16 - "SEGUNDO TEMPO" PROGRAM PEDAGOGICAL FOLLOW-UP IN AGREEMENTS FROM BRAZIL NORTH AND NORTHEAST REGIONS

SÉRGIO AUGUSTO ROSA DE SOUZA[1]; MARTA GENÚ[2]; ADNELSON ARAÚJO[2]
CLAUDIO KRAVCHYCHYN[3]; AMAURI APARECIDO BÁSSOLI DE OLIVEIRA[3]
1. Universidade Federal do Maranhão – UFMA, São Luiz, Maranhão, Brasil
2. Universidade Estadual do Pará – UEPA, Belém, Pará, Brasil
3. Universidade Estadual de Maringá – UEM, Maringá, Paraná, Brasil
sergioadesouza@gmail.com

INTRODUCTION

From the year 2008 on, the Ministry of Sports through an action of the so called Educational Sports National Secretariat (SNEED) has structured a follow-up system for the Segundo Tempo Program (PST), agreements called network of Collaborative Teams (CTs).

Such system is organized in a network of public universities currently with 19 CTs involving about 170 professionals from 44 institutions from all regions of Brazil.

The CTs are built of Professors from Higher Education and post-graduate students from mastering and doctoring courses. According to Oliveira and Kravchychyn (2011), CTs present as their main functions: to guide general and pedagogical coordinators from covenant institutions as well as nucleus coordinators and instructors; to analyze pedagogical planning from agreements and nucleus; to carry out visitations for pedagogical and management follow-up; to continuously serve the agreements inside partner universities; to develop and follow instructors pedagogical training, that are multiplied by nucleus coordinators through their training.

The CTs functions in standard PST development follow-up structuring the "Mais Educação" (More Education) Program (PST Mais Educação) are described below.

For Standard PST, the Collaborative Team works based mainly upon: the orientation and evaluation of the pedagogical projects of educational sports nucleus (PPN). Such actions are conducted mainly through PST guidelines, technological tool created to facilitate the communication between agreements and CTs; training the ones responsible for serving the students (nucleus coordinator – Physical Education Professional and Sports Instructors – Physical Education students. The CTs go to the agreements cities to carry out the training, strengthening the bound for those involved; in loco visitations aiming to evaluate pedagogical and management actions developed by the agreements; systematic follow-up, through orientation to general, pedagogical and nucleus coordinators and instructors; visitation and other actions reports, collaborating to PST managing team in evaluating agreements with Ministry of Sports.

Regarding PST "Mais Educação", the Collaborative Team works based mainly upon the idea of helping the process of the "Mais Educação" Program instructors' continuous training. The PST pedagogical team has been considering and structuring many ways to such training, such as: videoconferences, EAD (Education at a Distance); in loco visitations; orientation to state and municipal coordinators from "Mais Educação" Program in matters regarding PST as well as pedagogical orientation to instructors in charge.

The CTs mission is full time action to support educational sports nucleus and schools taking part in PST and their respective regions, keeping continuous communication regarding pedagogical and management matters, which reduces the geographical, cultural and/or social distance between agreements/schools and their respective regions managed by PST. Figure 1 presents the CTs and the states they range.

CT	STATE
01	Amazonas, Roraima, Acre e Pará
03	Rio Grande do Norte, Ceará e Paraíba
05	Pernambuco e Sergipe
06	Bahia
07	Distrito Federal, Tocantins e Piauí
08	Mato Grosso, Tocantins e Roraima
09	Mato Grosso do Sul e Goiás
11	Rio de Janeiro e Espírito Santo
12	Minas Gerais
13	Minas Gerais
14	São Paulo e Paraná
15	São Paulo e Paraná
17	Paraná e Santa Catarina
18	Rio Grande do Sul
20	Ceará
21	São Paulo
22	São Paulo
23	Amapá, Pará, Maranhão e Piauí
25	Rio de Janeiro

Figure 1 – CTs and States they range.

