

Mapping and characterization of social sports projects in the south zone of Macapá: an experience with jiu-jitsu

Jefferson Augusto Trindade Vieira ^{1*}, Alisson Vieira Costa ¹, Marcela Fabiani Silva Dias ²

¹Federal University of Amapá, Macapá, AP, Brazil.

²Grupo Madre Tereza (GMT)

*Corresponding author. E-mail: alisson@unifap.br

ABSTRACT. The study aimed to map and characterize jiu-jitsu social projects in the city of Macapá. An exploratory and descriptive research was carried out. Data were collected through the application of a questionnaire with project coordinators. The absolute frequency and percentages related to the project profiles were described and 12 projects were identified. Regarding the public served, it was found that most of the projects work with the general public, from children to the elderly. The jiu-jitsu modality in the investigated locus has served as an educational and social inclusion tool for children, young people, adults and the elderly. There is a need to carry out more studies to obtain a total idea of the projects that make up the other neighborhoods of the city of Macapá.

Keywords: Social projects; Martial arts; Sport.

DOI: <https://dx.doi.org/10.33837/msj.v7i1.1610>

Received: June 3, 2023. Accepted: February 20, 2024.

Associate editor: Anderson Rodrigo da Silva

INTRODUCTION

In Brazil, there are several social projects that aim to encourage sports among low-income children and young people, taking into account the potential of sport in improving the quality of life of individuals (Kravchychyn, 2019).

Mello *et al* (2018) in their study report that social projects predominantly have the function of social inclusion, constituting an alternative leisure and sport for children and young people in situations of social vulnerability.

Most social projects aim to promote spaces for social protection and different and inclusive experiences. Social sports programs contribute to promoting democratization, involving the search for freedom and equality before the Law and are capable of minimizing inequalities and maintaining social well-being by being a channel of socialization and inclusion (Grando, 2017).

Martial art is one of the main means of social inclusion and occupies a place as a tool for ethical,

moral and bodily strengthening aimed at forming a better citizen, according to Nunes *et al* (2023). Through qualified guidance, it brings benefits to the formation of children's character and behavior, assisting in education, training and development through learning, respect and socialization (Nunes *et al*, 2023).

For the aforementioned authors, the teaching of fights can influence the improvement of students' behavioral aspects on and off the mat and is also a valuable pedagogical tool with regard to the apprehension of values, proactive attitudinal and positive behavioral changes, related to disciplinary issues and facing the challenges and confrontations of life (Nunes *et al*, 2023).

In this sense, for Meireles *et al* (2020) social advances are evident in terms of opportunities to access regular sports practices for populations little assisted by public authorities, participation in sports contexts can contribute to changing perspectives according to the authors .

The research question is: How are social sports projects with the jiu-jitsu modality characterized and how many are in the south zone of the city of Macapá?

This work is justified by the importance in characterizing the profiles of social projects with the sport modality jiu-jitsu in the south zone of the city of Macapá, it brings subsidies that will allow the understanding and comprehension of discussions related to social inclusion based on this modality and

Copyright © The Author(s).

This is an open-access paper published by the Instituto Federal Goiano, Urutaí - GO, Brazil. All rights reserved. It is distributed under the terms of the Creative Commons Attribution 4.0 International License.



its relationships with the projects where the children are involved.

In this context, jiu-jitsu has served as an instrument of assistance in the process of educational, social and health development of human beings. According to Côrtes Neto (2020), many children and young people lack ethical and moral values, they find in sport encouragement for these achievements combined with a feeling of cooperation and friendship, contributing to human, social and sporting development, the practice of jiu- Jitsu can contribute to reducing crime rates, social transformation and improving quality of life.

In view of the above, the objective of this study was to map and characterize the social projects with the jiu-jitsu sport modality existing in the South Zone of the city of Macapá.

MATERIALS AND METHOD

The study was characterized as exploratory and descriptive research with a qualitative-quantitative approach. A bibliographical research was carried out, with the aim of surveying scientific studies produced on the research topic mainly in articles from scientific journals. Eight studies were identified, which provided support for the discussions in the present study.

The studies identified were:

(1) Barreto & Perfeito (2018). Motivation of children and adolescents who practice sports in social inclusion projects in Rio de Janeiro, published in *Motrivivência Magazine*;

(2) Cortês Neto et al. (2020). Resilience in Adolescents Participating in Social Sports Projects, published in *Revista Ciência & Saúde Coletiva*;

(3) Godoi, Kawashima & Moreira (2021). Educational and social commitment: Trajectories of teachers who develop social sports projects, published in the *Ibero-American Journal of Studies in Education*.

