

SOCIAL SPORTS PROGRAMS AND PROJECTS IN BRAZIL: A SYSTEMATIC REVIEW

PROJETOS E PROGRAMAS SOCIAIS ESPORTIVOS NO BRASIL: UMA REVISÃO SISTEMÁTICA

PROYECTOS Y PROGRAMAS SOCIALES DEPORTIVOS EN BRASIL: UNA REVISIÓN SISTEMÁTICA

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Keywords:
Sports.
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Abstract: This qualitative systematic review aimed at presenting the current status of sport social projects and programs in Brazil based on scientific production on the topic published on Physical Education journals. Searches were conducted on Lilacs, Scielo, Latindex, Portal de Periódicos da Capes e Biblioteca Virtual em Saúde. After applying inclusion and exclusion criteria, 28 out of 50 studies were selected. Data obtained can provide references to future studies about the subject and actions for management and pedagogical development in the context.

Palavras chave:
Esportes.
Projetos de
investimento social.
Revisão.

Resumo: A revisão sistemática qualitativa objetivou apresentar o estado da arte de projetos e programas sociais esportivos no Brasil a partir da produção científica sobre o tema, publicada em periódicos científicos da área da Educação Física. As buscas realizaram-se nas bases de dados Lilacs, Scielo, Latindex, Portal de Periódicos da Capes e Biblioteca Virtual em Saúde. Aplicados os critérios de inclusão e exclusão, dos 50 estudos identificados inicialmente, 28 foram selecionados. Concluiu-se que os dados obtidos podem referenciar futuras pesquisas sobre o tema e ações de gestão e desenvolvimento pedagógico nesse contexto.

Palabras clave:
Deportes.
Proyectos de
inversión Social.
Revisión.

Resumen: La revisión sistemática cualitativa tuvo por objetivo presentar el estado del arte de proyectos y programas sociales deportivos en Brasil a partir de la producción científica sobre el tema, publicada en periódicos científicos del área de la Educación Física. Las búsquedas se realizaron en las bases de datos Lilacs, Scielo, Latindex, Portal de Periódicos Capes y Biblioteca Virtual en Salud. Aplicados los criterios de inclusión y exclusión, de los 50 estudios identificados inicialmente, 28 fueron seleccionados. Se concluyó que los datos obtenidos pueden endosar futuras investigaciones sobre el tema y acciones de gestión y desarrollo pedagógico en ese contexto.

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1 INTRODUCTION

Social sports projects and programs (*projetos e programas sociais esportivos*, PPSEs)¹ have been part of the context of public policies for sport in Brazil since the 1980s (ZALUAR, 1994). Because of increasing demand, such initiatives aroused the scientific and academic interest of Physical Education, especially in the last ten years.

In scientific literature on PPSEs, advocates point out the development of positive values and attitudes, socialization, citizenship and combating juvenile social vulnerability; critics, in turn, understands such initiatives as products of a neo-liberal government model that transfers State responsibilities to civil society (SOUZA *et al.*, 2010; SOUZA, CASTRO, MEZZADRI, 2012).

However, there is a third and already prevailing research demand that focuses on PPSEs' educational, socio-cultural and administrative issues. According to Stigger and Thomassim (2013, p. 3),

[...] For Physical Education, whose academic identity is linked to social intervention, there is a potential dual relationship with that phenomenon: as an object of study and of intervention. Thus, many teachers, students and researchers face the challenge of seeking to reconcile critical analysis of social processes and dynamics that condition and involve social projects with propositions or references for direct pedagogical work in those settings.

Considering the expansion of PPSEs in Brazil and the scientific community's interest, the question is: which approaches, results and trends are presented by scientific production with a view to research and professional intervention in the context researched?

Therefore, this study presents the current state² of Brazilian PPSEs based on scientific literature on the subject published Physical Education journals.

2 METHOD

Faced with the predominance of qualitative studies on PPSEs, we used a process of qualitative systematic review, a synthesis of studies related to the guiding question involving the interpretation of data organized, considering similarities and differences between studies and seeking to expand interpretative possibilities for results, to point out possible gaps and trends about the object of study, and to build extended (re)readings (GOMES; CAMINHA, 2014).

As recommended by De-La-Torre-Ugarte-Guanilo, Takahashi and Bertolozzi (2011), two researchers independently sought, evaluated and selected the studies, considering descriptive (identification of relevant studies), interpretive (matching what was recorded by the researcher and content), theoretical (credibility of the methods) and pragmatic (applicability of knowledge) validity.

The search was conducted in electronic databases Lilacs (www.lilacs.bvsalud.org), Biblioteca Virtual em Saúde (www.bireme.br), SciELO (www.scielo.org), Latindex

¹Reference to social programs and projects that have sport as their guideline. In this study we used the term "social sport" because it is the most frequent in literature. Conceptually, there is similarity between names, such as social-educational projects through sport (VIANNA, LOVISOLO, 2009a), socio-educational by means of sport (Souza *et al.*, 2010), social-sporting (TUBINO, 2010). In Brazil, those initiatives are usually carried out under (federal, state and local) government social policies, private sector and non-profit organizations and/or non-governmental organizations (NGOs).

