199 - PUBLIC POLITICS OF THE GENERAL OFFICE OF SPORTS AND LEISURE OF THE MUNICIPAL DISTRICT OF PETRÓPOLIS: EVALUATION BY THE EDUCATIONAL SPORT

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I - INTRODUCTION

The subject of this study addresses the public politics in the extent of the sport and leisure, focused in the Educational Sports developed in the Municipal District of Petrópolis.

We intend to evaluate the sportive programs developed by the General Office of Sports and Leisure, using as a base the orientative principles of the Educational Sport, contributing to the study in this area.

It investigates if the public politics of Educational Sport presents itself in an emancipation way or it converges for the development of a compensatory politics.

Making a short history way, in the Vargas era (1930 to 1945), a government marked, in a specific moment, by a fascist ideology, revolutionary government actions began in several sectors of the country: the creation of the General Office of Public Education and Health, the consolidation of the Working Laws (CLT), the free of charge and obligatory primary education, the encouragement to the sports and other significant actions have marked this time. The governors, observing the integration strength and capacity of the citizens of different social classes during the games organized by the associations, leagues and confederations, looked for develop a strategic politics for mass manipulating through the promotion of games and the encouragement to the national sport, using the Physical Education as a instrument among others.

This movement has been repeated during the dictatorial period (1964 to 1979), however, the sportive programs were prejudiced because they were, for many times, associated to the politic control, following the historic expression "bread and circus".

At this time, in 1970, it has born in Itabira, a City of São Paulo State, the program of democratization of the sportive activities (DaCosta, 1983) were the teachers of the municipal net began the activities out of the schools and clubs, looking for squares and free areas of the city. Soon afterwards, in 1972, another spontaneous movement happens in Sorocaba, with the Teacher Antônio Carlos Bramante, through the promotion of recreation activities associated to cultural events. The movement expanded all around the country, and was nominated "Sport For All" (EPT).

Afterward, movements addressed to stimulate the sportive practice arisen, as MOVE YOURSELF (1980) and GLOBAL ACTION (1990), both associated to Rede Globo Television Broadcast. In 2000, the Project AGITATE BRAZIL arose, coordinated by Dr. Vitor Matsudo. In 1987, the Mangueira's Olympic Villa Social Project began, in Rio de Janeiro city. From 1980, several community sportive programs arose, promoted by the Municipal Districts and Non Governmental Organizations.

These programs present as philosophic base the social inclusion of the less favored citizens, the education through the sport, forming the critical and participative citizen in its social means, as well as the health promotion.

The hypothesis of this study is based on the fact of most of the sporting programs usually present damaged because of two aspects: one, the government enterprises in the social area have as historical characteristic the administrative discontinuity, causing many programs remaining only short periods corresponding to the current government.

This problem comes since long time ago, harming the base development, whereas, when implanting a social program, many times it is extirpated by the following government or even by the current. The other refers to the assistance characteristic of some programs, damaging a real transformation, which could indicate the maintenance of the status quo by the creation of another State control apparatuses through the sporting programs. To achieve the objectives of this research, we will analyze the Sportive Initiation Program of the General Office of Sports and Leisure through applying a questionnaire to 11 Teachers that coordinated the fifty eight sportive nucleus of the Sportive Initiation Program.

II - PUBLIC POLITICS: myth and culture

The author Althusser (1996) explains in a detailed way the ideological apparatus of the State, that are composed by the different systems as church, schools, families, syndicates, press, sports, movies, music and politic parties. The State's repressive apparatus acts through the violence and the ideological apparatus acts through the ideology, in a silence way. The distinction between them is that the first one functions through the violence and secondary by the ideology; on the other hand the second one functions initially through the ideology and in another moment, through the violence.

Apparently it exists a harmony between both the apparatus. According to the author, "the ideology questions the individuals as subjects", therefore in his opinion every human practice only exists through a ideology, which is addressed by the subject and to the subject, producing a net of subjective true, meaning this subjectivity the subject constitution.

In a general way, the sportive programs are offered in a out of context way, not always considering the meaning that people attribute to the community physical space, which may generate some tension, inhibiting the promotion of dialogue, inciting the imposition and the lack of comprehension of the local cultural production.

