106 - EXTENSION FOR AUTONOMY: THE EXPERIENCE IN PROJECT RONDON

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1.Introduction:

The Project Rondon is coordinated by the Ministry of Defense that along with some institutions of higher education in the country has as its objectives: to contribute to the formation of the scholar as a citizen; integrate the university in the process of national development through participatory activities on the reality of the country; to consolidate in the Brazilian university, the sense of social responsibility, collective, in favor of citizenship, development and defense of national interests, and stimulate, in the scholar, the production of local collective projects, in partnership with communities assisted.

Created in 1967 by the federal government, the project Rondon was suspended in 1989 and reactivated three years ago. Between 2005 and 2007, there were twelve operations with a total of 3622 Rajasthan and 238 municipalities attended.

Operation Rio Grande do Sul, from February 15 to March 2 was the fourteenth operation and the second in the year 2008, since Feb. 8 to Feb. 24 was the thirteenth operation. Operation Rio Grande do Sul had the support of two institutions of higher education, they were: Federal University of Pelotas and the Federal University of Rio Grande. Under the control of the first institution (UFPEL) were the cities: Arroio do Padre, Dom Pedrito, Encruzilhada do Sul, Hulha Negra, Jaguarão, Pedras Altas, Piratini, Santana da Boa Vista, Sentinela do Sul,and Sao Lourenco do Sul, then under the control of the second institution (FURG) were the cities: Mostardas, Santa Vitoria do Palmar, Sao Jose do Norte, Tavares and Chuí. Each municipality receives two selected teams formed by two teachers and six students. A team develops actions of citizenship and welfare (Plan A) and another, from another university, actions of public management and sustainable local development (Plan B).

I was part of the FURG team which was coordinated by the librarian Dóris Santana and the psychologist Dagmar Brown. Besides the two coordinators the team had the following scholars: Juliana Soares student of the course of Food Engineering, Leticia Lima student of the course of Nursing; Michele Bicca student of the course of Arts; Neusiane] Souza student of the course of Biology; Sisney Junior student of the course of Portuguese Language and I Thiago Souza student of the course of Physical Education.

Our destination was the city of Mostardas, which according to the mayor of the municipality is located 210 km from the capital of the state: Porto Alegre. Still considered part of Osório and the Metropolitan region. It has a population of 11,658 in an area of 1983 km2. Economically, the city is notable for production of rice and onions, and livestock, the cattle to produce milk and beef and sheep to produce wool. The wool of local products are much appreciated, especially the already famous blanket "Mostardas" of dense and colorful carded wool.

2. Objectives:

It is important to highlight the earlier visits made to the municipality of Mostardas. There, the teachers guiding each team sought information from local authorities about the shortcomings of the municipality. I Highlight as a result of those earlier visits specific objectives of the action, ie the combat of the abusive use of licit and illicit drugs in addition to the shortage of local people in activities that would provide an increase in self-esteem. Therefore, these goals were established beforehand permeated to the work of my team. With the aim of conducting activities relating to wefare and citizenship.

Through the organization of what should be the guidelines of the working group proposed weekly meetings to set the projects of each academic the actions within the fifteen days of activities in order to achieve consistency in the plan being developed in Mostardas.

At these meetings we aimed to empower interdisciplinary, ie, presenting and discussing the individual proposals in order to characterize our work as positive and the collective, ie, respectively, team and community. With this in mind we adopted the interdisciplinary perceiving it as a "practice" highly political by using it as a negotiation between different points of view aiming to decide a representation regarded as adequate in our view of the action, (Japiassu, p.132, 1999).

3. Methodology: the workshops

During the action in the city of Mostardas we played out our activities in the form of workshops. To register and review the speech made in these workshops used as a guideline methodological contributions arising from the methodology that Loïc Wacquant (2002) called for "Observers Participation", where the subject goes beyond of just observing, he participates, and he plays with his object of study. The titration prior to this workshop was "a dream for Mostardas" in which sought to promote self-esteem and education for human values, integrating the dimensions physical, mental, emotional and social recreational activities from awareness-raising, history and identity of redemption of the Mostardas' community.

In the dialogue with the community through dreams, the sense of liberation was going amounted to meet our capacity to imagine and create. This workshop used jokes and dynamic cooperatives as well as issues that would allow a discussion about human rights.

