105 - PRODUC – INITIATION SPORTS: A WAY TO ADDRESS VIOLENCE?

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INTRODUCTION

The sport leisure seen as a way to minimize violence has been a source of study in different fields of knowledge (ALTMANN; SOUSA, 2012; ABRAMOVAY, 2002). The violence has several connotations (SOUZA, 2012). The first is prepared by current theoretical explanations in favor of "biologycal and phisycologicista", to justify violence. Thus we find in the literature of biological perspective, the idea of 'instinctive aggression', so the natural man. In a similar vein, regarding the idea of violence being the result of man removed from its context, it has been adept psychology where social changes require changes in the psyche. The problem in these two perspectives is twofold. The first denial of social factors in shaping human, second reduction sociopolitical problems to organic and psychological.

A second group of theories explicative of violence are those who treat disruptives[1] effects accelerated urbanization and displacement of the poor to the suburbs or communities as a determinant of violence. The justify terminating a speech about the class struggle, and a functionalist view of social stability that by not being hit begets violence. There is clearly a setback with the complex web of social, political and economic issues that involve violence and culpability the subject already excluded and discriminated against residents of the region not inside cities.

In contrast, there is the current sociological thought that argues in favor of justification of violence as a survival strategy of the poor and victims of capitalism. Again reborn class struggle and, previously considered "marginal", the wronged are now in full "angry dispossessed." This distorts vision once more violence with fragmented analysis that retires again, sociocultural aspects, considers only the economic and treats as replenished of justice.

The last group of explanatory theories about violence accuses the state of an absence of police authority and repressive legal and therefore arises the delinquency and / or pathological behavior. The vision of a neutral state and its institutions as instances outside of society, with isolated power supplies is that the disposition of their followers do not realize that "the role of violence with economic and policy instrument of domination of the ruling classes" (SOUZA, 2012, p .49).

It is observed that the violence in these theoretical currents undergoes a clear exclusion of historicity and its condition being it dialectic. If on one hand she is a human expression, will also present contours in accordance with the society that creates, sustains or education. Here comes the place of physical education, not as an inhibitor, but an educator, a room with your módusoperandis humanization of rescuing lost (FACCI, 2004).

To broaden this discussion is that diurnal becomes public this experience report on the role of physical education towards violence. To further elucidate this relationship, we adopted the idea of "structural violence" under Waiselfisz, ie, the "various forms of physical or psychological harm that having a condition to be avoided, are not by negligence or by the denial of basic rights to health and welfare sectors considered vulnerable or priority of protection by the laws of the country ".

Inquiring in this direction that recalls the art. 227 of the Federal Constitution of Brazil, where it states to be "the duty of the family, society and the states to ensure children, adolescents and young people, with absolute priority, the right to life, health, food, education *, leisure, professional training, culture, dignity, respect, freedom "among other things the" * the family and community*, and put Them safe from all forms of negligence, discrimination, exploitation, violence, cruelty and oppression."

So, considering that since the 90s, the rate of violence in the city of Duque de Caxias, in the State of Rio de Janeiro, has always been with high rates and reached the intolerable 110.15% lethal crimes. Already in the XXI century homicide rates were 65.80% for 2010. For every negative, Duque de Caxias is considered by UNESCO as "one of the site more violence in the world (SOUZA, 2012, p.53) - Which does mister Propose alternatives to Overcome these structural condition of violence.

In this context, the Municipal Sports and Leisure launched Project Initiation Sport in partnership with the University of Rio Grande - UNIGRANRIO called Initiation Program Sport Duque de Caxias - PRODUC - Initiation Sporty. But his initiative only attended part of a huge contingent of children and teenagers who are still in abandonment. Policies also need to be addressed (created and committed.)

Given the above, one sees the program as only a "hummingbird" fable "The hummingbird and the forest." Thus PRODUC - Initiation Sports humanization comes to rescue lost through sports initiation with action oriented and mediated by different health professionals. Namely: Medical GP, physiotherapist, social worker, psychologist, nutritionist and Physical Education Teachers.

The concern of the government of the city, opposite the program was to provide care for 3,500 children and adolescents in the four districts of the city, giving this clientele beyond sports training, monitoring and biometric social teaching.

The program attracted children and teenagers for sport oriented. Since then, the city has been highlighted by the force of the athletes revealed. Considering that 22.9% of the population is able to be covered in the program that is 7 to 15 years.

