113 - AN AXIOLOGICAL COMPREHENSION OF SOCIAL-HISTORICAL LACKS AS A BASIC PRESUPPOSITION FOR A PROPOSAL OF SOCIAL MOBILIZATION STRATEGIES FOCUSED ON PROFESSIONALS LINKED TO PHYSICAL EDUCATION PROFESSIONAL'S ASSOCIATIONS (APEF'S)

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Introduction

Man interacts in the society through organizations groups, aiming to fulfill their **lacks** and to obtain personal gains. Politically, this development can be called associativism meaning it can be a way to organize civil society as a public, non-governmental and non-profitable institution. (RIBEIRO & SANTOS JUNIOR, 1996). According to Veiga and Rech (2001), the associativism makes part of working class formation which was originated in Europe with artisan's traditions through their organization called (according to the state where it was originated) gathering of people, cycles, guilds or corporations. These associations were important to workers struggle by the beginning of industrial revolution.

It can be said that this way of organization contributes for: "[…] integrate people, make life better, affirm their rights, offer its neighborhood, city and country solutions and also constitute and fortify them as an active and collective being […]" (Veiga e Rech, 2001, page 09). Therefore, this development allows a transformation in many aspects such as political, economic, social and cultural.

Throughout history associations and associative movements gave man the opportunity of stand for difficulties faced by them.

In Brazil a consistent dynamic of associativism has began with the increasing economical development of the country and with deep transformations that occurred on brazilian's society from the 1960's on. (SANTOS, 1993 apud FERREIRA, 1999)

However, Boschi (1997) noticed the presence of associative movements of professionals before 1960's, and has registered a total of 618 class representative entities in the period between 1946 and 1983, and among them 40% was created before 1964. So, professional associativism is not a new phenomenon.

Therefore, it is relevant to consider that associations have a relevant roll on professional's history, due to its existence some facts occurred fulfilling professional **lacks** and also society lacks, which is the case of the settlement of many professions.

Thomas Percival's book, english doctor, explains the relevance of this phenomenon by the Ethical Code elaboration in 1803 that was produced by the American Medical Association, aiming to face professional conflicts and to handle moral medical behavior matters for recent graduated doctors (MARTIN 1993).

In Brazil, syndicates were responsible for the first codes of medical ethic, and with weakness of syndicates a new way of gathering emerged: professional association.

These entities also represent other professions interests like traditional professions such as lawyers that created the Brazilians Lawyer's Order (OAB), architects that created Brazilians Architect's Institute (IAB) and even engineers that created Engineering Club (BOSCHI, page 112).

Physical Education professionals have also gathered on this associative movement that began on 1930's with the first Association of Physical Education Professionals (APEF's) originated in São Paulo on 1935 followed by APEF in Rio Grande do Sul - RS on 1945 and APEF - Rio de Janeiro - GB on 1946 (SARTORI, 2005).

The implantation of these entities in Brazil was a mark on these professionals associativist movement, and trough these three mentioned entities was formed the Brazilian Physical Education Teachers Federative having the purpose of creating an Order or a Professional Counsel of Physical Education Teachers (ibid).

There is no doubt that these representatives' class entities, through professional union that gathered all of them, have contributed for profession as a legal structure, therefore making it recognized by society. The proof of it was registered actions that culminated on the settlement of this profession. This matter has always been APEF's concern and has also been debated by the entity.

In the other hand, on these entities and on social movements in general it is observed a challenge in terms of people's mobilization, meaning **a lack** of co-participation of professionals linked to these associations (HENRIQUE et. al. 2005). This is a relevant **lack** to be analyzed due to the fact that APEF is being considered as a discussion space that aims to decrease or even give solution to problems originated on this professional class.

Through this brief historical exposition the essence of the problem that originated this research is evidenced as the difficulty that physical education professionals linked to APEF's face on implanting an actuation policy with social mobilization strategy that can contribute for co-participation on planning, executing and evaluating actions democratically which aims to attend common and collective interests of those professionals.

So a question emerges: Through which point can an axiological comprehension serve as a basic presupposition to create a political reference with social strategies focused on professionals associated to APEF's having the purpose of achieving their co-participation?

