85 - FROM A UNIVERSITY EXTENSION PROJECT TO THE CONSTITUTION OF A PROPOSED EXPANSION OF SCHOOL TIME FROM THE PERSPECTIVE OF LEISURE: THE CASE OF SCHOOL CLUBS FROM THE MUNICIPAL EDUCATION IN RIO DE JANEIRO

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INTRODUCTION

This study tried to do a historical analysis of the process of constitution of School Club of Rio de Janeiro under the Municipal Education of Rio de Janeiro (RJ-SME), while an expansion project of school time from the perspective of leisure.

To accomplish this proposal we are faced with two major problSME: (1) the little tradition in the development of educational and leisure projects, (2) the lack of dialogue between the field of formal education and the field of leisure, which consequently reflected in the few leisure experiences managed by educational administrators and little / or total exclusion of the theme of leisure in the Brazilian educational legislation.

Melo (2007) confirms these positions by pointing out that the discussions related to the theme of leisure in Brazil expanded in the context of universities in the late 1970s, systematizing up from the 1980s, with the organization of research groups, conducting scientific events and publishing articles and books. The author even describes one of the first experiences in leisure in the school was the Integrated Centers for Public Education through cultural entertainment.

It is in this context that this study falls. We defend the hypothesis that the process of democratization experienced by Brazil in the 1980s, and has influenced Brazilian public universities, enthusiastic significantly in the preparation and conduct of leisure activities through University Extension, Federal University of Rio de Janeiro, for those residents of the communities surrounding the campus Fundão Island.

Subsequently, this project's leisure University Extension served as a model for the implementation of a proposal to complement the regular education through the expansion of educational services for students from public municipal 1st degree in their leisure time. Clubs of the Municipal School of Education of Rio de Janeiro were characterized by being "inter-school centers, which associate students enrolled in public education that municipal voluntarily wished to participate in the project (...) leisure centers students that attend the schools of their surroundings "(SANTOS, 2010).

Then we want to trace the route of School Club of SME-RJ, defining political issue of the moment of its creation, its historical background and preliminary proposal for constitution of School Club in SME-RJ.

The political issue at the time of creation

In the 1980's marked the hegemony of the Democratic Labor Party (PDT) in the city of Rio de Janeiro since managed to stay ahead of the city for eleven consecutive years. During this period of democratic transition have been chosen as prefects "bionic" - mayors appointed by the state government - Jamil Haddad (1983) and Marcello Alencar (1983-1985), and elected Saturnino Braga (1986-1988), succeeded by Job Antônio Rezende (1988), and Marcello Alencar (1989-1992). The statewide political scene also was relatively favorable to PDT after two elections won by Leonel Brizola, qualifying him to run for the Presidency in 1994.

However this political scenario was being refurbished during the 1990s, due to constant transfers between the political parties, therefore, in many cases, the internal differences occurred within the PDT. Among them we highlight the output Cesar Maia in 1991 after disagreements with Brizola, and Marcello Alencar, in 1992, for failing to indicate Luis Paulo Correa da Rocha as a candidate for his succession by PDT.

César Maia won the municipal elections in 1992, defeating Cidinha Fields PMDB, PDT - pivot of disagreement between Brizola and Marcello Alencar - as well Benedita da Silva, of the Workers Party. Marcello Alencar won the state elections in 1994, defeating the PSDB Anthony Garotinho, candidate of PDT.

These losses contributed to the loss of strength in the scenario PDT state, municipal and especially in the scenario, with the loss of hegemony of the party in the capital. In a way, these events influenced the loss of popularity of Brizola.

By taking the city in 1993, César Maia was in open conflict with Brizola, at the time serving his second term as governor of the state, due to differences that made the abandoning PDT. In this context, the actions of governmental Brizola found no echo in the capital, so the issues related to education, the main political PDT, would be treated in a different perspective.

It is in this context that the Municipal Education Secretariat of Rio de Janeiro in 1993 established the School Club Program. Since its inception, there was a concern with the expansion of school time student, and it is interesting to note that this action occurred concomitantly with the 2nd Special Education Program (EEP) in the State of Rio de Janeiro (1991-1994).

