


**EXTRACURRICULAR INTERNSHIPS AT THE PET CONEXÕES DE SABERES GROUP:
CHALLENGES AND PERSPECTIVES IN ACADEMIC EDUCATION AT THE FEDERAL
UNIVERSITY OF RURAL SEMI-ARID**

**ESTÁGIOS EXTRACURRICULARES NO GRUPO PET CONEXÕES DE SABERES:
DESAFIOS E PERSPECTIVAS NA FORMAÇÃO ACADÊMICA NA UNIVERSIDADE
FEDERAL RURAL DO SEMI ÁRIDO**

**PRÁCTICAS EXTRACURRICULARES EN EL GRUPO PET CONEXÕES DE SABERES:
DESAFÍOS Y PERSPECTIVAS EN LA FORMACIÓN ACADÉMICA EN LA UNIVERSIDAD
FEDERAL DEL SEMIÁRIDO RURAL**

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ABSTRACT

This article addresses the experience of the Tutorial Education Program (PET) "Conexões de Saberes" at the Universidade Federal Rural do Semi-Árido (UFERSA) during 2017, focusing on the proposal for extracurricular internships. The activity aims to train students in the various areas of Agricultural Sciences, including Agronomy, Veterinary Medicine and Zootecnics. Due to irregularities in the school calendar and the workload of the subjects, the implementation of internships was unfeasible. The article discusses the implications of this situation for student training, highlighting the need for improvements in academic management to enable practical experiences that complement theoretical training. The research was based on qualitative analyses, with the aim of reflecting on internship practices in higher education and their relevance in preparing more qualified professionals ready for the job market.

Keywords: Extracurricular Internships. Academic Training. PET. Agricultural Sciences.

RESUMO

O presente artigo aborda a experiência do Programa de Educação Tutorial (PET) "Conexões de Saberes" da Universidade Federal Rural do Semi-Árido (UFERSA) durante o ano de 2017, focando na proposta de estágios extracurriculares. A atividade, tem como objetivo capacitar alunos nas diversas áreas de Ciências Agrárias, incluindo Agronomia, Medicina Veterinária e Zootecnia. Devido a irregularidades no calendário escolar e à carga horária das disciplinas, a implementação dos estágios foi inviável. O artigo discute as implicações dessa situação para a formação dos alunos, destacando a necessidade de melhorias na gestão acadêmica para viabilizar experiências práticas que complementem a formação teórica. A pesquisa foi fundamentada em análises qualitativas, com o intuito de refletir sobre as práticas

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de estágio na educação superior e sua relevância na preparação de profissionais mais qualificados e prontos para o mercado de trabalho.

Palavras-chave: Estágios Extracurriculares. Formação Acadêmica. PET. Ciências Agrárias.

RESUMEN

Este artículo analiza la experiencia del Programa de Formación Tutorial (PET) "Conexiones de Saberes" de la Universidad Federal Rural del Semiárido (UFERSA) en 2017, centrándose en la propuesta de prácticas extracurriculares. Esta actividad busca capacitar a estudiantes en diversas áreas de las Ciencias Agrarias, incluyendo Agronomía, Medicina Veterinaria y Zootecnia. Debido a irregularidades en el calendario académico y la carga horaria, la implementación de prácticas resultó inviable. El artículo analiza las implicaciones de esta situación para la formación de los estudiantes, destacando la necesidad de mejoras en la gestión académica para facilitar experiencias prácticas que complementen la formación teórica. La investigación se basó en análisis cualitativos, con el objetivo de reflexionar sobre las prácticas profesionales en la educación superior y su relevancia para la formación de profesionales más cualificados y preparados para el mercado laboral.

Palabras clave: Prácticas Extracurriculares. Formación Académica. PET. Ciencias Agrarias.

