110 - THE INFLUENCE OF SCHOOL SPORTS EQUIPMENT IN THE QUALITY OF SPORTS DEVELOPMENT IN RIO DE JANEIRO

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INTRODUCTION

Object of attention, due to its fundamental character in the development of nations, the school space can translate its social spread from an important variable in the Human Development Index (HDI), to the microcosm of everyday household, which, in most homes, has its schedule revolving around children's school time.

Therefore, the school assumes the function of a fundamental character in shaping the urban fabric, based on public comfort and security, where formal education is used to disseminate principles and values about an ideology (understood critically as an instrument of domination which works through convincing), which ensures the adequate political comfort for a specific project of power.

Taking into consideration several reflections that bring together the relation between the city and the school, we are challenged, especially in Rio de Janeiro, by the sport's theme, highlighting its Olympic dimension and all its subsequent developments. It is important to observe how much, during the twentieth century, an amateur movement, insignificant to political influence, transformed itself in one of the principal aspirations between the most influencing nations of the planet, taking their leaders to the cyclic exercise of passionate and costly disputes.

A type of urban intervention based on a public management that goes beyond sports' matters, then, arises, characterizing a style of intervention which is able to isolate procedures with specific conceptual bases, already categorized as olympic urbanism, understood by Mascarenhas (2006) as:

(...) um conjunto de pressupostos e intervenções sobre as cidades que acolhem grandes eventos (...) Além disso, quase sempre a cidade-sede requer expansão ou melhoria em sua infra-estrutura geral (transportes, telecomunicações, malha viária, etc.). Trata-se, enfim, de um amplo conjunto de intervenções urbanísticas; um momento-chave na evolução e no planejamento das cidades. (p. 333).

This fact is not about progress made exclusively in the city where the event is effectively held, considering that the simple candidacy represents, in itself, a commitment with expenses prior to the outcome of the election. It is important to remember that those observations are not just about the Olympic Games. Continental events, world championships (especially the Soccer World Cup), or even circuits such as Formula 1 or Indy, require that the competence for conducting major sporting events be at the top of the qualities expected from any developed nation or with pretensions towards that classification.

However, such movements certainly raise polemics which, both socially and politically, demand extreme competence to justify investment expenditure. Such an argument is facilitated by the success of some examples and harmed by others' failure.

It is exactly at the moment of searching for these arguments, as well as the function of the school in this process, that this work concerns itself. This way, this article promotes a comparative analysis between the Sports Development Index (SDI), and the Sports Development Index of the City (SDIC), which are born from a methodology described by Kubrusly (2001) as a selection of variables, and how they show that the level of sports development in a specific area is related to the schools' sports equipment.

THE SPORTS DEVELOPMENT INDEXES

With the growing appreciation of sports in the city of Rio de Janeiro, a lot of questions related to sports development and about how it can collaborate with important matters start to abound in discussions. Among these discussions is the one about how the equipment, including schools, can be reorganized to meet social and sports demands that come with the mega events the city will hold, beginning in 2011, such as the military games.

The studies in which both indexes are based enable us to observe how equipped schools show themselves as important variables in this analysis.

The first review, developed by the Superintendência de Desporto do Estado do Rio de Janeiro (SUDERJ) team, in 2010, shows a Sports Development Index of State (SDI) made up of eight dimensions and fourteen variables. The eighth dimension, called Sports Infrastructure and Development, is based on three variables, one of which (the first one: schools that have sports equipment) was considered, at the moment the index was conceived, as being extremely important and at the top of a scale that varies from one to three.

The second study, municipal-wise, the Sports Development Index of the City (SDIC), using a methodology next to SID, wishes to organize sports in the city. Here, for a qualitative analysis of future interventions, the dimension of both indexes that show school as a sports development promoter was considered.

THE CONTRIBUTION OF SCHOOL IN SPORTS DEVELOPMENT

It is essential that the School have specific spaces for the gym classes. Based on studies developed for the Conselho Regional de Educação Física da Primeira Região (CREF-1), in the year 2008, answering a request by Tribunal de Contas do Município (RJ), spaces for the pratice of martial arts, body language, gym and dance, as well as good lighting and air circulation, must have adequate flooring, being the hardwood flooring the ideal alternative, replaceable, with limitations, with any smooth surface and without grout, like the linoleum. The spaces must also have crystal mirrors, with as few seams as possible, because they do not distort the image (that could bring problems for classes that require posture), and do not accumulate “mildew”, and

have fixed bars along the walls at a height varying from 1 to 1.2m.

At Children's Education Level, the recreational spaces necessary for the good running of classes require similar cares, such as good lighting and ventilation. However, the floor inspires safety measures: the use of rubber and, preferably, colored floor is recommended, which promotes motor stimulus and motivation (GALLAHUE and OZMUN, 2001). Safe and interactive walls make the coating of cork or rubber very appropriate, at least until the first meter of the wall.

Even it was not synonymous with physical education, the sport is essential for the practice of the discipline. So, the sports' courts are very important for the good running of gym classes.