CTs 02, 04, 10, 16, 19 and 24 are not currently working anymore. The CTs act towards a demand involving mainly the beginning, the end, the temporary strike and extension or reduction of agreements goals. According to figure 1 CT 23 supports and supervises agreements from states and north region (Amapá and Pará) and northeast (Maranhão and Piauí). It is built of professors from Pará State University (UEPA) and Maranhão Federal University (UFMA), being responsible for both Standard PST agreements and schools taking part in "Mais Educação" Program.

This experience report aims to describe activities developed by CT 23 working with PST agreements training and follow-up in an area of Brazil with no actions such as the ones proposed by the Program.

PST PEDAGOGICAL PROPOSAL AND CT 23 ACTIONS

This pedagogical action is based upon PST pedagogical principles and to reach practical implications in teaching

sports it is necessary not only to stand upon theoretical reflections, but also to create themes “seeking the students development regarding particular skills essential to train free and autonomous individuals” (KUNZ, 1994, p.29). The autonomy, interaction and objective skills may transform sports into a social event of “true interest” making it necessary an understanding of many senses and forms (BENTO, 2004, apud GAYA; TORRES, 2008, p. 60).

CT 23 and professors involved in PST nuclei have sought to foster a theoretical, conceptual and practical reflection upon the educational value of sports in schools environment and other spaces to practice sports, dialoguing with coordinators, professors and instructors about the conception of educational sports as an element to organize students' social life.

Finally, to comprehend the meaning and the discovery of new ideas to educational sports will not be possible through simply conduct a practical experience. According to Santos (2011), the practice must be an opportunity for a dialogue about a new proposal, to go beyond traditional teaching through techniques, presenting a sports teaching with social relevance.

GEOGRAPHICAL AND CULTURAL CHARACTERIZATION OF REGIONS ATTENDED BY CT 23

The CT 23 is responsible by serving agreements and schools from Legal Amazonia – Amazonas, Amapá and Maranhão – occupying 56% of Brazilian territory. According to demographic survey from 2000, 18.7 million people lived in Amazonia (LEITE, 2005). However, the population distribution is highlighted as having a concentration higher than the one in eastern part where the states of Pará and Maranhão own half of the population from all region.

The wide territory is followed by great cultural richness and diversity. Under the conception of Rodrigues and Mota Júnior (2004, p. 26) the place “is not a physical space, but the space keeping the movement of a social group and their daily practices and as a social process is transformed through the relationship man-environment-world”.

Aragão (2006) talks about the universal singularity of Amazonia, considering it a multiple singularity which keeps a continent in each of the states.

Piauí has vocation to poetical, musical and body languages when acting great historical battles and the memory of their characters who marked events such as national independence and “tropicália”. The sports in Piauí come from the daily practices of public schools students, which is a meaningful amount. In 2012, 19 young athletes from the state are receiving financial help from the Ministry of Sports, which shows how sports are becoming relevant in the community and the necessity of a Program from the Union regarding public education through sports in order to practice educational sports and leisure activities.

The great territory of these states and the difficulties to move from one place to the other are adversities to access sports and leisure factor which makes the programs here studied so important to these populations sometimes excluded from geographical and social distances.

ATTENDING STANDARD PST

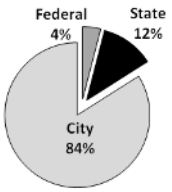
Standard PST currently serves nationally 715.700 students from 347 agreements and 6.336 nuclei spread in nearly 877 cities.

CT 23 aims to pedagogically assist 25 agreements with 61.700 students. Such amount characterize nearly 9% of Standard PST services all over Brazil. The states of Piauí, Maranhão and Amapá concentrate the largest number of students (49, 26 and 23% respectively). Three agreements from these states present 100 nuclei each stated with state governments. Pará represents 2% of CT 23 services.

STATE	AGREEMENTS QUANTITY	NUCLEI	STUDENTS
AMAPÁ	02	144	14.400
MARANHÃO	03	160	16.000
PARÁ	03	12	1.400
PIAUÍ	17	299	29.900
TOTAL	**25**	**615**	**61.700**

Figure 2 – Amount of agreements, nuclei and students attended for each state.