The relationship of the creation of School Clubs with the 2nd Special Education Program draws attention because being at different government levels, these actions within education could denote a struggle in the political scenario of the state and capital. Since that time, education was treated as the main platform policy by the state government and the municipal level, a differentiated policy of expanding school time could symbolize the end of a cycle hegemonic party and show new ways for education.

In this regard, we believe it is possible to draw a link between the creation of School Clubs and an attempted paradigm shift with regard to the then existing policy of expanding the school day.

Cavaliere to address the implementation of different models of public policy in education says:

> the choice of one or the other occurs with bases in the specific realities of the levels of government that coordinate - federal, state or municipal government - in its political viability and infrastructure, but can also represent as we shall see, divergent streams of thoughts regarding the role of the state and educational institution in society (CAVALIERE, 2009, p.52)

Thus, the following question arises: School Clubs emerged as an alternative political-party expansion of school time to rival the proposals coming from the PEE and CIEPs?

An analysis of the paths leading up to the Project School Club may contribute to significant social and historical elements for a possible answer to this question.

THE HISTORICAL BACKGROUND OF THE PROJECT SCHOOL CLUB

The history of the club goes back to school Universidade Federal do Rio de Janeiro. According to Paul Carrano (sd), the projects developed by the Sub-Dean for Development and Extension, Federal University of Rio de Janeiro (UFRJ), in the 1980s, influenced the idealization of an educational proposal for leisure and culture for students municipal of Rio de Janeiro. This led us to seek a better understanding of the goals of these projects, as well as the social inclusion policy promoted by that university through its sub-rectory. So, we analyze the experiences of extension projects related to recreation and culture within the UFRJ aiming to raise evidence for a better understanding of its influence on subsequent creation of School Clubs.

THE DESIGN CENTERS INTEGRATED LEISURE COMMUNITY (CILC-TIDE) AND COMMUNITY RECREATION PROGRAM (PLAC)

The 1980s was characterized by the expansion of activities related to the participation of individuals in building democracy in the country. Universities were also part of this movement. The election of the rector of UFRJ, for example, in 1985, was the first democratic election for president in Brazil after the military dictatorship, bringing together 14 candidates being elected and Horacio de Macedo for management that would last from 1985 to 1989.

Under the UFRJ, besides the election, other actions were still being implemented in this first management post-dictatorship. Carrano and Loures (1989), Annual Report on the Project School Sports Club, reported this case to refer to the Sub-Dean of Development and Outreach, at that time headed by Moacyr Goes

> university extension at UFRJ, after the election and installation of new Rectory, gets new boost in 1985, seeking to redefine their social engagements with the release of proposals for the implementation of a program for campuses that represented the new direction of democratization university life and the clear option to build a university in the service of the majority population (UFRJ, 1989, p.3).

These social concerns favored the assemblage, the Sub-Dean of Development and Outreach, a few isolated projects developed by academic units, such as Design Centers Integrated Leisure Community (CILC), also known as CILC-Tide.

According Waldyr Mendes Ramos (2010), the CILC-Maré was the result of a proposal from the Department of Physical Education and Sports, Ministry of Education and Culture (MEC-SEED) were deployed for community recreation projects aimed at underserved populations through transfer financial resources for the School of Physical Education and Sports (EEFD).

Carrano (2009) states that the CILC-Tide Project was implemented in 1985 by EEFD - UFRJ through initial funding from SEED-MEC, noting that the association of the project to the Schools of Physical Education aimed to use the community as a field internship for students.

The CILC-Mare was built by a project of greater scope, the Community Recreation Program (PLAC) established by the Sub-Dean of Extension and Development in 1985. Carrano points to the idea of managing the dean of Horacio Macedo was making a hard-hitting action with regard to the "social debt accumulated" of the university to society (sd, p.3).

The PLAC was an umbrella project that housed other projects in order to effectively develop an action multidisciplinary and interinstitutional initially influenced by the CILC-Tide, the region neighboring the campus of the UFRJ and later in the University Campus Island Fundão. Besides the continuation of CILC-tide, there was the addition of other projects such as: Integrated Leisure Community Centers for the university community (CILC-FUNDÃO), Summer Camp, Street Racing, Streets of Leisure and Sports Club School Project that was intended students of the municipal Education of Rio de Janeiro, specifically the schools of the 5th Department of Education and Culture (E-DEC), located in the neighborhoods of Ramos, Bonsucesso, and Inhaúma Manguinhos (CARRANO, sd, p.3).

