

## 97 - THE PEDAGOGIC MONITORING AND MANAGERIAL OF THE SECOND JOURNEY PROGRAM FROM THE COOPERATE TEAMS SIGHT

AMAURI APARECIDO BÁSSOLI DE OLIVEIRA  
 CLAUDIO KRAVCHYCHYN  
 Universidade Estadual de Maringá - UEM  
 Maringá, Paraná, Brasil  
 amauribassoli@gmail.com

### PREAMBLE

The Second Journey Program (SJP) is a Brazilian Sports Ministry (BSM) scheme that is controlled and developed by the National Secretary of Educational Sport (SNES) takes it as reinforce way to accurate social vulnerable children and teenager inclusion and citizenship activation. The SJP was created in 2003 and its process has supported more than four millions of children and teenagers taking as one of the greatest world social schemes concerning with sport and social activity.

Its magnitude can be partly counted by the time being benefits that get around one million children and teenagers from 1.215 cities (2.5% of Brazilian cities) spread on 6.307 cores (some with 200 children and 100 children, regarding with the agreement formalization), as from the covered professionals and academics amount for the support thus 21.085 contributors related at the following table 01.

Position	Amount
General Coordinator	229
Pedagogical Coordinator – Physical Education or Pedagogue Professionals	142
Area Coordinator – Physical Education or Pedagogue Professionals	233
Core Coordinator – Physical Education Professional (only in local unavailability cases it is allowed another Professional rolling)	6.359
Sport monitor – Academic and Physical Education (same last case local unavailability way)	12.528
Additional Monitor – Pedagogical, Psychology, Languages, Arts professionals or others that work for the agreement/core	1.521
Another Human Resources – Professionals that work for the BSM/SNES agreement need	73
<b>Total HR</b>	<b>21.085</b>

Table 01 – Second Journey Program Professionals– October 2010.

The SJP development structure claims hard attention and monitoring, instead it can be innocuous if not monitored. Therefore the SNES according with Universidade Federal do Rio Grande do Sul and Universidade Estadual de Maringá and Universidade Estadual de Londrina, organized a Pedagogical and Managerial Monitoring Project from the Second Journey Program whose since 2008 are studying and assessing every SJP actions.

As a prime action from this process it has been created the Cooperate Teams (CT) those are made by professionals that role in High Education Institutes (HEI) as the lato and stricto-sensu postgraduate academics.

Those teams are 174 professionals and spread on 44 HEI supporting every Brazilian macro-areas. The CTs act directly advising the General Coordinators, Pedagogical Coordinators and the Core Coordinators; to appraise the pedagogical scheme and core agreements; to check and carry the pedagogic and administrative on; keep a standing shift inside the HEI for attendance and agreement as to develop SJP coordinator abilities and follow the monitor capacity up.

Within this organization the CT are placed as a SJP general support and its management can provide SNES on time actions that can become considerable forward for the whole scheme.

Therefore as the CT appraisal members have direct contact with all the SJP agreements, nothing better than hear the members about the pedagogic managerial following up implanted since 2008. Thus has got meetings with every CT along the country in order to discuss considerable pointed matters took as relevant for the legendary progress to be left to the future management. Some of the collected data were: **developed abilities and its concerns, the coordinators use for instructions and its projection in the core actions and the Core Pedagogical Scheme**. It has been heard all the assessors. The CT Coordinators had the issue to send every team summary about each Central Team theme and they had organized and named using the Bardin (1977) assessment.

### OUTCOMES

#### The training:

The CTs are issued to develop capacities. The worked themes are organized and produced by SNES advisers who revise and update as need (OLIVEIRA; PERIM, 2009). Thereby there was a capacity model for 2008 and another that was developed from 2009 and until the time being it is using.

The assessors (48%) while appraising the abilities and its concerns with the coordinators and their actions pointed that they have answered to their own purposes. Otherwise some facts have suggested that are relevant to look for the future duties as the greater approach between the themes and core facts, other themes increasing, methodology deepen and theme revisions related to sport methodology regards.