²Balance and mapping aiming at uncovering and examining the knowledge already developed, pointing approaches, most often researched topics, and existing gaps (ROMANOWSKI; ENS, 2006).

(www.latindex.unam.mx) and Capes journals (www.periodicos.capes.gov.br) under the following descriptors: “social project”, “social program”, “education”, “educational”, “childhood”, “child”, “adolescence”, “adolescent”, “youth” and “young” – terms linked directly to the subject; and “citizenship”, “social inclusion”, “social vulnerability” and “social risk”, observed in previous readings as constantly used in PPSE goals, combined with “sport”, and “Brazil” – in Portuguese, English and Spanish. Selection of studies was based on inclusion and exclusion criteria, defined by consensus among researchers.

Criteria for inclusion: a) articles on Brazilian PPSEs published in journals with a minimum B4 classification in WebQualis/Capes/Physical Education; (www.qualis.capes.gov.br)³; b) studies related to Brazilian PPSEs considering their social, political, administrative and pedagogical structures.

Exclusion criteria: a) review articles; b) studies in Brazilian PPSEs using their structures and/or actors, but which disregarded that context in results and/or discussions; c) studies conducted on PPSEs not covering childhood, adolescence and youth age groups.

Selection of items took place between April and June 2014. Considering that the subject was recent, we ignored time restriction – a usual limitation in similar investigations.

Under inclusion criteria, we found 50 articles published between 2004 and 2013. After applying the exclusion criteria, 22 were dismissed, 16 of which under criterion “a” and six under criterion “b”. The use of criterion “c” was restricted after we confirmed the hypothesis that the name PPSE is used in Brazil’s scientific community denoting actions aimed at childhood, adolescence and youth.

The summary of the 28 articles selected (Table 1) is as follows: author (s) and year of publication; title; general purpose; type of research, type of analysis, and theoretical approach; sample and name of the project or program; and main results. For analysis purposes, this resulted in the establishment of the categories “management”, “teaching contents and methods” and “training and professional intervention” (Table 2), considering purposes, aspects presented in the development of the study, and its main results.

2 RESULTS AND DISCUSSION

Table 1 summarizes the selected articles, published between 2004 and 2013.

Table 1 – Summary of original articles on PPSEs in Brazil (2004-2013)

Authors (year)	Title	Purpose of Study	Research (type)/ Analysis (type)/ Theoretical Approach	Sample/ Project or Program	Main results
Molina, Silva and Silveira (2004)	Celebration and transgression: representation of the sport in adolescence.	To understand collaboration practices in students' representations.	Descriptive	20 actors (facilitators and students)	Sport understood as playing, health as hygiene and education as obedience, presenting consensus and contradictions to project guidelines.
			Qualitative		
			Social representation of subject (FOUCAULT)	Unidentified	

³ Empirical criterion adopted consensually by researchers.

Table 1 continued..

Authors (year)	Title	Purpose of Study	Research (type)/ Analysis (type)/ Theoretical Approach	Sample/ Project or Program	Main results
Melo (2005)	The Maré Olympic Village and public policies for sport in Rio de Janeiro: a debate on the relationship between leisure, sports and school.	To discuss the interaction between the project and schools.	Descriptive	Managers (N unspecified)	Overestimation of beneficiaries; pedagogical difficulties; lack of interventions that enhance critical and creative educational process.
			Qualitative	Vila Olímpica Maré (RJ)	
Dória and Tubino (2006)	To evaluate the search for citizenship by the Mangueira Olympic Project.	To check target reaching in 15 years of the project.	Descriptive	83 graduates	Practices were able to facilitate construction of citizenship, showing broad social reach.
			Qualitative and quantitative	Mangueira Olympic Village (RJ)	
Machado et al. (2007)	The impact of a project of education through sport on child development.	To evaluate the impact of the project (school performance, stress, quality of life and attitudes).	Quasi-experimental	39 students	Pre- and post-test. No significant differences between groups (participant/control). Improvement in school performance and stress levels; worsening in perceived quality of life. Activities are educational and socializing.
			Quantitative and qualitative	Quero-Quero - Porto Alegre (RS)	
Mello, Ferreira Neto and Votre (2009)	Intervention of Physical Education in social projects: a citizenship and sport experience in Vila Velha (ES).	To analyze the intervention, considering the beneficiaries-activity relationship.	Descriptive	83 students (drop-outs and participants)	Aspects valued include appropriating techniques, participation in competitions and socializing. Considering the subject-knowledge relationship enables conducting practices from the perspective of participants.
			Qualitative	Esporte Cidadão (ES)	
Vianna and Lovisolo (2009a)	Projects for social inclusion through sport: notes on the evaluation.	To analyze and discuss administrative project data.	Descriptive	Unspecified	Participation, adherence, drop-out and exploration of sports by participants are important variables in project evaluation.
			Qualitative and quantitative	Projeto de Inclusão Social-PIS (RJ)	
Vianna and Lovisolo (2009b)	Devaluation of technical learning in Physical Education: evidence and criticism.	To know participants' aspirations about the practice.	Non priority	77 students	Becoming an athlete or teacher fills students' imagination; not teaching technique seems to contradict their expectations.
			Descriptive	Projeto de Inclusão Social-PIS (RJ)	
Lazzari, Thomassim and Stigger (2010)	Socialization of children and adolescents in the context of a tennis social project.	Understanding the influence of participation in participants' socialization.	Descriptive	Students (N unspecified)	Educational value of activities verified by co-participation. Incorporating behaviors and values requires interaction with different contexts.
			Qualitative	Unidentified	
			Anthropological Perspective (WINKIN)		