Besides CILC-Tide, Project School Sports Club has significantly influenced the development of the proposal for the city of School Club of Rio de Janeiro. In the following section we will try to highlight the features of Project Sport School Club which were incorporated by the City School Club.

THE PROJECT SCHOOL SPORTS CLUB

The School Sport Club was developed through a partnership of the Sub-Dean of Development and Outreach UFRJ with the Municipal Education in Rio de Janeiro. This relationship was established with the Addendum No. 55/88, which was incorporated into the existing commitment of Mutual Cooperation of April 16, 1986, and stated that the university should implement programs in the field of Education in the city of Rio de Janeiro (UFRJ, 1989).

The Addendum No. 55/88, among other determinations, provided that the UFRJ would undertake to perform the "implementation and evaluation of programs of physical education and recreation for students of municipal schools on campus Fundão-time complement to the said schools" (UFRJ, 1988, apud, UFRJ, 1989).

The Project School Sports Club was conceived in the context of the national debate about the relevance of a physical education linked to educational interests, to overcome the limitation to the issue of sports performance. Such that one of the concerns of the project was the establishment of "a place of leisure where students, through the association, may expand the experiences learned in school sports, and find a real and democratic space for socializing and cultural development "(UFRJ, 1989, p. 9).

Another important aspect was the appropriateness of the project to sociopolitical events of the time, related to the theme of the national sport, as: 1) the wording of the Constitution of the Federative Republic of Brazil, promulgated on October 5, 1988, in its Article 217 that predicted "it is the duty of the State to promote sports activities formal and non-formal, such as the right of everyone" (BRAZIL, 1996, p.98), and specifically in section II, "the allocation of public funds for the promotion of sport and educational priority in specific cases, for high performance sport ", 2) the performance of the I Brazilian Conference of Sports School in Brasilia in July 1989, which aimed to discuss ideas and experiences of sport education, but also edit a letter-paper on sport at school.

It was in this context that Project Sport School Club was established as proposed political and methodological role of school sport, aiming to propose sports leisure for students of 1st degree Network Public Municipal of Rio de Janeiro (Carrano, sd, p.18).

As noted previously, the Project School Sports Club was a kind of predecessor of what became the Club of the Municipal School of Education of Rio de Janeiro, both in relation to nomenclature as the dynamics and functioning of the public attended.

A preliminary proposal for the constitution of School Club City Department of Education in Rio de Janeiro

The Project School Club was created in 1993, the year in which Cesar Maia takes the Municipality of Rio de Janeiro.

The relationship between the creation of School Club and César Maia began with the choice of Regina de Assis for the position of Secretary of Education.

According Carrano, secretary kept the team that worked in the previous administration, the then Secretary of Education Moacyr Góes. This action enabled Carrano was invited "to develop actions with the schools in the area of sport and leisure" (Carrano, nd, p.4). The author emphasizes that the invitation would be given an opportunity to "regain School Sports Club, now on a scale of the entire school system and also a cultural and administrative wider than its predecessor" (ibid, ibid).

This claim shows a similarity or equivalence between the projects, which is confirmed by Carrano (sd) to differentiate the educational experiences and elucidate the Sports Club was sponsored by UFRJ School in partnership with the Municipal Education Secretariat of Rio de Janeiro (SME -RJ), while in the School Club "had the opposite was the initiative of SME UFRJ being invited to participate in a pilot project with a clear academic search interface in the construction of the proposal" (ibid, ibid, p.4) . We preliminarily signal that the differences between the designs were basically in the institutions promoting them.

The comparison between projects allows us to realize that the School Club was not a pedagogical novel originated from a single founder. Carrano (2009) states that it would not be correct to disregard the history of previous experiences Club School and its actors.

