140 - PUBLIC POLICIES OF SPORT AND LEISURE IN UBA: AN ANALYSIS FROM PELC

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INTRODUCTION

In this study, was defined as an object of study public policy of sport and leisure in the town of Uba - MG, emphasizing the installation program Sport and Leisure Town (PELC), which was promoted by the Sports Ministry.

For Belloni et al. (2000 cited by and JUNIOR MENDES, 2009), public policies are a set of guidelines and actions of a government to achieve certain goals. It is the action of the state in society.

The Sports Ministry operates within a National Sports Policy that works with actions for social inclusion through sport, development of high performance sport, the Brazilian population ensures free access to sports, quality of life and human development.

According to the Ministry of Sports (2013), deployed and managed by the National Sport, Education, Leisure and Social Inclusion (SNELIS), Program Sport and Leisure Town (PELC) is a program of the type finalistic. Created in 2003, the program aimed to develop a proposal for public and social policy that meets the needs of recreational sport and leisure of the population. To Castellani Son (2007 cited by and JUNIOR MENDES, 2009), elected in 2002, the Lula government, sought to make a different proposal in relation to social policies

Its main objectives are to expand, democratize and universalize access to practice and knowledge of recreational sport and leisure, integrating their actions with other public policies, promoting human development and social inclusion, through the promotion of educational activities.

The PELC, in essence, in addition to providing physical activities, cultural and leisure activities, involving all age groups and people with disabilities, encourages social interaction, training managers and community leaders, encourages research and socialization of knowledge, contributing to the sport and leisure are treated as public policies and rights of all.

In the town of Uba-MG, during its term, PELC had the partnership of FAGOC Ubaense and Society of Arts and Crafts, and developed a project called Brazil Literate / Literate Uba, where students besides studying had the opportunity to practice activities physical once a week to monitor PELC.

GOAL

Investigate how the installation of PELC in Ubá-MG. What were the accomplishments? Which were and are the public policies for sport and leisure in the city of Ubá before and after the implantation of PELC?

JUSTIFICATION

Increasingly the sport comes as part of everyday life of schools and communities, especially when it is used as an incentive for education.

The practice of sports as an educational tool aims at the integral development of children, youth and adolescents, leading the individual to deal with their needs, desires and expectations, as well as with the needs, expectations and desires of other people live, being of paramount importance to individual and social development.

The sport, as a pedagogical tool, needs to integrate the general purposes of education, development of individualities, citizenship training and guidance to social practice.

The pedagogical field of sport is an open field for exploration of new directions/meanings, there is, allows them to be operated by action of the students involved in different situations.

In this way, the City Hall of Ubá, through the Ministry of sport, deployed the PELC in the city, transforming the lives of children and young people and encouraging them to education.

This project is justified by the fact that such a program promotes community integration, the elevation of self-esteem of the participants and contributes to access to these social rights.

THEORETICAL FRAMEWORK

Second Tubino (2002):

> Physical education enables the transmission of knowledge, values, meanings and social norms that encourage children and teenagers to build a more critical view of reality in which they are inserted and themselves and enables the effective exercise of citizenship through the development of cooperatives and structured actions, bringing significant consequences for participants in both the middle school and the family (TUBINO, 2002, p. 46).

Physical education, broadly, aims to collaborate in the formation of people understanding the body and movement as a form of language; so that people can read critically to society and participate in working to transform it. (DARIDO, 2005)

Physical education sees the social, historical and cultural groups from the shapes that are expressed by the movements, creating sports, games, wrestling, gymnastics, games and dances, understand the conditions that inspired these creations and try them, reflecting on what alternatives and changes are needed to experience them in school and extra space.

On the importance of physical education to the socialization and the motivation of children and adolescents in school phase, the College Governor Ozanam Coelho (FAGOC) promoted in partnership with “Patronato São José” employers and the Federal Government's Sports Ministry the program sport and leisure in the city, which, according to the Ministry of sport (2012), aims to develop a proposal for public and social policy that meets the needs of recreational sport and leisure population. (Final report of the year 20062007 PELC)

Their central objectives are to expand, democratize and universalize access to practice and knowledge of

recreational and leisure sport, integrating its actions with other public policies, encouraging human development and social inclusion, through the promotion of educational activities.

The PELC, in essence, besides providing the practice of physical activities, cultural and leisure activities, involving all age groups and people with disabilities, stimulates social interaction, training of managers and community leaders, encourages research and the socialization of knowledge, contributing to the sport and leisure are treated as public policy and right of all (MINISTRY of SPORT, 2013).

The PELC has three central axes: implementation and development of recreation and sport centers of leisure, continuing training and deployment and modernization of infrastructure for educational, recreational sport and leisure.

METHODOLOGY

The methodology set to develop the work consists of bibliographic research in books, magazines, scientific articles and the internet, this method was defined on the basis of the teachings of Salomon (1999) who claims to be the basic principle for developing any search, plus a field research in the fields where the PELC was developed in Ubá, Minas Gerais.