Table 1 continued..

Authors (year)	Title	Purpose of Study	Research (type)/ Analysis (type)/ Theoretical Approach	Sample/ Project or Program	Main results
Mattos et al. (2010)	Nautical sport and the dynamics of the triple helix in the GraeL Project: a case study.	To reflect on sport's role in regional development.	Descriptive	14 participants (students, teachers, coaches)	Participation of the university, industry and government in the project is analyzed. The Niterói City Government is the main partner; industries are limited to sponsorship and the local university participates timidly.
			Qualitative		
			Triple Helix (ETZKOWITZ; ZHOU)	Projeto GraeL (RJ)	
Monteiro (2010)	Project Second Half: Fanzines and sports reading in violent neighborhoods.	To analyze students' daily lives and life histories.	Descriptive	Students (N unspecified)	Teacher-student relationship and understanding of reality are benefited by the newspaper "Fanzine".
			Qualitative	Programa Segundo Tempo (PA)	
			Não priorizada		
Souza et al. (2010)	Determinants for the implementation of a social project.	To investigate facilitators and barriers for implementation and beneficiaries' participation.	Descriptive	64 participants (coordinators, teachers, monitors, students)	Key facilitators: municipal government; HR commitment, free of charge, safety, socialization. Key barriers: wages and HR turnover.
			Qualitative		
			Nom priority	Comunidade Escola (PR)	
Tavares, Costa and Tubino (2010)	Sport Recreation and its body challenges in Complexo do Alemão.	To analyze sport as a pedagogical tool for wellbeing and socialization.	Descriptive	Unspecified	Training proposal includes "being", "knowing", "doing" and "living". Students experience co-participation in the teaching-learning process.
			Qualitative		
			Non priority	Cultura Corporal, Esporte e Lazer (RJ)	
Castro and Souza (2011)	Meanings of a sports social project: a study under the perspectives of professionals, parents, children and adolescents.	To explore the main meanings attributed to the project.	Descriptive	85 participants (students, parents, professionals)	Project is seen as a space for protection, sports initiation, school support, development of values, recreation and friendships.
			Qualitative		
			Non priority	Esporte em Ação (PR)	
Machado et al. (2011)	Sport pedagogy and autonomy: a study in non-formal education social project.	To identify the stimuli to developing autonomy in educational planning.	Descriptive	6 teachers	Data showed difficulty to systematize and apply contents from the perspective of developing autonomy, one of the project's purposes.
			Qualitative and quantitative		
			Non priority	Ensino, Esporte e Juventude (SP)	
Mello et al. (2011)	Physical Education and sport: contemporary reflections and actions.	To analyze appropriation of sport and possibilities for relating it to practices.	Descriptive	83 students (drop-outs and participants)	Participants rejected the critical-overcoming proposal. Not living expected experiences caused discouragement and/or drop-out.
			Qualitative		
			On the relationship with knowledge Saber (CHARLOT)	Esporte Cidadão (ES)	

Table 1 continued..