In PRODUC - Initiation Sporty, children practice Athletics, Basketball, Futsal, Football, Handball, Judo and Boxing. Classes are held on weekdays during morning and afternoon, the Olympic villages and town squares.

The monitoring of anthropometric measurements reveals the other side of violence: malnutrition with low weight and strength for activities. Moreover, children and adolescents present motivation and perseverance.

Wonders then if anything is lost or there ways? What is the role of physical education in the process of coping with violence? It is then allowed to affirm that violence can't be eliminated but can be minimized by the actions of professional Physical Education in partnership with other health professionals.

MATERIALS AND METHODS

The qualitative research (CRESWEL, 2010) has a strategy case study with exploratory and descriptive purposes. The proposal is to elucidate the phenomenon of relationship violence and physical education, in sports initiation. Thus the phenomenon is investigated as it occurs without any significant interference from the researcher. The purpose is "to understand the event under study while developing more general theories about the features of the observed phenomenon" (Fidel, 1992),

without the intention to assess the violence of the population, but rather, developing theoretical propositions about a possible model project to address violence.

The first step was to describe the understandings of violence within the theoretical framework chosen, as presented in the introduction, to try to understand what the theoretical line PRODUC - Initiation Sports adopts or anchored.

The second is the critical analysis of the writing project "PRODUC Sport-Initiation" by the confrontation between the theories of violence and theories that underpin the project. The analysis of the project follows the content of Bardin (2011). The French technique has no ready model, but that is constructed through a back-and-forth continued and have to be reinvented each time. Thus, the analysis is guided in the grounds of the concept of violence and levels operationalization of a project linked to a government that should be guided by law.

The start will be given describing the textual elements that constitute a project of an educational nature, as is the PRODUC - Initiation Sports. We should clarify that an educational project is a "planning document of educational action, full amplitude, duration and long-term strategic and general nature (Santos Filho, 2012, p. 1234).

The structural parts that make up the body of the text, from the study of educational Barbier (2011) and various development agencies and / or support the execution of an educational project, the indicators given by Carlos ChagasFilho Foundation for Research Support State of Rio de Janeiro - FAPERJ.

Before these items is that questions whether they would support the sieve of the ten evaluation criteria of the Ministry of Sport in Brazil. For this analysis are made via SWOT.

SWOT is an acronym that indicates the first letter of the words Strengths, Weaknesses, Opportunities and Threats. With this matrix it is possible to verify the strengths and weaknesses of a project as well as the threats opportunities the same.

The ten criteria of the Ministry of Sports are distributed as follows: 1. Expected Results / Impact Social 2. Relevance regarding the protection of the rights of children and adolescents (Article 4 of the Statute of Children and Adolescents and art. 227 of the Federal Constitution), 3.Adequacy of the proposed methodology for project development; 4.Clarity, objectivity and adequacy of physical schedule / activities; 5. Qualifications, competence and adequacy of the number of team members performing and time dedicated to the project; 6. Adequacy of physical infrastructure of the executing agencies and co-executors; 7. Partnerships: Business participation, Committees, Guardianship Councils, Municipal Councils, State Councils or entities related to the sport; 8. Counterpart: relevance of value offered as consideration, especially financial resources in relation to the value requested by CANF 9. Existence of social control mechanisms and 10. Adequacy of budget and disbursement schedule to set physical goals: requested features, prices consistent with the market and time to disbursement.

Thus, the third and last part is the revision of PRODUC - Initiation Sporty, using the SWOT analysis matrix, for the quality of projects declared intention of confronting violence in Duque de Caxias.

RESULTS

Starting the first step to confront the concept of violence within the project PRODUC - Initiation Sports, did not observe any term or theoretical basis that could indicate a concern with this phenomenon as evident in the city.

Regarding the analysis of the project, the items were found: Corporate Presentation, Management and Operation; Rationale, Purpose, Product, Description, including the quote on Assessment Sheets; Customer Expectations, and Success Factor; Technical Team.

By playing these constituent elements in a comparative grid reached the following result:

Table 1: Comparison Grid Elements Contained in theory and in PRODUC - Initiation Sports.