According to the anthropologist Roque Barros Laraia (1988), when studying the biological and geographical determinism, where the first one advocate the biological heritage as determinant element in the human behavior and the second one get along that this behavior is marked by the environment in which the man lives, it is verified that the action and attitudes of the individuals depend on a learning, in a process called endocuturation.

As starting a activity in a community, in this case, a sportive program, it is important to be alert to the group and its culture. This one is inserted in a more wide social context, however, presents specific characteristics and singularities from its experiences and a education lived in a distinct way, which will result the different patterns of behavior.

To the author Mircea Eliade (1972), to find a definition of myth that would be accepted by all the erudite is something hard enough, because "the myth is a cultural reality extremely complex, that can be undertaken and questioned through multiple and complementary perspectives" (p. 11).

The more appropriated definition adopted by the author is that:

"The myth tells a sacred history; it mentions a event happened in the primordial time, the fabulous time of the beginning. In other words, the myth narrate how, thanks to the Supernatural Entities feats, a reality began to exist, being a total reality, the Cosmos, or just a fragment: a island, a vegetal specie, a human behavior, a institution. It is always, therefore, a

narrative of a creation" (p. 11).

This mythic narrative keeps many times present in our faith and values, surpassing the logics and the reason.

We may mention the maternal love, when innate, a myth. The author Badinter (1985) explains this theme in its book, telling that the mother's love to her son is constructed, conquered in the interaction between both. We cultivate such myth that is reactuallized with the rites.

According to the author Ansart (1978), the myth is the symbolic effective structure that assures the permanent function attesting, legitimating and regulating the social permanence and reproduction (p. 28).

The Sportive Programs seem glimpse the myth of the hero, as it looks for assuring the citizenship, saving the community from the negligence, the disdain and the abandon.

Citizenship is not earned, it is conquered and constructed. A public politics of sports and leisure may address its actions to extend and democratize the practice of sports without loosing the sense of health increase and of illness prevention. The social practice linked to the faith and values net of the hero myth lead us to incur in the omission of the State in developing emancipatory public politics.

The Sportive Programs also seem sympathize with the salvation myth, sometimes evidencing a dominant/dominated relationship, as the savior offers generously rights as food, dentist care, sports etc. These rights are assured to every citizen through the Child and Adolescent Statute (ECA), in the law number 8069 of July 13th, 1990:

Art. 4º It is duty of the family, the community, the society in general and the public power to assure, with absolute priority, the execution of the rights related to the life, the health, the food, the education, the sport, the leisure, the professionalization, the culture, the dignity, the respect, the liberty and the familiar and community coexistence.

Art. 5° None child or adolescent will be object of any form of negligence, discrimination, exploration, violence, cruelty and oppression, punished according to the law any attempt, by action or omission, to its fundamental rights.

However, seeming looking reinforce the valid hierarchy, the myth of the savior intend to occupy a space that is the duty of the State: to assure to every citizen a worthy life, in other words, who does not participate in a "savior" program, sometimes does not have some of its citizen rights assured. Boys and Girls unprovided of financial resources may stay at the mercy of drugs, drug trafficking and violence existing in the streets.

The myth present in the hierarchy system of the State assures the docility of the bodies (FOUCAULT, 1977) and the omission of the State.

According to Foucault (1977), the society structures itself in the order, in the distribution of the individuals, in the control of the activity, in the hierarchy, in the surveillance, in the sanctions and the examinations, to "assure the ordination of the human multiplicities" in the factory, the nation, the army, the institutions and the school. The body is adjusted to attend the system, being shaped through its actions. It is searched the standardization of the body, being it the prolongation of the a machine, as a useful instrument of the power, a tool to be used in the industrialization.

For the author, the docile bodies, since the formation of the societies, are subject to a command, to a obedience, having as a goal a good behavior.

The social body refer to "materiality of the power being practiced in the own body of the individuals" (p. 146). The docile body stays repressed by the power of the social body, constituted by micropowers, present in the institutions and in its dayly actions.

This study justifies as it looks for a reflection about the sportive programs developed in the Municipal of Petrópolis, therefore intend comprehend the community, sharpens the regard to the local culture, to the differences and to the questionings.