Authors (year)	Title	Purpose of Study	Research (type)/ Analysis (type)/ Theoretical Approach	Sample/ Project or Program	Main results
Mello, Votre and Lovisolo (2011)	Drop-out and permanence in Project Citizen Sport.	To describe and interpret the evaluation of the project by drop-outs and persevering students.	Descriptive	Descriptive 83 students (drop-outs and participants)	Problems detected: non acquisition of sports skills and neglecting competitions. Good results with changing pedagogical priority.
			Qualitative		
			Non priority	Esporte Cidadão (ES)	
Souza et al. (2011)	Project for education through sport: a case study on the contribution of Brinca Mané in student education.	To analyze the project's contribution in the training of Physical Education students.	Descriptive	16 facilitators	Contribution in building educators' identity; reinterpretation of curricular experience; critical reflection on theory-practice relationships and sport-education.
			Qualitative		
			Non priority	Brinca Mané (SC)	
Vianna and Lovisolo (2011)	Social inclusion through sport: educators' perception.	To investigate teachers' perception about their students, and institutional intervention.	Descriptive	25 teachers	Teachers do not see sporting potential in students; they do not believe in education through sport; they do not see competence in themselves and do not seem to be committed to equipping students.
			Qualitative and quantitative		
			Non priority	Projetos não identificados – Maré e Cidade de Deus (RJ)	
Alves, Chaves and Gontijo (2012)	"One swallow does not make a summer": integration of physical educators into the social support network of children and adolescents in vulnerable situations. Discussions based on a continuing education course.	To describe and analyze the training content.	Descriptive	33 teachers	Needs presented: interfaces with other areas in Physical Education training; understanding the role of that professional in the network for protection of rights of children and adolescents.
			Qualitative		
			Non priority	Unidentified	
Araújo et al. (2012)	Education and pedagogical work activities in Program Second Half: reflections on daily teachers' work.	To reflect on pedagogical practice based on the program's guidelines.	Descriptive	66 teachers	Comprehension, but difficulty appropriating propositions. Regional training, sharing experiences and continuing education are key to improvement.
			Qualitative and quantitative		
			Non priority	Programa Segundo Tempo (SE/AL)	
Colombo et al. (2012)	Program Second Half: a public policy for human emancipation.	To critically describe proposals, experiences and planning.	Descriptive	Unspecified	Infrastructure and crime interfere with pedagogical actions. Management under the emancipatory perspective: tackling drop-out; centrality of knowledge; relationship with communities.
			Qualitative		
			Critical-overcoming (SOARES et al.)	Programa Segundo Tempo (SC)	

Table 1 continued..

Authors (year)	Title	Purpose of Study	Research (type)/ Analysis (type)/ Theoretical Approach	Sample/ Project or Program	Main results
Hirama and Montagner (2012)	Beyond taking them off the streets: sport teaching in a social and educational project	To understand changes in adolescents' daily lives and contribute to structure a guiding thread	Descriptive	32 actors (students, teachers, community leader)	Highlights: teacher-student relationship; belonging; continuous learning; educational improvement.
			Qualitative		
			Non priority	Unidentified	
Kravchychyn et al. (2012)	Evaluation of program Second Half in São Paulo: realities and potentials.	To identify problems, qualities and possibilities for intervention.	Descriptive	58 teachers	Project groups in schools show more attendance and pedagogical consistency. Contributions of advisors to project management: pedagogical coordination, training and evaluation.
			Qualitative and quantitative		
			Non priority	Programa Segundo Tempo (SP)	
Souza, Castro e Mezzadri (2012)	Aids and obstacles to implementing and participating in social projects involving sports activities: the cases of projects Vila na Escola and Esporte Ativo.	To survey the main factors involved in the implementation.	Descriptive	78 actors (students, parents, professionals)	Aids or obstacles (as applicable): professional qualifications; partnerships; spaces; equipments; activities; community involvement. Facilitators: sports practices; socialization; safety. Main obstacle: unsafe surroundings.
			Qualitative		
			Non priority	Vila na Escola and Esporte Ativo (PR)	
Starepravo et al. (2012)	Cooperating Teams of Program Second Half and their contributions to the development of an educational sports policy.	To analyze the functioning of the teams and their pedagogical and administrative monitoring.	Descriptive	75 team members	Teams function through training, building educational projects, evaluations and on-site advice, fundamental actions in recognizing the program as public policy.
			Qualitative and quantitative		
			Non priority	Programa Segundo Tempo (pesquisa nacional)	
Kalinowski et al. (2013)	Special group of Program Second Half at ESEF-UFPel.	To check the levels of physical activity and inclusion of people with disabilities.	Descriptive	Students and parents (N unspecified)	Improving physical fitness, motor performance, stress management, anxiety/frustration, self-esteem, self-image, autonomy, socialization, motivation and reduced prejudice.
			Qualitative		
			Non priority	Programa Segundo Tempo (RS)	
Souza et al. (2013)	Educators' analyses on implementing educational support cards in the Second Half Program.	To understand possibilities for application of the cards in the program's activities.	Descriptive	8 actors (teachers, monitors)	We considered the appropriate use by researchers (75.5%) and teachers (72.7%). Educators need further training to master this technology.
			Qualitative and quantitative		
			Non priority	Programa Segundo Tempo (SC/AL)	

Table 1 continued..

Authors (year)	Title	Purpose of Study	Research (type)/ Analysis (type)/ Theoretical Approach	Sample/ Project or Program	Main results
Souza, Souza and Castro (2013)	Barriers and facilitators to implement Program Second Time: a case study.	To identify facilitators and barriers to the program's implementation.	Descriptive	8 actors (coordinator, teachers)	Facilitators: materials; planning; food strengthening. Barriers or facilitators (as applicable); physical structure; materials; similar programs.
			Qualitative		
			Non priority	Programa Segundo Tempo (Município da Região Sul)	

Source: the authors.