As a strategy to execute Standard PST, the Ministry of Sports established institutuinal parterships towards the discentralization of budget and financial execution for institutions of direct or indirect public management from any government sphere (federal, state, municipal). Through the setting of agreements with the Ministry of Sports, these institutions become responsible by PST execution. Agreements from three different government spheres are responsible for CT 23 services.



Graphic 1 – Agreements attended by CT 23 in Standar PST for each sphere.

From the 25 agreements, 21 are in the municipal sphere, three in the state sphere and one in the federal sphere, but when verifying the number of students attended by agreements and their respective spheres we notice that the majority of them come from agreements in the state sphere.

ATTENDING PST IN “MAIS EDUCAÇÃO” PROGRAM

Since 2008, “Mais Educação” Program has been fostering social and educational actions after and before school increasing the debate over a policy for integral education in Elementary School. Beginning with 1,380 schools in 55 cities, the Ministry of Education extended the Program to 5.000 schools in 126 cities from all federal states in 2009. According to Moll (2011, p.68), “in the period of 2008 to 2010 2,251,000 students from both state and municipal public schools were attended by the Program”. In 2011 there was considerable extension of schools taking part in “Mais Educação” Program, consolidating in 14.495 schools spread in all Brazilian states.

From a total of 14,495 schools taking part in the Program in 2011, 5,009 schools (35%) were beneficiated with PST. From that amount, 878 schools (17.5%) correspond to 139 cities and 202,837 students are in the states attended by CT 23,

according to Figure 3.

STATE	QUANTITY SCHOOLS – "MAIS EDUCAÇÃO PST"	CITY	BENEFIT
AMAPÁ	99	04	18.454
MARANHÃO	254	57	60.915
PARÁ	462	65	112.211
PIAUÍ	63	13	11.257
TOTAL	**878**	**139**	**202.837**

Figure 3 – Agreements, nuclei and attended students quantity for each state.

If concerning Standard PST, Pará State is the one to concentrate the lowest number of students in nuclei, the situation is the opposite for PST Mais Educação, presenting the highest amount of students (55%) spread in 65 cities. The amount of students is also inverted regarding Piauí state, presenting the lowest amount for CT 23 services goals in schools using PST. The states of Maranhão and Amapá present, respectively, 30% and 9% of students in schools using "Mais Educação" program beneficiated by PST. To execute the program, the Ministry of Education establishes partnerships with state and city secretariats acting as a link between schools interested in take part in the program and the program management team.



Graphic 2 – Students attended by CT 23 in PST "Mais Educação", for each sphere.

Therefore, regarding the CT 23 services goals in PST "Mais Educação", municipal schools presented a higher amount when compared to state schools.

CONCLUDING REMARKS

The data represented show the geographical range for CT 23 services in Standard PST and PST "Mais Educação". Such data commune with the goal of sports and leisure democratization making the value of the program benefits more concrete to populations geographically and socially distant. The most relevant example happens in Amapá nuclei located in distant islands, a situation which obliges the ones in charge to move around through boats in order to develop the program sports actions.

The majority of sports spaces present low infrastructure, however, PST pedagogical proposal is concerned about these realities, presenting working opportunities based upon citizenship formation, overcoming the simple concept of only practice.

Finally, we understand that the demand for CT 23 services is challenging, showing how relevant it is to offer and execute PST as a policy for communities to access sports and leisure in that area. The pedagogical follow-up set in PST through CTs strengthen the bound between students, management and professionals involved in the process, collaborating to a continuous learning process and to social inclusion.

É fato que o sistema de monitoramento e acompanhamento pedagógico aqui expresso pode ser considerado um avanço pedagógico no universo dos Projetos Esportivos Sociais e até mesmo na área da Educação Física. Potencializa a proposta Pedagógica dos programas, a aproximação da comunidade e a ampliação do oferecimento do esporte educacional aos cidadãos brasileiros em todo o território nacional. Enfim, colabora na promoção da cidadania por meio do esporte.