(4) Kravchychyn et al. (2019). Social sports projects and programs in Brazil: historical background and social reflexivity, published in *The journal of the latin american socio-cultural studies of sport (ALESDE)*.

(5) Machado, Galatti & Paes (2015). Sport pedagogy and social projects: dialogues on pedagogical practice, published in *Revista Movimento*.

(6) Meireles et al. (2020). Social sports projects for teenagers in Brazil: impacts, implications and barriers, published in the *Caderno de Educação Física e Esporte*.

(7) Mello et al. (2018). Social Representations of participants in the Vitória Sports Project, published in *Movimento Magazine*;

(8) Nobre et al. (2015). Self-perception of skills of children in situations of social vulnerability assisted

and not assisted by social sports projects, published in the *Revista Brasileira de Crescimento Desenvolvimento Humano*.

It is noteworthy that these studies served as a basis for understanding how research on social sports projects is carried out in different locations in Brazil, which helped in structuring the present research.

For Severino (2017, p.152) bibliographical research "is that which is carried out based on the available record, resulting from previous research".

According to Menezes *et al* (2019, p.34) exploratory research "helps the researcher to understand or improve knowledge about a certain subject, so that, after its completion, its results can lead to other research with new approaches".

For Pereira *et al* (2018) qualitative approaches are those in which the researcher's interpretation of their opinions about the phenomenon under study is important.

The universe of the study was made up of social projects that make up the south zone of the city of Macapá, identified during the research period that took place from August to October 2022. The projects were identified from a conversation with the President of the Amapaense Federation of jiu-jitsu and with jiu-jitsu teachers who teach in these social projects. Then, teachers were contacted via social media (Instagram and Whatsapp) to schedule the application of the questionnaire.

The sample was made up of 12 social projects located in the South Zone of the city of Macapá. From these projects, a data collection instrument was applied to each of their representatives, which is described below.

A Sports Journalist from a local newspaper who had reported on the neighborhoods of Macapá was contacted, and he informed that the Municipal Department of Housing and Urban Planning (SEMHO) should be contacted, which has more detailed information about the neighborhoods of Macapá, after contacting SEMHO, it forwarded a document with Law No. 2,427/2020 PMM on the creation of new neighborhoods in Macapá, which made 64 neighborhoods official.

The subjects of this study were given a Free and Informed Consent Form (TCLE) consenting to their voluntary participation in the research, in order to guarantee the preservation of their identities and the project was forwarded to the Research Ethics Committee of the Federal University of Amapá, according to resolution 510 of 2016 for research with human beings, approved by opinion 5,467,660 on June 14, 2022.

The criteria established for the inclusion of participants in the study were: that the social projects were located in the south zone of Macapá; projects that work with the jiu-jitsu modality and agreed to participate in the research voluntarily.

Participants who filled out incorrect data in the questionnaire and lack of sufficient information for analysis were excluded from the research.

Data collection was carried out through the application of a questionnaire (Marconi & Lakatos, 2017) containing eight questions that deal with the characteristics of social projects that develop the practice of the jiu-jitsu modality in the period from August to October 2022, taking into account all the biosafety protocols established by the WHO considering the precautions with the covid19 pandemic.

As risks to participation in the study, the subjects could feel embarrassed by the content of the questions, if this happened, the collection would be closed and communicated to the Ethics Committee of the Federal University of Amapá (UNIFAP).

The benefit resulting from participation in the research was the knowledge of the volunteers about social projects with the jiu-jitsu modality existing in the South Zone of the city of Macapá and the possibility of possible implementations of public policies aimed at improving the infrastructure of existing projects in the city that encourage the practice of physical activity in a targeted manner among the population.

After the data collection procedure, they were tabulated and organized, in order to highlight all the information obtained, they were analyzed using the content analysis technique proposed by Bardin (2011) in the qualitative aspect. And from a quantitative point of view, the absolute frequency and percentages related to the project profiles were described.

RESULTS AND DISCUSSION

12 social projects were identified in the South Zone of Macapá and according to Steigleder *et al* (2019), social projects promote the socialization and social integration of children and young people based on actions involving sport, health, leisure and entertainment. They provide lessons and learning, as well as convey helpful messages and behaviors to children and young people as they deal with life's challenges.

