial education, human rights education, and Indigenous education, in full compliance with Article 6, Section III, of Resolution No. 7 of December 18, 2018, which establishes the National Guidelines for University Extension in Brazilian Higher Education.

2. OBJECTIVES

- To identify the relevance of foundational academic knowledge to professional practice.

- To understand the multidisciplinary foundations underlying the development of Law as a field of knowledge.

- To develop competencies—including knowledge, skills, attitudes, and values—necessary for the interpretation and application of law in light of constitutional principles.

- To foster critical reflection on legal institutions and their application within contemporary social realities.

- To produce digital educational materials addressing conflict prevention and conflict resolution through non-adversarial methods, within the framework of the Institutional Extension Program, for students and teachers in Basic Education.

- To develop digital educational resources on basic concepts of ethics and citizenship for the Institutional Extension Program, specifically within the Educating for Citizenship Project, directed toward students enrolled in partner Basic Education schools.

3. IMPLEMENTATION AND PEDAGOGICAL STRUCTURE

The instructional design of the Professional Environment Engagement and Extension Program (AAPEX) is organized around three interconnected dimensions.

Dimension 1: Professional Learning Pathways

The first dimension encompasses all asynchronous activities that form part of the learning pathway, structured through the Initial, Intermediate, Final, and Integrative Learning Circuits. These activities are designed to support the acquisition of knowledge and the development of professional skills and attitudes specific to each field of study.

Dimension 2: Institutional Values and Professional Practice

The second dimension operates in parallel with the first and focuses on the institutional values established in UNYLEYA's Institutional Pedagogical Project (PPI). These values are explored in relation to professional practice through both synchronous and asynchronous activities mediated by the course instructor, fostering ethical awareness and professional responsibility.

Dimension 3: Curricular Integration of University Extension

The third dimension incorporates the curricular integration of university extension as established by Resolution No. 7/2018. Through this component, the program fulfills its mission of promoting meaningful dialogue between the academic community and society through the exchange of knowledge, active participation, and engagement with complex contemporary social challenges.

This dimension encourages students to confront real-world issues through creative and innovative approaches aimed at identifying solutions and generating social impact. Such engagement occurs through both face-to-face activities and technology-mediated forms of interaction and dissemination.

To support these objectives, students participate in a variety of educational experiences, including the analysis of diverse learning materials, seminars, film and video discussions, lectures, guided study sessions, and interactive multimodal and gamified learning activities. Through these pedagogical strategies, students develop essential competencies for teaching, learning, and assessment processes supported by digital technologies and multimedia educational resources.

By connecting academic content with contemporary social issues, the program promotes a more comprehensive educational experience that integrates distance learning methodologies with opportunities for direct engagement and practical application. In doing so, it strengthens the relationship between academic formation, professional development, and social responsibility**.**

4. PROJECT PHASES

PHASE ONE

This phase is carried out by students enrolled in the course Professional Environment Engagement I (AAPEX I) and requires the development of the following knowledge, skills, and practices:

- Integration of theory and practice;
- Interdisciplinary integration of knowledge;
- Resolution of practical cases through the inter-, multi-, and transdisciplinary application of acquired knowledge;
- Familiarity with and application of instruments, techniques, methods, and professional practices relevant to the field of study.

Upon acquiring these competencies, students will be required to develop interdisciplinary extension activities, including e-books, blogs, podcasts, comic strips, cartoons, educational booklets, and similar educational resources aimed at students in primary and secondary education. These materials will provide introductory and foundational knowledge of law and citizenship within the broader context of the Information and Communication Technology Society.

PHASE TWO

This phase is implemented by students enrolled in Professional Environment Engagement II (AAPEX II) and involves the development of the following knowledge and competencies:

- Law and historical time: historiographical foundations necessary for understanding contemporary legal issues;
- The relationship between power, coercion, truth, and justice;
- Law, anthropology, and the ideal of justice;
- The interaction between law and social reality;
- The role of Sociology of Law in the construction and evolution of legal systems;
- Law as an instrument for the protection of freedoms, diversity, and human dignity;
- The relationship between legal normativity and social effectiveness;
- Legal reasoning as a means of promoting justice;
- Educational applications of digital media;
- The Educating for Citizenship Project within the Institutional Extension Program.

Building upon these learning outcomes, students will be expected to develop interdisciplinary extension activities consisting of educational materials that disseminate basic concepts of law and justice through the use of digital media and technological platforms. These resources will be designed to promote legal literacy, citizenship education, and public awareness among diverse educational audiences.

PHASE THREE

This phase is implemented by students enrolled in Professional Environment Engagement III (AAPEX III) and involves the acquisition and application of advanced knowledge, competencies, and professional practices related to legal education, citizenship promotion, social engagement, and the practical application of legal knowledge in community-oriented contexts.