Therefore, this research aimed to develop an axiological comprehension based only on socio-historical aspects that involves professionals associated to APEF and from lacks to them related establish social mobilization strategies that allow at least to decrease the lack of co-participation of them on planning, executing and evaluating actions that have to be achieved and guaranteed in a democratic way on Association's scope.

Axiological comprehension of social-historical aspects referring to APEF's associated members

Before establish an axiological comprehension of socio-historical aspects of Physical Education Professional linked to APEF's it is crucial to establish the conceptual basis of the term 'value'. Specifically, on this research 'value' is going to be defined on Beresford (1999/2000) parameters, which is:

Structural quality metaphysic natured that corresponds to everything that fulfill (positively, otherwise it would be an against-value or disvalue) a determined lack, vacuity or privation of a determined Being in general and of a Human Being in a very special or particular way. (page 82)

Extending this conception, **"everything"** is a mean through which the main lack of Physical Education Professional linked to APEF's, in other words the lack of co-participation on planning, executing and evaluating actions together with these entities, is fulfilled, and not only that lack but also others concerning social-historical matters linked with this main lack.

On this research, this mean was interpreted from conducts and motor behaviors of these professionals, represented by strategies of social mobilization that contribute to minimize the problematic already introduced. Considering motor conduct as "the motor behavior that carries, intentionality, clear consciousness, and express where there is life, living and shared living" (CUNHA,

1994, page 154) this signification and sense can denote 'value' once these conducts tends to fulfill the mentioned lacks.

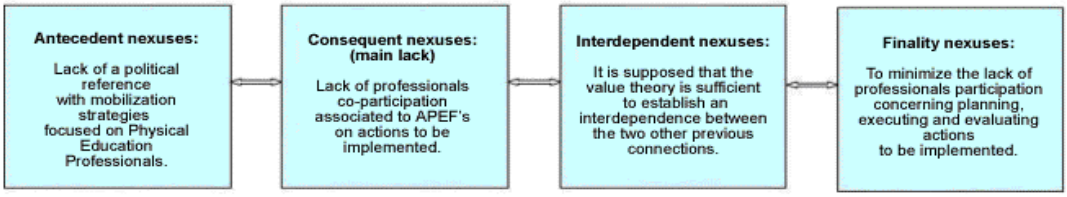
But what are the existent lacks? Which criterion is most used to identify these lacks? What are the criteria to add value?

Lacks are presented by aspect of different natures, such as a phenomenal perspective (bio-physical and bio-psychical) and a phenomenological perspective (bio-moral, bio-social or socio-historical) meaning it can be stratified among bio-physical, bio-psychical, bio-moral, bio-social or socio-historical lacks.

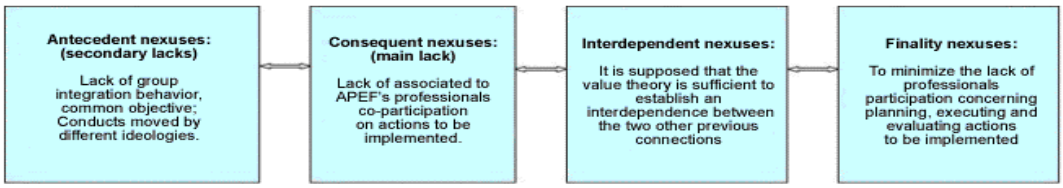
Though, on this research, only the socio-historical lacks are going to be identified, and the criterion used to this identification of these lacks is the elaboration of an axiological comprehension. To comprehend axiologically a phenomenon is to:

[…] question its causes, meaning and sense variations, or question its structural quality that is to search necessary immediate and mediate nexuses of antecedence, of consequence, of interdependence and of purpose capable of bringing crucial understandings about the right or correct identification for the positive fulfill of lacks, privations or vacuities or about value structure of facts/phenomenon or about the studied objectives researched.

Immediate nexuses are related to main lack, as well as, mediate nexuses are related to secondary lacks which are linked to the main lack. Therefore, on this research, immediate and mediate nexuses are respectively demonstrated on pictures 01 and 02 below:



Picture 01 - Immediate nexuses diagram.



