

Social inclusion projects: membership in combat sports

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1. Introduction

The different campaigns organized in schools especially by the media, apparently seek to influence people so that they may assimilate positive beliefs about the regular practice of physical activities and become active sport participants instead of mere spectators. In the context of public policies, both national and local, the belief on the psycho-physiological benefits of sport is materialized through actions that facilitate sport practicing - Social Inclusion Projects through Sports (PIS). In fact, in recent decades we have witnessed an increasing number of PIS launched with the above characteristics. In the literature of Physical Education, Sociology and some other areas sports and the combat sports are mentioned as positive socialization tools and social inclusion channels for the young. The regular practice benefits the morals and the personality of those involved in sports (Da Costa, 2005, Elias & Dunning, 1992, Palermo, et al., 2006, Vianna, 2015, Wacquant, 2002). In the existing theory on the relationship between sports and groups at risk in Rio de Janeiro, mostly in the *favelas*, there is a predominant concern regarding the number of people engaged in the projects, however the theory only indicates the adherence of people in PIS in Brazil (Gomes & Constantino, 2005), what may overestimate the real number of participants, since there is no discount of people who leave the program during its duration (Vianna & Lovisol, 2009a). Adhesion indicators are significant to assess each project. The aim of this exploratory study was to verify the adhesion of participants in combat sport in six years of project, and compare the adherence of combat sports practitioners with practitioners from other activities in PIS.

2. Methodology

The documentary research was conducted in a Social Inclusion Project through sports located inside a favela in the city of Rio de Janeiro. In six years of the PIS were found 6,932 registration forms, relating to 5,462 students of both sexes, aged from 5 to 24 years. Data were quantified for subsequent triangulation and interpretation.

3. Results

In six years of existence of PIS, 79.4% of registered abandoned operations in the first year of practice - 16% remained up to 2 years; 3.2% up to 3 years; 1.1 up to 4 years; 0.3% remained up 6 years. The evasion of students puts in doubt the impact of PIS on the perspective of social inclusion. Team sports with ball concentrated 33.8% of the 5,642 students, especially soccer (11.6%), followed by futsal (7.9%), volleyball (5.7%), basketball (4.8%) and handball (3.8%). Swimming was

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the preference of 19.1%. On combat sports, capoeira, judo and karate reached 6.3%, 5.5% and 2.1%, respectively. Dance had 9.6%; Artistic Gymnastics 2.6%; Rhythmic Gymnastics 1.7%; Athletics 2.5%, while non-sporting activities altogether 16.8% of participants. We defined the adherence as the permanency in the program between four and six years in the same sport. We have identified a group of 77 individuals who remained active for four to six years in PIS. The subjects of this group were mostly concentrated in soccer (26%), swimming (24%), judo (22%) and karate (14%), while 14% had other activities. Despite the evasion in all activities, judo (5.5% of 310 students) and karate (9.3% of 118 participants) had more adherences.

4. Discussion and conclusion

There is a predominant concern about the number of people engaged in the projects. However, the number of the people enrolled at first is not relevant as an indicator of efficiency of the action, since a lot of participants may eventually quit the program. The number of Individuals who join PIS is a simple "body count". The use of this kind of information employed by researchers in their study on sports practice (Gomes & Constantino, 2005) may lead to wrong results. It only indicates the adhesion of people to the program, without taking dropouts into consideration. That means that the turnover within projects is not always considered (Vianna & Lovisolo, 2009b). Adhesion is a significant factor to assess each project. An interpretation of the data suggests that the soccer culture in Brazil explains the longer adherence of subjects. Besides medical recommendations for health, the ease of access to pools seems to stimulate the adherence of swimmers. One hypothesis for the adherence of combat sports practitioners may be the targets and ratings established in the graduation criteria. As the tradition of fight, different band levels establish criteria that allow students to see their progress. That kind of teaching systematization collaborates to the development of skills and knowledge. These aspects provide to students goals and the perception of development within their own limits (Vianna & Lovisolo, 2009b). Vianna and Lovisolo (2009b) found that one of the causes of evasion in PIS is the disagreement between practitioners' expectations, who look for learning and self-development in the sport and the perception of managers and PIS teachers who disvalue the technical learning. These interpretations need to be further investigated.

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