1 INTRODUCTION

Academic training in Higher Education Institutions (HEIs) must include not only theory, but also practical experiences that connect students to the job market. Extracurricular internships represent a crucial opportunity for the development of professional skills, especially in Agricultural Sciences courses. This article reports the proposal of internships carried out by the PET group "Connections of Knowledge" of UFERSA during the year 2017, highlighting the challenges faced and the importance of this activity for the training of students

Extracurricular internships are a fundamental component in the academic training of students in Agricultural Sciences courses, including Agronomy, Veterinary Medicine and Animal Science. According to the National Council of Education (BRASIL/CNE, 2004), internships are essential for the articulation between theory and practice, providing students with the opportunity to experience the professional reality and acquire skills necessary for the job market. In this context, it is Pereira (2015), which discusses the importance of internships in the practical training of students. He mentions that "the internship provides an essential platform for learning in different environments, allowing students to develop practical and theoretical skills in an integrated way" (Pereira, 2015). The internship offers a platform for learning in varied environments, such as laboratories, veterinary hospitals, research companies, farms and extension units, promoting an integral development of the student.

In addition, the importance of internships is reinforced by the Brazilian Association of Higher Agricultural Education (ABEAS, 2002), which emphasizes that these practical experiences are crucial for students to develop technical and socio-emotional skills, such as teamwork, communication, and problem-solving. In this sense, questions arise such as the lack of articulation between the university and the labor market, combined with issues such as workload and academic calendar, impact the effectiveness of extracurricular internships in the training of students in Agricultural Sciences courses? According to Oliveira and Santos (2016), the experience in real work contexts allows students to apply the knowledge acquired in the classroom, favoring meaningful and contextualized learning.

However, the effectiveness of internships depends on an adequate organization and alignment between the pedagogical proposal of educational institutions and the demands of the market. According to Mendes (2018), many students still face challenges in carrying out internships due to barriers such as the lack of articulation between the university and companies. To seek to analyze the implications of the organization and management of extracurricular internships in the training of students in Agricultural Sciences courses, aiming

to identify improvements that enhance the articulation between academic theory and professional practice, as well as issues related to the workload and academic calendar. Thus, being able to understand the dynamics of extracurricular internships and their impacts on professional training becomes essential to improve the training of future professionals in Agricultural Sciences.

2 THEORETICAL FRAMEWORK

2.1 EDUCATION

Academic training has its roots in the Middle Ages, when the first universities emerged in Europe, seeking to integrate theological knowledge with philosophy and sciences. Second *Silva (2010)*, these institutions began to shape the concept of higher education, which gradually expanded to include a variety of disciplines. Over time, this training has become more diverse, incorporating not only theoretical knowledge, but also practice, recognizing that real experience is crucial for a deep understanding of the contents studied.

Academic training is essential for the development of skills and competencies that shape the professional future of students. *Freire (1996)* argues that education should be a transformative process, which not only prepares students for the job market, but also empowers them to become critical and conscious citizens. This approach is particularly evident in courses that value practice, such as Medicine, Engineering, and Agricultural Sciences, where the application of theoretical knowledge in real contexts results in more meaningful learning.

On the other hand, academic training can have negative impacts, especially when it focuses exclusively on theory. *Bourdieu (1986)* highlights that the lack of connection between formal education and the realities of the labor market can result in a mismatch between graduates' skills and the needs of companies. This can lead to job dissatisfaction and high unemployment among recent graduates, who find themselves unprepared to face real-world challenges.

The integration between theory and practice is therefore a vital aspect of academic training. *Pereira (2015)* emphasizes that practical experiences, such as internships and extension projects, allow students to apply the knowledge acquired in the classroom, favoring a deeper and more contextualized understanding. This articulation between theory and practice not only enriches learning, but also prepares students for the demands of the market, making them more competent and confident professionals.

Despite the importance of theory-practice integration, many students still face challenges in contemporary academic training. *Mendes (2018)* points out that the lack of articulation between universities and the labor market is a significant obstacle. This disconnect can result in curricula that do not reflect the needs of the sector, making it difficult for graduates to enter the market and leading to training that does not meet the real demands of society.