INITIAL RESULTS

This research, still in progress, initial results opinions obtained through review of the literature on the subject, access to some documents and reports accessed from PELC in the town of Ubá-MG.

Some authors like Sagarillo et al. (2007) also contribute to research the extent to which to analyze the proposal, the development and evaluation of PELC, concluded that the same requires advances in relation to the establishment and guarantee of their propositions, being necessary to rethink that their training and assessment carried out. For this author, only surpassing the contradictions that exist, the program can be a leisure space, rich in experiences of body culture, promoting discussions involving the community mobilization and social rights claims, towards a life with meaning in the working time and free time will depend on a social transformation.

In study, Suassuna (2009) departed from a reflection on the definition of social programs within the framework of public policies in Brazil, considering in particular, the sports and leisure Program of the City and discussed the construction of an action of training for workers in the area of this leisure governmental program. After analysis of the results obtained, it was noticed that one of the problems that exist is the differentiation between design and execution.

In the town of Ubá, we can see from the plan work developed by the cores they attended children and young people, of both sexes, people with disabilities and elderly people. The programs were developed based on the needs and interests of these subjects, and coordinated by qualified professionals, responsible for the project and advised by a multidisciplinary technical team, as well as scholars and social workers who have been trained to develop the proposed methodology.

Areias and Borges (2011), in the study of the Public Policies for leisure in mediation between State and society: Possibilities and Limitations tried to understand and reveal whether the design of Leisure and social agents managers PELC in Vitória-ES had influence on the efficiency, effectiveness and social effectiveness of the program. It was observed that the activities provided by the coordinators were limited in their experiences, and that the conception of leisure was often given more related to common sense. In relation to managers, it was observed that the State is based on its actions more on legality than on access to rights. In addition, they noted that inequality tries to be more tempered than eliminated.

Incorporated into the themes of body and playful culture, in Ubá/MG. The assigment was elaborated in the form of five central axes with activities to be developed according to areas of interest: educational experiences, social activities, artistic experience, body and experience outdoor activities.

Goellner et al. (2010) by analyzing the Leisure and gender in sports and leisure programs in the cities of Rio de Janeiro and Porto Alegre, note that there are differences of opportunity for men and women, and found that men devote themselves more to the free time than women, who are more connected to home. In relation to public policies, noted the existence of a difficulty to unite men and women in the activities and suggests the creation of strategies to make it happen. In the town of Ubá, there are no studies investigating leisure and gender in PELC yet.

In designing educational experiences were given lectures about health, politics, psychology, arts, sexually transmitted diseases, combating and preventing the use of drugs and alcohol. Open classes and experiences on topics most requested by children and young people. Exhibition of documentaries and videos. Excursions and cultural visits, periodic medical guidelines and studies workshops.

In the project there were weekly social activities for realization of animation activities and dancing games; free choreography demonstrations of dancing and circus arts; activities organized and directed by the participants; social and recreational activities: secret Santa, monthly dances, celebrations of birthdays, religious festivals (Christmas, Easter, etc).

The situation of the city of Ubá/MG inconsistent with the findings of Mendes and Junior (2009) to analyse the perception of Basic projects leisure of Minas Gerais, which in 2007 sought to renew or join the PELC, realized that the design and understanding of leisure are linked to guiding axes of the program. Notice also that some projects show leisure concepts geared for sports (competitive and yield), contradicting the objective of PELC.

In the artistic experience design handmade works were made; music workshop; participation in cooperative games; learning choreographies workshop techniques.

In the project body experience took place emphasis on circus art; acrobatic activities; General exercise classes, and acrobatic body language; soccer school, futsal and swimming; dance classes; recreational activities.

And in the outdoor activities were developed activities such as fisheries; tours; excursions; camping; gymkhana.

Canabarro (2009), when reviewing the implementation of sports and leisure program and the impact it caused in the community of Ivote in Rio Grande do Sul, noted that the greatest impact was in relation to socialization, it was noticed an increased use of public squares, streets and schools and presence in events of the city.

It seems to us that in Ubá/MG this fact was also observed.

FINAL CONSIDERATIONS

This study sought to analyze the public policies for sport and leisure in Ubá, Minas Gerais with the installing of PELC

Like other cities in the country, Ubá/MG is still a city lacking in public policies geared to sports and leisure. The importance of such policies is believed as they enable more than physical activities, cultural, sports and leisure, provide mainly socialization.

Even in the initial character, it's possible to observe that the city does not count with a wide variety of places and recreational programs as well, often children and adolescents only stand on the streets and squares vulnerable to urban violence and marginalization, instead they can be absorbing some knowledge in social, educational programs or sportivation.

It is suggested that the City Government encourages new projects like the PELC.

Much still needs to be researched. The initial findings indicate that the PELC has provided knowledge, socialization, learning, leisure; so, collaborating for the welfare of the participants of the Ubaense's community.

The ideal would be that public policy were directed permanently to sports and leisure to contribute with the quality of life of involved people.