One feature that has to be solved by the continuous process of training is that it can be reached to the monitor. There is still a structural hole which has to be followed by the created system but although there will be a need for the coordinator better performance with cores taking as needed creators whose issue for monitors and cores real working. Only then it will glimpse that mentioned gap thereby takes economic and logistic derail the system issuing the monitor training as well. The table 02 shows the marked facts by assessors within their assessments leaving relevant clues to be followed up and relevant to the future process.

Pointers	%
Comply by previous SJP facts helping the working scheme construction and implementation, plus provide aids for the CT and agreement rolling and approach.	48,0
Comply in part concerning the relation between theory and empirical and designing, raising themes like methodology, assessment, human values and others.	17,4
The monitor instructing do not still behave as hoped standard. For actualize increasing from training information the themes should start from empirical dynamics and perhaps the CT could role some distance training	11,6
Comply in part because the cited information amount is considerable high for the available time	5,8
There is short core coordinator covering	1,9
Rethink the gender and diversity themes because they have brought discomfort and polemic about sexuality regards	1,9
Get the differentiated training for the beginner coordinators and seniors	3,8
The training should be a still and permanent process. Each agreement pedagogic coordinator should make periodic meetings and the CT write texts about relevant themes from empirical contents	1,9
There was subject repetition in some themes related to the prime training content	1,9
The themes should adopt contents that get close to the core reality	5,8

TABLE 02 – Assessor words concerning with SNES developed training process for the SJP Core Coordinators

#### The Coordinators use in training and its concerning in core actions:

The SBES/BSM found process for the SJP actors related to issue training takes as unpublished thought by Social Schemes. The SJP has found to innovate and go forward with its actions and procedures finding their staff qualified training need. However as it is an unpublished action a lot has been created and designed without experience, thus can be made wrong. Fortunately the adjusting has been greater than mistakes but yet there are still a lot to be improved as the CT assessors point.

The outcomes find that nearly 60% of the coordinators have enjoyed and developed the process but yet we have some marks that deserve attention; that the core coordinators point their efforts to the core pedagogic concerning, review the themes and their developments seeking to increase the empirical experiments along the training, get more close the concerning to the core actual needs.

These aspects found at the Table 03 add the studies and assessments made by the SBES/BSM themselves and regard to the mentioned from the assessors as the novel technology using need points to the future training process. On that way the SBES along 2010 made some experiments having found success and experience with those, thus the telepresencial process and the distance training. Both process should be increased and used when new procedures and training took because provide a greater coverage with lower cost and great them variable increasing possibility once more meetings could be done.

Pointers	%
The coordinators have found the training time looking to the CT for content about issues	52,0
The core coordinators have produced the capabilities directly by using the tough subjects for the activity design at the cores	8,0
The ability has not been well used	12,0
The training subjects do not have core coordinators reality linkage	4,0
Its not possible to identify IF there is coordinators actions use	8,0
The training had not allowed the actions to put in practice because there is a theory dominance related to the practice without question, discussion and creation gaps	12,0
The coordinators have worked the managerial role more than the pedagogical	4,0

TABLE 03 – Assessor opinion about the core coordinator use related to the training process and its projections with the core actions

#### Core Pedagogic Design:

This is a great challenge for the created system because the beginning starts as a border from the Coordinators regarding the pedagogic demand from that we can define as that. Schedule is a prime need for any develop action but it does not become a reality for the physical Education professional that it can be found from counted coordinators daily who act with SJP (OLIVEIRA; MOREIRA, 2008).

On that way many efforts were found to make this professional understand how to design properly and plan in order to develop as better as possible the actions. Within the developed training process there was always a general minding concerning this action as there is a specific issuing to the CT by follow and assess the core agreement schemes up. It was a hard job and still has been but regarding relevant progress as it can find from the CT assessors pledge.

About 50% appraisals understand that there were pedagogic progresses related to the designed plans. This confirms the action and reinforces the persistent working idea in order to provide to the plan the right developed progress value. However as showed as rest of the terms it still need overcome some aspects that were found from assessors like the following: check the design effectiveness in core daily actions because they cannot only be well structured on their role but show the core living

experience. To provide gaps and conditions that the CT can have more contact time with the cores. This is a limited aspect by the SNES budget and the assessor availability since they have their academic issues. Perhaps a fact that works on can be spread more the CT scope as increase the assessor amount to take in the near future in order to range and link the action with the worked design.

