74 - THE PHYSICAL EDUCATION IN THE SOCIAL RE-INSERTION OF ADOLESCENTS FULFIL SOCIAL EDUCATIONAL PROGRAMS

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INTRODUCTION

This Study resulted from a final graduation course monograph, focused on the investigators' experiences and worries from the work they have developed in the Physical Educational area, at "Centro de Atendimento Sócio-Educativo" (CASE) from "Fundação de Atendimento Sócio-Educativo (FASE), whose activities have been realized since December 2004 in Porto Alegre, RS Brazil.

While this pedagogical practice was running at this Assistance Centre it come out the interest of investigating how to offer to the teenagers who are inside the centre, the rules' approval and respect, the ability to live and participate in a group and the adaptation and preparation to the social re-insertion trough the Physical Education.

This point of view was credited when I noticed these teenagers need the humane care and view which are offered by the Physical Education, as they are deprived from freedom, according to Santin (1987) where he affirm that this subject essence is the human reality.

Thus, because of my involvement with the work and also because I realized the teenagers were satisfacted when they did the sporting and the recreative activities I establish as the main goal of this investigation, to analyse the role that the Physical Education hold on the Recuperation of adolescents who participate of social-educational programs at Centro de Atendimento Sócio-Educativo from Fundação de Atendimento Sócio-Educativo. As specific objectives I intended: to characterize the social-educational system at Fundação de Atendimento Sócio-Educativo (FASE). To comprehend the sporting and recreative practices' benefits using at FASE; to analyse the Physical Education as a social link between the society and the teenager who participate in a social-educational program.

CONTEXTUALIZATION

According to the FASE historical records rescue (FASE 2002) in Rio Grande do Sul the Serviço Social ao Menor (SESME/RS), was created in 1945, with the subsidiary Serviço de Amparo ao Menor (SAM), for the purpose of providing social assistance to abandoned minors, needy or transgressors. This service was driven by a correctional repressive policy. After that the Fundação do Bem Estar do Menor (FEBEM/RE) was constituted through Law 5747, from January 17th, 1969, which one has executed, inside the state area, the minor well being nacional policy, dictated by FUNABEM (Fundação Nacional do Bem-Estar do Menor). Then, the Fundação de Atendimento Sócio-Educativo (FASE/RS), State governmental organ linked to the Secretaria do Trabalho, Cidadania e Assistência Social was created from State Decree 41664 - State Statute from June 06th, 2002. This fact consolidate a institutional re-ordering process and new assistance proposal which began with the Estatuto da Criança e do Adolescente (Law 8069/90), breaking the paradigm of repressive correction that provoked the end of its prior Fundação do Bem-Estar do Menor (FEBEM/RS).

METHODOLOGY

The research methodology was characterized by a qualitative descriptive and interpretative approach, using the case study. It becomes important the use of this paradigm, because, according to Cauduro (2004), in the qualitative approach the exploration of concepts, attitudes, behaviour, opinion and the researched universe attribute is facilitated, evaluating emotional and intentional aspect, implicit in the opinion of the researches subjects, oriented for an intense and prolonged direct interaction between the investigators and the observed.

The current study participants were ten adolescents, at the age from 15 to 18, who fulfil social-educational program at FASE in Porto Alegre in 2006. Besides these adolescents, the perception of two professionals from FASE was investigated. One of these professionals worked as a Recreation Technician ant the other as Education Technician. The Institution was selected because it develops the Physical Education practice. The chosen instruments to collect the data were the participant observation, semi-structured interview, questionnaire and field research diary (Cauduro, 2004; Michaliszyn; Tomasini, 2005). The data criterion of accuracy and credibility was given second Cauduro (2004), through triangulation by theoretical and reflexive sources.

DATA ANALISYS AND ORGANIZATION

The found way to organize the collected material is mentioned by Lüdke and André (1986); where the material was identified by letters and numbers to be joined in categories after. This way the instruments are distributed in the following form, so they can be comprehended and organized: ETR (Recreation Technician Interview); ETE (Interview with CASE Education Technician); A1-A10 (Questionnaire with the Adolescents); OB1-OB6 (Observations) and; DC1-DC6 (Notes on field research diary).