N.	LITERATURE AND ORGANS OF PROMOTION	PRODUC - INITIATION SPORTS
1.	Identificationof Project	Corporate Presentation
2.	Project Title	Management andOperation
3.	Coordination	Justification
4.	Participants And Contacts (Email And Phone)	Project Objective
5.	Introduction	Product Project.
6.	Justifications	Project Description / methodology
7.	Overall Objectives (S)	EvaluationSheets
8.	SpecificObjectives	CustomerExpectations
9.	Target Population	SuccessFactor
10.	Methodology	Technical Team
11.	Development: Steps, Timelines, Responsible, Location And Dates	
12.	ResourceMaterials	
13.	HumanResources	
14.	Evaluation	
15.	Schedule	
16.	Costs	
17.	Reports	

The commonalities are only nine items approaching and eight that are distant. The first claim of the items 1,2,3,6,7,8,9,10,14 and 17. Those who are absent and therefore distance themselves from a project in the minimal model of information items are 4,5,8,11,12,13,15 and 16.

Finally follows a concise description of a proposed revision of PRODUC - Initiation Sporty, using the SWOT analysis matrix, for the quality of projects declared intention of confronting violence in Duque de Caxias.

The proposed Project presents customer expectation (children and adolescents), according to the Project is that "learning a sport, is achieved by giving them the occupation in counter-round school, with the joy of being practicing a sport increasingly improving. "Observe the interest of keeping the target audience in space activity "outside" Somewhere risk. To this we can deduce strong point of the project.

In contrast, throughout the textual body language is technical, focused only on distribution activities, responsibilities, clientele to be achieved, the professionals involved and brief description of the goal. Denotes there is an absence of political-pedagogical position, explicitly. Despite the intention to propose substantive activities - sports initiation blames a lack of political and researchers engaged in the historicity of the process. Here denotes is the weak point of the project, as well as the lack of study on violence in the city.

Regarding responsibilities, there is a hierarchy of power where its responsible for the planning, development, implementation, fundraising and project management is the Department of Sport and Recreation. In partnership, the University of Rio Grande lies committed to providing qualified professionals to develop the PRODUC - Initiation Sports. But being an institutional project, the responsibility of planning, preparation and assessment should be shared. So it's an opportunity to be exploited, and mutual benefit.

Nowhere in the text appear professional selection criteria, whether by race, contest or another. To this we may learn that the choice is made by sympathies and no technical skills, policies and / or professionals. This lack of discretion can be a threat to the project.

The project is developed in 4 poles, with different schedules to cater to 3,500 students, which can be considered strength of the project.

The methodology PRODUC - Initiation Sports, according to its text aims sports training, based on the cognitive, technical, and physical, and accompanied by a tactical and ethical learning modalities performed, but did not specify the theoretical basis that underlies the proposal. It can be a learning opportunity for all if there is an opening to receive training to improve conceptual and methodological work.

Regarding the technical work, the text notes that will be guided by basic actions, aiming not the technique itself, without improvement, and yes, aiming at learning the movements. Here, also does not mention the techniques to be implemented, but denotes the strength of the Project.

For the evaluation, the project shows that the professionals use four charts for monitoring the cores. Involving the child in terms of physical, social and educational, without too theoretical and methodological - weakness and threat.

The data, continuing the textual description, are filled in 4 chips. In the 1st sheet is held the inscription entrance to the core, generating socio-cultural data, while in the 2nd sheet is performed anamnesis with relevant data to anthropometric measures (Assessment - BMI), weight, measurements and height; sequentially in the 3rd sheet is performed Responsible Monitoring Instrument as verification of the frequency of the core sports participant and, on 4th Sheet - Evaluation of Performance in Design (frequency, punctuality, attendance, Learning, and Skill Motor Behavior). This is an opportunity to review the project as a whole.

Each core teacher is responsible for making the report used the evaluation sheets as comparative instrument every three months. It is up to the coordinator to present them to the supervisors of the project for analysis of evaluations. In no part of the project is to analyze the chips, not the guidelines for preparation of this report. It is suspected that each teacher "invent" a report template - a weakness and threat.

No project is said that professionals are trained by SMEL within the established methodology. But what methodology?An opportunity for continuing education.

The description of the activity duration is 2 times per week with 1 hour of instruction in all four poles, and for each mode will be offered 6 groups with 3 in the morning and 3 in the afternoon. And the project has a duration of 10 months. It's clear the momentum of development activities. However it is the lack of clarity of the theoretical, epistemological and methodological framework for a project of this magnitude. As incipient form of conducting the assessment of this development.

The success factor that is highlighted is "offering customers interested and attended an initiation of a good technical level, learning thereby achieving detect future athletes."