It is a fact that the training system and pedagogical follow-up here showed may be considered as a pedagogical advance in the universe of Social Sports Projects and even for Physical Education. There is thus a greater potential for the programs pedagogical proposal and to reach community as well as extending the offer of educational sports to Brazilian citizens all over the country, which finally contributes to promote citizenship through sports.

REFERÊNCIAS

ARAGÃO, M. A Produção do Conhecimento em Ed. Física/Ciências do Esporte na Amazônia Paraense. Anais: I CONCENO. Macapá: 2006

LEITE, M. Amazônia: terra com futuro. São Paulo: Ática, 2005.

GAYA, A.; TORRES, L. A Cultura Corporal do movimento humano e o esporte educacional. In: OLIVEIRA, A. A. B.; PERIM, G. L. (org.). Fundamentos Pedagógicos para o Programa Segundo Tempo. Porto Alegre: UFRGS, 2008, pp. 57-65.

KUNZ, E. Transformação didático-pedagógica do esporte. Ijui: Unijui, 1994.

MINISTÉRIO DA EDUCAÇÃO. Secretaria de Educação Continuada, alfabetização e Diversidade. Programa Mais Educação – Passo a passo. Brasília, 2012. Disponível em: <http://portal.mec.gov.br/dmdocuments/passoapasso_maiseducacao.pdf>. Acesso em: 01/10/2012.

MINISTÉRIO DO ESPORTE. Diretrizes do Programa Segundo Tempo. Brasília, 2011. Disponível em: <http://www.esporte.gov.br/arquivos/snee/segundoTempo/diretrizes2011.pdf>. Acesso em: 01/10/2012.

MOLL, J. O desafio da construção de uma Educação Integral no Brasil: as contribuições do Programa Mais Educação. In: PINTO, L. M. M.; RODRIGUES, R. P. (Org.). Rede Latino-americana de Lazer, Esporte e Educação Integrada. Brasília/DF: Editora e Gráfica Supernova, 2011, pp. 59-73.

OLIVEIRA, A. A. B.; KRAVCHYCHYN, C. O acompanhamento pedagógico e administrativo do Programa Segundo Tempo na visão dos avaliadores das equipes colaboradoras. FIEP Bulletin, v. 81, Special Edition, ARTICLE I, 2011.

RODRIGUES, D. MOTA JÚNIOR, W. Formação Histórica de São Domingos do Capim. In: OLIVEIRA, I. (Org.). Cartografias ribeirinhas: saberes e representações sobre práticas sociais cotidianas e de alfabetizandos amazônidas. Belém: CCSE-UEPA; Graphite, 2004.

SANTOS, A. Esporte escolar: transformar ou reinventar? Belém: NEL/SEDUC, 2011.

Endereço: Av. dos Portugueses, 1966
Bacanga - São Luís – Maranhão - CEP 65080-805
Telefone: (98) 3301-8000
E-mail: sergioadesouza@gmail.com

"SEGUNDO TEMPO" PROGRAM PEDAGOGICAL FOLLOW-UP IN AGREEMENTS FROM BRAZIL NORTH AND NORTHEAST REGIONS

ABSTRACT

A possibilidade de visitas periódicas e de assessoria à distância, amparada por uma proposta pedagógica consistente são os elementos facilitadores. Diante dos dados apresentados, conclui-se que, apesar das dificuldades relatadas, o trabalho desenvolvido pela EC 23 demonstra a importância do PST como política de acesso ao esporte e lazer às comunidades nas quais a vulnerabilidade social se mostra acentuada. This experience report aims to describe the activities developed by the Ministry of Sports Collaborative Team (CT) 23 acting along with nuclei in the states of Amapá, Pará, Maranhão and Piauí when training and following agreements from "Segundo Tempo" Program (PST). The distances between CT 23 and the program agreements and nuclei – both for standard PST and "Mais Educação" partnership with the Ministry of Education – are a great difficulty added to the lack of qualified professionals and communication systems. The possibility of periodical visitations and orientation from a distance supported by a consistent pedagogical proposal are facilitating elements. Towards data presented the conclusion is that despite the difficulties reported the work developed by CT 23 shows how relevant PST is as a policy for socially vulnerable communities to access sports and leisure.