The activity began with the dynamics of Web links, which used a ball of wool that should be caught by all components of the workshop to a general presentation, since being formed after a wheel, the ball of wool should be hurled all the people that made up the circle, the person should say his/her name, and something that identifies itself, soon after holding the ball and pass to another person until everyone is presented.

At the end the wheel seemed like a dynamic web, the ball of wool is intertwined throughout circumference of the circle, I asked what reference could be made through this dynamic, and their lives. The silence in the room was broken after a woman called Magdalena said that “we talk a lot about us and we sometimes forget the others ", a series of events occurred after that speech, and in the end I made a closing emphasizing the importance of collective construction, citing that time as a construction, namely the exchange of academic knowledge with the people know, I finished the dynamics saying "the union makes the force."



Photo of the dynamic “web of relations” occurred during the workshop “A dream for Mustard”, carried out in the day 25 of February of 2008.

Soon after the proposed dynamic "human knot", and stressed it was a physical education class and we had to move on, even in the circle and hold hands, I asked the group to view and do not forget the person who was at his/her both right and left hand side, I put a song, and I asked them to let go the hands and everyone was moving and when I turned the sound off all should stop again.

At the sound of the music of Ivete Sangalo “Poeira” all moved, danced a jig and others by a group who had piloted a "treisinho" across the room, after a few minutes the music stopped, everyone stopped, then I quickly asked for everyone to gather in the center of the room and return their hands to his/her companions of both the initial right hand on the left hand.

In the midst of many laughs, were all interwoven with each other, I asked for the group to re-training and hold hands. It was fun, everyone was counseled lifting legs, lowering arms to form the circle again, and I didn't even had to ask about the impression of that momment, because they soon realized that the importance of the collective view was in practice.



Photo of the dynamic one “human knot” occurred during the workshop “A dream for Mostardas”, carried out in the day 25 of February of 2008.

After the dynamic “human Knot” we sat on chairs in the roon that we formed a circle and I asked again: what are the greatest assets/ joys of your life? A silence hung in the air, and I asked for anyone to say. The owner Cida was the first to speak,she said that her greatest asset was her family, and even in the midst of a lot of emotion she explained the emotional support that her family members and residents of Mostardas had given her to fight a breast cancer that victimized her. After the explanation of Cida, each participant had his/her speech, explaining, especially, family and health, and even a girl who said her greatest joy was sports.

After they all had spoken I asked another question, however, I asked that this question was to be answered to themselves through thoughts, memories and a mentoring to create scenes in their minds, like a movie. Again the silence in the air, just after five minutes, I distributed balloons to each participant and I asked them to fill it up with their dreams.

After all had filled their balloons, I emphasized that we were very motionless and I proposed that we'd go for a walk with our dreams, that is, with the balloons full of dreams. Amid the laughter and jokes we left to the streets of Mostardas, some timid with their dreams (balloons) others waving with their dreams (balloons) in hand, going towards the central square of Mostardas, when little drops of rain began to fall we returned to Marcelo Gama school.



Photo of the walk in the streets of the city of Mostardas occurred during the realization of the workshop “A dream for Mostardas”, carried out in the day 25 of February of 2008.

Arriving back at the school I put a chair in the middle of the circle and I asked for a volunteer willing to share his/her dream with the rest of the group and to encourage them I used the phrase of authorship of Raul Seixas who says, "A dream that is dreamt alone is just a dream, A dream that is dreamt together is reality”.

Of the 37 participants of the workshop just a girl asked not to express her dream, the other 36 did. It began with a boy called Hestevám, which rose in the chair and said: "My dream is to be able to live and work not only to survive but if that work would be in a theater I would be much happier.”

The explanation of Hestevám made me think that I have read many things during my first year of college about the contrast of ideas of the current capitalist system, it is clear that I didn't come out talking to those people about capitalism, but I asked them to reflect on their work conditions, moreover to express ideas for their leisure, such as: the days of bingo, movies, the dance, finally, one day they can get together to talk and play.

3. Results:

After they all had shared their dreams, and they ranged from younger teens to older adults, the first ones had their material values very sharply in mind, such as cars, homes, money. But the older ones based their dreams on a future of peace and health for themselves and their families.

I remember I had also been questioned by a nine years old girl that was there with her mother, she asked, "coach, everyone has shared their dreams but you." I smiled and told her that one of my biggest dream was precisely taking place at that very moment and that was to be able to study at a public university, which would give me a opportunity to build and share knowledge with the society, I talked a little about the trails that passed to achieve success on the course that I always dreamed of studying: Physical Education.

