



POSSIBLE STRATEGIES TO OPERATE THE EDUCATIONAL LEGACY OF THE  
OLYMPIC AND PARALYMPIC GAMES: THE CASE OF TRANSFORMA RIO  
2016 EDUCATION PROGRAM

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## SUMMARY

Daiana de Sena Fonseca: Possible strategies to operate the educational legacy of the Olympic and Paralympic Games: the case of Transforma Rio 2016 education program  
(Under the supervision of Kostantinos Georgiadis, Professor)

The study carried out in this piece of work aimed at the Rio 2016 Transforma Program, an international educational program conducted by the Organizing Committee of the Rio 2016 Olympic Games that provided sports and social training to the public and private educational system in Brazil. The main objective of this dissertation was to ascertain the results, impact and legacy of the Program and, if possible, suggest strategies and actions that could extend the positive consequences of similar projects and programs, avoiding negative impact factors. A bibliographic review was carried out focusing on specific themes related to the Program and its evaluation, including the impact of sports mega events, sustainability and legacy, principles of Olympic Education and management of educational projects. It was also conducted a brief verification of the educational scenario in Brazil, as well as the role of Physical Education as a means of forming citizens in this context. The research methodology included - besides the aforementioned review - the application of an electronic questionnaire composed of 32 questions to verify the results, impact and legacy of the Program. The research universe was composed of 17873 teachers, managers and educators, from which 942 questionnaires with complete answers were obtained. The analysis of the results suggests that the Program was considered positive by more than 80% of the participants and that it reached its main objectives for more than 90% of respondents, disseminating new physical and sports practices, as well as Olympic values. As opportunities for improvement, it was observed that there is a need to accompany the trainings with the provision of appropriate sports material for the activities practice, as well as a greater appreciation of the Physical Education discipline and restructuring of the Program to deal with specific regional differences and demands.

Keywords: Olympic Education, Olympic Games, Legacy, Sports Mega events, Educational Projects.

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# CHAPTER I

## INTRODUCTION

### The Transforma Rio 2016 Program

The object of study of this dissertation is the Transforma Rio 2016 Program. The Program was created in 2014 when its implementation has started and, in its broader scope, was the education program of the Organizing Committee of the Rio 2016 Olympic Games that, in partnership with several institutions - principally the Brazilian Ministry of Education - enabled Transforma to bring sports and social training to public and private school teachers throughout Brazil. The educators had access to a digital platform that offered online courses and trainings, with the main objective of expanding the offer of sports activities in schools. With the resources made available by the Program, sports little known and practiced in Brazil, such as grass hockey, rugby, and goalball, were introduced in Physical Education classes.

The activities were made possible through the free offer of didactic content for classes and activities on the history, symbology and values of the Olympic and Paralympic Games, training courses and face-to-face sports training, as well as school challenges. The Transforma's actions exceeded the school environment by promoting sports festivals focusing on the general public, with the aim of popularizing little-known sports in Brazil, stimulating physical activity and promoting a more active and healthy lifestyle. In these festivals, professional athletes had direct contact with the public, narrowing the bonds between athletes and the population.

At the end of 2016, 15,958 participating schools were counted in 3,032 Brazilian municipalities. More than 8 million students were involved in the activities of the Program, which was present in the 26 states of the Federation. In addition, it was present in more than 20 countries, through the Transforma Connection, which linked Brazilian and foreign students through cultural activities. After the conclusion of the Rio 2016 Olympic and Paralympic Games, the Program assumed a new format, this time under the responsibility of the Brazilian Olympic Committee<sup>1</sup> (COB).

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<sup>1</sup> <https://www.cob.org.br/en>

## Definition of the problem

This study is motivated by the observation of the programs and projects carried out in the context of the Olympic and Paralympic Games that have a great initial and process impact, stimulated by economic, political and social mobilization both at a national and international level with the Games. (Souza & Pappous, 2013; Almeida, Mezzadri & Marchi Júnior, 2009; Araújo et al., 2016). However, at the end of the Games, the same programs and projects move towards finalization, and find it difficult in many cases to maintain results on an ongoing basis. These observed consequences can be attributed to several factors (Moura, Barbosa & Barbosa, 2009):

- The brief execution and the conclusion of the of results generation can be something foreseen in the planning, being a previous short-term program or project strategy to respond to specific questions;
- The results cease because there was no continuity planning or legacy maintenance;
- The results cease because one of the partners in the project or program retired early, or did not fulfill its executive responsibilities;
- The project or program faced contextual or environmental issues that determined its closure.

Regardless of the determining factor, every program or project goes through its finalization phase. Whether predicted or unforeseen, this finalization will be followed by an evaluation of the results achieved, and if the original objectives were fully or partially met, or if they were not met at all. (Brito & Sabariz, 2011; Moura & Barbosa, 2017).

Programs and projects can be designed to solve specific problems without a continuity strategy. However, the results achieved have a certain impact on the target audience and in the application context, and those results that remain in the form of empowerment of the target public or of physical and social structures that bring benefits to the community are considered as positive legacies. (Barnabé & Starepravo, 2014). Ideally, every program or project should predict what its legacy will be, as well as the

strategies for that legacy to be appropriate and carried forward by the target audiences or communities where it has been implemented.

Therefore, this study aims at gathering data on the implementation and finalization of the Rio 2016 Transforma Program, seeking to define its results, impacts and legacies, in order to suggest or identify continuity strategies that could be applied to this program and, especially, to other projects and programs carried out under similar conditions. These program and project modalities are in progress in a number of countries, supported and stimulated by the governments involved in the Games, as well as by the International Olympic Committee itself. (IOC, 2016). Considering the scope and importance of these actions, it is justified to expand the studies in the thematic field of educational projects and programs within the scope of the Olympic and Paralympic Games (Georgiadis, 2010), with possible extension and relevance to other mega-sport events.

#### Theoretical reference

There is a defined line of research and theoretical references that are used in order to carry out this study. Initially, a bibliographical review is done regarding the mega-sport events and the observed impact of their accomplishment in different countries, cities and communities. These themes are addressed by authors such as Araújo (2016) and Roche (2000) who identify positive but also negative impacts and, specifically, the enduring legacies of these mega-events, by the authors Toledo, Grix and Bega (2015).

Due to the theme of the work, the major focus will be on the Olympic and Paralympic mega-event Games, identifying their current sustainability strategies, aiming at minimizing and preventing the negative impacts of the Games, and maximizing the positive impacts. This information is provided by data from the International Olympic Committee itself (IOC, 2018; 2016) which has constantly reviewed its sustainability goals in the implementation of the Games, in line with United Nations (UN) recommendations and goals for global sustainability. The common legacies in the Games (IOC, 2016) are also reviewed in a historical way, identifying how different countries mobilize their economic and political structure to generate benefits for their population

The macro view on mega-events is followed by the introduction on the Education theme, which is the basis of the Transforma Rio 2016 program. A brief review on Education motivated by the Olympic values is carried out, as well as the way in which the education theme generates and pervades the Olympiad itself (Müller & Todt, 2015); there is a short history of the re-establishment of the Olympic Games in the modern era, with the precursors of the best-known figure of all: Pierre de Coubertin. (Driega, 1997, Georgiadis, 2003). The themes on education through Olympic values are dealt by Binder (2010), Kwauk (2008) and Georgiadis (2010).

The Olympic Education is followed by possible strategies on the creation and management of specific projects in the education area. (Brito & Sabariz, 2011, Moura and Barbosa, 2017, Kenny, 2003, Moura, Barbosa and Barbosa, 2009). In order to implement such projects, it is important to recognize the context and application environment, which leads the review to a mapping of the Brazilian educational scenario, specifically in the relation of the practice of sports and physical activities with the discipline of Physical Education, and the formation of the citizen in the schools. In this review, normative and current laws for Brazilian educational institutions are used, as well as broader data on the practice of physical and sports activities by bodies such as the Brazilian Institute of Geography and Statistics (IBGE) (2016), the National Institute of Educational Studies and Research Anísio Teixeira (INEP) (2017, 2018) and the United Nations Development Program (UNDP) (2017).

The bibliographic review finishes with the presentation of the possibilities of interlacing between educational projects and sports practice, reviewing the role of Physical Education for Souza (2007), Gasparoto and Navarro (2017), Araújo (2009), Melo (2013) and Millen Neto and Ferreira (2013), indicating the possible difficulties and obstacles to generate the greatest possible impact with this type of program or project, according to the studies of Correia (2008), Araújo and Gastaldo (2014), as well as the broad social consequences of such programs . (Dias Mendes & Azevêdo, 2010).

Finally, we present possibilities collected from the researched literature for the prediction, identification and maintenance of legacies in projects and programs, concepts that will also apply to the closure of the Case Study. Prior exploration of the implementation scenario of the project or program should consider national policies as well as existing conditions in this study identified by bodies such as the United Nations Children's Fund (UNICEF) (2013), United Nations Educational, Scientific and Cultural

Organization Education, Science and Culture (UNESCO) (2018) and by authors such as Rubio (2009) and Bernabé and Starepravo (2014).

## Objectives

The study carried out in this work has the general objective of defining the impacts and legacy of the Rio 2016 Transforma Program in Brazil. In order to achieve the general objective the specific objectives are delimited:

- Define the impacts of the Rio 2016 Transforma Program on students;
- Define the impacts of the Rio 2016 Transforma Program on educators;
- Describe the legacy of the Transforma Rio 2016 Program;
- Identify strategies to maintain the legacy of the Transforma Rio 2016 Program.

