64 - RONDON PROJECT: REFLECTIONS ON AN EXTRACURRICULAR EXPERIENCE

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1 Presenting the project

According to Rodrigues (2006) the Rondom project whose theme "interaction for not giving up" was created in 1967 and extinct in 1989. In 2003, as a suggestion made to the National Union for the students, the Brazilian Governor Lula restarted the project. In 2004 it was set a commission to reset it. Thus, in January of 2005 the project was coordinated by the Ministry of Defense and the Ministry of Higher Education (Sesu/MEC).

Currently, it offers social integration, from extracurricular activities, and aims to approach the Higher Education Institutions (IES) to the less fortunate Brazilian regions, also aims to socialize and to build knowledge interacting the differences and promoting citizenship. Such interaction of the IES, in the regions without public university offers a sustainable development and an increase of the quality of life in these regions.

Considering the specificity of the university majors in the project, the actions are shared in two: Set A that concerns about local sustainable management, public management; Set B that concerns about citizenship and social well being.

For the Amazonia project in 2006, the Federal University of Pelotas (UFPel) offered a multidisciplinary team composed by professors and students from Law, Physical Education, Nursery and Pedagogy Schools. The university selected and coordinated the teams. Thus the team was composed by a Professor from Law School and another from Nursery School, one student of each major, plus two Physical Education students and two Pedagogy students which were advised by their respective majors daily.

2 Methodologies

The review aims to describe, analyze, and reflect about the activities achieved by UFPel at Rondon Project in 2006, more specifically the activities developed by the two physical education college students.

We used the "observant participation" methodology (Wacquant; 2002) as reference. The pictures were used as illustrated sources, where there are the esthetical and cultural-historical dimensions, according to Roland Barthes (1984). Thus, this study is ratified priory in the actions, interventions and observations (written and illustrated) we made during the project.

Our activities at the Rondon Project - Amazonia Operation 2006 were in Pacaraima City, located in the state of Roraima, boundary with Venezuela. Based on IBGE data, there are eight thousand and two hundred inhabitants in the city and in the indigenous communities.

The first step was the recognition of the city and then a meeting with the representatives of the city hall, in order to identify the main community needs. After this, we were shared into sub-groups according to the majors. However this division, the group met daily to exchange experiences and information of the activities of each sub-group, once together we could have interdisciplinary solutions.

3 Physical Education specificity

The physical education goal was to qualify agents of the community that were potentially able to multiply the sporting practices: leisurely, educationally or even competitively. So, starting from the local singularities and from the involvement of the own community, we stratified: to research about the main sporting practices in that community; to diagnose the limits and the sporting potentials of the city and region; to identify individuals already involved to the sports; and, finally, to think, to discuss and to systematize capable methodologies in order to qualify the action of possible agents able to multiply the sporting practices.

For setting our objectives we started interviewing some individuals who were initially identified as potential agents and we also analyzed the different sporting manifestations detected in the city.

Once the initial survey was set, we selected nine interviewees to be the agents. They were differentiated by the graduation: two of them were physical education professionals; one of them was a pedagogue; one of them was an under-graduation student of theology; two of them have finished high school; and three of them haven't finished elementary school.

Most of them had other profession, but the two physical education professionals. Those consequently dedicated to sport on their free time. Among their varied positions were: promoter of sporting events; team coordinator; coach; club director; physical trainer; school sport project coordinator.

Despite of the need of more adequate sporting infrastructures, we noticed the meaningful sportive culture the city offered.

Soccer, for instance, one of the most expressing modality, was practiced at the indigenous communities, which were at the country side. At the urban area, Soccer was played on a sand soccer field, which belonged to the 3rd Platoon of Border (PEF) and the Soccer Society (sete) at the Suapi Club. Futsal, Handball and Volleyball were practiced at the Gymnasium of the State High School that is made of cement. However, Volleyball was also practiced on a sand court of the municipal park. The Track and Field practices were at the municipal school or in any street more appropriated, but they weren't so frequently.

We aimed to identify which were the local sporting competitions more traditional culturally. At Handball were mentioned "Jogos Escolares" and "Campeonato Roraimense". At Futsal and Soccer were mentioned "Campeonato Municipal Citadino", "Copa TV Roraima", "3rd PEF championships. At Volleybal, Futsal and Soccer there was also championships, which joined nearby cities, such as Santa Helena city from Venezuela.

The sporting culture of the city of Pacaraima-RR presents some singularities, such as the Seniors Soccer and the Female Soccer, which are supported by the City Hall and by the business of the community.

It is also important to mention some isolated support, like the coordinators of the teams who usually pay the trips or donate sporting goods, provide transport and food for the athletes.

If by one hand, we identify a number of positive sides of the sportive culture, on the other hand, we shall mention the fragilities, limitations and privations there are. Among the negative sides are: the precariousness of the sporting installations and the absence of a soccer field inside the urban zone, once the displacement to the indigenous zone where are the soccer fields would imply more expenses for a low income population. We also noticed lack of social politics in area: federal, state, or municipal organs; and the fact the few investment there is to be private priories concentrated sporting events.

