17 - "MAIS EDUCAÇÃO" AND "SEGUNDO TEMPO" PROGRAMS: A PARTNERSHIP FOR SOCIAL INCLUSION THROUGH FULL TIME SPORTS IN SCHOOLS.

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INTRODUCTION

The government have been building actions and policies aiming to make the access to educational sports culture and practice democratic to children and young Brazilians. In that direction, the PST (Segundo Tempo Program) was developed and has been used by the Ministry of Sports primarily to serve children and youngsters at social risk.

Considered by the Federal Government to be a strategic program PST was created in 2003 and regimented by Regulation number 96, December 2, 2004 and regulated by Regulation number 0.32, March 17, 2005 (PEREIRA, 2010).

PST seeks essentially to answer the social requirements from a historical moment of guarantee and extension of constitutional rights. Sports and leisure are envisioned in Article 6 and Article 217 of the Brazilian Constitution as rights to every citizen (BRASIL, 1988). According to Filgueira, Perim and Oliveira (2009, p. 8):

> PST is a strategic program by the Federal Government aiming to make the access to sports practice and culture democratic in order to foster full development to children, teenagers and youngsters as a factor to improve citizenship and quality of life, specially of those who find themselves in social vulnerability.

Regarding PST principles the access to sports and leisure may contribute to a reversal of a social vulnerability picture and once well managed and appropriately guided may be potential tools to a full formation consequently developing social sharing, building values and promoting healthy practices as well as the improvement of a critical awareness and citizenship (FILGUEIRA; PERIM; OLIVEIRA, 2009).

PST structure concerns the diversity of ways to serve the public set at first from a standard to partnerships with federal, state and municipal public institutions as well as the Third Sector. Following that, special projects were developed (PST for universities, PST for handicapped people and PST "navegar") and the inclusion of PST as constant activity in "Mais Educação" Program ("More Education" Program), a partnership between the Ministry of Sports and the Ministry of Education. Once a school joins "Mais Educação" Program as a choice to provide students with sports activity it is possible the access to sports material and to PST methodological support.

O presente estudo tem por objetivo descrever o PST e sua ramificação para o atendimento ao Programa Mais Educação.

STANDARD PST

According to PST regulation structured as a partnership between the Ministry of Education and institutions of direct or indirect public management from any government sphere standard PST is described as a continuous development program with a pre-established period of at least two pedagogical cycles during up to 26 months through basic and defined actions regarding implementation and execution (MINISTRY OF SPORTS, 2011).

Table 1 summarizes the main characteristics of Standard PST.

ITEM	DEFINITION
Educational Sports Center	With 100 students from public schools from 06 to 17 years old mainly at social vulnerability.
Activities developed	Mainly sports with a possibility for extra activities. Up to 15 students must take part in at least 03 different sports, one as a team and the other two as individual. From 15 on the students may choose only one sport of their interest once the sport is offered by the nucleous.
Hours to offer activities	After/Before school hours.
Participation frequency	Three times a week during two hours a day or two times a week during three hours a day, that is, every student must take part in activities at least during six hours a week.
Physical spaces	May be specific and/or alternative, public and/or private.
Pedagogical purpose	PST must offer multiple experiences through sports and their several expressions with an educational sports perspective towards the individual full development.

Table 1 – Summary of Standard PST main characteristics.

Therefore, PST comes to offer more sports activities in spaces called educational sports center. It is a public policy aiming to serve an established social demand providing the students with an interaction with movement through several manifestations of physical culture.

"MAIS EDUCAÇÃO" PROGRAM

The program is a "strategy to induce the structuring of an integral education program in Brazil" (MOLL, 2011, p. 60), developed by MEC through Continuous Education, Literacy and Diversity Secretariat (SECAD/MEC) with partnership with Elementary Education Secretariat (SEB/MEC) and State and Municipal Education Secretariats. The program works through the Money Right in School Program (PDDE), from the National Fund of Education Development (FNDE). Created by the Ministry Regulation number 17/2007, the program aims to "contribute to improve learning process through the extension of the time children, teenagers and youngsters spend in public schools towards the offering of a full time Elementary Education" (MOLL, 2011, p.67).