According to issues of National Institute of Sport Development (1996) about the orientative principles of educational sport, this is related to the totality, the co-education, the emancipation, the participation, the collaboration and to the regionalism.

The totality refers to the invigoration of the unity of the man, considering the emotion, the sensation, the thinking and the intuition as elements undissociable of the same unity, aiming the preservation of its individuality in relation to the several other individualities, considering the uno and diverse context in which is inserted.

The co-education remit to the idea that it does not exist a educator and a student, one helps the other according its experiences, structuring the pedagogic action. The heterogeneity related to sex, age, social-cultural condition enrich the learning process.

The emancipation looks for the independence, the autonomy and the liberty of the man, the creativity in its actions in counteraction to a mere reproduction, therefore is based in the reconstruction of the knowledge not in the transference (FREIRE, 1996).

The participation is the valorization of the process of insertion of the man in the social means, stimulating its participation and transforming action.

The cooperation is the communion of the men on behalf of a major ideal, for example, the growth of its community.

The regionalism undertake the regard to the culture, considering, therefore, the singularity inherent to the several groups, looking for preserve its cultural identity in the process of collective construction.

The educational sport, practiced in the learning systems and in unsystematic ways of education, has as a principle to avoid the selectivity, the hypercompetitivity of its practicing, in order to achieve the integral development of the individual and its formation to the exercise of the citizenship and the practice of the leisure.

It looks, this way, a major encouragement and investment in preventive actions.

III - METHODOLOGY

The methodology follows the qualitative perspective with resource to the descriptive design, where a questionnaire was applied to eleven coordinators of the Sportive Initiation Program, with seven open questions, looking for identify the orientative principles that the teachers are working on the program, as well as to investigate up to which point these principles are in accordance with those of the Educational Sport.

The treatment of the data was based on the speech analysis, with emphasis in the nature of the signification processes and the nature of the repertoires undertaken by Dominique Maingueneau (1997).

The first question of the questionnaire treat the academic formation, the second unsertook the sportive modality worked in the PID and the other questions looked for evaluate the principles of the Educational Sport as the totality, the co-education, the emancipation, the participation, the collaboration and the regionalism, respectively.

IV - DATA ANALISYS

The collected data indicated that from the eleven investigated, 80% are in the age group between thirty and fourty nine years old. Everyone work in PID since almost three years in the modalities capoeira, chess, square sports, table tennis, judo,

karate, G.A. and recreation activities.

According to the answers, in relation to the principle of totality, 36,36% work with content predominantly closed and 36,36% open. 18,18% work with mixed content. There was only one non conclusive answer.

In the principle of co-education, we have observed the groups in general organized by grade (81,81%), according to the orientation of the school. In some situations, the groups are also distributed according the sex (36,36%), that troublesome the heterogeneity.

We have observed that 72,72% work with emphasis in the principle of regionalism and only 54,54% encourage activities following the principle of participation.

In relation to the principle of emancipation, 81,81% work with creative activities, presenting as proposal activities of integration, cooperation and stimulating of the perception as the organization of parties, solving problems, proposals with the creation of new games and ecologic walk.

In the principle of cooperation, 90,90% of the teachers told that they stimulate the collaboration through the games, walks, etc.

V - FINAL CONSIDERATIONS

Most of the orientative principles of Educational Sport is being undertaken, where we can observe a change on the paradigm of the sport focused only in the competition giving space to cooperation.

We look for conquering the citizenship through social practices that commune with the development of the subject and the community. Some adjustments must be done, if possible, qualify the teachers in order to have greater clarity about the principles of totality and participation.

The public politics of sports and leisure developed in the Municipal of Petrópolis seems proceed to a emancipatory action, looking for autonomy and possibilities of construction of a history addressed to social inclusion and democratization of the sportive practice.

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PUBLIC POLITICS OF THE GENERAL OFFICE OF SPORTS AND LEISURE OF THE MUNICIPAL DISTRICT OF PETRÓPOLIS: EVALUATION BY THE EDUCATIONAL SPORT

ABSTRACT

The subject of this study addresses the public politics in the extent of the sport and leisure developed in the Municipal District of Petrópolis.