However, we can say that was a new experience within the Municipal Education Department, has been proposed by Professor Carrano call from the desk and taking into account the "finding of the absence of a policy within the municipal administration, to occupation of free time of students from public schools in 1st grade in Rio de Janeiro "(SME, 1993, p.3).

The project's initial School Club is a project of leisure and free time usage in the process of human development in order to overcome the absence of the state in relation to this dimension of life, provided for in the Brazilian Constitution as a social right. We have exposed the project's initial School Club that "the materiality of life of the population, particularly the marginalized segments, makes the right and access to leisure is constitutional constitute a mere formality" (ibid, ibid), ie the not guarantee the performance of public initiatives to promote leisure, the state contributes to that leisure is understood as a matter of private ordering.

The School Club sought to act in this perspective of overcoming the understanding of leisure as individual ability to attend private equipment or consume goods and services paid for what the working class is almost always an impossibility, due to their financial constraints.

Thus it is that the goals of School Club, provided the initial project, sought to address the lack of a public policy in the sphere of leisure City Department of Education, or the document as "a policy within the municipal administration, to occupation of free time of students "(ibid, ibid, p.3).

Thus the overall objectives of School Club were about the contribution "in the formulation of education policies for full-time students of municipal schools 1st degree" (ibid, ibid, p.1), as well as in defining " a public sphere for leisure school under the Municipal Education "(ibid, ibid).

It is noticeable intend to offer another form of expansion of school time than the existing experience at the time - the CIEPs - but also include the School Clubs policies in full-time education in the city. The main feature of the proposal that would differentiate CIEPs and School Clubs would be related to the promotion of leisure on the ball and student intervention beyond the strictly academic sphere, as shown in the following excerpt:

> The proposed constitution of School Clubs therefore represents the expansion of educational public sphere beyond time and space school. It means the establishment of a valuation policy of free time, through activities and actions experienced in the time released, aimed at strengthening political and cultural development of public school students (SME, 1993, p.3).

The possibility of offering another format to expand the school day does not necessarily mean a rivalry with the proposal of CIEPs. Indeed, even if the intention of the managers of the Municipal Education and the mayor at the time of the creation of School Club was making that motion rivalry between the proposals, the fact is that all the municipal education progressed in relation to implementing different models of expansion of educational time.

FINAL THOUGHTS

From the democratization process experienced by Brazil in the 1980s, was conceived within a project UFRJ University Extension facing the leisure of the residents of the communities surrounding the surroundings of the institution, which culminated in the drafting of a proposal to expand school day of the Municipal Education in Rio de Janeiro, the School Clubs.

Currently, the School Club has a status Educational Outreach Program and is considered a unit of SME-Extension School RJ. In these nearly twenty years of operation, many changes have occurred, the initial proposals for constitution of School Club and the activities held were being remodeled, according to the laws of their own SME. But that is a topic for another study.

Finally, we would like to emphasize that a dialogue / partnership between universities and the public education system could facilitate meaningful experiences of education, favoring the population of an expressive form.

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FROM A UNIVERSITY EXTENSION PROJECT TO THE CONSTITUTION OF A PROPOSED EXPANSION OF SCHOOL TIME FROM THE PERSPECTIVE OF LEISURE: THE CASE OF SCHOOL CLUBS FROM THE MUNICIPAL EDUCATION IN RIO DE JANEIRO

ABSTRACT

This study is an excerpt from the essay called "The School Club of Rio de Janeiro: alternative of expanding the school day." In this article we attempted to perform a historical analysis of the process of constitution of School Club of Rio de Janeiro under the Municipal Education Secretariat of Rio de Janeiro (RJ-SME), while an expansion project of school time from the perspective of leisure . For this it was necessary to conduct a focus on political issues at the time of creation, but also the historical background of the Project School Club - the CILC-Tide Project and School Sport Club - developed by the Sub-Dean for Development and Extension, Federal University of Rio de Janeiro (UFRJ), in the 1980s. The understanding of these experiences help them understand their deployment within the City Department of Education as a proposed expansion of school time.

KEYWORDS: leisure; School Clubs-SME RJ, expansion of school time.