Therefore, the specific objectives of the study are carried out through a mapping of past, present and suggestions for the future of the Program, with an evaluation of how its implementation and execution occurred and what were the main results; its impacts and legacies that extend up to the time of the present study are also verified, with prediction and indication of strategies that could maintain or increase the results achieved by the Program.

## Delimitation of the study

The study is carried out from an international perspective because the Rio 2016 Transforma Program is part of the overall strategy of the International Olympic Committee and, in its implementation, involved institutions from countries other than those involved in Brazil. However, in the definition of its scope and presentation of the main data, this study is limited to the results, impacts and legacy verified and registered in Brazil.

Regarding the results, although the Program has reached many technicians, administrators, policy makers and the general population, the research data will be limited to the main target audience: the students of the schools participating in the

Program and their educators. This is due to the existence of more consistent and extensive data to evaluate the two components of the mentioned audience.

Regarding the impact and legacy, the definition of these results will be made mainly under the educational focus, area for which the Program has a greater vocation. Although the Program has also generated political, economic and social impacts (among others), the evaluation of these other types of results would involve a more extensive and in-depth study that goes beyond the limits of this dissertation.

## Research Questions

This research is configured as a Case Study, consisting of documentary research and survey of empirical data - questionnaires and interviews - to map the Rio 2016 Transforma Program in a time axis that goes from its planning and execution to future perspectives for the Program. Due to the descriptive and exploratory nature of the study, there are no previous hypotheses to be proven or falsified. The research questions derive from the general and specific objectives, previously presented, and are constituted as:

- What were the main results of the Program for the students involved? (Impact);
- What were the main results of the Program for the educators involved? (Impact);
- Which of these results remained after the closure of the Program and the 2016 Olympic and Paralympic Games? (Legacy);
- Considering the remaining results, how could they be maintained or extended over the long term? (Maintenance of the legacy).

The research questions point out the exploration paths in the Case Study, directing the data collection of the documentary research and definition of the instruments of empirical data collection, with the participants of the Program.

## CHAPTER II

### BIBLIOGRAPHY REVIEW

#### Sports mega events and their impact

According to Araújo (2016), the academic studies found in Brazil classify only two events as sports mega events: The World Cup and the Olympic Games, and the categorization results from the media and market reach. Certainly this is due to the fact that Brazil was the host country of the two competitions, respectively in 2014 and 2016, which stimulated the scientific production to take a good look at the effects of both events in the country. However, when the search is carried out in the international literature the definition of mega-event is less restricted:

“Mega-events” are large-scale cultural (including commercial and sporting) events which have a dramatic character, mass popular appeal and international significance. They are typically organised by variable combinations of national governmental and international non-governmental organisations and thus can be said to be important elements in “official” versions of public culture. (Roche, 2000, p. 1).

Roche's definition also applies to events that do not fit strictly in the sporting theme - such as cultural or technological exhibitions, bringing together several countries - but satisfactorily cover sports mega events. The author also points out that mega events play an important role in structuring *space* and *time*, both nationally and internationally. In terms of *space*, mega events create the identification of regionalities in the media, in the tourism market and of global consumption, taking the simultaneous attention of several nations to where the event is taking place. In terms of *time*, mega events can occur within an extensive calendar, with its editions being repeated at regular intervals spanning generations. When one considers the compression of time in modernity, with many activities being carried out at ever smaller intervals, these mega events present a counterpoint to this tendency. There are also broad cultural effects:

International mega-events, in the forms of expos and international sport events, particularly the Olympics, played an important role in the development of both national and international politics and culture in the West from the late nineteenth century. International and supernational cultural events helped to create a fragile space, something of an “international public culture”, in which



“official” versions of collective identities, particularly but not exclusively national identities, were asserted and recognised in a (usually, at best, hierarchic and exclusionary; at worst, hate-filled and warring) international “world of nations”. (Roche, 2000, p. 21, 22).

Thus, it is observed that mega events such as the Olympics can help in the construction of a cultural identity that overlaps with national boundaries. Although this culture is fragile, it has an important historical role, as it leads to the emergence of supranational bodies and entities, such as the United Nations, for example.

In addition to the defining characteristics of time, space, and culture, mega events also have their achievement motivated by what they can bring or leave of positive consequences, which can be defined as a legacy. In general, it is possible to identify in the available literature five basic legacies of sports mega-events (Toledo, Grix & Bega, 2015, p.22):

- 1) Mega-sport events can inspire the masses, including young people, to play sports or other form of physical activity, in order to improve their health;
- 2) These events are economically profitable, providing opportunities to, among other things, increase tourism not only in the host city, but also in the whole country;
- 3) Sporting mega-events generate a "welfare factor" among citizens in order to produce effects for the general well-being of the population in the country where the event takes place;
- 4) The organization of mega-events accelerates much of the urban regeneration demanded by the host city, enhancing society and "including cities on the map";
- 4) Sporting mega-events bring benefits to the country's image, since international exposure generates an increase in international prestige, in other words, they positively alter the way the country / host city and its population are viewed by other states or by the foreign public.

However, Toledo, Grix and Bega (2015) also warn that there is no massive empirical evidence to support all the above-identified claims as, for example, in the case of the first statement, it is not possible to measure a direct relationship between engagement with sports or if the effect of a mega-event would be only visible in those who already practiced activities before the event in question. It is also important to note that legacy can be considered as any planned or unplanned structure, as well as tangible

and intangible assets, which remain and endure after the event. Specifically for the Olympic and Paralympic Games, the International Olympic Committee (IOC) has chosen to systematize the meaning of legacy at the 2002 International Symposium on the Legacy of the Olympic Games:

The effects of legacies have many dimensions and aspects, ranging from more commonly recognized aspects - architecture, urban planning, city marketing, sports infrastructures, economic development and tourism - to others that are as important as the previous ones, if not more, but which are less recognized. In particular, it is necessary to emphasize the importance of intangible legacies such as the production of ideas and cultural values, intercultural experiences and inclusion experiences (based on gender, ethnicity and physical abilities), popular memory, education, archives, collective effort and volunteering, new practitioners of sports activities, recognition on a global scale, etc. (IOC apud Souza & Pappous, 2013, page 43).

The conception of legacy is quite relative to the objectives of the event and its generated impacts. But the IOC's conception underscores that many of these impacts may not be immediately measured at the end of events, with results that will only be observed much later, and in conjunction with other undertaken events, programs or activities.

Even considering the specificities of each scenario, as well as the diversity of causes for the promotion of mega-events, the literature converges to a conception that these events provide positive and negative legacies, and that the final balance depends on consistent planning. This can be seen, for example, when tangible goods are treated as recovery or stadium construction works, which can either, represent high expenditures for an interim result, or consist of an investment with a lasting return to government and the population. In the specific case of Brazil, it should also be noted that there is a lack of reliable tools and independent bodies for measuring the economic and social legacies of mega-events. (Araújo et al., 2016; Almeida, Mezzadri & Marchi Júnior, 2009).

#### Olympic and Paralympic Games and sustainability

Developping over several editions, the Olympic and Paralympic Games marked the role of promoting peace and harmony among nations through sport. However, as a major worldwide event, the Games have an even greater potential for mobilization,

which places the event as a banner of the sustainable development movement in the perspective of international cooperation.

The concept of sustainable development can be understood briefly as "*development that meets the needs of the present without compromising the ability of future generations to meet their own needs*" (Strange & Bayley, 2008, 24). That is, it is the form of development in which future generations can also have their needs met in the same way (or in a better way) than the present generation have their own needs met. The specific concept of "sustainable development" gained wide publicity and acceptance after the *Brundtland Report* (<http://www.un-documents.net/our-common-future.pdf>, retrieved on 30 July 2018), a report resulted from a United Nations commission organized in the 1980s to create an agenda for changing governance practices and the world way of life. In the report, called *Our Common Future*, the concept of sustainability transcends environmental or ecological concern, and discusses issues such as equity in human relations, alternatives to fossil fuels, growth strategies for industries and cities, reduction of international conflicts and the creation of legal and regulatory frameworks.

Since then the theme has gained interest in different media, with its discussion broadened by the realization of environmental degradation and global warming - even though the environment is only a part of sustainable development. Currently, the United Nations propose and advocate a global agenda called *Sustainable Development Goals* (<https://www.un.org/sustainabledevelopment/sustainable-development-goals/>, retrieved on July 30, 2018), with 17 goals to end poverty, protect the planet and ensure the prosperity of all people. This sustainable agenda has specific targets to be met in 15 years (2015 to 2030), with 169 goals to be achieved from the governmental level to the common citizen. The 17 objectives are: 1) Eradication of Poverty; 2) Zero Hunger and Sustainable Agriculture; 3) Health and Welfare; 4) Quality Education; 5) Gender Equality; 6) Drinking Water and Sanitation; 7) Clean and Affordable Energy; 8) Decent Work and Economic Growth; 9) Industry, Innovation and Infrastructure; 10) Reduction of Inequalities; 11) Sustainable Cities and Communities; 12) Responsible Consumption and Production; 13) Action Against Global Climate Change; 14) Life in Water; 15) Earth Life; 16) Peace Justice and Effective Institutions; 17) Partnership and Means of Implementation.

The sport was placed on the UN's global agenda in 2015 as one of the facilitators of the 17 objectives, which has engaged the International Olympic Committee (IOC) to

also present its *Olympic Agenda 2020* (<https://www.olympic.org/olympic-agenda-2020>, recovered on July 30, 2018), which is aligned with and is inspired by the UN's sustainable development goals for 2030. Thus, the current design of the Games can be seen in Figure 01.