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PUBLIC POLICIES OF SPORT AND LEISURE IN UBA: AN ANALYSIS FROM PELC.

ABSTRACT

This study analyzes the public policies of sport and leisure in the town of Ubá-MG with the installation program Sport and Leisure Town managed by the National Sport, Education, Leisure and Social Inclusion, of Sports Ministry. The objective of this research was to investigate how was the installation of the program in town and throws a questioning: What were your accomplishments? What were and are the Public Policy Recreation & Sports in the town of Ubá before and after the implementation of PELC '. The methodology consists of research on books, magazines, papers and internet, as well as a field survey in the nuclei where the program was developed in the city. On the results of this research, it was concluded hat the PELC provided knowledge, socialization, learning and recreation for the participants, thus contributing to the welfare of the community ubaense. Notes with the initial findings, the ideal would be that public policy be directed to sport and leisure permanent contributing to quality of life of the people involved.

KEYWORDS: Public Policy, PELC, Leisure

POLITIQUES PUBLIQUES DE SPORTS ET LOISIRS À UBÁ: UNE ANALYSE À PARTIR PELC.

RÉSUMÉ

Cette etude analyse les politiques publiques du sport et des loisirs dans la ville de Uba-MG avec le Sport du programme d'installation et Loisirs Town géré par le National Sport, Éducation, du Loisir et l'inclusion sociale Ministère Des Sports. L'objectif de cette recherche était d'étudier la façon dont a été l'installation de PELC en ville et jette un questionnement: Quelles vos realizations Quels étaient et sont la politique publique loisirs et sports dans la ville de Uba avant et après l'implantation de PELC. La méthodologie consiste en une recherché sur les livres, magazines, journaux et Internet, ainsi que d'une enquête de terrain dans le noyau où leprogramme a été développé dans la ville. Sur les résultats de cette recherche, il a été conclu que la condition PELC connaissance, la socialisation, l'apprentissage et de loisirs pour les participants, contribuant ainsi au bien-être de la ubaense communautaire. Constate avec les premiers résultats, l'idéal serait que les politiques publiques viser sport et lês loisirs permanent contribuant à la qualité de vie des personnes concernées.

MOTS- CLÉS: Politiques Publiques, PELC, Loisirs

POLÍTICAS PÚBLICAS DE DEPORTE Y OCIO EN UBA: UN ANÁLISIS DE PELC.

RESUMEN

Este estudio analiza las políticas públicas de deporte y de ocio en la ciudad de Ubá - MG con el programa de instalación de deporte y ocio en la ciudad (PELC), gestionado por el Deporte Nacional, Educación, Esparcimiento y la Inclusión Social de Ministerio de Deportes. El objetivo de este estudio fue investigar cómo fue la instalación de PELC en la ciudad y lanza

un cuestionamiento: ¿Cuáles fueron sus logros Cuáles fueron y son la Política de Recreación y Deportes del público en la ciudad de Uba antes y después de la implementación de PELC? La metodología consiste en la investigación en los libros, revistas, periódicos e en la internet, así como un estudio de campo en los núcleos donde el programa se desarrolló en la ciudad. En los resultados de esta investigación, se concluyó que el PELC a proporcionado los conocimientos, la socialización, el aprendizaje y la recreación para los participantes, contribuyendo así al bienestar de la comunidad ubaense. Toma nota con los resultados iniciales, lo ideal sería que las políticas públicas se dirigirá al deporte y al ocio permanente, lo que contribuye a la calidad de vida de las personas involucradas.

PALABRAS CLAVE: Políticas Públicas, PELC, Ocio

POLÍTICAS PÚBLICAS DE ESPORTE E LAZER EM UBÁ: UMA ANÁLISE A PARTIR DO PELC.

RESUMO

O presente estudo analisa as políticas públicas de esporte e lazer na cidade de Ubá - MG com a instalação do Programa Esporte e Lazer da Cidade (PELC) gerenciado pela Secretaria Nacional de Esporte, Educação, Lazer e Inclusão Social (SNELIS), do Ministério do Esporte. O objetivo desta pesquisa foi investigar como se deu a instalação do PELC na cidade e lança uma problematização: Quais foram suas realizações?Quais eram e são as Políticas Públicas de Esporte e Lazer na cidade de Ubá antes e após a implantação do PELC? A metodologia adotada consiste em pesquisa bibliográfica em livros, revistas, artigos científicos e internet, além de uma pesquisa de campo nos núcleos onde foi desenvolvido o programa na cidade. Sobre os resultados da presente pesquisa, concluiu-se que o PELC proporcionou conhecimento, socialização, aprendizado e lazer para os participantes, colaborando assim para o bem estar da comunidade ubaense. Constata-se com os achados iniciais, que o ideal seria que as políticas públicas fossem direcionadas ao esporte e ao lazer permanente, contribuindo também para com a qualidade de vida das pessoas envolvidas.

PALAVRAS CHAVE: Políticas Públicas, PELC, Lazer