We intend to evaluate the sportive programs developed by the General Office of Sports and Leisure, using as a base the orientative principles of the Educational Sport, contributing to the study in this area.

It investigates if the public politics of Educational Sport presents itself in an emancipation way or it converges for the development of a compensatory politics.

The hypothesis is based on the fact of most of the sporting programs usually present damaged because of two aspects: one, the government enterprises in the social area have as historical characteristic the administrative discontinuity, causing many programs remaining only short periods corresponding to the current government. This problem comes since long time ago, harming the base development, whereas, when implanting a social program, many times it is extirpated by the following government or even by the current. The other refers to the assistance characteristic of some programs, damaging a real transformation, which could indicate the maintenance of the status quo by the creation of another State control apparatuses through the sporting programs.

The methodology follows the qualitative perspective with resource to the descriptive design, where a questionnaire was applied to eleven coordinators of the Program, with seven open subjects.

The treatment of the data was based on the speech analysis by Dominique Maingueneau (1997), as well as the theoretical referential in Althusser (1996), Ansart (1978), Badinter (1985), Eliade(1972), Foucault (1977, 1979), Laraia (1988), Ministry of Education and Sport (1996).

The results showed the development of a politics that addresses for an emancipation action, looking for the autonomy and possibilities of construction of a history directed to the social inclusion and democratization of the sporting practice.

Key-words: Educational Sports - Sportive Initiation - Emancipation politics

POLITIQUE PUBLIQUE DU BUREAU GÉNÉRAL DE SPORTS ET LOISIR DU DISTRICT MUNICIPAL DE PETRÓPOLIS: ÉVALUATION PAR LE SPORT ÉDUCATIONAL

RÉSUMÉ

Le sujet de cette étude adresse la politique publique dans le domaine du sport et loisir, développée dans le District Municipal de Petrópolis.

Nous projetons d'évaluer les programmes de sport développés par le Bureau Général de Sports et Loisir, en utilisant

comme base les principes orienteurs du Sport Éducationnel, contribuant avec la recherche dans cette domaine.

Il enquête si la politique publique de Sport Éducationnel se présente dans un chemin d'émancipation ou converge pour le développement d'une politique compensatrice.

L'hypothèse est basée sur le fait de la plupart des programmes de sport normalement se présentent endommagés par deux aspects: un, les entreprises du gouvernement dans la domaine sociale ont comme caractéristique historique la discontinuité administrative, occasionnant que beaucoup de programmes restent seulement périodes courtes qui correspondent au gouvernement courant. Ce problème vient depuis long temps, préjudiciant le développement de base, alors que, quand implanter un programme social, beaucoup de fois il est extirpé par le gouvernement suivant ou même par le courant. L'autre fait référence à la caractéristique parfois d'assistance des programmes qui peuvent beaucoup de fois endommagez une vraie transformation, qui pourrait indiquer l'entretien du statu quo par la création d'un autre appareil de contrôle de l'État à travers les programmes sportifs.

La méthodologie suit la perspective qualitative avec ressource au dessin descriptif où un questionnaire a été appliqué à onze coordinateurs du Programme, avec sept questions ouvertes.

Le traitement des données a été basé sur l'analyse du discours par Dominique Maingueneau (1997) et le référentiel théorique dans Althusser (1996), Ansart (1978), Badinter (1985), Eliade(1972), Foucault (1977, 1979), Laraia (1988), Ministère d'Éducation et Sport (1996).

Les résultats ont montré le développement d'une politique qui adresse pour une action de l'émancipation, en cherchant l'autonomie et possibilités de construction d'une histoire dirigée à l'inclusion sociale et démocratisation de la pratique sportive.

Mots-clef: Sports éducationnels - initiation sportive - politique de l'Émancipation

LA POLÍTICA PÚBLICA DE LA SECRETARÍA MUNICIPAL DE DEPORTES Y OCIO DEL MUNICÍPIO DE PETRÓPOLIS: LA EVALUACIÓN POR EL DEPORTE EDUCATIVO

RESUMEN

El tema del estudio se dirige a la política pública en la magnitud del deporte y ocio desarrollada en el Município de Petrópolis.