**Figure 01.** Objectives of the 2020 Olympic Agenda



Source: *International Olympic Committee* (2018, p. 6).

It is observed that the Games' objective is generating greater value by increasing the supply and structure flexibility, establishing partnerships, and with increased efficiency, contributing to greater sustainability. At the same time, efforts must be concentrated to reduce the risks, waste and waste generated, as well as cut costs and simplify as much as possible the processes involved in establishing each edition. The objectives are not only related to the Games, but fully involve the partners, governments, cities and host countries.

Objectively, the IOC launched in 2018 new measures and actions aimed at the governance of the games, as well as simplified the requirements for application and implementation by the venues, with the provision of greater support for the organizers. The actions of the IOC for the next editions (beginning with Tokyo 2020) intend to generate considerable impact and economy compared to previous editions, totaling more than 950 million dollars in 7 years (until the Los Angeles Games 2028), as shown in figure 02.

**Figure 02.** Economy projected between Tokyo 2020 and Los Angeles 2028

<b>Foucs Areas with potential cost savings (in million USD 2017)</b>	<b>Olympic Winter Games</b>	<b>Olympic Games</b>
<b>Games Governance</b>	<b>85</b>	<b>134</b>
<b>Games Requirements</b>	<b>389</b>	<b>731</b>
Competition and Training Venues	121	228
Test Events	20	40
Olympic Village(s)	21	26
International Broadcast Centre/ Main Press Centre/ Media Services	17	22
Technology/ Energy	128	207
Brand, Identity and Look of the Games	6	11
Ceremonies, Culture and Education	14	25
Hospitality and Ticketing	0	0
Games Services	45	101
Paralympics	17	71
<b>Support to Organisers</b>	<b>53</b>	<b>94</b>
<b>Total</b>	<b>527</b>	<b>959</b>

Source: International Olympic Committee (2018).

The transfer of technology and accumulated know-how is planned for the Olympic and Paralympic Games of 2020, 2024 and 2028, including the Winter Games of 2022 and 2026, with concrete actions such as the reuse of data and media structures between games of Pyeong Chang 2018, Tokyo 2020 and Beijing 2022. In addition, among the actions of greater impact, the IOC encourages the adaptation of existing structures, rather than building Olympic Villages that are not necessary for urban projects. Olympic Villages should also decrease their relative size, avoiding redundant beds, rooms or structures. As well as the stadiums, tracks and activity centers themselves, the Villages should focus on the shared use of structures by various federations and for different sports. Finally, transport modes for events should prioritize public transport, with the implementation of innovative forms of mobility that reduce private transportation. (IOC, 2018).

Sustainability is considered one of the three fundamental pillars of the Olympic Agenda, along with credibility and youth (<https://www.olympic.org/news/sustainability-at-the-heart-of-the-olympic-movement>, retrieved on 30 July 2018). Some of the main objectives of the 2020 Olympic Agenda are:

- 1) Changes in the application procedure for cities hosting the Games, with a new

philosophy to invite potential candidate cities to present a project that suits their needs for sports, economic, social and environmental long-term planning;

- 2) Reduce bidding costs by reducing the number of submissions allowed and providing a significant financial contribution from the IOC;
- 3) Make the Games change from a sports-based program to an event-based program;
- 4) Strengthening the 6th Fundamental Principle of Olympism, including non-discrimination of sexual orientation in the Olympic Charter;
- 5) The launch of an Olympic Channel to provide a platform for sports and athletes beyond the period of the Olympic Games, available 365 days a year;
- 6) Adapt and further strengthen the principles of good governance and ethics to meet the changing demands.

Objective 1 makes it very clear that the Committee understands the mobilization power of the Games as a social and community change force, by encouraging regional leaders (from the candidate cities) to propose linking the games to the improvement of social and economic conditions and environmental conditions of the location of the Olympics. Thus, educational programs such as Transforma are included in the IOC agenda, and their relevance to the UN agenda as a permanent and sustainable development strategy with a focus on education is demarcated.

#### Legacies of Olympic and Paralympic Games

Due to the growth of the Games - making this the biggest sporting event in the world - it is considered that the impact on the host city and country also increase with each new edition. In this way the International Olympic Committee defined that:

. . . the Games need to create more than just good memories from 16 days of competition. That is why Rule 2, Article 14 of the Olympic Charter states that an important role of the IOC is “to promote a positive legacy from the Olympic Games to the host cities and host countries.” (IOC, 2016, p. 1).

That is, it is necessary that the Games manage to go beyond the temporality of the event, transcending the 16 days of competition, with the additional objective of leaving a positive legacy for cities and host countries. However, each city is different and has different priorities regarding what this legacy would be, what the city and country would like to invest in, and how best to take advantage of the Games as an opportunity to perfect, create or alter urban, environmental, economic, social, cultural and educational structures.

The 2020 Olympic Agenda discussed above consists of a recent construction, aimed at directing the Committee's contemporary actions. However, the Games have already stimulated the building and maintenance of legacies for several editions, and it is possible to trace the main contributions of the Olympic and Paralympic Games since the beginning of the 21st century.

Table 01 lists the main contributions of these events, in chronological order, based on the IOC document on the legacies of the Games. This is not an exhaustive list and has only the purpose of presenting some of the legacies by event, including the educational legacies, of greater relevance for this work.

**Table 01.** Main legacies of the Olympic and Paralympic Games (2000-2016)

<b>Games Edition</b>	<b>Main legacies</b>
	Urban area: Conversion from Sydney Olympic Park Post Games to a residential and sporting commercial district.
SYDNEY 2000	Environment: Restoration of about 160 hectares of degraded land. Establishing of an urban water recycling system.
	Culture: Expansion and presentation of Australian culture to the five continents through the program "Reaching the World".
	Education: Training of 100,000 Greeks for technical and management education, as well as other types of training related to the Games.
ATHENS 2004	Urban environment: Renovation and painting of thousands of buildings and constructions. Renovation of the area connecting the city with the sea. Conversion of Olympic structure post Games to sports centers, theater, convention centers, government offices and a new university campus.
	Environment: Planting trees and shrubs. Creation of preservation areas.

	<p>Transport: Construction or extension of roads. Implementation of a computerized traffic management system. Construction of a new airport.</p>
BEIJING 2008	<p>Education: Presentation of Olympic values to 400 million children in 400,000 schools in China. Partnerships between 550 Chinese schools and schools from other countries for cultural, educational and sports exchanges.</p>
	<p>Public health: Training chefs for health care. Hiring of food inspectors. Structuring a new disease control and prevention system in Beijing.</p>
	<p>Transport: Beijing airport extension. Construction of new expressways and bullet train rails. New subway lines. Increased public transport capacity to 4.5 million people.</p>
	<p>Environment: Investments in air quality. Reduction of gas emissions to 60 thousand coal-fired boilers. Conversion of buses to natural gas. Improvements in the water treatment system.</p>
LONDON 2012	<p>Education: Creation of community projects to educate young people about sports, health, and Olympic arts and values. Operation of the Get Set program for four years, which reached more than 85% of schools in the United Kingdom.</p>
	<p>Sports: Creation of community sports centers.</p>
	<p>Urban environment: Creation of an Olympic Park as a legacy for the city, with residences, schools, health centers, spaces for business and sports.</p>
	<p>Transport: Building of new bridges and train lines. Extension of footpaths and bicycles.</p>
	<p>Environment: Planting trees. Waste reuse and recycling structure.</p>
RIO 2016	<p>Education: "Transforma Rio 2016" Program, which brought new modalities of sports to nearly 16 thousand Brazilian schools, involving 3,032 cities in the country, with training of 9,299 teachers to teach new sports and disseminate Olympic values. More than 8 million students have been reached by the Program. "Conexão Transforma" Project, which established cultural exchanges between 17 Brazilian schools and 17 foreign schools, involving more than 17 thousand Brazilian students.</p>
	<p>Transport: Construction of new roads and expansion of existing roads. Construction of bicycle paths. Construction of tunnels. Expansion of the public transport structure.</p>
	<p>Waste treatment: Expansion of the collection and treatment of</p>



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waste. Expansion of the sewage and water network.  
Economy: Expansion and restructuring of the port region, with  
requalification of the region to become a business, culture and  
recreation center.

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*Note:* Elaborated and complemented by the author based on information from IOC (2016).

As reported in the table, the types of legacies and investments vary depending on the strategic decisions of the government of host countries and cities. In the Brazilian case, it was evident the investment opportunity in infrastructure, with works in essential areas such as transportation, water treatment and sewage. This contrasts with cities such as Sydney, Australia, which prioritized environmental recovery. It is also noted that the educational legacies are contained in several editions of the Games, and in the data referring to Brazil some numbers were added regarding the Transforma Rio 2016 Program, the subject of this dissertation study.

The Transforma Program was developed between 2013 and 2016, and during that time it focused on the dissemination of Olympic values through the opportunity of offering new sports practices and training of educators in order to introduce such practices. For this reason, the Transforma Program is considered as one of the educational legacies of the 2016 Olympic and Paralympic Games, whose impacts will be established with some more details in Chapter 4 of this dissertation. Due to the focus of the Program is on the concepts of Olympic Education; these will be presented now, as a subsidy for further analysis.

## Olympic Education

The concept of Olympic Education can be understood in many different ways and, in fact, has gone through many different versions since the 1970s - in addition to constant revisions since the return of the Olympic Games. However, the main line of pedagogical studies and directions focuses on best practices for teachers, coaches and other educators to help young people develop values associated with Olympic concepts: Olympism. Within this conception, it is possible to stimulate and reinforce positive behaviors to develop values that are grouped around four main axes: 1) the satisfaction of taking part in physical activities (joy of endeavor); 2) the culture of "fair play"; 3) multiculturalism and 4) the pursuit of excellence. (Binder, 2010).