After all the material was codified, it comes three analysis' stages, according to the description of the construction of qualitative analysis' process used in the research:1st stage: meaning units and great categories; 2nd stage: Categories and Subcategories; 3rd stage: Triangulation and the categories.

Box 1 - Categories and its subcategories
Category 1: SOCIAL-EDUCATIONAL SYSTEM CONTEXTUALIZATION
Sub-Category: Social-Educational Assistance Centre; Adolescents.
Category 2: PHYSICAL EDUCATION IN THE SOCIAL EDUCATIONAL SYSTEM
Sub-Category: Activities; Benefits; Physical Education as a social link.

SOCIAL-EDUCATIONAL SYSTEM CONTEXTUALIZATION

Social Educational Assistance Centre

This category will be doing the Social-Educational Assistance Centre (CASE) contextualization, because the beginning of all the transgressor adolescent social re-insertion process is in this place. In this understanding search on how a

CASE is important to the social educational system, I can underline the following meaning in the Recreation Technician interview:

CASE means Social-educational assistance centre, which offer assistance to young people from districts where there is no assistance centre. This CASE is based in the Programa de Execução de Medidas Sócio-Educativas de Internação e Semi-liberdade do Rio Grande do Sul "PEMSEIS" (ETR).

When you deepen in the CASE contextualization, according to the analysis conducted in Pemseis (2002), it found that CASE is the place where the adolescent fulfil a social-educational program with or without external activity possibility.

When the Social-Educational program is established to the adolescent, he may be sent to the program without external activity possibility (ISPAE) or with external activities (ICPAE), depending of the adolescents' committed felony through this established program, the "PIA" - Plano Individual de Atendimento (Individual Assistance Plan) is settled through psychological, social, pedagogical legal and "physical mental health" evaluations aiming to build the "PIA" with the adolescent and his family and, as this plan is a dynamic instrument, it is always being in an evaluation and changing process. It is necessary that professionals who work with adolescent assistance organize goals' evaluation moments, presenting the achievements and promoting the necessary changes (ETE).

In the evaluation is seen that all areas are involved in this process (Psychology, Psychiatry, Social Assistance, Education, Recreation, Law, Nursing and the Assistance Director) accomplishing, therefore, an interdisciplinary work with different views, opinions and knowledge concerning this work with different conceptions, but with high relevance during the evaluation.

According to Morin (2002) interdisciplinary work allows an overview and promotes a team work, not so fragmented, where each speciality participates and gives their relevant contributions throughout this process, turning it into a rich and meaningful work, especially in the social context.

Adolescents

FASE is an institution responsible for the implementation of social-educational programs of committal and semi-freedom condition, and the CASE is the place where the adolescents fulfil the social-educational program. Adolescents who are at FASE are part of a society which lives in a risk situation and in conflict with the Law, which is still without a straight definition as in the state as in the national level; since there are difficulties in understanding this social-educational process with the adolescent who fulfils social-educational program (ETR).

The adolescents risk situation at FASE, as Pemseis (2002), happens because they live in a consumerist society, where it is more important to have than to be, so the adolescents want to have some of these goods and become anxious and disappointed when they do not get it. However, among these factors there are other social factors that make these teenagers to be considered socially excluded and marginalized.

Considering such facts we can understand these adolescents need to identify themselves with any group, which can be a teenager group, a song group, a sport or a hip-hop group, because they are building their own identity. So, sometimes they join with other adolescents in the same condition and form gangs that promote disorder by doing transgressed actions as a way to fell less charged.

For the CASE's teacher: "Dealing with society human capital that has been marginalized and denied trying to understand the reasons for the transgressed actions and try to comprehend the adolescents and make them aware of the facts of their prior life looking forward for values and positive goals resumption were the reasons for my interest in this area" (ETE).

According to Pemseis (2002) the social-educational work objective is exactly the adolescent preparation to return to the society and this objective is the same for all areas. Regardless of the professional the social-educational work is characterized by development of social-educational activities looking at the adolescent as a developing human being.

Following this perspective, the objective of the recreation work, which includes the Physical Education, is to develop activities that provide ways to new values along with the regular school, as well as the workshops that can offer means of financial support for the adolescents near future (ETR).