In quantitative terms, during the first half of the period, there was one publication per year in 2004, 2005, 2006 and 2007 (n=4, 14%), and publications on the subject were interrupted in 2008. The other articles (n=24; 86%) were published in the second half of the period, from 2009 on, after demand for PPSEs in Brazil increased (MELO, 2008; STIGGER, THOMASSIM, 2013). That increase probably influenced the notorious predominance of case studies on the topic, previously indicated by Souza *et al.* (2010).

Only eight (29%) articles selected presented analyses based on a specific or predominant theoretical framework, while 20 (71%) of them presented analyses and discussions based on distinct theoretical bases, used specifically, according to each approach.

The selection features municipal (n=24; 86%), regional (n=3; 10%) and nationwide (n=1, 4%) studies.

We used instruments developed by researchers themselves in all articles: interview scripts (n=18; 64%); document analysis criteria (n=8; 29%); observation forms and field diaries (n=12; 43%); and questionnaires (n=6; 21%). Two works (8%) had complementary protocols validated in other studies and 13 (46%) used two or more instruments.

The following actors collaborated directly in research: teachers⁴ and monitors (n=13; 52%), students (n=15; 60%), managers/coordinators (n=4, 16%), parents/legal guardians (n = 4, 16%), volunteers and other professionals (n=3, 12%); community members (n=1; 4%); and external evaluators (n=1; 4%). Two or more subject categories collaborated on eight articles (32%).

All studies presented qualitative analysis, as follows: 18 (64%) in full; nine (32%) featured quantitative data as support (qualitative and quantitative); and one (4%) focused on quantitative data (quantitative and qualitative).

Table 2 shows the categorization of studies based on their respective approaches, trying to favor the subsequent analyzes.

⁴ In all studies selected, the term "teacher" was used to define Physical Education professionals working in EPSPs.

Table 2 - Categorization of studies

Categories	N	%
Management	12	43
Teaching contents and methods	9	32
Professional training and intervention	7	25
Total	28	100

Source: the authors.

The category “management” (MELO, 2005; DÓRIA; TUBINO, 2006; MACHADO *et al.*, 2007; VIANNA; LOVISOLO, 2009a; MATTOS *et al.*, 2010; SOUZA *et al.*, 2010; MELLO *et al.*, 2011; MELLO; VOTRE; LOVISOLO, 2011; COLOMBO *et al.*, 2012; KRAVCHYCHYN *et al.*, 2012; SOUZA; CASTRO; MEZZADRI, 2012; SOUZA; SOUZA; CASTRO, 2013) was the most often covered individually (n=12; 43%). However, adding “teaching contents and methods” (MOLINA; SILVA; SILVEIRA, 2004; VIANNA; LOVISOLO, 2009b; LAZZARI; THOMASSIM; STIGGER, 2010; TAVARES; COSTA; TUBINO, 2010; CASTRO; SOUZA, 2011; MACHADO *et al.*, 2011; HIRAMA; MONTAGNER, 2012; KALINOSKI *et al.*, 2013; SOUZA *et al.*, 2013) and “professional training and intervention” SOUZA *et al.*, 2011; ALVES; CHAVES; GONTIJO, 2012; ARAÚJO *et al.*, 2012; STAREPRAVO *et al.*, 2012; MELLO; FERREIRA NETO; VOTRE, 2009; MONTEIRO, 2010; VIANNA; LOVISOLO, 2011), pedagogical approaches prevail (n=16; 57%).

2.1 Management

Social projects and programs usually have complex structuring, implementation and evaluation processes (COHEN; FRANCO, 2008). Brazilian PPSEs focus on beneficiaries under risk/social vulnerability (CORREIA, 2008; MELO, 2008; LAZZARI; THOMASSIM; STIGGER, 2010; ALVES; CHAVES, GONTIJO, 2012). According to common sense, youth must be “taken off the streets” and taken to places of oriented sports practice, free from urban ills (ZALUAR, 1994). That is a salvationist view (MELO, 2005; MELO, 2008; LAZZARI; THOMASSIM; STIGGER, 2010) that usually generates generosity in setting management goals and hence difficulties (CORREIA, 2008).

Implementation focused on three selected articles (SOUZA *et al.*, 2010; SOUZA; CASTRO; MEZZADRI, 2012; SOUZA; SOUZA; CASTRO, 2013), which present data consistent with other realities studied: difficulties, such as turnover of human resources (KRAVCHYCHYN *et al.*, 2012) and uncertainty surrounding facilities (VIANNA; LOVISOLO, 2009a; COLOMBO *et al.*, 2012) as well as positive findings, such as the importance of community participation in decision making (DÓRIA; TUBINO, 2006; MELLO; FERREIRA NETO; VOTRE, 2009; MATTOS *et al.*, 2010; VIANNA; LOVISOLO, 2011; MELLO; VOTRE; LOVISOLO, 2011; ALVES; CHAVES; GONTIJO, 2012; COLOMBO *et al.*, 2012; HIRAMA; MONTAGNER, 2012; KRAVCHYCHYN *et al.*, 2012) and partnerships with higher education institutions (HEI) (MOLINA; SILVA; SILVEIRA, 2004; MACHADO *et al.*, 2007; MELLO; FERREIRA NETO; VOTRE, 2009; LAZZARI; THOMASSIM; STIGGER, 2010; SOUZA *et al.*, 2011; COLOMBO *et al.*, 2012; ARAÚJO *et al.*, 2012; KRAVCHYCHYN *et al.*, 2012; STAREPRAVO *et al.*, 2012; KALINOSKI *et al.*, 2013).