The basic concepts of Olympism were established by Pierre de Coubertin, an educator remembered as the one who reinstated the Olympics of the modern era, in the

late nineteenth century. However, there were other precursors that established a favorable environment for the return of the Games, an effort that culminated in the work of Coubertin. According to Driega (1997), there have been several previous attempts to revive the Games but, for social, political or cultural reasons, they did not have the necessary reach to mobilize public opinion in their support. According to the author's information, some of these previous movements can be summarized as shown in Table 02.

**Table 02.** Precursors of Coubertin in order to establish the Olympic Games of the Modern Era

<b>Precursor</b>	<b>Iniciatives</b>
Metteo Palmieri	Italian statesman who, around 1450, published a controversial essay that, once again, brought to public knowledge the idea of the Olympic Games, through criticisms to the high clerical authorities and to the feudal system using the concepts of the old cultures.
Johannes Aquilla	Lawyer who organized an "Olympic exhibition" in Baden in 1516.
Hieronimus Mercurialis	In 1569 he edited the <i>De Arte Gymnastica</i> , citing ancient cultures as an example of physical education to be followed.
Petrus Faber	In 1590 he published the <i>Agonisticon</i> in Paris, mentioning the Olympic Games as a form of aesthetic education for members of the social elite of the time.
Robert Dover	Lawyer who instituted a series of annual competitions called the "Olympic Games" in the reign of James I in England in 1604. In addition to physical events, there were intellectual competitions such as music and chess. Competitions persisted during the reigns of Charles I, Charles II, and William & Mary. They were closed by Puritan influence in the reign of George III.
Príncipe Leopold Frederick	In 1772 he established in Prussia an event to commemorate his wife's birthday, where games similar to the Olympics were held.
Gustav Johan Schartau	A gymnastics teacher that, in 1833, formed The Olympic Union in Sweden, group that had the objective to revive the Olympic Games of the classic era. Two events named "Olympic Games" were held in 1834 and 1836.
Ernst Curtius	He led, between 1875 and 1881 the archaeological expedition that found the remains of Olympia, with the findings that allowed the reconstruction of the heritage of the Olympic Games as never done before.

*Note:* Prepared by the author based on information from Driega (1997).

Furthermore, Georgiadis (2003) points out that the Olympic Games as known in the modern era were a collective effort, of which Coubertin was part but cannot be considered the sole founder. The author will indicate the participation of other founders as the Greek poet Panagiotis Soutsos, creator of the memorandum to the Greek government proposing the creation of the "Panhellenic Games", that should happen annually. It is considered that this was the first effort to bring the Olympic Games back to Greece. Also named are Dr. William Penny Brookes, creator of the Wenlock Olympic Games in England, and Evangelis Zappas, who instituted an Olympic Olympics in Greece (Zappeia Olympia), editions in 1859, 1870, 1875 and 1888-9, involving competitions sports and arts. The story finally gets to Coubertin and his contemporary, the writer Demetrios Vikelas, who represented the Panhellenic Gymnastic Club in the International Congress of Paris in 1894, and was the first president of the International Olympic Committee.

Although he was not solely responsible for the return of the Games, Coubertin certainly had an intense influence on the Olympic educational conception, which stems from his own history as an educator. In forming his ideas, Coubertin observed that the schools of France, his home country, had as main intention to correct bad habits and to direct the children's character, what was seen as something inadequate by Coubertin, and would serve only to transform the school into a correctional institution, which treated students as "petty criminals." In his texts on French education, Coubertin warned:

What I want to present to you, reader, is not an education agreement, but some impressions about travelling around English colleges. I have long heard complaints about the situation of French children. It was taken away from them, you say, even the privilege of being children.

They are clogged with knowledge.

They are transformed into itinerant dictionaries.

They are overwhelmed: it is the expression used. And after feeding their intelligence as if they were birds, their physical strength is weakened and their moral energy is killed. This is what you are sorry for, and you are absolutely right. (Müller & Todt, 2015, p.41).

When Coubertin traveled to England around 1880, he observed that English schools presented a different educational system based on freedom and sports practice as ways of developing moral and social qualities. In this system, the educational approach sought to transfer authority and responsibility to the child as well as give him

the opportunity to make moral decisions in addition to sports-based physical education. (Kwauk, 2008). Coubertin, throughout his epistolary production, started to defend the reception of sports in schools as a vector of three fundamental qualities:

Whatever the importance I give to sport in and of itself, I confess that I consider it primarily as a medium and that, agreeing on this point with all the English masters and with more than one French master, I expect three things from it: first, to reestablish among our young generations the long-broken balance between body and spirit, which gives them not only a momentary force, but lasting health as well, and that prolongation of youth which enables man to leave behind a solid and finished work. (Müller & Todt, 2015, p.57).

In the first quality, Coubertin envisaged the activity as a lasting enterprise, focused on permanent physical formation, and not only as medicated palliative or maintenance of child vigor. The second expected quality was:

The second that, in critical age, remove the temptations against which, in our present system, nothing works effectively; that provides a scope of enthusiasm that seeks a healthy fatigue, which appeases the senses and the imagination. (Müller & Todt, 2015, pp. 57-58).

Physical activities as a healthy way of directing wills and desires, as a useful use of the disposition of the individual, occupying body and mind. And finally, the third quality:

So also, gentlemen, a third thing. . . ; the child is not a number; it is distant from him everything in which he could exercise his initiative, if he is relinquished from the responsibility; producing twenty-one-year-old children, this seems to be the goal. Sport will do away with this, smoothly and without bumps, because it effectively involves a voluntary social integration, and seeks a spirit of conduct, common sense and character; hierarchizes and fosters personality types that become a help to teachers, and makes children more like men. (Müller & Todt, 2015, page 58).

With the sport introduction, Coubertin argued for a more solid and complete education in order to transform children into responsible and upright adults, not just "adult children" Thus, Coubertin came to see a close connection between education and sports: "It is necessary to re-establish, in those places where it existed, this sporting way of understanding education, and creating it where it does not exist" (Müller & Todt, 2015 , p 177). He looked to sports as activities that could turn educational institutions into centers of accountability, character, conduct, and responsible adult education. The

transformation of the individual would be the precursor of the integral reform of society. These early considerations of Coubertin led him to the philosophy that would govern Olympism and Olympic Education: a collection of values and principles that, through sports practice, would contribute to the development of mankind.

Coubertin is remembered for his emphasis on sport, but he also advocated the need to combine the body with the mind, developing intellectual activities for a complete formation of the individual. For his initiative, the Olympic Games could count with an arts competition occurring simultaneously, between the editions of 1912 and 1948, which presented architecture, sculpture, music, painting and literature events. Since the 1952 edition the Olympic Committee has decided that the competition in arts would leave the dispute subjects to become an "exhibition" of arts. The fact was motivated because it was observed that many of the competitors were professional artists, which violated the initial character of the competition, which predicted that only amateurs should present their creations inspired by the sport. (Hiroshi, 2009).

It is registered thus, the concern that was to make the Games a celebration not only of physical prowess but also of the intellect, and Kwauk (2008) describes that for Coubertin the Olympic Education would be considered as a multidisciplinary educational project, with the following characteristics:

- 1) The harmonious development of the whole human being (mind, body and will);
- 2) The pursuit of human perfection through high performance;
- 3) The voluntary adherence and the respect for ethical principles (fair play and equality);
- 4) The facilitation of peace and goodwill among nations with a view to promoting respect and tolerance among individuals; and
- 5) The emancipation of the individual through sport.

In addition to these basic characteristics, Coubertin also hoped that Olympic Education would foster the collapse of boundaries and generate a conception of internationalism, facilitating respect, understanding and peace among nations. If placed in the contemporary reality, it is perceived that there is still difficulty in applying these

concepts. However, Olympic Education and the Olympic and Paralympic Games continue to have enormous potential to operate as a positive force and to generate social change in today's world. The Olympics continue to be the most comprehensive and international event, and considering this context, few educational programs could achieve the same appeal as Olympic Education. (Georgiadis, 2010).

The revision of the original concepts of Coubertin, as well as of the main authors on the subject, is made by Binder (2010), that summarizes the different visions by which the concept goes through. In the synthesis made it is important to observe, for example, that Olympism has points of connection with the more general goals of education, such as:

- 1) Massive participation: increasing opportunities for young people to create democratic processes among themselves through involvement in games and sports;
- 2) Sport as a form of Education: development of educational opportunities, which bring knowledge from various areas to groups and to students individually;
- 3) Sportiness: the development of the "sports spirit", with rules of harmonious coexistence in group activities;
- 4) Cultural exchange: the Olympic celebrations are an opportunity for the integration of various artistic, sound and visual performances and exhibitions;
- 5) Comprehension and understanding among nations, with the Games being a unique opportunity to bring together and transcend different races, religions, and political and economic visions, creating solidarity and understanding in order to promote world peace; and
- 6) Excellence: the pursuit of excellence for developing any activity.