The assessor findings are showed in the Table 04 as following.

Pointers	%
The PPN construction workshops in training provide pedagogic progress	50,0
The PPN design term should be better looked	16,7
Administrative concerns instead of pedagogic	4,2
PPN progress do not apply in practice	4,2
There are PPN limits on its item structure	4,2
The hardship to access and use the platform has damaged the pedagogic progress way	4,2
The core coordinators have not been on PPN elaboration	4,2
It is not clear if there are pedagogic progresses	8,3
The CT guidance to a PPN building should happen before the agreement launch	4,2

TABLE 04 – CT assessor opinion regarding to SJP pedagogic design

### FINAL REGARDINGS

The Second Journey Program has scored as a great experimental workshop in the ongoing instruction process. It can reach the whole country and nowadays it might be taken as one of the greatest world sport program. Thus its training have value and appliance thereby is known that the developed process should be available to community as way to build knowledge regarding to social schemes and its concerning. This article aimed to mark some training procedures that SNES has developed along the last three years in partnership with Universidade Federal do Rio Grande do Sul – UFRGS, Universidade Estadual de Maringá – UEM and Universidade Estadual de Londrina – UEL under the SJP cooperate team point of view. Therefore with this article highlights we can complete that the adopted procedures until nowadays have been positive regarding to training concerning and cited themes as have succeed related their core daily work actors using and pedagogic design.

Nevertheless it can bounce aspects that deserve care and that should be part of the SJP forward jobs, it means, raise the capabilities themes, get them close to core realities, up rise the technology search that can do training and take their themes to core monitors in the same way to carry the pedagogic design on because they can be taken as the assessment SJP basis with each other.

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Adress: Rua Neo Alves Martins, 1612 – apto 701

Phone: (44) 3011-4315

E-mail: [amauribassoli@gmail.com](mailto:amauribassoli@gmail.com)

### TEACHING AND ADMINISTRATIVE MONITORING SECOND JOURNEY PROGRAM IN THE VIEW OF COOPERATING ASSESSORS OF TEAMS

#### ABSTRACT

The Second Journey Program (PST), from Brazilian Sports Ministry, takes sports as a reinforce way to accurate social vulnerable children and teenagers inclusion and citizenship activation. The Cooperate Teams (EC) made by public institution high educators advises the country labor cores by instructing and managerial pedagogical going along since 2008. From the EC meetings relevant regarding has been found about applicable training, coordinators using and its projection in pedagogical design cores. This view aimed to assess given marks from the EC appraisers. It has been accomplished a positive regard from assessor accounts. Relevant attention was given to instructions and shown marks in everyday core working and at the pedagogical designs. It has been found requirements like raising content instruction, core reality approach, supervisors constrains and pedagogical design charge carrying as PST assessment grounds practicing in a whole meaning.

**KEY WORDS:** Second Journey Program, Professional Training, Social Scheme.

### L'ACCOMPAGNEMENT PÉDAGOGIQUE ET ADMINISTRATIF DU PROGRAMME DEUXIÈME TEMPS DANS LA VISION DES ÉVALUATEURS DES ÉQUIPES COLLABORATEUSES

#### RÉSUMÉ

Le Programme Deuxième Temps (PDT), du ministère du sport, utilise l'sport comme une façon de fortifier le procès d'inclusion social e citoyenneté des enfants et des adolescents qui se trouvent dans une situation de vulnérabilité social. Les équipes collaborateuses (ECs), constituées pour des professionnels liés à des institutions publiques d'Enseignement Supérieur et académiques de Post-Graduation, préent assessorie au travail des noyaux éparpillés pour le pays, moyennant de capacitations et accompagnement pédagogique et administrative dès 2008. Moyennant des réunions avec les ECs, ils sont allés levé des points importants sur les capacitations développés et ses thèmes, le profit des coordinateurs dans les capacitations et le réflexe dans les actions des noyaux et les plans pédagogiques. L'objectif d'étude fut analyser les indicateurs fournis pour les évaluateurs des ECs. On s'est conclu, moyennant des considerations des évaluateurs, que les conduites adoptés ont été positifs. Comme itens de proéminence, les capacitations et thématiques présentés aux mêmes et le réflexe au travail quotidien des noyaux et dans les plans pédagogiques (PPNs). Comme nécessités, l'ampliation des thématiques des capacitations, le rapprochement des mêmes aux réalités des noyaux, la garantie de la formation aux moniteurs et la continuation du recouvrement en relation aux plans pédagogiques, qui sont la soutien pour l'évaluation des actions du PST comme un tout.