In general, project-school partnerships have been effective (MACHADO *et al.*, 2007; MELLO; FERREIRA NETO; VOTRE, 2009; SOUZA *et al.*, 2010; TAVARES; COSTA; TUBINO, 2010; MELLO *et al.*, 2011; MELLO; VOTRE; LOVISOLO, 2011; SOUZA; CASTRO; MEZZADRI,

2012; COLOMBO *et al.*, 2012). However, there are occasional reports of restrictions in care for unregistered students in host schools (SOUZA; SOUZA; CASTRO, 2013), disputes for sporting spaces with school activities (KRAVCHYCHYN *et al.*, 2012) and replacement of the Physical Education curricular component with project activities – an institutional and pedagogic mistake that weakens both structures (MELO, 2005).

Few studies reported partnerships with the private sector (MELO, 2005; SOUZA *et al.*, 2010; HIRAMA; MONTAGNER, 2012; SOUZA; CASTRO; MEZZADRI, 2012), contradicting the latter's supposed interest in tax incentives and social responsibility image (MELO, 2008).

As to evaluation activities, there are positive socialization experiences based on observations of activities and/or statements of their actors (MOLINA; SILVA; SILVEIRA, 2004; DÓRIA; TUBINO, 2006; MACHADO *et al.*, 2007; MELLO; FERREIRA NETO; VOTRE, 2009; LAZZARI; THOMASSIM; STIGGER, 2010; MACHADO *et al.*, 2011; VIANNA; LOVISOLO, 2011; KALINOSKI *et al.*, 2013). However, low adherence to activities observed in one study (VIANNA; LOVISOLO, 2009a) seemed to generate insufficient time for socializing.

In part of the projects studied, factors such as dropping out and/or low attendance are related to pedagogical disorganization (MELO, 2005; VIANNA; LOVISOLO, 2009a; MELLO *et al.*, 2011; MELLO; VOTRE; LOVISOLO, 2011; COLOMBO *et al.*, 2012; KRAVCHYCHYN *et al.*, 2012). In contrast, participatory educational planning (VIANNA; LOVISOLO, 2009a; MATTOS *et al.*, 2010; TAVARES; COSTA; TUBINO, 2010; COLOMBO *et al.*, 2012; MELLO; VOTRE; LOVISOLO, 2011; KRAVCHYCHYN *et al.*, 2012; KALINOSKI *et al.*, 2013) and preparation for application of knowledge in society (DÓRIA; TUBINO, 2006; MACHADO *et al.*, 2011) were effective actions for adherence and permanence.

In PPSEs, process evaluations prevail over impact-oriented ones. The models differ significantly, according to Cohen and Franco (2008, p. 118):

Process-oriented evaluation is more concerned with improving the operational efficiency than with determining the project's impacts. For this, it conduct diagnoses on the project's status, trying to detect factors that limit its ability to reach its goals; it provides solutions that tend to overcome those constraints and make them valid in a subset of the process. Impact determination, however, requires applying experimental or quasi-experimental models considering time (before and after), also requiring control over effects that are not attributable to the project's design.

Under such criteria, although impact evaluations appear in three research purposes (MOLINA; SILVA; SILVEIRA, 2004; MATTOS *et al.*, 2010; VIANNA; LOVISOLO, 2011), they did not show effectiveness. Two studies, in turn, conducted impact evaluation, checking for the interference of activities on students' school performance, stress levels and quality of life (MACHADO *et al.*, 2007) and disseminating results of evaluations of growth and behavior for students with intellectual deficit (Kalinowski *et al.*, 2013).

Therefore, a close relationship is shown between administrative and pedagogical issues in the context of PPSEs. Pedagogical aspects are treated specifically in subsequent categories.

2.2 Teaching contents and methods

The approach to teaching practice in PPSEs will be based on the “socio-educational” and “technical-tactical” references suggested by Galatti *et al.* (2008), considering factors such

as vulnerability/social risk, inclusion, citizenship and health promotion (social-educational) and teaching-learning of educational sports (socio-educational and technical-tactical). The socio-educational reference (MOLINA; SILVA; SILVEIRA, 2004; VIANNA; LOVISOLO, 2009b; LAZZARI; THOMASSIM; STIGGER, 2010; TAVARES; COSTA; TUBINO, 2010; CASTRO; SOUZA, 2011; MACHADO *et al.*, 2011; HIRAMA; MONTAGNER, 2012; KALINOSKI *et al.*, 2013) has absolute predominance over the technical and tactical reference (SOUZA *et al.*, 2013) in the publications.