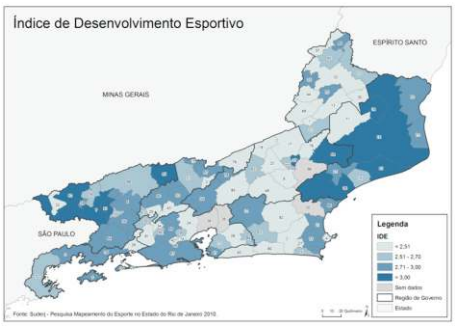
Besides creating sports spaces inside the schools, it is necessary to consider the relevant questions as discussed in this topic, so that the school may meet the demands created by the advent of sports in the country, avoiding retrograde procedures of schools that over rely on techniques.

In this context, this document conducts an analysis about the importance of schools which have sports facilities for the practice of sports, making a comparison of this phenomenon both in the municipal and in the state areas.

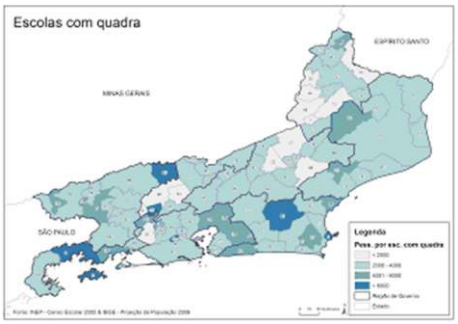
Considering, at first, the state area, it is possible to observe, on the map in picture 1, the picture of sports development in the cities of Rio de Janeiro State, the most developed ones being those that appear in dark blue and the less developed ones those that appear in light blue.

Note that few cities have achieved the highest level of development, with special attention to the intermediate position of the state capital, which has only achieved the 27th position in this rank.

Looking at the map in picture 2, one finds, at first, that schools which have sports courts in the state account for a hegemonic impact that feebly contributes to the sports development in the state, with some coincidence: for example, the city of Rio das Flores – Médio Paraíba area – and that of Angra dos Reisy – Costa Verde area – were the most developed places as well as those with the highest concentration of schools which have sports facilities per person. The opposite is also noticeable: in places such as the Norte Fluminense area, the low concentration of schools with sports facilities per person did not halt the sports development.



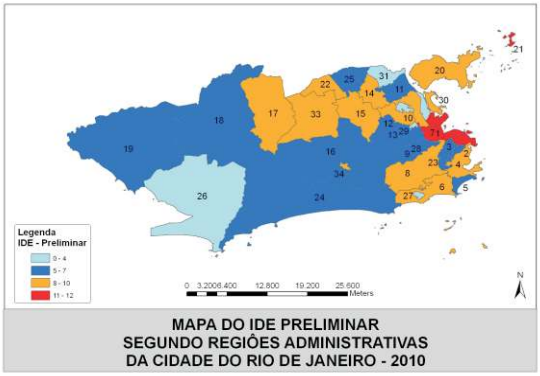
Picture 1- Sports Development Index – SUDERJ.



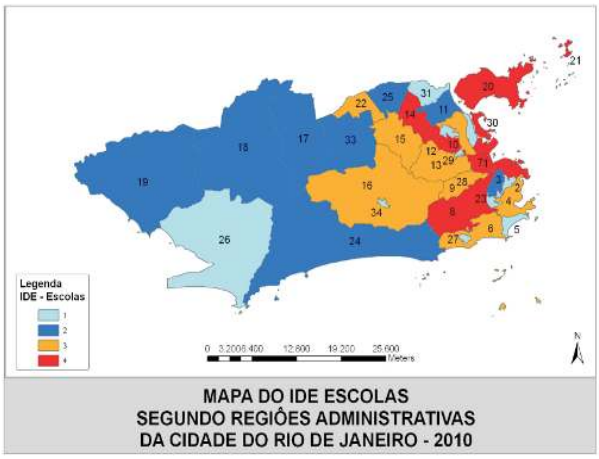
Picture 2 – Spatial distribution of schools with sports equipment in the state – SUDERJ.

Limiting this analysis to the city of Rio de Janeiro, one notes, in picture 3, at first, that a little area of the city shows a maximum sports development level – both downtown in the harbor areas – the rest of city being in a development level that follows the following logic: the closer it gets to the downtown area, the more developed it will be.

Considering the contribution of schools with sports facilities to the sport development at Administrative Regions, it is easy to see that the number of coincidences grows compared with the state analysis. One sees, in pictures 3 and 4, that in the places where sports get better development, there is a greater concentration of schools with sports courts per person as well and that, in a lot of areas, the level of school collaboration is the same as that of the sports development.



Picture 3 – Sports Development Index of the City - SMEL.



Picture 4 – Schools with sports facilities - SMEL.