À PARTIR D'UN PROJET D'EXTENSION DE L'UNIVERSITE POUR LA CONSTITUTION D'UN PROJET D'AGRANDISSEMENT DU TEMPS SCOLAIRE DANS LA PERSPECTIVE DE LOISIRS: LE CAS DES CLUBS SCOLAIRES DE L'EDUCATION MUNICIPAL DE RIO DE JANEIRO

RÉSUMÉ

Cette étude est un extrait de l'essai intitulé "L'Ecole-club de Rio de Janeiro:. Alternative d'élargir la journée à l'école" Dans cet article, nous avons tenté de procéder à une analyse historique du processus de constitution de Ecole-club de Rio de Janeiro dans le cadre du secrétariat municipal Éducation de Rio de Janeiro (RJ-PME), tandis qu'un projet d'agrandissement du temps scolaire dans la perspective de loisirs . Pour cela, il était nécessaire de procéder à une mise au point sur des questions politiques au moment de la création, mais aussi le contexte historique de l'Ecole-club de projet - le projet CILC-marée et du Sport Scolaire Club - développé par le vice-doyen pour le développement et la vulgarisation de l'Université fédérale de Rio de Janeiro (UFRJ), dans les années 1980. La compréhension de ces expériences aident à comprendre leur déploiement au sein du Département municipal de l'éducation comme une expansion proposée du temps scolaire.

A PARTIR DE UN PROYECTO DE EXTENSIÓN UNIVERSITARIA PARA LA CONSTITUCIÓN DE UNA PROPUESTA DE AMPLIACIÓN DEL HORARIO ESCOLAR DESDE LA PERSPECTIVA DEL OCIO: EL CASO DE LOS CLUBES ESCOLARES DE LA EDUCACIÓN MUNICIPAL DE RÍO DE JANEIRO

RESUMEN

Este estudio es un extracto del ensayo titulado "El Club de la Escuela de Río de Janeiro:. Alternativa de ampliar la jornada escolar" En este artículo hemos intentado realizar un análisis histórico del proceso de constitución de la Escuela Club de Río de Janeiro en la Secretaría Municipal de Educación de Rio de Janeiro (RJ-SME), mientras que un proyecto de ampliación del horario escolar desde la perspectiva del ocio . Para ello, era necesario llevar a cabo un enfoque en las cuestiones políticas en el momento de la creación, sino también los antecedentes históricos del Club Escuela Project - Proyecto de CILC-Tide y la Escuela Sport Club - desarrollado por el Sub-Decano de Desarrollo y Extensión de la Universidad Federal de Río de Janeiro (UFRJ), en la década de 1980. La comprensión de estas experiencias ayudan a comprender su despliegue dentro del Departamento Municipal de Educación como una propuesta de ampliación de horario escolar.

DE UM PROJETO DE EXTENSÃO UNIVERSITÁRIA À CONSTITUIÇÃO DE UMA PROPOSTA DE AMPLIAÇÃO DO TEMPO ESCOLAR SOB A PERSPECTIVA DO LAZER: O CASO DOS CLUBES ESCOLARES DA SECRETARIA MUNICIPAL DE EDUCAÇÃO DO RIO DE JANEIRO

RESUMO

Este estudo é um recorte da dissertação denominada “Os Clubes Escolares do Rio de Janeiro: alternativa de ampliação da jornada escolar”. Neste artigo buscou-se realizar uma análise histórica do processo de constituição do Clube Escolar do Rio de Janeiro no âmbito da Secretaria Municipal de Educação do Rio de Janeiro (SME-RJ), enquanto um projeto de ampliação do tempo escolar sob a perspectiva do lazer. Para tal foi necessário realizar um enfoque nas questões políticas no momento da criação, como também nos antecedentes históricos do Projeto Clube Escolar – o CILC-Maré e o Projeto Esporte Clube Escolar – desenvolvidos pela Sub-Reitoria de Desenvolvimento e Extensão da Universidade Federal do Rio de Janeiro (UFRJ), na década de 1980. A compreensão de tais experiências ajuda a compreender a sua implantação no seio da Secretaria Municipal de Educação como uma proposta de ampliação do tempo escolar.

PALAVRAS-CHAVES: lazer; Clubes Escolares da SME-RJ, ampliação do tempo escolar.