In the Physical Education view practice serving also as an aid and preparation of the person for the job, Daolio (1998), to mention the Physical Education importance, says that its practice is also directly related to the job activities and to the school subjects. The author believes its practice is universal and its activities must be adapt to the environment it is inserted.

Relating to the behaviour and attitudes of adolescents according to the teacher, "the Physical Education has contributed to these aspects, from the moment that provides the experience of situations that require the placement of individuals in groups, so, to success they need to organize themselves respecting basic values of coexistence: respect, ethics, solidarity, honesty, organization, availability" (ETE).

THE PHYSICAL EDUCATION ON SOCIAL-EDUCATINAL SYSTEM

Activities

At FASE the Recreation Technician the works specifically in the recreation which also includes de Physical Education, with adolescents. As recreation techniques were used physical activities in sports and recreation, such as indoor soccer tournaments, volleyball, shuttle, folklore balls, pedagogical games, jamboree, hunting for treasure and others. In the development of cultural activities the Physical Education is present in the theatrical folk dances (ETR).

In the adolescents speech it could be realized their feelings on the activities offered by the Physical Education. A teenager tells us that: "Before joining institution I used to practice Physical Education in school, the activities carried out here are cool, I practice Physical Education in the courtyard, the institution offers ping pong, indoor soccer and parties in the courtyard, but the more I like are ping pong and indoor soccer, but I think it should have more time to sports."(A4). A second adolescent reports that: "The institution provides activities like parties, ping pong, dance and chess and the sporting activities that I like the most are dance, ping pong and chess, but it should have more activities such as basketball and skateboard."(A1).

For Vieira, Priore Fisberg (2002) the physical activity is considered an activity that assists in the adolescents restructuring and development, which are lacking of this kind of action while in society, while institutionalized they find a professional structure dedicated to their social re-insertion, besides other values.

For the success of this social re-insertion the recreation has a specific individual 'PIA' to its area, which sets goals to be achieved during their pedagogical practice as an assistance, such as physical strengths evolution, inhibitory brake and socialization through the sport as a resource for the development of individual and collective skills, promoting the development of creative ability and solidarity commitment with individual and collective situations (ETR).

According to the institution Teacher is through these activities moments that "are required from the adolescents to put into practice all the necessary values to coexist in society. We can notice it in the structured games and teams"(ETE). That perception is also assimilated by Gonçalves (2006), when he says that games are a vehicle for learning as well as for communication for the development of the personality and emotional intelligence. In this process the games also provide

education through play and education for the game, which is an excellent way to prepare for life in society.

Similarly, it can be emphasized through the interview with the recreation technician, another didactic teaching way in Physical Education that is the "development of cultural activities, like dance, choreography and performances of regional folk dances" (ETR). All these actions encourage the adolescent to participate collectively in the group dynamic helping them in the assimilation of rules and behavioural limits, as well as individual responsibility as a member of a group, establishing the social respect.

The Physical Education expressed through culture encourages the group in an inclusive and socialized way for the assimilation of the culture and the social development of its context (COLL; PALAIS; MARCHESI, 1995). These cultural practices anchored in Physical Education become stronger in a way that, when it is in practice, the individual exercises his culture assimilating its essence and put them into practice suffering influence from it.

Within the cultural aspects developed at CASE, we can underline the dance. Gonçalves (2006) believes that dance, regardless of the culture in which it is inserted, has as its goals the socialization and emotional balance, self-assertion, the need to express themselves and, independent of age, promotes the integral development and self-knowledge.

Benefits

As the adolescents' statements, they associate the Physical Education practice with physical health as an improvement in aesthetics, mental health related to the fact they do not stay in their dormitories and health as quality of life for the reduction of smoking. Those impressions are related to the proposals of Programa de Vida Ativa (Active Life Program), promoted by Organização Mundial de Saúde (World Health Organization), described in the Manifesto Mundial da Educação Física - 2000 (FIEP, 2002): the Physical Education and Sports are important because their goal in the institution and promote an improvement of the life quality to the young people, recognizing health and well-being as essential things, independent of the capabilities and disabilities, gender, age, cultural origin, ethnicity, religion or social class.