I closed by saying that a dream never ends, it is just a step to another dream that must be pursued and cornered to give meaning to life, never forgetting the lives of others. I closed the workshop with the song “Viver” by Gonzaguinha.

4. Final considerations:

Through the university extension held in Project Rondon, I could talk to authors that worked at the university, such as Jorge Larrosa, especially when the author comments that we must separate experience from information, and explains the rarity of the experience as a result of over-view , Lack of time and overwork,(Larrosa,p.23,2002)

The experiment reported in the city of Mostardas woke on me directions from other experiences, such as the readings made

during the first six months of college. These senses are not summarized to the fact that I have had the opportunity to see and hear the residents of Mostardas, but the fact that I reflect on what I saw and heard from the residents of Mostardas.

One of my allies in this process was the philosophy, which in effect etymological is composed of two words: Philo and sofhia. Philo is derived from philia, which means friendship, brotherly love, respect among equals. Sophia means wisdom and it comes from the word sophos, wise. Thus, the wisdom philosophy means friendship, love and respect for the knowledge. (Chauí, p.19, 1995).

Thus, during the Project Rondon I experienced a strengthening of my condition "subject of experience" (Larrosa, p. 24, 2002), especially on the receptivity and for my availability, as a subject of experience Extensionist.

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EXTENSION FOR AUTONOMY: THE EXPERIENCE IN PROJECT RONDON

Summary:

This text is a rehearsal from the experience of participating in Project Rondon edition 2008. The main objectives of this intervention were: providing activities that include an increased self-esteem of the residents of the city of Mostardas, as well as the implementation of actions relating to welfare and citizenship. To achieve this story we used the methods of "Observers Participation." As a result of this intervention we highlighted the unique contribution that an experience like this brings by participating in a project of this extension as it is able to provide a university level education, especially with regard to the learning community work.

Keywords: University Extension, Culture, Physical Education.

EXTENSION DE L`AUTONOMIE: L`EXPÉRIENCE EM PROJET RONDON

Résumé:

Ce texte est un test de l'expérience des participants au projet Rondon édition 2008. Les principaux objectifs de ce discours étaient les suivants: fournir des activités qui incluent une augmentation de l'estime de soi des habitants de la ville de moutardes, ainsi que la mise en œuvre d'actions relatives au bien-être et de la citoyenneté. Pour atteindre ce rapport a utilisé la méthodologie de la participation des Observante ». À la suite de cette intervention a souligné la contribution unique que l'expérience en participant à un projet de cette extension, comme il est en mesure de fournir une formation universitaire, en particulier en ce qui concerne la communauté de l'apprentissage de travail.

Mot-clé: Universitaria extension, la culture, l'éducation physique.

EXTENSIÓN DE LA AUTONOMIA: LA EXPERIENCIA EN PROYECTO RONDON

Resumen:

Este texto es una prueba de la experiencia de participar en el Proyecto Rondón edición de 2008. Los principales objetivos de esta intervención fueron los siguientes: proporcionar actividades que incluyen un aumento de la autoestima de los residentes de la ciudad de mostazas, así como el logro de acciones sobre el bienestar y la ciudadanía. Para alcanzar este informe utiliza la metodología de la "participación de Observante". Como resultado de esta intervención destacó la contribución única que la experiencia de participar en un proyecto de esta extensión, ya que es capaz de proporcionar una educación universitaria, especialmente con respecto a la comunidad de aprendizaje trabajo.

Palabra clave: Extensión Universitaria, Cultura, la Educación Física.

EXTENSÃO PARA AUTONOMIA: A EXPERIÊNCIA NO PROJETO RONDON

Resumo:

Este texto é um ensaio feito a partir da experiência da participação no Projeto Rondon edição 2008. Os principais objetivos dessa intervenção foram: proporcionar atividades que contemplassem um aumento da auto-estima dos moradores da cidade de Mostardas, assim como, a realização de ações referentes ao bem-estar e cidadania. Para realizar este relato utilizamos à metodologia da "Participação Observante". Como resultado desta intervenção destacamos as singulares contribuição que experiências da participação em um projeto de extensão como este é capaz de trazer para a formação universitária, especialmente no que diz respeito a aprendizagem do trabalho comunitário.

Palavras-chave: Extensão Universitária, Cultura, Educação Física.