2.2 ARTICULATION BETWEEN THEORY AND PRACTICE

The articulation between theory and practice has its roots in educational traditions dating back to Ancient Greece, where philosophers such as *Plato* They argued that education should include both intellectual learning and practical experience. Over the centuries, the need to connect theoretical knowledge to everyday realities became evident, especially with the emergence of universities in the Middle Ages. *Silva (2010)* argues that this duality has been consolidated over time, laying the foundations for modern education, which seeks to integrate different forms of knowledge.

The positive impacts of the articulation between theory and practice are widely recognized. *Dewey (1938)*, a leading proponent of experiential learning, emphasizes that hands-on experience enriches learning, making it more meaningful. According to him, by applying knowledge in real situations, students not only better understand the contents, but also develop critical and analytical skills that are essential for the formation of active and informed citizens.

On the other hand, the disconnect between theory and practice can have negative consequences for the students' education. *Bourdieu (1986)* warns that this lack of articulation can lead to an alienation of the student in relation to the knowledge acquired, resulting in professionals who are not prepared to face the challenges of the labor market. This mismatch can increase professional dissatisfaction and demotivation, reflecting the inadequacy of teaching to the demands of the contemporary world.

While the importance of the articulation between theory and practice is widely recognized, the implementation of this integration faces significant challenges. *Mendes (2018)* notes that many curricula are still overly theoretical, with little emphasis on practical experiences. This reality can be attributed to factors such as resistance to change on the part of institutions and the lack of resources for the implementation of programs that favor practical learning.

For the articulation between theory and practice to become an effective reality, a joint commitment of educational institutions, educators and companies is necessary. *Oliveira and Santos (2016)* suggest that partnerships between universities and the productive sector are essential to create learning opportunities that connect students to market demands. The search for this integration is vital to train more competent professionals who are prepared for the challenges of the contemporary world, thus contributing to a more transformative and relevant education.

2.3 CHALLENGES IN CARRYING OUT INTERNSHIPS

Internships have been consolidated as an essential component of academic training since the expansion of modern universities in the twentieth century. *Dewey (1938)* argues that education should be an experiential experience, where practice complements theory. In this sense, internships offer a unique opportunity for students to apply the knowledge acquired in the classroom in real work situations. This integration between theory and practice is crucial to prepare students for the job market, as it allows them to develop technical and socio-emotional skills necessary for their future profession.

Internships have a number of positive impacts for students, such as developing practical skills and building professional networks. Second *Freire (1996)*, the practical experience provides significant learning, allowing students to become agents of transformation in their areas of expertise. This experience not only enriches the student's resume, but also increases their chances of entering the job market, since many employers value practical experience in the selection of candidates.

However, conducting internships can also present significant challenges. *Mendes (2018)* points out that barriers such as excessive workload, irregular academic calendar and the lack of articulation between the university and the market make it difficult for students to effectively participate in internships. This disconnect can lead to an unsatisfactory internship experience, where students are unable to apply theoretical knowledge effectively, resulting in frustration and demotivation.

To overcome these challenges, it is essential that educational institutions revisit their approaches to conducting internships. *Oliveira and Santos (2016)* suggest that the implementation of policies that encourage curricular flexibility and articulation with the market can facilitate the insertion of students in quality internships. In addition, it is crucial that students are guided and supported during this phase, ensuring that their practical

experiences are productive and integrated into their academic training process. This overcoming of challenges will allow for a more complete training that is aligned with the demands of the professional world. The challenges faced by students in carrying out internships are varied and frequently discussed in the academic literature.