4. Interventions

At the meeting with the Secretary of Education, Culture and Sport, when we presented our proposal of work, was requested us to organize about games and recreation for about 50 educators from the community. This request was justified by the fact the unique two educators of Physical Education in town were not available once they were in a project of extracurricular sport

activity for the city hall. Even without any previous preparation neither material for a workshop, our Adviser gave us a methodological presentation and supported us to assume the task.

The workshop happened in 4 days instead of 3, because after the three-day workshop for the professors as set with the city hall, we repeated it in a concentrated way to the student assistants of PETI (Program of Eradication of the childlike work).

At the theoretical part of the workshops we discussed the importance and the objectives of the Physical Childlike Education; and notions of cognitive skills for the elementary grades. In the practical classrooms we presented examples of games and activities and also we use the strategy of exploring the activities and typical games of the local culture, according to Souza (2005), when he writes about the importance of respecting the way of life and local customs whenever in contact with other cultures. Our role was "more to notice than expressing our opinion, much more learning than teaching". (SOUZA, 2005).

Besides the workshop, we collaborated with Municipal Conference of Sport, organized by two professionals of Physical Education. We counted in our team with a law professor from UFPel who supported us with sportive laws; we supported at the public politics for the year 2006. All members of the community evolved to sports were invited for the workshop when there were a meaningful number of attendants.

5 Final considerations

In our short, but important period in the city, we got in touch with several sporting local agents who were extremely receptive to us and to our work. Thanks to this receptivity and hopes shared, we established an important partnership for an educative process in many ways, exchanging knowledge: learning and teaching culturally. Because of such exchange, it was possible to realize despite all the social difficulties fragilities, the community of Pacaraima-RR has a quite significant sporting local culture, which needs and deserves to be more valued. It is meaningful the Soccer practice, which includes Female and Senior Soccer, also for the native culture, becoming emblematic of what the anthropologist Massimo Canevacci defined as a "Glocal Event" considering "the new sport-communicatively global tenders" (1996, p.78).

Among the decisions that might produce significant changes in sporting local fact to be done in short or middle term we advise the creation of an organization inside the municipal management to promote sport and leisure in the city. This proposal also was discussed at the Municipal Conference of Sport.

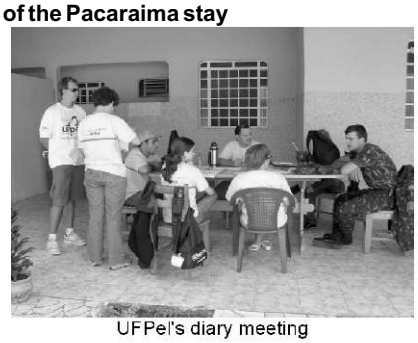
Pacaraima showed to be a city with meaningful experiences also in other areas, such as the education. During our stay in the city we were surprised with the number of projects in the schools.

Beside the relevant experiences at the sport and leisure context, there is a lack of diversities in the city, maybe because of the lack of Physical Education professionals in the region or due to the lack of public politics. Such reality is also a reflex of what Richard Sennet (1992) claimed to be a sense of disbelief or of disqualification of the public spaces for the private spaces, which, according to the author, is promoting "tyrannies of the intimacy".

It is also important to mention that for us, academics from the Southern of Brazil, the Project Rondon at the Operation Amazon region 2006, was an unforgettable opportunity. We lived experiences that were meaningful for our lives and for our careers. The construction of the citizenship surpassed the actions and attitudes occurred in us and in the community, mainly by the "exchanges" of knowledge and culture which happened not only in the activities of the Project, but also during the day-by-day with the community. We consider this project as an extensionist action in tune with the current challenges lived by the public universities: exceed the limits assistance without being swallowed by the privatizations.

According to Boaventura de Souza Santos (2004), an extracurricular activity, which excels "to support the social problems of the exclusion and of the discrimation", is able to "voice the excluded and distinguished groups" (p. 54).

6 Images of the Pacaraima stay



UFPel's diary meeting



Workshop for municipal Educators



Soccer team from the indigenous area of Pacaraima: in blue, and in yellow is the Senior Soccer Team



Game of 02/11/2006 with the Students Inácio (second from right to left down) and Felipe (second from left to right down).

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RONDON PROJECT: REFLECTIONS ON AN EXTRACURRICULAR EXPERIENCE

ABSTRACT

This review aims to analyze the actions implemented by the group of the Physical Education of the Federal University of Pelotas (UFPel) at Rondon Project, 2006 edition, in Paraima city, RR. Among our goals were: to briefly map the sportive culture of the city; to identify and support the sportive agents of the region; to build, with the community support, public politics in the sport, leisure and the physical education. While in town from February 6th and 16th, we lived meaningful cultural experiences for our professional life. Among them, the most relevant were: we were engaged at the municipal conference of sports; the game workshop we provided to the city educators; and the soccer practice at an indigenous community. For this review we used the “observant participation” methodology (Wacquant; 2002). To sum up, we highlight the benefits we, students and professors, and the community earned from the Rondon Project. We also highlight how innovative this project is in the extracurricular activities once nowadays most of them are still based on aid models. KEY WORDS: extracurricular activities, culture, physical Education