Other views about the benefits promoted by the Physical Education Practice. Barbosa (1991), brings us that the practice of Physical Activity helps in the metabolism of ingested calories, in the reduction of diseases and encourages socialization influencing the practitioners self-esteem. To continue, there is another conception where Vieira, Priore and Fisberg (2002) believe that to use these activities for the development of physical potential, taking into account the genetic factors allies to nutritional factors in the reduction of health risks, they help to a body in harmony.

A teenager answered in the questionnaire that the Physical Education practice "is good for the human body, spend the time, stimulates the mind (the thoughts), My body is more agile and my mind moves, because depending on the game we use the mind, I believe that Physical Education helps in the relationship with my colleagues because we know each other better "(A7)

Analyzing other answers: "I forget about all problems, the physical education provides an opportunity for people know each other" (A2). "The Physical Education practice is good for your health and improves my relationship with my colleagues (A3). "During the Physical Education practice I feel happier and joyful when I play ball. It improves the relationship with my colleagues "(A10).

To contextualize the importance of physical activity for adolescents Santin (1987) and Vieira, Priore and Fisberg (2002) claim that the practice of these activities encourage and stimulate the psycho-social aspects and body aspects, aiming the adolescent development in the quest to reduce the individual physical health and social damage.

Physical education as a social link

On the quest of proving if the Physical Education is effective as a social link within CASE, we can notice through some aspects that "it is quite clear the growth of adolescents who participate in activities directed and promoted by Physical Education professionals. We highlight the facility they show in dealing with other people, better posture (body expression), respect, disinhibition, and others "(ETE).

To Garófano and Caveda (2005) the game is an indispensable element of extreme expression and communication, because it is through the game that motor, cognitive, affective, sexual and social aspects are developed. Once it is through the practice that we interact with others expressing our feelings.

The Physical Education is seen as a social bond by the adolescents when they describe that the "Physical Education improves in the relationship with my colleagues" (A2). "it improves our relationship, we know better each other" (A4). It is also related to the question that "the monitor is an institutional agent with a great interaction with the adolescents, because his work is to follow them 24 hours a day, thereby, establishing a more rich and intense relationship" (ETR).

To the authors Vieira, Priori and Frisberg (2002) the recreational activities done in a spontaneous way and the ones that create motivation allow a relaxation, in a educational perspective of body control, enabling living in groups, taking into account the environment where it is developed. Gonçalves (2006), adds that, the Physical Education expressed through the games are an integral part of the values, through the development of these activities it offers is beyond physical development, it develops the cognitive, social and affective aspects.

As the Physical Education has being seen as a social link, we must talk about the socialization within the social educational system, as a process which begins from the moment when the adolescent arrive at FASE and it has a sequence, after the teenager is sent to a CASE to fulfil their program. This thought is supported by Giddens (2005) which characterizes the socialization with a unification process among people of different cultures, through new learning experiences. His conception is reinforced in Coll, Palace and Marchesi (1995) ideas, once this socialization process is necessary to assimilate the culture and to promote social integration of the subject in the context.

It is understood that not just the adolescents and the institution's collaborators should participate of the actions inside the institution, but also the adolescents' families, which are co-participant in the socialization process. Thus, Giddens (2005) adds that the human being socialization process happens in the family, especially in the culture learning period, which is responsible for the introduction.

A similar view was previously established by Bee (1997), when he said that although the teenager is going through a phase full of transitions and disturbs, family and friends are still the most important relationships. The socialization process as noted in the course of this research, promotes the adolescent growth, as well as it allows a better understanding of certain behaviours and attitudes from each of them during the practice of Physical Education.

So the Physical Education portrays through its activities, aspects that have been lost over the years, working directly on the adolescent's emotional aspect, promoting to these teenagers a rescue of their values. Using the Recreation Technician report: "We can notice a growth in adolescents during the Physical Education practice mainly in participation, in the equal group, many times the exercise of leadership, their self-esteem is strengthened preserving the rules and respect to their institutional agents"(ETR).

It is believed that the Physical Education act as a social bond because this subject is present in many forms within the institution, where the experiences from the activities provide different sensations in a contextualized way and approaching the

different area directions.

FINAL CONSIDERATIONS

So, it is the end of this research, which has promoted an understanding on the Physical Education at Centro de Atendimento Sócio-Educativo, as well as a greater knowledge about the social contributions in the adolescents recovery.