The questionnaire that served as the basis for structuring the results of this study dealt with: graduation system for each person responsible for the projects; about the economic profile of the people served; target audience served by the projects; number of participants; what are the impacts of the jiu-jitsu modality on the lives of the people who participated in the classes; what was the focus of the projects; whether they had any type of financial support for their maintenance and what was the main objective of each project researched.

Thus, when the project coordinators were asked about their degree in jiu-jitsu and their academic

background, 14 people were identified as being responsible for the 12 social projects, and in two of these projects there were two people responsible, hence the total of 14 teachers.

In this sense, of the 14 teachers identified, 85.7% have black belts, 7.1% brown belts and 7.1% purple belts. Of these 14 teachers, 92.9% do not have a degree in Physical Education and only 7.1% have a degree in Physical Education.

According to Pimenta & Drigo (2021), graduation occurs during the development of the practice itself and, subsequently, on an ongoing basis, by the Federations in the form of specific courses referring to training methods, teaching methodologies applied to the modalities and new arbitration rules.

For the authors, the most important thing between teachers trained in Physical Education and those not trained is the security provided by the applicability of the knowledge acquired over the years, whether at university or in the modality practiced.

Regarding the economic profile of the participants who make up the social projects, all those responsible reported that the people who seek the projects are from low class and/or middle income.

For Barreto & Perfeito (2018), social projects are seen as a safe leisure option that encourages the practice of physical activities, promoting socialization and opening up career opportunities, reducing exposure to drug use and local violence. The authors state that social projects facilitate sociocultural practices that build contexts of concrete social interaction between individuals.

In relation to the target audience of the identified social projects, it was found that 58.3% work with the general public, 33.4% work only with children and adolescents and 8.3% work only with adolescents and adults.

Regarding the number of participants in social projects, three groups were identified: one with 20 to 45 participants; another group of 46-80 and over 80 participants.

Nobre *et al* (2015) highlight that social projects serve different audiences at risk of social vulnerability. The authors report that these projects aim to improve quality of life, physical and cognitive skills, social values, self-esteem and motivation to practice physical activity.

When asked about the impact of jiu-jitsu on the lives of its participants: 16.7% responded about Education; 25% quality of life; 8.3% values; 16.7% inclusion and 8.3% well-being.

In a study carried out by Ferreira and collaborators (2019, p. 80), the authors found that the practice of jiu-jitsu "contributes positively to promoting the physical and psychological health of practitioners, as the results show great satisfaction of students in this modality."

For the aforementioned authors, jiu-jitsu provides physical, mental health and well-being for its participants, in addition to promoting socialization, respect, positive aspects for those who seek, in addition to competing in some form of sport, to maintain a better quality of life, and health promotion.

Regarding the focus of each social project, the coordinators were asked whether the projects focused on competition or inclusion, and whether any fee was charged for participation. Of the 12 social projects identified, 75% of them work with social inclusion combined with competition and 25% work only with social inclusion. And 75% of social projects do not charge any fees and 25% only charge a symbolic amount for purchasing cleaning materials.

Regarding the financial support given to the identified projects, all coordinators reported that they do not receive any type of financial support from their projects. Furthermore, all identified projects serve as an educational tool for their participants.

In the study carried out by Godoi, Kawashima & Moreira (2021), the authors found that social projects do not receive any help, but those responsible find ways to pay for them and work most of the time voluntarily.

For the authors, the teachers of these social projects demonstrated a strong educational and social commitment to their participants and to society, acting as social actors engaged with the formation of new generations, with the essential concern of transforming their students into better people through sport and of his teachings.

When asked about the main objective of their projects, 58.3% reported that the main objective was social inclusion and 41.7% education.

For Machado, Galatti & Paes (2015), they mentioned in their study that social projects, when organized, encourage the development of their members, and offer, through sport, a reflection to form and transform their lives.

CONCLUSION

As for the objective of this study, which was to map and characterize the social projects in the sport of jiu-jitsu existing in the South Zone of the city of Macapá, this was achieved considering that 12 jiu-jitsu social projects were identified, as well as characterized. These projects were mapped and mapped, which have served the community from a social point of view, fulfilling a welfare role that should belong to the State, with regard to proposing public policies aimed at offering sports projects such as those investigated here.

Based on the research carried out, it is possible to conclude that social projects in the city of Macapá have served as an educational and social inclusion

instrument for children, young people, adults and elderly people from low and middle economic classes.

Given that a research like this aims to bring information about a certain reality, it is possible to bring some limitations to it, in relation to the composition of the sample, it was not possible to map in its entirety the entire South Zone of the city of Macapá, considering the quantity of neighborhoods that make up this area of the city and the time required for this mapping.