The program increases education offer in public schools through optional activities gathered in wider areas such as: Pedagogical Follow-up, Environment, Sports and Leisure, Human Rights in Education, Culture and Art, Digital Culture, Health

Prevention and Promotion, Educational Communication, Natural Sciences Investigation and Economy Education.

Table 2 presents a system of the structuring actions of "Mais Educação" Program with a greater relationship with the broad area "sports" based upon the "Mais Educação" Program Manual – Step by Step (MINISTRY OF EDUCATION, 2012).

ITEM	DEFINITION
Attended Schools	Mainly low IDEB schools placed in capitals, metropolitan areas and big cities at social vulnerability.
Public	The public to be attended is defined according to some indicator, such as: students at risky situations, social vulnerability and with no assistency, students lagged behind (grade/age); students at the final phase of Elementary School (4th / 5th grade) when students are more likely to quit school before going to the second phase; students at the final grades the second phase of Elementary School (8th and/or 9th grade) when there are high rates of quitting, and students at grades when quitting and redoing are likely to happen. Every school contextualized in their own political pedagogical project and dialoguing with their community has the autonomy to define how many and which students to take part in the activi ties, for what is recommended the school board to take part in the choices.
Physical spaces to the activities	The school physical space is not a determining factor to offer Integral Education and nevertheless to develop Sports and Leisure. It is suggested to make the school outdoor physical space appropriate, especially around the building, with students, community, parents and principal taking part in the activities.
Relationship between "Mais Educação" Program and the school political-pedagogical Project.	The school political pedagogical project must dialogue with "Mais Educação" Program organization and development, being suggested to restructure the political pedagogical project considering the principles of integral education.

Table 2 – "Mais Educação" Program structuring actions with greater relationship with sports.

According to Moll (2011), "Mais Educação" Program favors the offering of several languages in order to value the community experiences contributing to the qualification of the school environment itself. For its educational potential the sports is certainly one of those languages.

PST IN "MAIS EDUCAÇÃO" PROGRAM

Since the PST creation in 2003 the ME has been seeking to integrate the educational sports policy with the education policy in order to encourage the sports practice in schools. Currently nearly one million children and youngsters are attended by PST but when considering the social demand of children with no access to sports a challenge to be overcome by the public policy is perceived.

In this way, from to 2009 on the Ministry of Sports and the Ministry of Education gather their policies and set basic conditions to enable the educational sports offer through PST pedagogical propose in schools participating in "Mais Educação" Program. It is known that school is the ideal place for educational sports to be democratic committed to values, attitudes, social inclusion and citizenship promotion.

The partnership enabled a perspective and a concretion of the extension in serving students from public schools with educational sports in Elementary School. The numbers show that from one million students attended by PST (standard project) with the mentioned partnership there is a greater possibility to serve nearly two million children and youngsters through both branches mentioned (Standard and "Mais Educação"). "Mais Educação" Program as an integral education action sees sports as a wider field (Sports and Leisure) however insertion of PST qualifies the development of sports and leisure activities, due to its own pedagogical proposal, the training process and the program follow-up.

According to Moll (2011, p. 61), integral education assumes that "quality public school to everyone in keeping with space/policies/subjects which allows the building of new physical and symbolic territories to public education". In this direction, it is understood that the partnership between both programs increases the possibilities for children and youngsters to access sports and leisure therefore making the service of better quality. Elements and concepts common to both programs facilitate the operation, for instance, space once the programs "Mais Educação" and Second Half do not oblige schools to present sports infrastructure but demands new perspectives and new concepts for existent spaces as well as appropriate alternative spaces in order to develop actions planned in the Programs. Table 3 presents some structuring actions showing compatibility between both programs.