In the social-educational reference, we observe concerns about teaching, development and health promotion (MOLINA; SILVA; SILVEIRA, 2004; MACHADO *et al.*, 2007; VIANNA; LOVISOLO, 2009a; 2011; SOUZA *et al.*, 2010; TAVARES; COSTA; TUBINO, 2010; ALVES; CHAVES; GONTIJO, 2012; SOUZA; CASTRO; MEZZADRI, 2012; STAREPRAVO *et al.*, 2012; KALINOSKI *et al.*, 2013), autonomy (DÓRIA; TUBINO, 2006; MACHADO *et al.*, 2007; MELLO; FERREIRA NETO; VOTRE, 2009; TAVARES; COSTA; TUBINO, 2010; MACHADO *et al.*, 2011; SOUZA *et al.*, 2012), cooperation (DÓRIA; TUBINO, 2006; MACHADO *et al.*, 2007; MELLO; FERREIRA NETO; VOTRE, 2009; TAVARES; COSTA; TUBINO, 2010; MACHADO *et al.*, 2011; SOUZA *et al.*, 2012), socialization (MOLINA; SILVA; SILVEIRA, 2004; MACHADO *et al.*, 2007; MELLO; FERREIRA NETO; VOTRE, 2009; TAVARES; COSTA; TUBINO, 2010; LAZZARI; THOMASSIM; STIGGER, 2010; SOUZA; CASTRO; MEZZADRI, 2012) and citizenship (DÓRIA; TUBINO, 2006; MELLO; FERREIRA NETO; VOTRE, 2009; VIANNA; LOVISOLO, 2009a; LAZZARI; THOMASSIM; STIGGER, 2010; SOUZA *et al.*, 2010; TAVARES; COSTA; TUBINO, 2010; MACHADO *et al.*, 2011; ALVES; CHAVES; GONTIJO, 2012; ARAÚJO *et al.*, 2012; KRAVCHYCHYN *et al.*, 2012; SOUZA; CASTRO; MEZZADRI, 2012; STAREPRAVO *et al.*, 2012), as well as inhibition of drug use (MOLINA; SILVA; SILVEIRA, 2004; MONTEIRO, 2010; TAVARES; COSTA; TUBINO, 2010; CASTRO; SOUZA, 2011; COLOMBO *et al.*, 2012; SOUZA; CASTRO; MEZZADRI, 2012), highlighting the supply of content aimed at the individual and collective wellbeing and ethical issues, which are recurring in those studies.

At technical and tactical level, in turn, the focus is on the need to restore students' preparation for practice (VIANNA; LOVISOLO, 2009a; 2011; CASTRO; SOUZA, 2011; MACHADO *et al.*, 2011; MELLO *et al.*, 2011; MELLO; VOTRE; LOVISOLO, 2011; ARAÚJO *et al.*, 2012; HIRAMA; MONTAGNER, 2012; KRAVCHYCHYN *et al.*, 2012; SOUZA; CASTRO; MEZZADRI, 2012; KALINOSKI *et al.*, 2013) and participation in competitions and festivals, trying to demystify the supposed harmful effects of those actions for students' training (MOLINA; SILVA; SILVEIRA, 2004; MELLO; FERREIRA NETO; VOTRE, 2009; VIANNA; LOVISOLO, 2009b; 2011; SOUZA *et al.*, 2010; TAVARES; COSTA; TUBINO, 2010; MACHADO *et al.*, 2011; MELLO *et al.*, 2011; MELLO; VOTRE; LOVISOLO, 2011; HIRAMA; MONTAGNER, 2012), especially considering their concerns and reasons for adherence and permanence (MOLINA; SILVA; SILVEIRA, 2004; MELLO; FERREIRA NETO; VOTRE, 2009; SOUZA *et al.*, 2010; MELLO *et al.*, 2011; MELLO; VOTRE; LOVISOLO, 2011; VIANNA; LOVISOLO, 2011; SOUZA; CASTRO; MEZZADRI, 2012). The only study about "how to teach" (SOUZA *et al.*, 2013) evaluated a methodology based on using games as incidental ways for sports learning.

The reports exposed good practices, difficulties and resistance in professional activities in PPSEs, but also difficulties in presenting concrete proposals for intervention – factors that promote discussion on specific training.

2.3 Professional intervention and training

PPSEs' demand and specifics require greater attention from initial training courses in Physical Education (ALVES; CHAVES; GONTIJO, 2012; ARAÚJO *et al.*, 2012). Therefore, teacher training and continuing education are actions that gain relevance in this context (SOUZA *et al.*, 2011; ARAÚJO *et al.*, 2012; STAREPRAVO *et al.*, 2012).