CONCLUSION

Not infrequently, one registers the binary sport/education as a compound beyond any doubt. Not even recurrent scenes that relate sports to violence, drugs, social manipulation or corruption shake this belief in commom sense, considering such events as isolated and accidental situations. More than this, most urban citizens know the language of sports through school, in the form of a subject or content, understood by Libâneo (1999) as:

(...) conhecimentos sistematizados, selecionados das bases das ciências e dos modos de atuação acumulados pela experiência social da humanidade e organizados para serem ensinados na Escola; são habilidades e hábitos , vinculados aos conhecimentos, incluindo métodos e procedimentos de aprendizagem e de estudo; são atitudes e convicções envolvendo modos de agir , de sentir e de enfrentar o mundo. (p. 36).

Having said this, considering the facts in this study, we conclude that the school space gets the opportunity to be, contrary to those that are dedicated to more critical and less simplistic interpretations about reality, an urban persona that redeems society's problems and, in this perspective, one of the most important factors for the economic, cultural, political, social and sports development in the urban collective. Therefore, one observes the equation that justifies the realization of enterprises such as the ones discussed here and, consequently, the school as a decisive element for the sport development in the cities.

If, state-wise, these institutions have provided a shy contribution for sports development in their areas, in a municipal level it is possible to have another reading, one that witnesses a strong influence of schools on the final composition of the index. Such a phenomenon, minimally, forces those who are interested in these questions to a reflection about the importance of the application and investment in public policies in this sector, bearing in mind sports' spreading potential attributable to the school space, which facilitates the access to these activities and encourages the development of sports in a whole region.

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THE INFLUENCE OF SCHOOL SPORTS EQUIPMENT IN THE QUALITY OF SPORTS DEVELOPMENT IN RIO DE JANEIRO

ABSTRACT

The article promotes a comparative analysis between the Sports Development Index (SDI), and the Sports Development Index of the City (SDIC), which are born from a methodology described by Kubrusly (2001) as a selection of variables, showing that the level of sports development in a specific area is related to the schools' sports equipment. The article concludes that the school space gets the opportunity to be, contrary to those that are dedicated to more critical and less simplistic interpretations about reality, an urban persona that redeems society's problems and, in this perspective, one of the most important factors for the economic, cultural, political, social and sports development in a city.

KEY WORDS: School sports equipments, Sports Development Index.

L'INFLUENCE DES INSTALLATIONS SPORTIVES SCOLAIRES DE LA QUALITE DES SPORTS DESEVOLVIMENTO À RIO DE JANEIRO

RÉSUMÉ

L'article favorise une analyse comparative entre l'indice de développement du sport (IED) et l'Indice de Développement Municipal des Sports (IDEM), né d'une méthode décrite par Kubrusly sélection de variables (2001), et comment elles montrent que le niveau de le développement du sport dans une région donnée est liée à la qualité de l'école de sport. Il est conclu que l'école finit par donner une chance d'apparaître, à l'angoisse de ceux qui se livrent à des interprétations plus critique de la réalité et moins simpliste, que le caractère rédempteur de maux urbains de la société et dans cette perspective, l'un des principaux facteurs de la ville économiques, culturels, politiques, sociales et sportives.

MOTS-CLÉS: école de sport. indice de développement des sports.

LA INFLUENCIA DE LOS DEPORTES DE INSTALACIONES ESCOLARES EN LA CALIDAD DE DEPORTES DESEVOLVIMENTO EN RIO DE JANEIRO

RESUMEN

El artículo promueve una análisis comparativa enter el Índice de Desarrollo Municipal de Deportes (IDEM) y su equivalente de tamaño similar al Estado (IDE), nascido de un método por Kubrusly (2001) como la selección de variábiles ,y cómo estas muestran que el nivel de desarrollo del deporte en una determinada región está vinculado a la calidad de los equipos deportivos de la escuela.Se conclue, finalmente, que la escuela ofrece, para la angustis de quiene se dedica a una interpretación más crítica y menos simplista de la realidade, como personagem urbano redentor de los males sociales y, en esta perspectiva, uno de los principales factores para el desarrollo econômico, cultural, político, social y deportivo en Rio de Janeiro.

PALABRAS CLAVE: Escuela de Deportes. Deportes índice de desarrollo.

A INFLUÊNCIA DOS EQUIPAMENTOS ESPORTIVOS ESCOLARES NA QUALIDADE DO DESEVOLVIMENTO ESPORTIVO NO RIO DE JANEIRO

RESUMO

O artigo promove uma análise comparativa entre o Índice de Desenvolvimento Esportivo (IDE) e o Índice de Desenvolvimento Esportivo Municipal (IDEM), que nascem de uma metodologia descrita por Kubrusly (2001) de seleção de variáveis, demonstrando que o nível de desenvolvimento esportivo em determinada região está atrelado à qualidade dos equipamentos esportivos escolares. Conclui-se que o espaço escolar acaba por proporcionar a chance de figurar, para angústia daqueles que se dedicam a interpretações mais críticas e menos simplistas da realidade, como personagem urbano redentor dos males da sociedade e, nesta perspectiva, um dos principais fatores para o desenvolvimento econômico, cultural, político, social e esportivo da cidade.

PALAVRAS-CHAVE: Equipamentos esportivos escolares. Índice de desenvolvimento do Esporte.