Here is some numerical data on the challenges faced by students in carrying out internships, based on research and reports available from CIEE (Center for Business-School Integration) are frequently updated and disseminated in annual reports or in specific surveys. For more accurate data on the situation of internships in Brazil, here are published annual reports, which usually include information on the remuneration of internships, the difficulty of students in finding them, among other topics. An example of a specific reference is CIEE's **2021 Internship Report**, which gathers relevant data on the internship experience in Brazil.

Table 1

Challenges faced by students in internships and their proportions

Challenges faced by students in carrying out internships	Proportion in each challenge
Workload and Academic Commitments	70% of students say that the workload of the disciplines compromises the realization of internships (Source: CIEE Survey, 2021).
Difficulties in Finding Internships	5% of students report difficulty in finding internships that are relevant to their areas of study (Source: Report by ABRH - Brazilian Association of Human Resources).
Unpaid Internships	Approximately 50% of the internships offered in Brazil are unpaid, which can limit access for low-income students (Source: CIEE).
Quality of Supervision	Only 30% of interns consider that they receive adequate supervision during their internship, according to a survey by the Federal University of Rio de Janeiro (UFRJ).
Pressure and Mental Health	40% of students report that the pressure to perform well in internships and at university affects their mental and emotional health (Source: Study by the National Association of Medical Students).
Inequality of Access	Students from public universities are 60% more likely to get internships in large companies compared to students from private institutions (Source: Research by the Institute for Educational Research).
Time to Complete Internships	On average, students take about 6 months to get an internship, and 30% give up looking because they do not find suitable opportunities in the expected time (Source: Study by Fundação Getúlio Vargas - FGV).

Source: Prepared by the author, 2024.

These numbers reflect the significant challenges that many students face when trying to complete internships, highlighting the need for actions that improve the integration between education and the labor market.

3 METHODOLOGY

Jong (2018) highlights that internship reports and feedback from advisors are essential to measure the development of students' skills and can enrich the learning process. The proposed evaluation methodology, which involves the presentation of a detailed report of the activities developed during the internship and the preparation of an advisor's opinion, is a solid approach to measure the student's experience. This methodology has several benefits: This methodology has several benefits:

1. Activity Report:

- **Learning Documentation:**
- **Organization and Clarity:**

The **Learning documentation**, through internship reports, plays a crucial role in the academic training of students, especially in practical contexts. This practice not only allows the recording of experiences, but also serves as a mechanism for reflection that can lead to a deeper consolidation of the knowledge acquired. Documentation of learning, through internship reports, plays a crucial role in the academic formation of students, especially in practical contexts. This practice not only allows the recording of experiences, but also serves as a mechanism for reflection that can lead to a deeper consolidation of the knowledge acquired.

According to Kolb (1984), reflection on experience is a central component of learning. It proposes a model of experiential learning that emphasizes the importance of going through a cycle of experience, reflection, conceptualization, and experimentation. The internship report is part of this cycle, as it offers the student an opportunity to evaluate their experiences, identify challenges faced, and analyze what worked or did not work during their activities. This reflective analysis is essential for turning practical experiences into meaningful learning.

In addition, Demo (2018) discusses that reflective writing, such as that carried out in reports, can increase the student's critical awareness of their learning process. Documentation allows students to articulate their thoughts, feelings, and perceptions about what they have experienced, leading to a greater understanding of their competencies and areas that need to be developed. This practice not only helps with self-assessment, but it can also be valuable for future job opportunities, as students are able to communicate their experiences and learnings in a structured way.

Furthermore, Gibb (2002) argues that the ability to critically reflect on practical experiences is an important differential for professionals in the job market. In an ever-

changing world, the ability to learn from previous experiences and adapt to new situations is critical. Well-designed internship reports can serve as tools not only for self-assessment, but also as portfolios that students can present to potential employers, evidencing their ability to learn and adapt.

Finally, documenting learning through reports should not be seen only as an academic requirement, but as a valuable opportunity for students' personal and professional growth. This practice promotes a culture of reflection and continuous improvement, aligning with the demands of an increasingly demanding and dynamic job market. Thus, internship reports become not only records, but fundamental tools for building a solid and conscious professional trajectory.