Thus, the proposal of the Physical Education practice at CASE was analysed and it was noticed that it is expressed in many ways: recreation, games, sports activities, jamboree and tournaments. It was also noticed the activities carried out during the project were pleasant with mutual involvement of the adolescents in activities. They highlighted the importance of Physical Education in the relationship, helping them in their values and citizenship rescue.

It was realized the Physical Education operates in the recovery of these adolescents, and its contribution is explicated in all the analysed situations; It is in the games' rules and in the participation of their building; in the physical and psycho-social benefits; Allowing the teenagers to practice, in fact, their citizenship. The most important is that the Physical Education has shown it is a powerful instrument to prepare the adolescents for their social re-insertion in the group relationship issue, social agents and diversity respect.

Finally, it points out that Physical Education is one of the means used to achieve the adolescent preparation and recovery. But it is believed that its contributions would be even greater if, sometimes, it does not run against the bureaucratic policies, safety issue and collaborators availability; that cause a break to the work with the adolescents, stopping the learning and evaluation process. Which fact wants at least receive the reader acquiescence and thus become a new subject to be searched.

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THE PHYSICAL EDUCATION IN THE SOCIAL RE-INSERTION OF ADOLESCENTS FULFIL SOCIAL EDUCATIONAL PROGRAMS

ABSTRACT

The Main objective of this study was to analyse the Physical Education in the recuperation of teenagers who participate of social-educational programs in Porto Alegre. To accomplish that we aimed to characterize the Centro de Atendimento Sócio-Educativo (Social-Educational Assistance Centre) and the transgressor teenagers; to comprehend the Physical Education in the social education system; the activities that are developed in the centre and their benefits; and to analyse this subject as a social and contributing link in the teenagers social re-insertion. The research methodology was characterized in a qualitative, descriptive and interpretative approach using case study. The chosen instruments to collect that data was participating observation, interview, questionnaire and field research diary. Ten teenagers who participate at Centro de Atendimento Sócio-Educativo, the Recreation Technician and the Education Technician have collaborated to this investigation. The interpretation of the collected data resulted in two great analysis' categories. Each one of these categories has its subcategories. The first of them, “social-educational system contextualization”, has the following subcategories: The Social-Educational Centre and the teenagers. The second category named “the Physical Education in the social-educational system”, had as subcategories: activities, benefits and the physical Education as social link. These categories were analysed and offered an understanding about the social benefits of Physical Education to the teenagers recuperation, as well as the comprehension of the possible forms these teenagers can benefit themselves from the Physical Education practice to the social re-insertion.

KEY-WORDS: teenagers; social-educational program; Physical Education.

L'ÉDUCATION PHYSIQUE DANS LA RÉINSERTION SOCIALE DES ADOLESCENTS QUI ACCOMPLISSENT PROGRAMMES SOCIAI-ÉDUCATIFS

RÉSUMÉ

L'objectif principal de cette étude était d'analyser l'éducation physique à la récupération des adolescents qui participent des programmes social-éducatifs à Porto Alegre. Pour accomplir que nous avons visé à caractériser "Centro de Atendimento Sócio-Educativo" (centre Social-Éducatif d'aide) et le transgresseur adolescents; Comprendre les éducation physique dans le système d'éducation sociale; Les activités qui sont développées dans le centre et de leurs retombées et pour analyser ce sujet en tant que social et lien de contribution dans la réinsertion de social d'adolescents. La méthodologie de recherche a été caractérisé dans une optique qualitative, descriptive et approche interprétative en utilisant l'étude de cas. Le choix des instruments permettant de recueillir des données qui a été observation participante, entrevue, le questionnaire et la recherche sur le terrain journal. Dix adolescents qui participent au Centro de Atendimento - Las Educativo, les loisirs et l'éducation Technicien Technicien ont collaboré à cette enquête. L'interprétation des données recueillies a abouti à l'analyse deux grandes catégories. Chacune de ces catégories a ses sous-catégories. Le premier d'entre eux, "social contextualisation système éducatif", a les sous-catégories suivantes: Le Centre de formation sociale - et les adolescents. La deuxième catégorie nommée "l'éducation physique dans le système éducatif, social", comme avait sous-catégories: activités, les avantages et l'éducation physique en tant que lien social. Ces catégories ont été analysés et ont offert une entente sur les avantages sociaux de l'éducation physique à la récupération des adolescents, ainsi que la compréhension des formes possibles de ces adolescents eux-mêmes peuvent bénéficier de la pratique de l'éducation physique à la réinsertion sociale.