ITEM	DEFINITION
How to take part	Once taking part in "Mais Educação" Program, the school may also take part in PST for Sports and Leisure.
General goals	To give all students from public schools opportunities to access sports practices at Elementary Education.
Activities frequency	Twice a week with at least 1 hour a day.
Main activities characterist	Multiple sports experiences to the students.
Application in school pedagogical proposal	PST pedagogical proporsal in "Mais Educação" must follow the school pedagogical proposal and have PST guidelines.
Physical spaces	Spaces provided by schools to improve PST actions must belong to the school or alternative spaces.
Instructors	According to the guidelines from "Mais Educação" Program schools have the autonomy to choose instructors. It is su ggested that instructors have a personal profile to work with sports as a tool for human development and that they also study Physical Education.
Modalities	They are chosen by schools themselves meeting expectations and orientation from both programs, th at is, must meet the interest and needs listed in conducted diagnosis that create opportunities for intense students participation.

Figure 3 – PST structuring actions in "Mais Educação".

It is obattended that both programs (PST and "Mais Educação") commune in several aspects, such as: goals of inclusion, democratization, redefinition of spaces and contents, appropriate alternative spaces, reach the community and pedagogical principles. Both aim to develop values, transform attitudes, foster citizenship, social inclusion and collective participation. This harmony enables both public policies to join forces stating the idea that social demands need to be reviewed and overcome.

CONCLUDING REMARKS

According to Tubino (2010), from the concept of contemporary sports where sports is a right to every citizen – and not only to a few talented ones with great physical skills -, both Federal and State Government now include sports in their programmed activities and naming Secretariats, Boards and Departments with responsibilities towards educational sports and also other sports branches.

Both programs are examples of public policies which care about spreading sports practice in a way to overcome a concept for only practice and there is a wide range to make it possible once taking part in both programs.

PST pedagogical proposal has the strong feature to commune with “Mais Educação” Program and the basis in a full time educational proposal. However, the application of such proposal is weaker without the presence of a Physical Education teacher once the activities for “Mais Educação” Program may be conducted by an instructor (it is relevant to state that Physical Education students should be preferable).

However, we understand that an important seed has been planted: schools, from our point of view, are institutions of greater power to act on cultural and educational changes. The insertion of extra activities such as sports in political pedagogical projects for Brazilian public schools may make difference in this challenge of extending educational possibilities for sports.

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ABSTRACT

A bibliographical documental study to describe “Segundo Tempo” Program and branches of its own to serve “Mais Educação” Program. It is possible to observe that that partnership is valid and necessary. From the year 2009 on, both Ministry of Sports and Education commune their policies setting conditions to offer educational sports through PST pedagogical proposal for schools participating in “Mais Educação” Program. Both programs presented in this study are examples of public policies which care about spreading sports practice in a way to overcome a concept of only practice. PST pedagogical proposal has the strong feature to commune with “Mais Educação” Program and the basis in a full time educational proposal. However, the study defends a major participation of Physical Education teachers. Schools, from our point of view, are institutions of greater power to act on cultural and educational changes, therefore, we conclude that the insertion of extra activities such as sports in political pedagogical projects for Brazilian public schools may make difference in this challenge of extending educational possibilities for sports.

KEY WORDS: Educatuional Sports; “Segundo Tempo” Program (Programa Segundo Tempo); “Mais Educação” Program (Programa Mais Educação).

LES PROGRAMMES «SEGUNDO TEMPO» ET «MAIS EDUCAÇÃO»: UN PARTENARIAT POUR L'INCLUSION SOCIALE PAR LE SPORT À L'ÉCOLE À TEMPS PLEIN