There is a need to carry out more studies like this to obtain a total idea of the projects that make up the South Zone, as well as the other neighborhoods that make up the city of Macapá.

Furthermore, in future studies we intend to reach the participants of these projects so that it is possible to have a more in-depth view of the reality researched.

CONFLICT OF INTEREST DECLARATION

The author(s) declare(s) no potential conflict of interest in connection with the research, authorship, and/or publication of this article.

REFERENCES

- Bardin, L. (2011). *Análise de conteúdo*. São Paulo: Edições 70, Person.
- Barreto, D.C. & Perfeito, R.S. (2018). Motivação de crianças e adolescentes praticantes de esportes em projetos de inclusão social do Rio de Janeiro. *Motrivivência*, 30 (53), 152-163.
- Cortês Neto, E.D. et al. (2020). Resiliência em Adolescentes Participantes de Projetos Sociais Esportivos. *Ciência & Saúde Coletiva*, 25(3), 901-908.
- Ferreira, D.A.C. et al. (2019). Benefícios físicos e psicológicos adquiridos por praticantes de Jiu jitsu. *Diálogos em Saúde*, 1(2), 64-84.
- Godoi, M., Kawashima, L.B. & Moreira, E.C. (2021). Compromisso educacional e social: Trajetórias de professores que desenvolvem projetos esportivos sociais. *Revista Ibero-Americana de Estudos em Educação*, 16(4), 13-23.
- Grando, D. (2017). Programa Segundo tempo, Programa Mais Educação e o Incentivo ao Esporte: um legado para as Políticas Públicas de Esporte e Lazer. *Caderno de Educação Física e Esporte*, 15(2), 37-48.
- Kravchychyn, C. et al. (2019). Projetos e programas sociais esportivos no Brasil: antecedentes históricos e reflexividade social. *The journal of the latin american socio-cultural studies of sport (ALESDE)*, 10(1), 53-68.
- Machado, G.V., Galatti, L.R. & Paes, R.R. (2015). Pedagogia do esporte e projetos sociais: interlocuções sobre a prática pedagógica. *Movimento* (Porto Alegre), 21(2), 405-418.
- Marconi, M. & Lakatos, E. (2017). *Fundamentos de metodologia científica*. 8. ed. São Paulo: Atlas.
- Menezes, A.H.N. et al. (2019). *Metodologia científica: teoria e aplicação na educação a distância*. Universidade Federal do Vale do São Francisco, Petrolina-PE.
- Meireles, L. et al. (2020). Projetos esportivos sociais para adolescentes no Brasil: impactos, implicações e barreiras. *Caderno de Educação Física e Esporte*, 18(1), 77-82.
- Mello, A. et al. (2018). Representações Sociais dos participantes de Projeto Esportivos de Vitória. *Movimento Revista de Educação Física*. Porto Alegre, 24(2), 399-412.
- Nobre, G.C. et al. (2015). Autopercepção de competências de crianças em situação de vulnerabilidade social assistidas e não

- assistidas por projetos sociais esportivos. *Rev Bras Crescimento Desenvol Hum*, 25(3), 276-281.
- Nunes, A.S. et al. (2023). As lutas nas aulas de educação física em uma escola pública do município de Santana-AP: um estudo de caso. *Cadernos Cajuína*, 8(3), 1-11.
- Pereira, A. et al. (2018). *Metodologia da pesquisa científica*. 1ªed. Santa Catarina- RS: UFSM, NTE.
- Pimenta, T.F. & Drigo, A.J. (2021). O dilema da formação do técnico de artes marciais no brasil: um olhar pela sociologia da profissão. *Cenas Educacionais*. Bahia, 4(1), 10980-10980.
- Severino, A. (2017). *Metodologia do trabalho científico*. 24ªed. São Paulo: Cortez.
- Steigleder, M.L. et al. (2019). Alianças Intersetoriais e Projetos Esportivos Sociais No Brasil: Um Estudo De Caso na Cidade de Niterói. *Revista Intercontinental de Gestão Desportiva-Rigd*, 8(3), 109-122.

To cite this paper:

Trindade Vieira, J.A.; Costa, A.V.; & Silva Dias, M.F. (2024). Mapping and characterization of social sports projects in the south zone of Macapá: an experience with jiu-jitsu. *Multi-Science Journal*, 7(1): 1-5. DOI: <https://dx.doi.org/10.33837/msj.v7i1.1610>