Picture 02: Mediate nexuses diagram.

After identifying nexuses and lacks to it linked, possible conducts and behaviors are now evidenced such as social mobilization strategies that are capable of positively fulfill these lacks leading Physical Education Professionals associated to APEF's to co-participate in a effective way on their class representative entities, adding value to them.

Social Mobilization Strategies proposal focused on APEF's associated members in an axiological dimension

According to Henriques et. Al (2005) **'to mobilize'** means to summon up people that live in society in order to make things work right and for all. This interpretation can be traduced as an action to able a group of people to expose determined problems and from that search for an effort to minimize it or even to solve it.

Yet, mobilization act must be consonant to participate act and to turn that possible it is necessary that "[…] not only these people share the same **lacks** and problems but also share the same values and world perspective" (Henrique et. Al. page 37, highlighted by us).

Therefore, project elaboration is very important to reach the effective participation of people in a group and it can be considered as a strategy to reach that objective (ibid).

Thus, "the extension of social movements and the necessity of implement even more mobilization in civil society in order to solve different kinds of problems and under many ways […]" (ibid, page 34) contribute for an investigation about project and model that best interact with democratic actions and as well as allow involved people to co-participate.

However, classic methods of identification and analysis of audience applied to projects consider only its genesis and location making it a **"purpose in itself"** method (ibid, page 40, highlighted by us).It is from this base that Henrique et. Al. (2005) proposes an innovation aiming to substitute these methods by others that could add value to behaviors making it a vinculum to projects.

The same author, considers that for a structural mobilization project "[…] in an open, multidirected, participative and democratic way aiming to end up with stagnation and accommodation of individuals […]" (page 36) it is primordial that real problems are present and discussed by the involved group because it is important that they share not only an imaginary, but also emotions and knowledge about reality in order to promote changes.

On this research, projects based on **"institutional events"** such as: **Symposiums, Congresses, Seminaries, Forums, Conferences, Fairs, Expositions, Shows, Journeys, Workshops, Week, Debates, Table-rounds, Panels, Concentrations and Brainstorms** were chosen because they represent a mean through which conducts and motor behaviors of Physical Education Professionals associated to APEF's can move that is to move by **consciousness** in order to reach co-participation of Professionals associated to APEF's. These events aim to promote the acquirement of new information and it can also able and capacitate professionals propitiating discussions concerning directed or general subjects (SEBRAE/RJ page 05).

Therefore, for if treating of a representative class entity and considering events objectives they can be regarded as an strategy to reach social mobilization taking the nature of this entity into consideration. However it is important to emphasize that these events objectives must be focused on the audience to which the project is destined. It is based on this statement that Henrique et. Al (2005) proposes an 'innovator model' resulted by vinculum's problem settlement which is focused on **'events'** as mobilization strategies, presented according to the following progression:

a) Space Location: Where, in real (geographic) or virtual space is located the audience in an actuation and project influence universe.**b) Information**: People can have a few or a lot of information about a mobilization social project, with bigger or smaller level of detailing. Information can be of many kinds such as: propagated through communication means of information, official, non-official, rumor, transmitted information by the contact with label, vignette or slogan; information held by researches and data bases.**c) Judgment**: Information about event originates an audience opinion about it. The judgment is a constitution of this opinion which comes from a value wit.**d) Action**: Punctual, eventual or permanent creation of ideas, products, services, studies and diverse contributions of audiences to social mobilization project that can contribute directly or indirectly to its objectives.**e) Cohesion**: The cohesion in an audience of a project exists when actions of this audience are interdependent, hold connection or contribute to the same finality weather they are general or specific of the project. It is relevant to observe that this vinculum is to surpass fragmented and isolated actions, that are the ones that end up in itself showing no connection or a low connection to others in a certain unity.**f)**

Continuity: Audience actions are permanents originating a continuous process of participation. In this case, it is about surpass punctuality and instantaneity in a way that actions have a determined permanence and project itself in a wider time record.**g) Co-responsibility**: When audience behaves as responsible for project success, comprehending that participation is an essential part of the integral event.**h) Institutional Participation:** When audience have a stronger material vinculum represented by a contractual level. An example is sponsors, accords and contracts participation. However, special attention should be given not to do institutional participations every moment, as well as to evaluate what kind of institutional participation is really necessary. If it is not done, the institutional participation is going to deprive of characteristics the movement that is considered as an open system in which people are inserted by mobilization (page. 41).