Los objetivos piensan evaluar los programas deportivos desarrollados por la Secretaría Municipal de Deportes y Ocio, usando como base los principios orientadores del Deporte Educativo, contribuyendo a la pesquisa en esta área.

Investiga si la política pública del Deporte Educativo se presenta de una manera a la emancipación o converge para el desarrollo de una política compensatoria.

La hipótesis es basada en el hecho de que la mayoría de los programas deportivos se presentan perjudicados por dos aspectos: uno, los emprendimientos gubernamentales en el área social tienen como la característica histórica la discontinuidad administrativa, causando que los programas permanecer sólo períodos cortos que corresponden al gobierno actual. Este problema viene hace mucho tiempo, perjudicando el desarrollo de base, pues, al implantar un programa social, muchas veces se lo extirpa el gobierno siguiente o mismo el corriente. El otro se refiere a la característica algunas veces asistencial de los programas que pueden muchas veces perjudicar una transformación real, indicando el mantenimiento del statu quo por la creación de otro aparato de control del Estado a través de programas deportivos.

La metodología sigue la perspectiva cualitativa con recurso al plan descriptivo dónde una encuesta se aplicó a once coordinadores del Programa, con siete cuestiones abiertos.

El tratamiento de los datos fue basado en el análisis del discurso por Dominique Maingueneau (1997), y el referential teórico en Althusser (1996), Ansart (1978), Badinter (1985), Eliade(1972), Foucault (1977, 1979), Laraia (1988), Ministerio de Educación y Deporte (1996).

Los resultados mostraron el desarrollo de una política dirigida para una acción de emancipación, buscando la autonomía y posibilidades de construcción de una historia dirigida a la inclusión social y democratización de la práctica deportiva.

Las palabras claves: Deportes educativos - Iniciación deportiva - política de la Emancipación

POLíTICA PúBLICA DA SECRETARIA DE ESPORTES E LAZER DO MUNICíPIO DE PETRóPOLIS: AVALIAÇÃO PELO ESPORTE EDUCACIONAL

RESUMO

O tema abordado neste estudo está direcionado para a política pública no âmbito do esporte e do lazer desenvolvida no Município de Petrópolis.

Os objetivos procuram avaliar os programas esportivos desenvolvidos pela Secretaria de Esportes e Lazer, tendo como base os princípios norteadores do Esporte Educacional, contribuindo para o aprofundamento das pesquisas nesta área.

Investigamos se a política pública de Esporte Educacional apresenta-se de forma emancipatória ou converge para o desenvolvimento de uma política compensatória.

A hipótese baseia-se no fato da maioria dos programas esportivos normalmente apresentar-se comprometida por dois aspectos: o fato dos empreendimentos governamentais na área social terem como característica histórica a descontinuidade administrativa, permanecendo muitos programas apenas em períodos curtos que correspondem ao governo vigente. Esta problemática vem de longa data, prejudicando o desenvolvimento de base, pois, ao se implantar um programa social, muitas vezes ele é extirpado pelo governo seguinte ou pelo vigente, de acordo com os interesses em jogo. A segunda refere-se ao caráter algumas vezes assistencialista dos programas, o qual pode muitas vezes comprometer uma transformação de fato, podendo indicar uma reprodução através da criação de mais um aparelho de controle do Estado por meio dos programas esportivos.

A metodologia segue a perspectiva qualitativa com recurso ao design descritivo, onde foi aplicado um questionário a onze coordenadores do Programa de Iniciação Desportiva, com sete questões abertas. O tratamento dos dados teve como base a análise do discurso abordado por Dominique Maingueneau (1997), assim como o referencial teórico em Althusser (1996), Ansart (1978), Badinter (1985), Eliade(1972), Foucault (1977, 1979), Laraia (1988), Ministério da Educação e do Desporto (1996).

Os resultados mostraram o desenvolvimento de uma política que caminha para uma ação emancipatória, buscando a autonomia e possibilidades de construção de uma história voltada para a inclusão social e democratização da prática esportiva.

Palavras-chave: Esporte educacional - iniciação desportiva - política emancipatória.