KEY WORDS: Pedagogical Follow-up; "Segundo Tempo" Program; Brazil North and Northeast Regions.

SUIVI PEDAGOGIQUE DU PROGRAMME «SEGUNDO TEMPO» PACTES EN ÉTATS DU NORD ET DU NORD-EST DU BRÉSIL

RÉSUMÉ

Le présent rapport est de décrire l'expérience des activités développées par l'équipe Collaborateur (EC) 23 de Ministère des Sports, fonctionne avec les noyaux des États d'Amapá, Pará, Maranhão et Piauí, dans son travail de formation et de mentorat du Programme «Segundo Tempo». Les distances entre la coentreprise et les pactes et les noyaux du programme - à la fois dans son format standard et en partenariat avec le Programme «Mais Educação», Ministère de l'Éducation - constitue une difficulté majeure, ce qui ajoute à la pénurie de professionnels qualifiés et des systèmes communication. La possibilité de visites périodiques et la distance de conseil, soutenu par quelques éléments cohérents pédagogiques sont les animateurs. Selon les données présentées, nous concluons que, malgré les difficultés signalées, le travail de la EC 23 démontre l'importance de la politique que l'accès aux sports et aux loisirs des communautés où la vulnérabilité sociale indiqués pointu.

MOTS CLÉFS: Suivi Pédagogique; Programme Seconde Moitie; Nord Et Nord-Est Du Brésil.

EL APOYO PEDAGÓGICO DEL PROGRAMA "SEGUNDO TEMPO" EN LOS ESTADOS DEL NORTE Y NORESTE DE BRASIL

RESUMEN

Este relato de experiencia tiene el objetivo de describir las actividades desarrolladas por el equipo colaboradora (EC) 23 del Ministerio del Deporte, que trabaja con los núcleos de los Estados de Amapá, Pará, Maranhão y Piauí, en el formación y asesoramiento del Programa "Segundo Tempo" (PST). Las distancias entre la EC y los núcleos - tanto en su formato estándar y en colaboración con el Programa "Mais Educação", de Ministerio de Educación - constituye una dificultad importante, que se suma a la falta de profesionales cualificados y los sistemas de comunicación. La posibilidad de realizar visitas periódicas y la distancia de asesoramiento, con el apoyo de una serie de elementos pedagógicos consistentes son los facilitadores. De los datos presentados, se concluye que, a pesar de las dificultades señaladas, el trabajo de la EC 23 demuestra la importancia de PST como el acceso a los deportes y las comunidades de ocio donde se muestra la vulnerabilidad social fuerte.

PALABRAS CLAVE: Supervisión Pedagógica, Programa "Segundo Tempo", Norte y Nordeste de Brasil.

O ACOMPANHAMENTO PEDAGÓGICO DO PROGRAMA SEGUNDO TEMPO EM CONVÊNIOS DE ESTADOS DO NORTE E DO NORDESTE BRASILEIRO

RESUMO

O presente relato de experiência tem por objetivo descrever as atividades desenvolvidas pela Equipe Colaboradora (EC) 23 do Ministério do Esporte, atua junto a núcleos dos Estados do Amapá, Pará, Maranhão e Piauí, em seu trabalho de formação e acompanhamento a convênios do Programa Segundo Tempo (PST). As distâncias entre a EC e os convênios e núcleos do Programa – tanto em seu formato padrão quanto na parceria com o Programa Mais Educação, do Ministério da Educação – se constitui em uma grande dificuldade, que se soma à carência de profissionais qualificados e de sistemas de comunicação. A possibilidade de visitas periódicas e de assessoria à distância, amparada por uma proposta pedagógica consistente são os elementos facilitadores. Diante dos dados apresentados, conclui-se que, apesar das dificuldades relatadas, o trabalho desenvolvido pela EC 23 demonstra a importância do PST como política de acesso ao esporte e lazer às comunidades nas quais a vulnerabilidade social se mostra acentuada.

PALAVRAS-CHAVE: Acompanhamento Pedagógico; Programa Segundo Tempo; Norte e Nordeste brasileiro.