Thus, […] the true ideal of these projects must focus on the search of co-responsibility, built by interdependence and permanence" (ibid, page 46), which is made through levels of *cohesion and continuity*, that serve as a link between isolated and ephemerons action and as a link between co-responsible and participative action.

This action **isolated and ephemerons** and **co-responsible and participative action** are consonant to what Tocqueville (2004) calls respectively of **individualism and well understood interest**, that is individualism that interpret Man behavior focused on itself as an irresistible power and the *well understood interest* that can be traduced as a doctrine that:

[…] doesn't produce devotions, but suggests every day a small sacrifice: alone it wouldn't be able to make a man virtuosos but creates a multitude of ruled, self-restraint, foresighted, moderated, owner of themselves; […] (page 149).

Therefore, to mobilize and have the participation of a group it is necessary to be alert if demonstrated vinculums are consonant to events, so events can be the most viable way to make the involved audience to participate and to obtain good results on initiatives. (Henrique et. Al, 2005, page 46).

Conclusions and Recommendations

It is concluded that institutional events developed under the present model terms, can constitute strategies of social mobilization to a more effective co-participation of Physical Education professionals associated to APEF's. That is due to the fact that elaborating events regarding the real lacks of the involved group, demonstrates the possibility of fulfilling positively the main lack which is linked to it.

Thus, based on the concept of value mentioned by Beresford (1999/2000 page 82) it can be said that **institutional events** correspond to what the author calls of "everything that fulfill positively a certain lack […]" and once these lacks are fulfilled it is possible to interpret that these social mobilization strategies are **necessary** so that the professionals of this class can participate in a democratic way, on planning, executing and evaluating actions that aim to correspond to common and collective interests of this professional category and that also can add value to APEF's.

Social mobilization strategies suggested by Henrique et. Al (2005), based on links and consonant to events, as described before, are distant to the classic models of events projects that according to CESCA (1997) consider only public objectives, strategies, resources, implementation, conditioning facts, controlling and accompanying, evaluating and budget.

Therefore, what is recommended on this research is that these classic models can transcend the realization of events as an **"end in itself"** so all professionals can benefit from it and consequently become participant of a process.

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AN AXIOLOGICAL UNDERSTANDING OF THE SOCIO-HISTORICAL NEEDS AS A BASIC PRE-SUPPOSITION FOR A PROPOSAL OF SOCIAL MOBILIZATION STRATEGIES DIRECTED TO PROFESSIONALS LINKED TO ASSOCIATIONS OF PHYSICAL EDUCATION PROFESSIONALS (APEF' S)

ABSTRACT

Throughout history, associations or associativist movements, had provided to men with alternatives so that these could surpass the most diverse difficulties found by them and, as to professsions, such movements have also positively influenced their development in different aspects, mainly, in the legal scope. However, it is observed in these entities, as well as, in the social movements in general, an apparent challenge with respect to the mobilization of people, that is, a lack of co-participation among the professionals involved with these associations. Facing such a problem, its essence, which gave origin to this study, was the difficulty that Physical Education Professionals, vinculated to APEF'S, present in implanting a performance policy with strategies of social mobilization, which contribute to, democratically, co-participate in the planning, execution and evaluation of actions that have as an objective to cater to the common and collective interests of such professional category. Thus, it was established as objective to develop an axiological understanding based only in the socio-historical aspects that involve the Professionals associated to a APEF and, from the lacks related to these, to establish strategies of social mobilization which allow, at least, to minimize the lack of co-participation of some of them in the planning, execution and evaluation of actions that must be reached and assured, democratically, in the scope of such Association. The strategies, which have been based on the implementation of "institutional events", that is,

Congresses, Seminars, Symposiums, among others, from an innovative model, considering the problem of certain bonds, has demonstrated the possibility to minimize the lack of participation of the Professionals associated to APEF' S. That was so, because the innovative model aforementioned has proved itself capable of meet the needs of the professionals and constitute `value' for these professionals.