Regarding restrictions Project is restricted specifically to children and adolescents 7-15 years and living in the city of Duque de Caxias - a strength and opportunity.

The technical team is well structured with 20 Graduates in Physical Education degree in Physical Education Coordinator with expertise in management, Project Manager with Higher Education in Physical Education with proficiency in managing the area, 20 interns - students of Physical Education in Higher Education from the 4th Period; Medical GP, physiotherapist, social worker, psychologist, nutritionist. The staff is all recorded on their boards and can be a force if well selected.

To better summarize the relationship between the points of intersection opposite the SWOT analysis of the project data with the evaluation criteria of the Ministry of Sports has Table 2.

Table 2: Comparison between Grid items contained in the evaluation criteria of the Ministry of Sport and PRODUC - Initiation Sports.

N.	**EVALUATION CRITERIA OF THE MINISTRY OF SPORT IN BRASIL.Ministério Sports and PRODUC - Initiation Sports.**	**INITIATION PRODUC SPORTS**
1.	Expected Results / Impact Social: Social benefits and sports to be achieved by the juvenile population served, social impact achieved with the implementation of the project. Expected results and measurable proposed that the project implementation provides the lives of its participants, family and community.	Strong Point / Opportunity
2.	Relevance regarding the protection of the rights of children and adolescents: Project in order to meet what advocates art.4 of the Statute of the Child and Adolescent and art.227 of the Constitution.	Strong Point / Opportunity
3.	Adequacy of the proposed methodology for the development of the project: compatibility between the objectives, goals and concepts form of application and development of project activities.	Weakness / Threat
4.	Clarity, objectivity and adequacy of physical schedule / activities: compatibility between activities, schedules, workload, staffing, attendance and presentation.	Strong Point / Opportunity
5.	Clarity, objectivity and adequacy of physical schedule / activities: compatibility between activities, schedules, workload, staffing, attendance and presentation....	Strong / Opportunity
6.	Adequacy of physical infrastructure of the executing agencies and co -executors: compatibility and level of physical infrastructure available with respect to proposed activities.	forte
7.	Partnerships: Business participation, Committees, Guardianship Councils, Municipal Councils, State Councils or entities linked to the sport: the level and number of people involved in the project development.	Strong Point / Opportunities
8.	Counterpart: rel evance of value offered as consideration, especially financial resources in relation to the value requested by CANF: Compromising the tenderer in the form of own resources made available to implement the project.	Weakness / Threat
9.	Existence of social control mechanisms: the existence and importance of social control in project execution.	Weakness / Threat
10.	Adequacy of budget and disbursement schedule to set physical goals: requested features, prices consistent with the market and time to disbursement.	Weakness / Threat

The evaluation of a project involves issues beyond the academy; undergoes technical elements, political and historical factors that need to be disclosed. In general, the PRODUC - Undergraduate Research presents six strengths / opportunities. But the four weighs very weak / not reviewed threats that can´t achieve the goal and not have a long life within the educational principles and necessary to deal with violence in the city.

CONCLUSION

The PRODUC - Initiation Sports presents strengths as a school sport activity in its inception phase, the attendance of a large population of children and adolescents in the city, important in the state of Rio de Janeiro, with a high rate of violence against this group social.

But it is pointing, the theoretical basis of violence finds no anchorage in PRODUC - Initiation Sports. Do not see verbatim, but denotes the struggle to overcome violence structured when it proposes to carry out a project boldly entering risk areas, to meet children and adolescents from different parts of the city. To this we can be called naive academic-professional. In other words, there is an intention to meet demand (children and adolescents) and comply with legal principles in different documents marked normalizing and regulating the state as the Constituent Assembly and in accordance with the LDB, ECA, Government domestic policy, and perhaps others that do not have access.

Anyway, there is a notorious lack of a theoretical framework to guide actions at different stages of PRODUC - Initiation Sports. It was observed that its front educational action planning affect the full range of amplitude of motion. Have a concern about the length of long-term thins with a project, but thus lacks a continuing education for professionals involved, particularly for the review and theoretical need not to empty the direction and goals project in line with the social needs of Duque de Caxias to confront violence.

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1 Refer to behaviors in which conflicts are caused without any interest of any party involved in solving the problem. Include problems in relationships and hierarchies of pseudo - hierarchies.

; [2] Emphasis added.