**MOTS CLEFS:** Programme Deuxième Temps, Capacitation Professionnel, Programme Social.

**EL ACOMPAÑAMIENTO PEDAGÓGICO Y ADMINISTRATIVO DEL PROGRAMA SEGUNDO TIEMPO EN LA VISIÓN DE LOS EVALUADORES DE LOS EQUIPOS.****RESUMEN**

El programa Segundo Tiempo (PST), del Ministerio de Deportes, utiliza el deporte como un medio de fortalecer el proceso de inclusión social y ciudadanía de niños y adolescentes que se encuentran en situación de vulnerabilidad social. Los Equipos Colaboradores (ECs), constituidos por profesionales vinculados a Instituciones públicas de Enseñanza Superior y académicos de post grado prestan asesoría al trabajo de los Núcleos esparcidos por el país por medio de capacitaciones y acompañamiento pedagógico y administrativo desde 2008. Por medio de uniones con las ECs, fueron levantados puntos importantes sobre las capacitaciones desarrolladas y sus temas, el aprovechamiento de los coordinadores en las capacitaciones y el reflejo en las acciones de los núcleos y los planeamientos Pedagógicos. El objetivo del estudio fue analizar los indicadores fornecidos por los evaluadores de las ECs. Se concluye por medio de las consideraciones de los evaluadores, que los procedimientos adoptados han sido positivos. Como ítem de destaque las capacitaciones y temáticas presentadas en las mismas y el reflejo en el trabajo cotidiano de los núcleos y en los planeamientos Pedagógicos (PPNs). Como necesidades a la ampliación de las temáticas de las capacitaciones, la aproximación de las mismas a las realidades de los núcleos, la garantía de la formación a los monitores y la continuación de la cobranza en relación a los planeamientos Pedagógicos, que son base para la evaluación de las acciones del PST como un todo.

**PALABRAS CLAVE:** Programa Segundo Tiempo, Capacitación Profesional, Programa social.

**O ACOMPANHAMENTO PEDAGÓGICO E ADMINISTRATIVO DO PROGRAMA SEGUNDO TEMPO NA VISÃO DOS AVALIADORES DAS EQUIPES COLABORADORAS****RESUMO**

O Programa Segundo Tempo (PST), do Ministério do Esporte, utiliza o esporte como um meio de fortalecer o processo de inclusão social e cidadania de crianças e adolescentes que se encontram em situação de vulnerabilidade social. As Equipes Colaboradoras (ECs), constituídas por profissionais vinculados à Instituições públicas de Ensino Superior e acadêmicos de Pós-Graduação, prestam assessoria ao trabalho dos Núcleos espalhados pelo país, por meio de capacitaciones e acompanhamento pedagógico e administrativo desde 2008. Por meio de reuniões com as ECs, foram levantados pontos importantes sobre as capacitaciones desenvolvidas e seus temas, o aproveitamento dos coordenadores nas capacitaciones e o reflexo nas ações dos núcleos e os Planeamentos Pedagógicos. O objetivo do estudo foi analisar os indicadores fornecidos pelos avaliadores das ECs. Concluiu-se, por meio das consideraciones dos avaliadores, que os procedimentos adotados têm sido positivos. Como itens de destaque, as capacitaciones e temáticas apresentadas nas mesmas e o reflexo no trabalho cotidiano dos núcleos e nos planejamentos pedagógicos (PPNs). Como necessidades, a ampliação das temáticas das capacitaciones, a aproximação das mesmas às realidades dos núcleos, a garantia da formação aos monitores e a continuación da cobrança em relação aos planejamentos pedagógicos, que são base para a avaliação das ações do PST como um todo.

**PALAVRAS CHAVE:** Programa Segundo Tempo, Capacitação Profissional, Programa Social.