While Organization and Clarity in the preparation of internship reports are fundamental elements to ensure that students can effectively reflect on their experiences, challenges and learnings. A well-structured report not only facilitates the communication of ideas, but also contributes to deeper and more meaningful reflection.

According to *Murray (2015)*, clarity in writing is essential for effective communication of information and ideas. When students organize their reflections in a logical and clear way, they make it easier for readers—whether teachers or future employers—to understand their experiences and learnings. A structured report with well-defined sections, such as objectives, activities developed, challenges faced, and lessons learned, allows for a more systematic analysis of what was experienced, facilitating the connection between theory and practice.

In addition *Gibbs (1988)*, in his model of reflection, emphasizes that the organization of thought is crucial for learning. By structuring their reflections into stages, students can not only relate what happened but also analyze their emotions and reactions, which enriches the learning experience. Clarity in the presentation of data and in the writing of reports allows students to make connections between their experiences and theoretical content, promoting a more comprehensive understanding.

Clarity also translates into the student's ability to communicate their skills and achievements. Second *Boud and Falchikov (2007)* Well-organized, internship reports can act as learning portfolios, in which students not only document their activities but also evidence the development of skills and knowledge. The careful organization of these documents can impress potential employers, demonstrating the student's ability to express themselves clearly and articulately.

In addition, clarity and organization are especially relevant in an academic context, where the presentation of information must be precise and concise. *Becker (2014)* argues that good organization in the report contributes to the effectiveness of scholarly communication, allowing readers to quickly grasp the main points without getting lost in excessive or confusing information.

In short, organization and clarity in the preparation of internship reports are crucial for effective reflection on learning experiences. Not only do they facilitate the communication of ideas and results, but they also promote deeper and more meaningful learning. In this way, students can maximize the value of their practical experiences, consolidating the knowledge acquired and better preparing for future challenges

3.1 ADVISOR'S OPINION

External Evaluation: The advisor's opinion It is an essential tool in evaluating students' performance during the internship, as it offers an external and professional perspective that complements the student's self-evaluation. This external evaluation is essential to understand how theoretical knowledge was applied in a practical context.

According to *Hattie and Timperley (2007)*, feedback is one of the most powerful tools for improving learning. The advisor's opinion provides a critical and reasoned analysis of the student's performance, allowing him to understand his strengths and areas that need improvement. This outside view is especially valuable, as advisors often have experience in the field and can offer insights that the student may not be able to perceive for themselves.

In addition *Sadler (1989)* stresses that the quality of feedback should be specific, descriptive and future-oriented. The advisor's opinion, when well prepared, can provide the student with clear guidelines on how to apply what he has learned more effectively. This not only facilitates continuous learning but also prepares the student for professional practice, where the ability to receive and integrate feedback is crucial.

Another important issue is that the advisor's opinion also acts as a link between academia and the job market. As pointed out by *Cunningham (2016)*, the evaluation made by professionals in the sector can signal to employers that the student not only has theoretical knowledge, but also the ability to apply it in real situations. This validation is essential in a competitive job market, where practical experiences and recommendations from professionals can differentiate one candidate from another.

In addition Schön (1983) argues that reflection on practice is a critical component of professional training. Feedback from the advisor allows the student to not only reflect on their actions, but also to contextualize these experiences in a broader picture of learning and professional development. This structured reflection is essential for the student to become a more competent and aware professional.

Finally, the combination of the advisor's opinion and the student's self-assessment enriches the learning process, creating a feedback loop that is fundamental for the student's integral education. Thus, this interaction between external evaluation and internal reflection is a valuable practice that contributes to the training of professionals who are better prepared and adaptable to market demands.

In summary, the advisor's opinion not only validates the student's experiences but also provides a critical and professional view that is crucial for the development of practical skills. Through this collaboration, students are empowered to integrate theory and practice more effectively, better preparing them for their future careers.