Key-word: Axiological understanding; Strategies of Social Mobilization; Associations Physical Education Professionals.

UNE COMPRÉHENSION AXIOLOGIQUE DE LE MANQUE SOCIO-HISTORIQUE EN TANT QU'UN A ESTIMÉ LA BASE POUR UNE PROPOSITION DES STRATÉGIES DE LA MOBILISATION SOCIALE DIRIGÉ A LES PROFESSIONNELS NÉCESSITÉS DE LES ASSOCIATIONS DES PROFESSIONNELS DE L'ÉDUCATION PHYSIQUE (APEF S)

À travers l'histoire, les associations, ou les mouvements associativistes, avaient fourni aux hommes des alternatifs de sorte que ceux-ci aient pu surpasser les difficultés les plus diverses pour ils trouvé et, dans ce qu'il indique le respect aux professions, de tels mouvements aient également influencé franchement le développement de le même dans des aspects divers, principalement, dans la portée légale. Cependant, on l'observe dans ces entités, comme dans les mouvements sociaux en général, un défi apparent dans ce qu'il indique le respect à la mobilisation des personnes, c'est-à-dire, un manque de co-participation présente les professionnels impliqués dans ces associations. En avant de ce problématique, l'essence du problème, que a donné l'origine à cette étude, était la difficulté que les Professionnels de L'éducation Physique, l'as attaché APEF'S, présentent en implantant une politique de exécution avec les stratégies de la mobilisation sociale pour lesquelles ils contribuent, democraticament, co-participent à la planification, l'exécution et l'évaluation des actions que ont pour l'objectif soinger à les intérêts communs et collectifs d'une telle catégorie de salle de classe ou de professionnel. Ainsi, on a établi comme l'objectif pour développer une compréhension axiologique, avec une base seulement dans les aspects socio-historique que font participer les professionnels associés des APEF'S et, de ces que les manque, pour établir les stratégies de la mobilisation sociale que permettent, au moins, réduire au minimum le manque de co-participation de certains d'entre eux dans la planification, l'exécution et l'évaluation des actions que doivent être atteintes et assurées de une forme démocratique, dans la portée d'une telle association. Les stratégies, avaient été basées sur l'exécution des "événements institutionels", c'est-à-dire, des Congrès, des Séminaires, des Colloques, entre d'autres, que d'un modèle innovateur qui considère le problematisation des quelques liasions, a démontré une possibilité pour réduire au minimum le manque de participation des associés de professionnels à APEF'S. Ceci parce que le modèle innovateur mentionné a indiqué soir capable pour remplir le manque des professionnels, et alternativement, consister en "valeur" pour ces professionnels.

Mot-clef : Compréhension Axiologique; Stratégies de la mobilisation sociale ; Associations des Professionnels de L'éducation Physique

UNA COMPREHENSIÓN AXIOLÓGICA DE LAS CARENCIAS SÓCIO-HISTÓRICAS COMO BASE PARA UNA PROPUESTA DE ESTRATEGIAS MOVILIZACIÓN SOCIAL DIRIGIDA À PROFESIONALES VINCULADOS À LAS ASOCIACIONES DE PROFESIONALES DE LA EDUCACIÓN FÍSICA (APEF S)