It is observed that Olympic ideals can be taken by individuals and students as motivating and learning factors in all aspects of life, integrated with participation in sports and involvement with physical activities. At the same time, and in keeping an intrinsic relation with the mission of education, Binder (2010) also points out that Coubertin's ideals can be described and updated as:

- 1) The pursuit of the enrichment of the human personality through sport and physical activity within a cultural context, and understood as experiences that the practitioner can take for a lifetime;
- 2) Development of a sense of human solidarity, tolerance and mutual respect, concepts illustrated by fair play in sports activities;
- 3) Generate peace, mutual understanding, respect for different cultures, protection of the environment, basic human values and interests, according to regional, national and international requirements;
- 4) Pursuit of excellence and achievement of goals in accordance with fundamental Olympic ideals;
- 5) Development of a sense of continuity and permanence of human civilization, maintained through the rescue of ancient Olympic history and exaltation of its modern conception.

Thus, the pedagogical methodology of modern Olympic Education necessarily needs to consider the principles and methods of the schools themselves to ensure that educators and authorities support their implementation as a way of developing educational activities and society as a whole. (Binder, 2010). For this purpose, the conduction of any pedagogical approach requires careful investigation of the environment and context in which it will be operated, constituting a series of phases and activities that proceed in a rational and coherent manner. This predictable set of actions with defined objectives is called "educational project".

#### Management of educational projects

According to Brito and Sabariz (2011) and Moura and Barbosa (2017), an educational project will be developed in a limited time, with an intended purpose and in a clear way, with previously defined objectives. An educational project comes up to solve problems, seize opportunities, meet needs, meet interests or overcome challenges in an educational system. It can be elaborated by one or more educators, who will carry out the planning, coordination and execution of actions and activities that seek to increase educational or human formation processes. It should also be considered that:

In this sense, educational projects are not limited to schools, universities, or educational systems. Any institution (company, organized sector of society, non-governmental organizations, communities, etc.) can propose and develop educational projects in their respective contexts of action. Any project with educational purposes, regardless if it is from a school or part of the formal education system, can be considered an educational project. (Brito & Sabariz, 2011, p.12).

Therefore, Olympic Education can be considered as a large and extensive educational project, conceived with worldwide coverage, carried out by educators and managers of several nations simultaneously, which goes beyond the limits of educational institutions to reach society as a whole.

Certainly, this ambitious educational project, as envisioned by Coubertin, requires the joint operation of several people and institutions at the same time. Contemporaneously, Olympic Education is operated by several different sectors and organs, with varying levels of autonomy. One might think, for example, of an Olympic host country, which focuses efforts during the four years between each event to deploy and manage an educational project. This project is aligned with international directives with wide-ranging actions that may involve several countries; however, their actions are developed mainly at the national level, respecting the culture and specific context of each country and region. The national initiative is then delegated in the form of regionalised actions or activities, seeking to meet and reach the target audience in the most effective way and with the greatest possible impact. Finally, after the closure of the Olympic and Paralympic Games, there should be a strategy of continuity or stabilization of the project. In this way, a complex enterprise is drawn up, which must necessarily rely on detailed planning. In due course the stages of design, development and implementation of Transforma , object of analysis of this dissertation, will also be described.

Brito and Sabariz (2011) define 5 phases that, as a prototype, can be part of any educational project. Certainly, these phases can undergo changes according to each specific demand, or to overcome difficulties encountered during execution. However, in a general way, each educational project will go through the following steps: 1) Initialization; 2) Planning; 3) Execution; 4) Control and 5) Closing. These phases will be explored in more detail in the sequence as defined by the quoted authors.

The Initialization phase involves the design of the business overview. At this



stage, it is necessary to identify and make a clipping of the problem or opportunity for action, so that there is a clear vision of what will be approached by the project. The group involved should also assess whether a project is necessary or effective to address the problem, or whether another action should be taken in its place. With such prior definitions, it is then determined what will be accomplished by the project, as well as its reach or scope.

The Planning phase will define the objectives of the project, as well as the resources available and those required for its accomplishment, in addition to the deadlines for development and completion. In this phase, the actions are defined in detail, with activities and segmented tasks, as well as the prediction of an execution sequence so that they are efficient within the objectives. Typically, a physical-financial timeline is also defined, with a broad view of when each task should be performed, and what specific resources each of them will use.

The Execution phase is characterized by the management of the people involved with the project. In this phase, they engage and get organized in groups, with strong work of coordinators and team leaders to keep the actions on schedule, as well as to solve conflicts or problems that may cause delays or obstacles. Each group or person receives their tasks, trying to keep in touch with other people or groups, to check their own performance and to inform about problems or difficulties in the execution of the individual tasks.

The Control phase considers that the project is already in full development, with the need for monitoring so that it is not delayed or interrupted. The monitoring is more intense than the distribution of tasks, with the focus of the efforts in actions of correction or redistribution of resources (of all types) so that the schedule and the objectives of the project are maintained.

The final phase, Closing, is implemented when key actions, activities and tasks have been performed, when the intended objectives have been fully or partially achieved, and when the resources initially allocated have been already used in the execution. At this stage, the results achieved are analyzed and evaluated, the related data are compiled and reports are issued. Finally, these data are communicated to stakeholders and participants, with a final assessment of what has been learned and how new proposals or projects can benefit from this learning.

While much of the projects - of all natures and not just educational - share the phases described above, it is important to note that educational projects, specifically,

may fall under different categories, whose presentation may help to clarify the scope of the project as well such as its design and execution. According to Moura and Barbosa (2017), educational projects can be divided into: 1) Intervention Projects; 2) Research Projects; 3) Development Projects (or Product); 4) Teaching Projects and 5) Work Projects (or Learning). The following paragraphs provide a brief description of the typology, in agreement with the authors.

Intervention projects are those that operate in a specific organization or context, with the purpose of modifying its structure and operation. It looks for positive changes in performance, to solve problems or to meet previously identified needs. Usually, it occurs in educational institutions, social, and productive and commercial sector, although they are not restricted to these. Research projects are undertaken with the purpose of gathering knowledge or information about a particular problem or question, often with experimental verification. They usually occur in educational institutions, social, productive and commercial sectors, although they are not restricted to these.

Research projects are undertaken with the purpose of gathering knowledge or information about a particular problem or question, often with experimental verification. They are usually operated by and in academic or research institutions.

Development projects have the objective of developing new products, activities or services such as: teaching materials, curriculum matrices, courses and training, educational software, etc. It is quite common in the productive, commercial and service sector.

Teaching projects are highly specialized and usually take place within courses or disciplines, aimed at improving the teaching-learning process. They usually include the teacher, and generate products such as innovative teaching methods, accompaniment and support software, animations, presentations, and other resources that can facilitate the role of the teacher and the students' learning process.

Finally, the work projects are complementary to the teaching projects, being the counterpart presented by the students, proving their learning or facilitating the development of specific skills and abilities. This category includes, for example, course completion work. These projects usually occur exclusively in educational and academic settings.

As Moura and Barbosa (2017) also explain, the typology does not mean that projects are mutually exclusive, that is, they can coexist and operate in an integrated way to meet the complex needs of an educational scenario. This is also the case of

Transforma, a program that has fundamental characteristics of an Intervention project, but at the same time, it develops other types of projects - such as the creation of teaching materials or new teaching-learning processes - to meet national demands related to Olympic Education.

In detailing the issues that cut across educational projects, Kenny (2003) points out that projects of this nature usually bring important changes to the institutions that are the target of the intervention. Four fundamental points are indicated by the author as focus of attention in the planning of actions in this context:

- 1) Identify the form of interaction between educators and their learners, how they adapt to proposed or imposed changes, and how they deal with innovation;
- 2) Understand that educators usually develop their methods and activities more independently than other professionals;
- 3) Provide additional time in the project implementation so that the target audience interprets, understands, contextualizes and adapts to the changes proposed by the project, especially if the changes involve teaching practices;
- 4) Although expected changes are anticipated in planning and objectives, it should be understood that actual changes will only be observed during implementation as the target audience interprets and implements the proposed actions.

Another important issue that applies to educational projects is the need for management flexibility. This ability is pointed out by some authors (Moura, Barbosa & Barbosa, 2009) as essential to managers in the area; the capacity to deal with unforeseen events arises even in small projects under greater control, since the external context (social, political, economic, technological, among others) and the internal context (structure and form of operation of organizations related to the project, organizational policies and culture) are dimensions that go through constant changes, which cannot be predicted in their entirety in the planning of an educational project.

Due to the changes, new expectations or emerging difficulties, it is observed that "Project managers generally adopt reactive positions in the face of a torrent of problems that arise and escape their immediate control, responding to difficulties almost always

after they occur." (Moura, Barbosa & Barbosa, 2009, page 51). The flexibility to respond to problems must be accompanied by a capacity to anticipate them, with a proactive attitude of the managers to expose and solve the difficulties before they become unavoidable or make unfeasible tasks foreseen in the schedule.

In the case of national programs (such as Transforma), flexibility is fundamental and something to be anticipated even in the planning stages; it is tempting to give in to the desire for standardization that a wide-reaching project brings, since it would be easier and simpler to create standardized processes and tasks to be reproduced in different scenarios. However, the complexity resulting from the extension of actions generates many different levels of communication, as well as regional cultural differences themselves, factors that require the ability to read the scenario, update it in the project and adapt the planned tasks (or create new tasks) to focus on the original goals. (Moura, Barbosa & Barbosa, 2009).

#### Brazilian educational scenario

For the accomplishment of the educational projects it is necessary to structure the data collection referring to the application scenario. The following paragraphs present some important data from Brazil to design the Brazilian educational organization, the reach of the school system and the composition of the target audience by relevant categories.