- **Constructive Feedback:** The methodology of constructive feedback is a crucial element in the learning process, especially in internship contexts. The role of the advisor is critical, as they can provide a detailed assessment of the student's abilities, highlighting both strengths and areas in need of improvement.

This type of feedback not only enriches the student's experience but also serves as a guide for their ongoing professional development. According to Hattie and Timperley (2007), constructive feedback is one of the main factors that contribute to the improvement of student performance. The authors argue that effective feedback should be specific, future-oriented, and focused on strategies that the learner can apply to improve.

This type of feedback not only enriches the student's experience but also serves as a guide for their ongoing professional development. According to Hattie and Timperley (2007), constructive feedback is one of the main factors that contribute to the improvement of student performance. The authors argue that effective feedback should be specific, future-oriented, and focused on strategies that the learner can apply to improve. Thus, the advisor, by offering well-structured feedback, helps the student to clearly understand which skills are being well developed and which areas need attention.

In addition, Bruscia (2009) emphasizes that feedback should be seen as a learning tool and not just as a form of evaluation. This implies that the advisor must create a safe and

welcoming environment where the student feels comfortable to receive criticism and suggestions. When students perceive feedback as an opportunity for growth rather than a simple assessment, they become more receptive to criticism and more motivated to improve.

Another relevant aspect is the issue of self-efficacy. According to Bandura (1997), the perception that an individual has of his own capacities influences his motivation and performance. Constructive feedback from the guidance counselor can strengthen the student's self-efficacy by recognizing their achievements and abilities. By receiving positive feedback on their skills, the student feels more confident and motivated to face new challenges.

In addition, Nicol and Macfarlane-Dick (2006) discuss the importance of feedback in the development of metacognition, which is an individual's ability to reflect on their own learning process. Clear and constructive feedback helps students become more aware of their own practices, promoting deeper and more meaningful learning. This self-reflection is essential so that students can integrate feedback into their ongoing education.

Finally, constructive feedback also plays an important role in building a culture of collaborative learning. As Senge (2010) points out, environments that promote open dialogue and the exchange of feedback between students and advisors favor collective learning and professional development. This collaborative approach not only enhances the learning experience but also prepares students for a work environment where collaboration and communication are key.

In summary, the methodology of constructive feedback is an indispensable practice in the context of the internship. Through careful and guiding assessment, students are empowered to identify their strengths and areas for improvement, promoting continuous professional development. This interaction not only enriches the student's experience but also prepares them for future challenges in the job market.

4 RESULTS AND DISCUSSIONS

Hands-on learning, especially in the context of the Tutorial Education Program (PET), offers a range of significant benefits to students. The expected results of this learning are widely supported by various educational research and theories.

First, the practical experience allows PET students to develop technical skills and abilities that are not fully addressed in theoretical classes. Second *Dewey (1938)*, education should be a process that unites theory and practice, providing experiences that stimulate

critical reflection. Through practical activities, students can apply theoretical concepts in real situations, facilitating the assimilation of knowledge and increasing its relevance.

In addition, practical learning contributes to the development of socio-emotional skills, such as teamwork, communication, and problem-solving. *Freire (1996)* argues that education should form individuals capable of acting critically in society. In this sense, participation in practical activities allows PET students to become active agents in their communities, improving their ability to interact and collaborate with different audiences.

Another important result is the greater insertion of students in the labor market. According to *Cunha e Almeida (2019)*, meaningful practical experiences during academic training increase the employability of students. Companies often look for professionals who not only have theoretical knowledge, but who also have relevant practical experience, which can be a differential when hiring.

In addition, hands-on learning in the context of PET can lead to increased student engagement and motivation. When students see themselves applying what they have learned, their interest in the field of study tends to grow, resulting in superior academic performance. *Oliveira and Santos (2016)* highlight that the connection between theory and practice increases students' motivation, which is crucial for academic success.