MOTS CLÉS: adolescents; programmes social-éducatifs; éducation physique.

LA EDUCACIÓN FÍSICA EN LA REINSERCIÓN SOCIAL DE ADOLESCENTES QUE CUMPLEN MEDIDAS SÓCIO-EDUCATIVAS

RESUMEN

Ese estudio tubo como objetivo principal analizar la Educación Física en la recuperación de adolescentes que cumplen medidas sócio-educativas, en Porto Alegre. Para ello, se buscó, caracterizar el Centro de Atendimiento Sócio-Educativo y los adolescentes infractores; compreender la Educación Física en el sistema sócio-educativo; las actividades desarrolladas; los benefícios de estas actividades y; analizar esa asignatura como enlace social y que contribuye en la re-inserción social de los adolescentes. La metodologia de la investigación quedó caracterizada por un abordaje cualitativo descriptivo y interpretativo, con la utilización de estudio de caso. Los instrumentos elegidos para realizar la colecta de datos fueron la observación participativa, entrevista, cuestionário y diário de campo. La investigación contó con la colaboración de diez adolescentes participantes del Centro de Atendimiento Sócio-Educativo, el Técnico en Recreción y la Técnica en Educación. La interpretación de los que colectados dió origen a dos grandes categorias de análisis, cada una con sus subcategorias. La primera de ellas, "contexto del sistema sócio-educativo", tubo como subcategorias: El Centro de Atendimiento Sócio-Educativo y adolescentes. La segunda categoria, "Educação Física en el sistema sócio-educativo", que tubo como subcategorias: actividades, benefícios y la Educación Física como enlace social. Las categorias analizadas proporcionaron un entendimiento sobre los benefícios sociales de la Educación Física en la recuperación de los adolescentes, bien como la compreensión de las posibles formas que estes adolescentes pueden utilizar para tener el benefício de la práctica de la Educación Física en la re-inserción social.

PALABRAS CLAVES: Adolescentes, medida sócio-educativa; Educación Física

A EDUCAÇÃO FÍSICA NA RE-INSERÇÃO SOCIAL DE ADOLESCENTES QUE CUMPREM MEDIDAS SÓCIO-EDUCATIVAS

RESUMO

Esse estudo teve como objetivo principal analisar a Educação Física na recuperação de adolescentes que cumprem medidas sócio-educativas, em Porto Alegre. Para tanto, buscou-se: caracterizar o Centro de atendimento Sócio-Educativo e os adolescentes infratores; compreender a Educação Física no sistema sócio-educativo; as atividades desenvolvidas; os benefícios destas atividades e; analisar essa disciplina como elo social e contribuinte na re-inserção social dos adolescentes. A metodologia da pesquisa caracterizou-se numa abordagem qualitativa descritiva e interpretativa, com a utilização de estudo de caso. Os instrumentos escolhidos para realizar a coleta de dados foram a observação participante, entrevista, questionário e diário de campo. Colaboraram para a investigação dez adolescentes participantes do Centro de Atendimento sócio-Educativo, o Técnico em Recreação e a Técnica em Educação. A interpretação dos dados coletados originou duas grandes categorias de análise. Cada uma com suas subcategorias. A primeira delas, "contextualização do sistema sócio-educativo", teve como subcategorias: O Centro de atendimento sócio-educativo e adolescentes. A segunda categoria, a "Educação Física no sistema sócio-educativo" teve como subcategorias: atividades, benefícios e a Educação Física como elo social. Essas categorias analisadas proporcionaram um entendimento sobre os benefícios sociais da Educação Física na recuperação dos adolescentes, bem como a compreensão das possíveis formas que estes adolescentes podem utilizar para beneficiar-se da prática da Educação Física na re-inserção social.

PALAVRAS CHAVES: Adolescentes, medida sócio-educativa; Educação Física.