PRODUC - INITIATION SPORTS: A WAY TO ADDRESS VIOLENCE?

ABSTRACT

This study refers to the project called PRODUC - Initiation Sport, held in the city of Duque de Caxias, in the state of Rio de Janeiro, in order to encourage sports in children and adolescents in the municipality. The aim of the study was a description of the Project related theories and violence that sustain it. The methodology was qualitative using a case study. The results were the presence of significant strengths and weaknesses. These denote that when correlated design theories design appears inadequate without foundation necessary to achieve the objective of improving the quality of lives of the target audience, and questioned the project is faced with the constituent elements of a project to seek funding from the ministries of Sport, 6 hits and 4 strong weak. Therefore, we conclude the absence of theoretical foundation, something essential in contributing to social problems of violence in the city, through education, culture and sports leisure.

KEYWORDS: Physical Education. PRODUC - Initiation Sports.Violence.

PRODUC - INITIATION SPORT: UN MOYEN DE FAIRE FACE À LA VIOLENCE?

RÉSUMÉ

Cette étude se réfère au projet appelé PRODUC - Initiation Sport, qui s'est tenue dans la ville de Duque de Caxias, dans l'État de Rio de Janeiro, afin d'encourager les sports chez les enfants et adolescents de la municipalité. L'objectif de l'étude était une description des théories relatives au projet et à la violence que de le soutenir. La méthodologie est qualitative à l'aide d'une étude de cas. Les résultats ont été la présence des forces et des faiblesses importantes. Ceux-ci indiquent que lors de la conception corrélée conception théories semble insuffisante sans fondement nécessaire pour atteindre l'objectif d'améliorer la qualité de vie de la cible, et interrogé le projet est confronté aux éléments constitutifs d'un projet visant à rechercher des

financements auprès de la ministères des Sports, 6 et 4 visites faibles forte. Par conséquent, nous concluons l'absence de fondement théorique, quelque chose d'essentiel en contribuant à des problèmes sociaux de la violence dans la ville, à travers l'éducation, la culture et les loisirs sportifs.

MOTS-CLÉS: éducation physique. PRODUC - Sports d'initiation. Violence.

PRODUC – INICIACIÓN DEPORTIVA: UN MODO DE ABORDAR LA VIOLENCIA?

RESUMEN

Este estudio se refiere a un proyecto denominado PRODUC - Iniciación Deportiva, que se celebró en la ciudad de Duque de Caxias, con el fin de fomentar el deporte en la ciudad. El objetivo de este estudio fue obtener una descripción de las teorías relacionadas con los proyectos y la violencia que lo sustente. La metodología fue cualitativa mediante un estudio de caso. Los resultados fueron la presencia de deficiencias significativas cuando se le preguntó y el contexto que apoya el proyecto se identificó sólo 10 artículos que constituyen las teorías acerca del proyecto. Por lo tanto, llegamos a la conclusión de la ausencia de fundamentación teórica, algo esencial para contribuir a los problemas sociales de la violencia en la ciudad, mediante la educación, la cultura y el ocio deportivo.

PALABRAS-CLAVE: Educación Física. PRODUC – Iniciación Deportiva. Violencia.

PRODUC – INICIAÇÃO DESPORTIVA: UM CAMINHO PARA ENFRENTAR A VIOLÊNCIA?

RESUMO

Este estudo refere-se ao Projeto denominado PRODUC – Iniciação Desportiva, realizado no município de Duque de Caxias, no estado do Rio de Janeiro, a fim de incentivar a prática esportiva em crianças e adolescentes, no município. O objetivo do estudo foi realizar uma descrição do Projeto relacionado as teorias sobre violências e as que o sustentam. A metodologia utilizada foi qualitativa através de estudo de caso. Os resultados encontrados foram a presença significativa de pontos fracos e fortes. Estes denotam que quando se correlacionam o projeto as teorias o projeto se apresenta inadequado sem fundamentação necessária para atingir o objetivo de melhoria da qualidade de vidas do público alvo; e questionado o projeto é confrontado com os elementos constitutivos de um projeto para pedir financiamento junto ao Ministérios do Esporte, atinge 6 fortes e 4 fracos. Logo, conclui-se a ausência de fundamentação teórica, algo indispensável na contribuição dos problemas sociais de violência no município, através de educação, cultura e esporte lazer.

PALAVRAS-CHAVES: Educação Física. PRODUC – Iniciação Desportiva. Violência.