The Brazilian education structure is done at national level, with segmented management at the state and municipal levels. The Federal Government, the State Governments, the Municipal Governments and the Federal District organize, execute and monitor their respective education systems. Brazilian education has its rules and regulations defined by the Federal Government which, through the Ministry of Education, defines the guidelines of the national educational programs. Higher education is under the responsibility of the Federal Government. In the following administrative sphere, the State Governments execute the public management related to the secondary education. Finally, the Municipal Governments develop the public policies of infantile and fundamental education.

In Brazil, members of the population up to the age of 24 are categorized as young people, and make up the main portion of the population to be hit by educational

projects that do not specifically target late education or eradication of adult illiteracy. About Brazilians who cannot read, data from the National Household Sample Survey (IBGE, 2016) estimate that the illiteracy rate is 8% for people over 15 years old, which indicates a trend of overall decline in the rate in relation to previous research. . However, the rate is high among people aged 60 years or more, standing at 22.3% for this age group. And, for young people between 15 and 19 years of age, the rate does not reach 1%.

Of the total population, 37.1% of Brazilians are in the age range of 0 to 24 years. But 52% of the population aged 25 years or more studied only to the level equivalent to full elementary education. 26.4% have a high school education and only 13.5% have completed tertiary education. (IBGE, 2016). In the national educational system, the teaching phases are divided by age (Law 9.394, 1996), and are presented according to Table 03.

**Table 03.** Composition of the Education phases by age

Age	Phase	Year
0-6 years old	Pré-school Education	---
6-11 years old	Elementary School I	1° ao 6°
11-15 years old	Elementary School II	6° ao 9°
15-18 years old	High School	1° ao 3°
18-23 years old	College	Variable: between 4 to 6 years

*Note:* Prepared by the author based on Law no. 9,394, 1996.

In this educational composition, in Brazil, elementary education is free and compulsory for all. High school is free but not compulsory. Higher education is free in public universities, complemented by a large network of private institutions, categorized as Universities, University Centers and Colleges. The range corresponding to elementary education, from 6 to 14 years of age, presents a participation level of 98.6% in attendance at school. The middle school band, aged 15 to 17, has a participation rate of 85%. Among the young people between 18 and 24 years old, corresponding to the higher level, the schooling is 30.7%. (IBGE, 2016).

Schooling varies greatly due to participation in the public and private systems. Data from the National Institute of Educational Studies and Research Anísio Teixeira (2017) show that Brazil has about 186 thousand schools of basic education, with 21.5% of this total being private schools. The secondary schools totaled 28.3 thousand, with

29.2% of this total being private. As for the data of the higher level, in 2015 there were 2,364 institutions of higher education in Brazil, with 2,069 of them belonging to the private network. (INEP, 2018). The Elementary School has 85.3% of the students participating in the public network, while 88.1% of the young people are also in the public network doing the middle level studies. The numbers fall considerably when it comes to higher education, with only 25.3% of students attending public school. (IBGE, 2016).

Regarding the use of new technologies, the younger individuals are responsible for the higher rates of Internet use in the national territory. Data from IBGE (2016) indicate that 57.5% of the resident population in Brazil regularly access the internet. Among these, young people aged 15 to 17 and those aged 18 to 19 make up the groups with the highest users, with respective rates of 82% and 82.9%.

There are also data on the characterization of the public in educational institutions. Students with disabilities, global developmental disorders or high skills participate in 57.8% of schools in Brazil (INEP, 2017), with a tendency to increase in relation to previous research. Of the enrollments at the higher level, about 33% were students with physical disabilities, almost 24% of people with low vision and about 14% of individuals with hearing impairment (INEP, 2018).

### Physical activities and sports practices in Brazil

In Brazil, data on physical and sports activities practice (AFEs) are concerned; according to data from the National Household Sample Survey "Sports Practice and Physical Activity 2015" (IBGE, 2017), only 37.9% of the population aged 15 years or more practiced any sport or physical activity during the reference period of the research. Such research also indicates that there is a correlation between the practice of activities and the level of education, that is, those with more education tend to engage in more physical activities or sports. In the case of uneducated people, only 17.3% practice AFEs, while among those with complete higher education, 56.7% practice AFEs. The South Region of the country stands out in the last item, with 61.2% of the population with complete higher education presenting itself as a practitioner of sports or physical activities. In addition, the "National Human Development Report - Movement is Life: Physical and Sports Activities for All People" for 2017 (UNDP, 2017) also indicates the existence of a relationship between the portion of the population that practices physical

and sports activities and the Municipal Human Development Index (HDI), and the two indexes show a positive correlation of increase. Thus, there are demographic and social reasons for encouraging the increase of AFEs among the population.

The UNDP Report (2017) also uses IBGE data to establish other social inequity variables related to physical activity and sports; the people with higher income per capita are more involved with AFEs, practically twice as much in relation to the layer with lower purchasing power. Disabilities - intellectual, physical, visual or hearing impairment - also appear as a notable factor, with people with intellectual disabilities (only 10.3% are practitioners) and physical disabilities (only 10.5% are practitioners) who are the least involved with AFEs.

It is understood from the data presented so far that the group with the least AFE practitioners is the one that covers the elderly, the uneducated and those with disabilities. Furthermore, men have more activities on a continuous basis than women (53.9% of men and 43.2% of women), and the preferred AFE for women is walking (52.5% %), while men practice football more frequently (41.4%).

When there is a refinement of the data, one perceives an even more worrying reality. By differentiating the specific practice of sports from the more general physical activity, the data obtained indicate that only 24% of the population aged 15 years old or more practices sports (IBGE, 2017). As for sports, specifically, there is also a marked difference between genders: 63.2% of the practitioners are men, and only 36.8% are women. Differences also extend across age groups; 44% of people between 15 and 17 years old practice some sport, however, only 13.4% of people who are 60 years old or more engage in sports. As seen before in the general information previously given about AFES, the level of education also correlates with sports practice: only 9% for those who are uneducated, and 35.1% for those with a higher education level. Of all sport practices investigated soccer was the most cited, with 39.3% of the practitioners. The other investigated practices were divided into walking, volleyball, basketball, handball, fitness, cycling, combat sports and martial arts, rhythmic and artistic gymnastics, and "other sports" as an encompassing category.

The group composed of sports practitioners aged 15 years old or more also presents data regarding the motivating factors for engaging in these activities. For 28.9% of them, the motivation comes from relaxation and fun, a rate close to the other 26.8% of the respondents, which indicated the pursuit for well-being and quality of life as motives. Almost half of the public (49.9%) practiced activities three or more times a

week, and 43.4% of the total number of practitioners spent more than 1 hour on each activity. (IBGE, 2017).

From the previous data, it is understood that 76% of the participants of the research who are 15 years old or more declared not to carry out any sport in the referred period, that is equivalent to 123 million people in Brazil. The number encompasses a larger portion of the female population, with 83.1% of women (70.1 million) aged 15 years old or over, identified as non-sport practitioners. The reasons for absence of sports practice were identified in the survey as shown in Table 04.

**Table 04.** Reasons not to play sports among people aged 15 years old and over in Brazil

<b>Reasons not to practice sports</b>	<b>Percentage of non-sport respondents</b>
Lack of time	38,2%
Don't like or don't want to practice	35,0%
Health or age problem	19,0%
Lack of sports facilities	2,7%
Financial problems	1,9%
Lack of company to practice sports	1,7%
Other reasons	1,5%

*Note:* Adapted from IBGE, 2017, p. 41.

As can be observed in the presented data, the reason most frequently indicated is the lack of time, with 38.2% of the answers. One of the important conclusions of the UNDP report cited above is:

... AFEs are in tune with human development when their realization is based on a free and conscious decision, that is, that this option is not limited by the lack of financial resources, made unavailable by the lack of available time, nor by the absence, (equipment, programs and services) offered by the public authorities for these practices. (PNUD, 2017, p.87).

It is very important, therefore, to eliminate the factors that prevent the sports practice and which can be mitigated through the initiative of the public authorities by making equipment, programs and initiatives available in order to provide access to such activities. The same report also provides information that the population values investments in access to AFES in general, and that these should apply to their own localities and neighborhood, not just the development or training of top athletes.

Also with reference to the reasons for not practicing sports, it is also relevant to note that in the second place among the most frequent answers (35%) it is the number of people who declare not to play sports because they simply do not want or do not like



this activity. There seems to be a lack of knowledge about the variety of sports that exist - which would increase the chances of the individual discovering something with which he identifies himself, leading him to practice it - as well as the lack of habit and involvement of people with sports.

This scenario can be largely mitigated by the greater integration of people with sports practice, creating healthy habits and involvement with the wide range of activities available. The training of the sportsman is closely linked to the early years of education, in which appreciation for physical activity can be developed (in a more general way, such as self-care and health) as well as for a favorite sport (with more specific engagement and lasting, based on will and ability). In this context, School Physical Education acquires great importance, giving young people the contact with the physical activities that promote not only the physical well-being and the health, but also the socialization and the group spirit, the experience of rules and norms, and a space for continuous improvement. (Leite, 2012).

#### Physical education and educational projects

According to Souza (2007: 7) "... Physical Education in the past was seen as a means to prepare the youth for the defense of the nation, to strengthen the worker and also to seek new sports talents." The author, however, indicates that this no longer corresponds to the current conception of the discipline, which today has as its most striking feature the need to mobilize the affectivity and socialization of young people, the adoption of healthy habits of hygiene and food, and the development of the critical spirit and knowledge of the different manifestations of body culture. Physical Education is a constant in the curricula of elementary and secondary education in Brazil, with the obligation established by Law 9394/96, which, in its last edition of 2017, established that "The National Curricular Common Base for secondary education shall include studies and practices of physical education, art, sociology and philosophy "(Law 13.415, 2017, s/p). But it is also important to note that, as discussed by Gasparoto and Navarro (2017: 155):

Even in the face of a scenario of reflections about the objective of Physical Education in school, it is possible to observe that in many publications dealing with the pedagogical practice of Physical Education teachers, over the last two decades, prevail the perspectives on the contents "sport" and "games ". The

PCNs attribute to Physical Education the development of contents beyond sports and games, proposing fights, rhythms and dances, and other bodily manifestations that add knowledge and are considered important for human formation, aiming beyond growth and development of the students and their qualification.