A través de la historia, las asociaciones, o los movimientos asociativistas, han proporcionado alternativas a los hombres, de modo que estos pudieran sobrepasar las dificultades más diversas por ellos encontrados, y en lo que dice respecto a las profesiones, tales movimientos también han influenciado positivamente el desarrollo de estas profisiones en aspectos diversos, principalmente, en el alcance legal. Sin embargo, se observa en estas entidades, tan bien como, en los movimientos sociales en general, un desafío evidente en lo que dice respecto a la movilización de la gente, es decir, una carencia de la co-participación entre los profesionales vinculados a estas asociaciones. Delante de este problema, la esencia del mismo, la que dio origen a este estudio, fue la dificultad que los profesionales de la educación física, vinculados à las APEF'S, presentan en implantar una política de atuación con las estrategias de la movilización social que contribuan para, democraticamente, co-participaren en el planeamiento, la ejecución y la evaluación de las acciones, que tienen como objetivo, cuidar a los intereses comunes y colectivos de tal categoría de esa clase o categoria profesional. Así, fue establecido como objetivo, desarrollar una comprehensión axiológica con base sólo en los aspectos socio-históricos de los aspectos que implican a profesionales asociados à una APEF y, à partir de las carencias relacionadas à estos, establecer las estrategias de la movilización social que permitan, por lo menos, reducir al mínimo la carencia de co-participación de algunos de ellos en el planeamiento, la ejecución y a evaluación de las acciones que se deben alcanzar y asegurar de forma democrática en el alcance de tal asociación. Las estrategias, han sido basadas en la puesta en práctica de los "acontecimientos institucionales", es decir, de los Congresos, Seminarios, Simposios, entre otros, que de un modelo innovador que considera el problema de algunos vínculos, demostró una posibilidad para reducir al mínimo la carencia de la participación de los profesionales asociados à las APEF'S. Esto porque el modelo innovador mencionado reveló ser capaz de llenar las necesidades de los profesionales y también constituirse en "valor" para los mismos.

Palabra-llave: Comprensión Axiológica; Estrategias de la movilización social; Asociaciones de profesionales de la educación física

UMA COMPREENSãO AXIOLóGICA DAS CARêNCIAS SóCIO-HISTóRICAS COMO UM PRESSUPOSTO BáSICO PARA UMA PROPOSIçãO DE ESTRATéGIAS DE MOBILIZAçãO SOCIAL DIRECIONADAS A PROFISSIONAIS VINCULADOS A ASSOCIAçõES DE PROFISSIONAIS DE EDUCAçãO FíSICA (APEF'S)

Resumo

Ao longo da história, as associações, ou movimentos associativistas, proporcionaram aos Homens alternativas para que estes pudessem superar as mais diversas dificuldades por eles encontradas e, no que diz respeito às profissões, tais movimentos também influenciaram positivamente o desenvolvimento das mesmas em diversos aspectos, principalmente, no âmbito legal.Entretanto, observa-se nestas entidades, assim como, nos movimentos sociais em geral, um desafio aparente no que diz respeito à mobilização de pessoas, ou seja, uma **carência** de co-participação entre os profissionais envolvidos nestas associações. Diante desta problemática, a essência do problema que deu origem a este estudo foi a dificuldade que os Profissionais de Educação Física, vinculados ás APEF's, apresentam em implantarem uma política de atuação com estratégias de mobilização social que contribuam para, democraticamente, co-participarem no planejamento, execução e avaliação de ações que tenham por objetivo atender aos interesses comuns e coletivos de tal classe ou categoria profissional. Assim, estabeleceu-se como objetivo desenvolver uma compreensão axiológica com base, somente, nos aspectos sócio-históricos que envolvem os Profissionais associados a uma APEF e, a partir das carências a estes relacionadas, estabelecer estratégias de mobilização social que permitam, pelo menos, minimizar a falta de co-participação de alguns deles no planejamento, execução e avaliação de ações que devem ser alcançadas e asseguradas de forma democrática no âmbito de tal Associação. As estratégias, foram baseadas na implementação de **"eventos institucionais",** ou seja, **Congressos, Seminários, Simpósios,** entre outros, que a partir de um modelo inovador, que considera a problematização de determinados vínculos, demonstrou uma possibilidade de minimizar a falta de participação dos Profissionais associados às APEF's. Isto porque o modelo inovador mencionado mostrou-se capaz de preencher as carências dos profissionais e por sua vez se constituir em um 'valor' para os mesmos.

Palavras-chave: Compreensão Axiológica; Estratégias de Mobilização Social; Associações de Profissionais de Educação Física.