Through the integration of academic learning, professional development, and extension activities, students will be encouraged to design and implement educational and

socially transformative initiatives capable of addressing contemporary challenges and contributing to the democratization of legal knowledge and the strengthening of citizenship**.**

This phase is carried out by students enrolled in **Professional Environment Engagement III (AAPEX III)** and requires the development of the following knowledge and practical competencies:

Paradigm shifts in legal thought and legal practice. Litigation examined through the lens of conflict theory. Alternative and non-adversarial dispute resolution mechanisms. The Culture of Peace, including the acceptance of differences, empathy, alterity, and respect for human dignity. Sustainable approaches to conflict management and resolution. The constitutional principle of respect for human dignity. Nonviolent communication. Consensual methods of dispute resolution. Online dispute resolution and conflict management through digital platforms. Integration of knowledge from Civil Law—particularly obligations and civil liability—Criminal Law, Labor Law, and Political Science to foster a comprehensive understanding and consolidation of legal reasoning. Collaborative work. Principles of institutional university extension.

Based on the acquisition of these competencies, students will be encouraged to develop interdisciplinary extension activities focused on promoting legal awareness, peaceful conflict resolution, citizenship, and social engagement through educational initiatives directed toward the broader community.

PHASE FOUR

This phase is carried out by students enrolled in **Professional Environment Engagement IV (AAPEX IV)** and involves the acquisition and application of the following knowledge and practical competencies:

History of Human Rights. Human Rights and Fundamental Rights. Fundamental Rights under the Brazilian Federal Constitution of 1988. Citizenship and democratic participation. Constitutional remedies and mechanisms for the protection of rights. Normative tensions and antinomies arising from the articulation of knowledge in Civil Law—particularly contract law—Criminal Law, Labor Law, and General Theory of Procedure for the comprehensive understanding and consolidation of legal reasoning. Collaborative work. Principles of institutional university extension. Educational applications of digital media and information technologies.

Students will also develop educational materials for primary and secondary schools addressing topics such as citizenship, subcitizenship, inequality and development, social exclusion, fundamental labor rights, gender rights, protection against racism, and the social function of contracts. These activities will be conducted within the framework of the **Educating for Citizenship Project**, which forms part of the Institutional Extension Program.

Upon completion of this phase, students will be expected to produce educational resources through digital media and technological platforms, contributing to the dissemination of legal knowledge, the promotion of human rights, and the strengthening of democratic citizenship among diverse social groups and educational communities.

Source: Adapted from the Pedagogical Project of the Law Program (PPC), Faculdade UNYLEYA, 2021.

4 FINAL CONSIDERATIONS

This essay has sought to promote a critical reflection on the importance of the curricular integration of university extension, particularly in light of Article 4 of Ministry of Education Resolution No. 7 of 2018, which establishes that "extension activities shall constitute at least ten percent (10%) of the total curricular workload of undergraduate programs and shall be incorporated into the curriculum of such programs." To illustrate the practical implementation of this regulatory framework, the study examined the experiences of two higher education institutions with distinct educational models: the School of Legal Sciences (ECJ) of the Federal University of the State of Rio de Janeiro (UNIRIO), a public institution offering a traditional face-to-face Law program, and Faculdade UNYLEYA, a private institution whose educational mission is primarily oriented toward distance learning.

Both institutions undertook the necessary revisions of their pedagogical projects to comply with the legal requirements established by the Resolution. In doing so, however, each institution adopted a distinct strategy. At UNIRIO, the curricularization process was implemented through the incorporation of extension activities into already existing courses, thereby transforming traditional curricular components into extension-based learning experiences. At Faculdade UNYLEYA, by contrast, the institutional solution involved the creation of a set of courses specifically designed to fulfill extension objectives, namely the **Professional Environment Engagement Courses (AAPEX)**.

Whereas the School of Legal Sciences integrated extension activities into existing courses in sufficient numbers to satisfy the minimum extension workload required by the regulation—linking these activities to specific extension projects associated with each course, as exemplified by the History of Law course—Faculdade UNYLEYA adopted a different approach by creating extension-oriented curricular components expressly conceived for that purpose. Through the AAPEX courses, the institution established a pedagogical structure capable of satisfying the workload requirements established by the Ministry of Education while simultaneously promoting professional engagement and community outreach.

Although the strategies adopted by the two institutions differ in form and implementation, their underlying purpose remains the same. Both models seek to provide students with meaningful opportunities to engage with their future professional environments through projects and activities designed to address concrete social needs. In this sense, extension activities serve as an important mechanism for connecting academic learning with practical experience and social responsibility, while also contributing to improvements in community well-being.

Accordingly, the experiences analyzed clearly demonstrate a shared commitment to recognizing university extension as a fundamental academic activity. Despite their institutional and methodological differences, both models contribute to reducing the distance between higher education institutions and the communities they serve by fostering the exchange of knowledge and encouraging socially engaged learning. Moreover, they enhance the professional training of students by

enabling them to develop practical competencies while cultivating a stronger sense of citizenship and public responsibility.

Ultimately, the curricular integration of extension activities emerges not merely as a regulatory requirement but as an important instrument for strengthening the social mission of higher education, promoting democratic citizenship, and contributing to the production of knowledge that is responsive to societal needs. In this regard, both experiences underscore the transformative potential of university extension as a means of enriching legal education and improving the quality of civic life.

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