That is, the Physical Education classes have a much larger scope than just teaching games and sports, having a fundamental contribution in the construction of an integral individual, participant of the society.

Specifically, National Curricular Parameters (NCPs) are identified as documents whose proposals may base the creation or reformulation of curricula or pedagogical projects of primary and secondary schools. The subject areas of elementary and secondary education have contents and objectives proposed according to the learner's age group. The NCPs seek to give direction to the work of teachers, presenting orientations regarding the way of approaching the contents, as well as the level of learning that the student must present at the end of the previously defined stages. The NCPs division go through seven different thematic areas, which include Physical Education. (Araújo, 2009). Moreover, in a more general way the PCNs intend "a citizen-based approach and in their proposal the defense of the practice of citizenship directed to the principles of equality and plurality. The proposal focuses on the education of students in critical citizens in relation to the world "(Araújo, 2009, p.18). The PCNs document itself describe Physical Education:

Therefore, Physical Education is understood as an area of knowledge of body culture of movement, and Physical School Education as a discipline that introduces and integrates the student in the body culture of movement, forming the citizens who will produce it, reproduce it and transform it, using it to enjoy games, sports, dances, fights and gymnastics in benefit of the critical exercise of citizenship and the improvement of the quality of life.

Consequently, it is a matter of identifying in each of these modalities (game, sport, dance, gymnastics and struggle) its human benefits and its possibilities of use as instruments of communication, expression of feelings and emotions, leisure and maintenance and health improvement. And from this cut, formulate the proposals of teaching and learning of the School Physical Education.

It is also fundamental that a clear distinction is made between the objectives of School Physical Education and the goals of sport, dance, gymnastics and professional struggles. Although they are a source of information, they cannot become a goal pursued by the school, as if they were ends in themselves.

The School Physical Education should give opportunities to all students to develop their potential, in a democratic and non-selective way, aiming at their improvement as human beings. It should be noted that students with special needs cannot be deprived of Physical Education classes. (Brazil, 1998, p.29).

It should be noticed, therefore, that School Physical Education is an instrument for the formation of involved citizens and builders of the culture in which they are inserted. Additionally, the document predicts that physical or cognitive diversity - still referred to in 1998 as "special needs" - is not an impediment to participation in Physical Education classes, given the context of integral human formation, and not just physical, that the subject presents.

Regarding, specifically, the access to AFEs by people with disabilities, there seems to be a difficulty of inclusion similar to that found in the attempt to accommodate the disabled in the formal education system as a whole. The selection of differences (such as "special classes") dominated the Brazilian education scene for some time, and this also had repercussions on the difficulties and separation of the handicapped in Physical Education classes, for example, the distribution of different activities among students "Normal" and "special." However, on the other hand, AFEs in the school environment should be used as opportunities for intensive promotion of inclusion and integration among students, as they

a) provide the possibility of mutual learning between pupils who present and the ones who do not present disabilities; b) they act both in the sense of the expansion of their movements as well as in the experiences of playing; c) have an effect in establishing effective conditions of communication and relationship with teachers and colleagues. (PNUD, 2017, 142).

Thus, Physical Education classes are opportune and privileged environments to complement the intellectual inclusion carried out in classroom classes; the integration and engagement of students with disabilities in the normal activities of the classroom should also reflect their physical participation as well as with the other students in the sports activities proposed by the school. This clearly requires an adaptation of the materials used - such as the incorporation of sound signals to a ball for the visually impaired - but which are essential inclusion strategies, considering the trend towards increasing enrollments of students with disabilities in regular classes, observed since 2008. (PNUD, 2017).

Extending the benefits provided by AFEs in the school environment - for all students, not just those with disabilities - it is observed that at least two connections can be registered when attempting to relate them to student performance. A first advantage derives from how an extraordinary preparation of the sensory system occurs when the individual performs a specific movement; in a task with motor system engagement, the individual initially observes the execution environment, establishes a physical goal, confirms its arrangement during execution, and evaluates the result. If this was unsatisfactory, he makes corrections on the next execution or on the detailing of new motor plans for the task execution.

This complex system between planning and execution calls for intense processing of data and perceptions, which takes place in the sensory system. Thus, AFEs stimulate the sensory system, promoting psychological stimulation with reflexes in the execution of school activities. A second advantage is that the AFEs present the possibility of causing changes in the individual's mind, stimulating the observational attitude and attention to details essential in formal academic performance. (PNUD, 2017). This intellectual formation, of course, is reconciled with physical training; they are additional abilities to the primary and traditional functions of Physical Education, conventionally understood as improvement of the physical and motor capacities, as well as reduction of the inactivity aiming at the health promotion, at the self-esteem increase and at the social coexistence improvement among the practitioners. (Melo, 2013).

Regardless of the advantages observed, it is essential that AFEs be practiced as an end in themselves, and that conceivable improvements in the performance of school tasks are only a by-product. As observed by Soares, Millen Neto and Ferreira (2013), the effectiveness of a subject such as Physical Education is not only related to its objectives or to the competence of the teacher, but also to the school context and the attendance of the desires and needs of the students, when activities which they can identify with and have personal involvement are available.

Thus, although they may bring academic benefits, AFEs should be understood within the wider needs of young people, such as those for integral formation of a citizen, described in the PCNs and reflected in the Olympic values already presented in a previous topic of this work. Sport in the school environment must be linked to daily experiences of ethical and moral concepts, attitudes and considerations, which cannot be the result of moments of collective commotion (such as the World Cup or the Olympics). Its focus should not be on the final product - training of an athlete - but

rather on the process: validate both success and failure performance, evaluate the trajectory covered, support or disapproval by the group, collaboration and fairness to act with the other participants in the activity. (Araújo & Gastaldo, 2014).

When these particular needs are translated into the scope of a far-reaching program, then the responsibilities of managers and educators, specifically those involved with Physical Education, are also broadened; social management is also insinuated as a thematic area to be understood in the application of educational projects in multilocalities, as

Considering the educational and social values attributed to sport and leisure, as well as the constitution that recognizes them as a right of every Brazilian citizen, the welfare, client-based and instrumentalist vision of physical education cannot be the reference for the development of social projects in this area ... we believe it is fundamental that physical education professionals dedicate themselves to understanding and assimilating the concepts and procedures of social management, but without making the mistake of separating the sensitivity to political-ideological issues from the need to apply the technical-administrative resources to ensure the effectiveness, efficiency and impact of the results of a social project. Perhaps there is a big question for new studies in the area of management and social sciences. (Correia, 2008, p 124)

Therefore, in the execution of an educational project of any nature, it is implied that it must have an intended end, with measurable impact and a "closure" for the community or group served by the project. Due to the importance given to sports and leisure (and to the difficulties already presented for their practices in some communities or social groups) some care must be taken not to perpetuate the project as a substitute for governmental action, which should be the permanent one. The perpetuation of an educational project can mark its beneficiaries as vulnerable, generating unforeseen negative impacts. (Correia, 2008).

Aspects of social management are also coordinated with other broader issues that may threaten the expected positive effects, and this is pointed out in studies such as the ones by Dias Mendes and Azevêdo (2010). Their studies question the role of public policies for sports and leisure; these must be reasoned in order to allow Physical Education to perform "a formative work, of learning and living, and not of internalizing values that aim at an unjust and unequal society, such as competitiveness, productivity, individualism, and technicization ..." (p.138). The authors make reference to the fact that public policies, and by extension the practice of Physical Education, can be crossed by

the dominant relations and models of production, that can be expressed inadequately in the values of competition and high performance of the sport. Although they are spheres that should be ideologically separated (the sport and the productive market), this is a care that educational projects of wide reach and extension must contain in their planning and development.

#### Difficulties faced in the implementation of educational projects

As for the difficulties of implementing sports practices and their sustainable dissemination, there are broad studies of international scope such as UNESCO research (<http://www.unesco.org/new/en/brasil/social-and-human-sciences/sports-and-figures/#c1509836>, retrieved on July 30, 2018) that brings some important facts in the identification of the main obstacles for projects involving Physical Education. Globally, 97% of countries declare that Physical Education is compulsory, but only 79% of these countries have a prescribed program for this practice, and only 53% of countries have adequately trained teachers to perform Physical Education. This means that not all countries have an established teacher base, time dedicated to sports practices, or adequate spaces for such activities. These factors make it difficult for the penetration and implementation of projects that provide for the practices of physical and sports activities as a factor of social change.

In addition, the same UNESCO research (2018) already cited identified 7 major areas of interest for governmental policies related to physical and sport practices, which constitute an important installation base and basic requirements for any sports-based educational intervention project:

- 1) Persistent gaps between policies and the implementation of physical education;
- 2) Continuous shortcomings in the allocation of time, in curricula, to physical education;
- 3) Relevance and quality of physical education curriculum;
- 4) Quality of initial teacher training programs;
- 5) Insufficient quality and maintenance of facilities;

- 6) Persistent obstacles to equal provision and to access to physical education for all;
- 7) Inadequate coordination between school and community.