RÉSUMÉ

L'étude de la fonction de la littérature et documentaire, a pour objectif de décrire le programme « Segundo Tempo» (PST) et pour prendre soin de Programme «Mais Educação». Il a été vérifié que le partenariat est une valable et nécessaire. Depuis l'année 2009, les Ministères des Sports et de l'Education a réuni ses politiques, établissant les conditions régissant la fourniture de l'éducation sportive dans les écoles PST pédagogiques adhérant au programme «Mais Educação». Les programmes examinés dans cette étude sont des exemples de politiques publiques qui sont concernés par la diffusion de ce sport qui va au-delà de la «pratique sur le tas» à la fin en soi. Comment met en évidence le point fort de l'pédagogique PST, ce qui est cohérent avec les principes du Programme «Mais Educação», qui est basée sur une proposition de formation à temps plein. L'étude montre comment ce grand partenariat besoin que la présence d'un professeur d'éducation physique dans les activités de l'programme «Segundo Tempo» en Programme «Mais Educação» est consolidée. L'école est l'institution la plus grande puissance d'action dans les changements culturels et éducatifs. Par conséquent, il a été conclu que l'inclusion des activités sportives parascolaires dans les écoles publiques brésiliennes peuvent faire une différence dans l'élargissement des possibilités éducatives du sport.

MOTS CLÉFS: Sport Educatifs; Programme «Segundo Tempo», Programme «Mais Educação».

LOS PROGRAMAS "SEGUNDO TEMPO" Y "MAIS EDUCAÇÃO": UNA ASOCIACIÓN PARA LA INCLUSIÓN SOCIAL A TRAVÉS DEL DEPORTE EN LA ESCUELA DE TIEMPO COMPLETO

RESUMEN

El estudio bibliográfico y el documental, tiene como objetivo describir el Programa "Segundo Tempo" (PST) y su ramificación en Programa "Mais Educação". Se comprobó que la asociación es válida y necesaria. Desde el año 2009, los Ministerios de Deporte y de la Educación están reuniendo sus políticas, el establecimiento de condiciones para la prestación de la educación deportiva a través de las escuelas adjuntas al Programa "Mais Educação". Los programas analizados en este estudio son ejemplos de políticas públicas que tienen que ver con la difusión del deporte que va más allá de la "práctica haciendo" con el fin en sí mismo. Como punto fuerte destaca las bases pedagógicas del PST, lo cual es consistente con los principios del Programa "Mais Educação", que se basa en una propuesta de educación a tiempo integral. El estudio muestra cómo la mayor necesidad para la consolidación de la propuesta es la presencia de un profesor de educación física en las actividades del PST en el Programa "Mais Educação". La escuela es la institución con mayor poder de acción en los cambios culturales y educativos. Por lo tanto, se concluyó que la inclusión de las actividades deportivas fuera de la clase en escuelas públicas brasileñas puede marcar la diferencia en la expansión de las posibilidades educativas del deporte.

PALABRAS CLAVE: Deporte Educativo; Programa "Segundo Tempo"; Programa "Mais Educação".

OS PROGRAMAS SEGUNDO TEMPO E MAIS EDUCAÇÃO: UMA PARCERIA PARA A INCLUSÃO SOCIAL POR MEIO DO ESPORTE NA ESCOLA EM TEMPO INTEGRAL

RESUMO

O estudo, de característica bibliográfica e documental, tem por objetivo descrever o Programa Segundo Tempo e sua ramificação para o atendimento ao Programa Mais Educação. Pôde-se verificar que a parceria em questão é válida e necessária. A partir do ano de 2009, os Ministérios do Esporte e da Educação congregaram suas políticas, estabelecendo condições para a oferta do esporte educacional por meio da proposta pedagógica do PST nas escolas aderentes ao Programa Mais Educação. Os Programas tratados no presente estudo são exemplos de políticas públicas que se preocupam em propagar o esporte que ultrapassa a "prática pela prática", com fim em si mesmo. Como ponto forte destaca-se a proposta pedagógica do PST, que coaduna com os princípios do Programa Mais Educação, que se baseiam em uma proposta de educação em tempo integral. O estudo apresenta como maior necessidade a essa parceria que a presença do professor de Educação Física nas atividades do PST Mais Educação seja consolidada. A escola é a instituição com maior poder de ação nas mudanças culturais e educacionais. Portanto, concluiu-se que inclusão de atividades esportivas extracurriculares nas escolas públicas brasileiras pode fazer a diferença na ampliação das possibilidades educacionais do esporte.

PALAVRAS-CHAVE: Esporte Educacional; Programa Segundo Tempo; Programa Mais Educação.