Finally, practical learning is expected to provide an environment of reflection and continuous self-evaluation. With the preparation of reports and feedback from advisors, students have the opportunity to reflect on their experiences, identify areas for improvement, and set goals for their future development. This practice is essential for the training of critical and autonomous professionals.

In short, hands-on learning in the context of PET not only enriches students' academic backgrounds but also holistically prepares them for the challenges of the job market and working life. The integration between theory and practice, as defended by several authors, is essential for the formation of well-prepared professionals who are aware of their role in society.

Regarding the Improvement of the Agricultural Practices of Local Producers The implementation of practical learning programs and extension actions, such as those carried out by PET, can result in significant improvements in the agricultural practices of local producers. These expected results are supported by several researches and theories that highlight the importance of training and knowledge exchange between students and farmers.

First, local producers are expected to acquire new technical skills and knowledge about sustainable agricultural practices. Second *Pereira (2015)*, continuous training is essential for the adoption of new technologies and methods that can increase the productivity and sustainability of rural activities. By participating in workshops and training offered by PET students, producers have the opportunity to learn about practices such as zootechnical bookkeeping, guided disposal, haymaking and silage, which can improve the management of their properties.

In addition, one of the expected results is the improvement in the quality of agricultural products. The application of appropriate animal handling and care techniques, as discussed by *Batalha et al. (2017)*, can result in higher quality products, with greater added value in the market. This not only benefits producers but also contributes to the food security of the local community.

Another important result is the promotion of sustainability in agricultural practices. *Silva e Souza (2019)* They say that training in sustainable practices allows farmers not only to increase their productivity, but also to preserve natural resources. The implementation of methods such as the application of the Famacha method, for example, can reduce the need for medicines, promoting more ethical and responsible animal management.

In addition, it is expected to strengthen the relationship between producers and the university. The exchange of knowledge and experiences between academics and farmers can create a network of collaboration that benefits both sides. As pointed out by *Melo e Lima (2020)*, this partnership can facilitate applied research and innovation in the field, generating more effective solutions to the challenges faced by producers.

Finally, improving farming practices can result in a positive socioeconomic impact for the local community. By increasing the efficiency and sustainability of agricultural practices, farmers can improve their income and the quality of life of their families. This aligns with the vision of sustainable rural development advocated by *FAO (2017)*, which highlights the importance of empowering farmers to meet the challenges of modernising agriculture.

In short, the expected results in improving the agricultural practices of local producers are broad and can transform not only the economic reality of farmers, but also the environmental and social health of the community. The interaction between theory and practice promoted by programs such as PET is fundamental to achieve these goals.

5 CONCLUSION

The analysis of the combination of the activity report and the advisor's opinion as an evaluation methodology is fundamental for a deeper understanding of the students' practical learning. The proposed holistic approach not only measures the effectiveness of the internship, but also promotes self-evaluation, encouraging critical reflection on the experiences lived. Dewey (1938) already defended the importance of reflection in the educational process, emphasizing that practical experience, when accompanied by careful evaluation, results in more meaningful and contextualized learning.

In addition, de Jong's (2018) research reinforces that the implementation of structured evaluation methods is crucial to align academic training with the demands of the labor market. In this sense, the combination of the report and the supervisor's opinion can be seen as an effective strategy that recognizes practical experiences as integral components of training. By valuing these experiences, educational institutions can promote a more robust and empowered development of their students.

Therefore, the adoption of this evaluation methodology in future editions of the program is not only feasible, but necessary. It provides a space for students to express their experiences and learning, while advisors offer constructive feedback that enhances the professional and personal growth of students. Thus, this practice not only better prepares students for the challenges of the market, but also contributes to the training of more aware and competent professionals in their areas of expertise. The continuity of the discussion and implementation of this approach can be a significant step towards improving the quality of higher education, meeting the demands of a world in constant transformation.

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