Probably due to the common use of precepts of educational sports such as inclusion, participation, cooperation, co-education and responsibility (TUBINO, 2010), there is a strong relationship between PPSEs' educational proposals and the theoretical bases of Physical Education (VIANNA; LOVISOLO, 2009a; 2009b; 2011; MELLO; VOTRE; FERREIRA NETO, 2009; TAVARES; COSTA; TUBINO, 2010; MACHADO *et al.*, 2011; ARAÚJO *et al.*, 2012).

While the development of educational projects presupposes a theoretical framework, PPSEs' peculiarities suggest care in building their pedagogical praxis.

The gap resulting sometimes from overvaluation of theoretical knowledge and sometimes from pragmatism of the practice prevailing in the training process must be bridged by the process of approximation, of change in one's outlook, trying to minimize the gap between the knowledge produced by the academy and that developed in the project (SOUZA *et al.*, 2011, p. 8).

An example of that approximation is the process of training and continuing education of the federal government's Program Second Half (*Programa Segundo Tempo*), described in some of the works published (ARAÚJO *et al.*, 2012; STAREPRAVO *et al.*, 2012; KRAVCHYCHYN *et al.*, 2012; KALINOSKI *et al.*, 2013).

Common in PPSEs, whole education of the beneficiaries aims at to approach their realities, needs and desires – highlighted in this category⁵ – and suggests the improvement of the teacher-student relationship (LAZZARI; THOMASSIM; STIGGER, 2010) and the need for professional training to work as a social agent in that environment (MONTEIRO, 2010; ALVES; CHAVES; GONTIJO, 2012).

Some situations of approximation and distance are reported in the teacher-student relationship, which deserve attention in training activities. Distance result from excessively hierarchical relations (MELLO; FERREIRA NETO; VOTRE, 2009) and teachers' disregard for students' difficulties (VIANNA; LOVISOLO, 2011), and approximation through joint production of a newspaper, decisive in understanding the local social reality and the relationship between the parties (MONTEIRO, 2010).

3 CONCLUSION

The category "management" included mainly implementation, development, evaluation and continuity, exposing mainly: a) concern about overvaluation of sports practice as a promoter of positive skills, values and attitudes; b) recommendation for communities' effective involvement in decision making; c) valuing partnerships; d) concern about drop-out rates, indicating pedagogical organization as the main solution; e) predominance of process evaluations over impact ones.

In the category "teaching contents and methods", the socio-educational reference prevails over the technical and tactical one, indicating mainly that: a) the socio-educational

⁵ The "voice" of PPSE students were at the bases of authors' analyzes in 50% of the selected articles, showing the importance given to those actors by researchers.

reference calls for the optimization of students' life chances through learning and sports experiences; b) the technical and tactical reference presents a movement towards restoring its appreciation, supported by students' expectations; c) the interest in the technical and tactical reference contrasts with the scarcity of studies on methodology of sport education in PPSEs.

Data in "professional training and intervention", in turn, shows mainly: a) focus on the professional training process and continuing education, considering the approach of the teaching practice in PPSEs in initial training courses in Physical Education insufficient; b) the need for teachers' action as social agents, bringing them closer to the communities served.

The focal diversity and geographic breadth presented by researchers who went to the field denote the pragmatic validity (DE-LA-TORRE-UGARTE-GUANILO; TAKAHASHI; BERTOLOZZI, 2011) of this study, considering the initial discussion, which includes possibilities for professional intervention in PPSEs.

In contrast, with a view to research trends, the works approached here reinforce indications of absolute hegemony of case studies on PPSEs (SOUZA *et al.*, 2010) and the lack of guiding theoretical approaches in studies about public policies for sport and leisure in Brazil (STAREPRAVO; SOUZA; MARCHI JÚNIOR, 2013), which includes PPSEs. The primary link to sociological, philosophical, educational and political-ideological theoretical bases is presented in only one third of the studies selected – absence that suggest special attention to the composition of future research projects on the subject.

In general, there is a markedly empirical research scenario where the problem stems from a situation dictated by the reality observed, rather than being a theoretical problem (PRAIA; CACHAPUZ; GIL-PÉREZ, 2002). Most studies show educational and pedagogical trends, highlighting the use of theoretical and methodological frameworks of school Physical Education, which initially guided the teaching-learning process in educational sports at PPSEs. Especially from 2009 on, with higher scientific and academic interest in the subject, there is an increase in pedagogical proposals specifically directed to this relatively recent sporting event – observable in the articles comprising the categories "teaching contents and methods" and "professional training and intervention".

Considering the arguments presented and the potential benefit for future research, this study exposes the following main research gaps: a) PPSE impact evaluation along beneficiaries and communities involved; b) how to teach and develop educational sport in PPSEs; c) treatment of professional training in (initial and continuing) Physical Education to work in this context.

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