PROJET RONDON : RÉFLEXIONS SUR UNE EXPÉRIENCE D'EXTENSION UNIVERSITAIRE

RESUME

Ce projet a le but de faire une analyse réflexive des actions de l'équipe d'Éducation Physique de l'Universidade Federal de Pelotas (UFPel) dans le Projet Rondon, édition 2006, réalisées dans la ville de Pacaraima, province de Roraima. Nos objectifs principaux : faire un bref repérage de la culture sportive de la ville, identifier et assister la formation des agents sportifs multiplieurs de la région. Pendant notre séjour dans la ville, du 6 au 16 février, nous avons vécu une suite d'expériences culturelles importantes pour notre formation professionnelle. Nous retrouvons, parmi les expériences qui ont le plus marqué notre séjour dans cette communauté, notre participation dans l'organisation de la Conférence Municipale de Sport, l'atelier de jeux et de récréation que nous avons dispensé aux enseignants de la ville et le contact que nous avons eu avec la pratique du football dans une communauté indienne. Pour réaliser cet essai, nous avons utilisé la méthodologie de « l'observation participante » (Wacquant, 2002). En conclusion, nous faisons le point sur les apports positifs du Projet Rondon, pour nous, académiciens et professeurs universitaires, et aussi, pour la communauté où il s'est effectué. Nous rélevons aussi le fait que le Projet Rondon représente une initiative innovatrice en ce qui concerne les pratiques de l'extension universitaire à la communauté, qui sont en général encore très attachées au modèle de l'assistanat.
MOTS-CLES: Extension universitaire, Culture, Éducation Physique

PROYECTO RONDON: REFLEXIONES SOBRE UNA EXPERIENCIA EXTENSIONISTA

RESUMEN

Este ensayo posee el objetivo de hacer un análisis reflexivo de las acciones implementadas por el equipo de Educación Física de la Universidad Federal de Pelotas (UFPel) en el Proyecto Rondon, edición 2006, ocurrida en la ciudad de Pacaraima, RR. Los principales objetivos de nuestra actuación en el proyecto fueron: hacer un breve estudio de la cultura deportiva de la ciudad; identificar y auxiliar en la formación de los agentes deportivos multiplicadores de la región; construir, junto a la comunidad local, políticas públicas en el área del deporte, del ocio y de la Educación Física Escolar. En el período en que estuvimos en la ciudad, de 6 a 16 de febrero, vivenciamos una serie de experiencias culturales significativas para nuestra formación profesional. Entre las experiencias que más marcaron nuestra estada en aquella comunidad destacamos nuestra participación en la organización de la Conferencia Municipal de Deporte; la oficina de juegos y recreación que ministramos para los educadores de la ciudad; y el contacto que tuvimos con la práctica del fútbol en una comunidad indígena. Para realizar este ensayo utilizamos la metodología de la "Participación Observante" (Wacquant; 2002). Concluyendo apuntamos algunos puntos positivos que el Proyecto Rondon nos trajo a nosotros, académicos y profesores universitarios, y también a la comunidad donde el proyecto sucedió. Destacamos todavía el hecho del Proyecto Rondon representar una iniciativa innovadora en lo que concierne a las prácticas de extensión universitaria, en su gran mayoría aún muy arraigadas a modelos asistencialistas.
PALABRAS-CLAVE: Extensión Universitaria, Cultura, Educación Física.

PROJETO RONDON: REFLEXÕES A CERCA DE UMA EXPERIÊNCIA EXTENSIONISTA

RESUMO

Este ensaio tem por objetivo fazer uma análise reflexiva das ações implementadas pela equipe de Educação Física da Universidade Federal de Pelotas (UFPel) no Projeto Rondon, edição 2006, ocorrida na cidade de Pacaraima, RR. Os principais objetivos da nossa atuação no projeto foram: fazer um breve mapeamento da cultura esportiva da cidade; identificar e auxiliar na formação dos agentes esportivos multiplicadores da região; construir, junto como a comunidade local, políticas públicas na área do esporte, do lazer e da Educação Física Escolar. No período que estivemos na cidade, de 6 a 16 de fevereiro, vivenciamos uma série de experiências culturais significativas para nossa formação profissional. Entre as experiências que mais marcaram a nossa estada naquela comunidade destacamos a nossa participação na organização da Conferência Municipal de Esporte; a oficina de jogos e recreação que ministramos para os educadores da cidade; e o contato que tivemos com a prática do futebol em uma comunidade indígena. Para realizar este ensaio utilizamos a metodologia da "Participação Observante" (Wacquant; 2002). A guisa de conclusão apontamos algumas positividades que o Projeto Rondon trouxe para nós, acadêmicos e professores universitários, e também para a comunidade onde ele aconteceu. Salientamos ainda o fato de o Projeto Rondon representar uma iniciativa inovadora no que tange as práticas de extensão universitária, em sua grande maioria ainda bastante presa a modelos assistencialistas.
PALAVRAS-CHAVE: Extensão Universitária, Cultura, Educação Física.