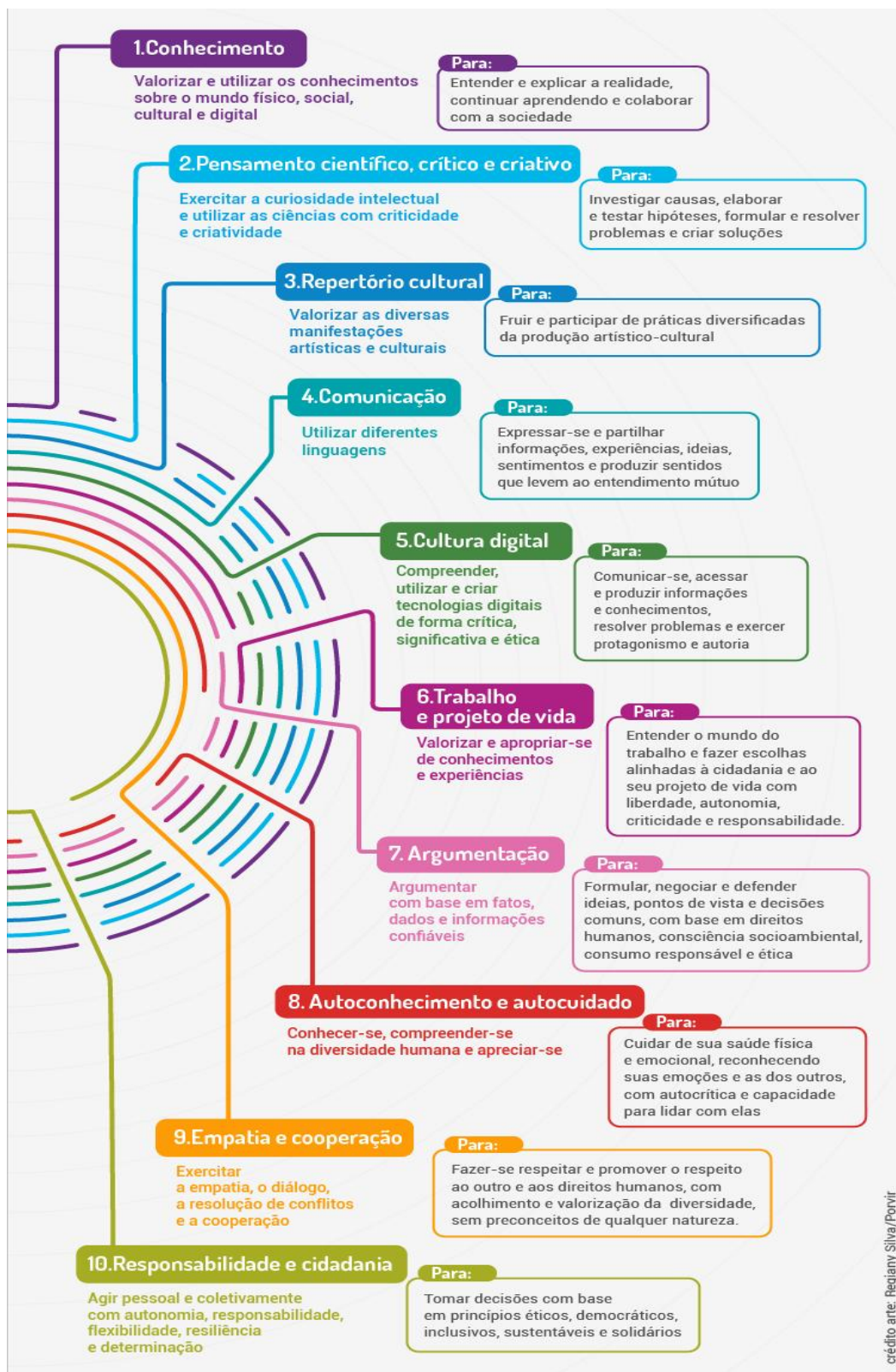
These areas of interest are duly covered in the UNESCO document "International Charter on Physical Education, Physical Activity and Sport" (<http://unesdoc.unesco.org/images/0023/002354/235409.pdf>, retrieved on July 2018), whose General Conference proposes the practice of physical education, sport and physical activity as the fundamental rights of all people. The document recognizes the benefits of these practices not only for people, but also for society as a whole, urging communities and nations to make this issue a political priority, and marking the sustainability character they provide.

Therefore, such areas lacking development in several of the countries studied are of fundamental consideration in the development of the programs, which need to anticipate and deal with deficit initial conditions. In many cases, for example, programs need to consider the prior training of educators, not only for the specific project objectives, but also for the basic training in Physical Education, which would serve the areas described in items 1 to 4. Another prominent factor is the lack of available structure (item 5), which may require the planning, supply or recovery of equipment, which generates a considerable increase in the necessary financial and labor resources.

#### Legacy maintenance strategies

In the Brazilian scenario, specifically with regard to the subject of educational legacies, thematic programs and projects in this sector need to consider the 10 General Competences of the National Curricular Common Base (Brazil, 2018), which are presented according to Figure 03:

**Figure 03.** General Competences of the National Curricular Common Base (BNCC)



Note: Adapted from Porvir (<http://porvir.org/entenda-10-competencias-gerais-orientam-base-nacional-comcur-curricular/>, recovered on July 30, 2018). Infographic made from the BNCC study by Anna Penido. Infographic made from the BNCC version approved in December 2017.

As it can be observed in the figure, the Brazilian government considers that the following competences must necessarily be developed in students since the curriculum



and the school contents implementation: 1) Knowledge; 2) Scientific, critical and creative thinking; 3) Cultural repertoire; 4) Communication; 5) Digital culture; 6) Work and life project; 7) Argumentation; 8) Self-knowledge and self-care; 9) Empathy and cooperation; and 10) Responsibility and citizenship.

The described competences have their metrics through the attitudes presented by the students. For example, considering the item 8 - Self-knowledge and self-care - the young people must present conditions to take care of their physical health as well as their emotional state, developing the perception about their own emotions and states, with capacity for self-criticism, criticism of those around them, and ability to deal with the physical and emotional states of all those involved in a relational situation.

It is understood, through the behaviors presented, that item 8 is only one of the competences that are directly related to the sport practice, since it is observed that in a collective sport the attitudes described will be contemplated. The practitioner not only must be attentive to his physical state during the practice, but also before and after a game or match; he must know how to keep health for high performance; he needs to master his own emotional state, in order not to become aggressive or violent, and watch for the state of the other players, providing support and calming the other companions down when necessary; he must also be able to handle the feedback regarding his performance, as well as guiding and criticizing his teammates for the best result of the team as a whole.

It is remarkable how the BNCC has points of contact with policies of development of Physical Education in a worldwide level. Based on data from the United Nations Children's Fund (UNICEF, 2013), the Learning Metrics Task Force ([LMTF], 2013) and UNESCO Institute for Statistics ([UIS], 2012), UNESCO ([http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Brasilia/pdf/infografico\\_ed\\_fisica\\_qualidade\\_PT\\_3prova.pdf](http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Brasilia/pdf/infografico_ed_fisica_qualidade_PT_3prova.pdf), retrieved on July 30, 2018) released a document with important data for sustainable development through physical and sports practices. According to the UNESCO study, Physical Education makes it possible to learn content and themes related not only to physical well-being (item 8 of the BNCC) but also has a direct link with: science and technology; calculus and mathematics; literacy and communication; culture and arts, social and emotional skills, and contribute to the development of the intellectual, financial, physical, emotional, individual and social capital of young people. Physical Education also favors the inclusion, through gender empowerment (girls in physical activities that require muscle strength, for example),

empowerment of the disabled, and promotes dialogue and understanding between different cultures, breaking down socially constructed barriers and stigmas. The General Competences of the BNCC, therefore, are approached in a satisfactory way in the intersection of the school curriculum with the practice of physical and sports activities.

Expanding legacy maintenance strategies, an educational program or project should also comprehensively consider national policies geared toward managing physical activities and sports. Programs such as Transforma need to elaborate their strategies in order to act with inclusive actions, in order to put Physical Education permanently on the agenda of the government and the population in general. UNESCO (2015, page 23) identified some key areas for the perennial development of a culture focused on the practice of quality in physical and sports activities. These are:

- 1) Carry out a national analysis of the needs of the Quality Physical Education (EFQ) offer, focusing on inclusive practice;
- 2) Review financing models related to the EFQ and FPEFQ, taking into account the evidence-based return on investments that can generate both social and economic gains;
- 3) Adapt the legislative frameworks to support the EFQ's offer, aligning them with international conventions, declarations and recommendations, as well as good practices;
- 4) Conduct intersectoral consultations on the planning of the EFQ offer through curricula;
- 5) Develop a national strategy for the supply of EFQ, supported by tools and mechanisms to measure impact;
- 6) Mobilize public opinion for the right to access to Physical Education for all;
- 7) Reach a consensus on the concepts of inclusive Physical Education of quality, and create a shared pedagogy for all those who work with young people in Physical Education, physical activity and sport;
- 8) Support research programs that contribute to the evidence base that the EFQ needs to achieve social, educational, economic, and health goals;
- 9) Strengthen local capacities to promote development and innovation in EFQ's

offer;

- 10) Ensure that physical education teacher training (FPEF) highlights the important role of the EFQ in promoting the balanced development of individuals, particularly in terms of inclusive practices, current social changes in health, and the importance of encouraging participation in a healthy and active lifestyle.

Thus, the legacy of a sports-based program can and should be fully aligned with national educational premises, which ensures its support from the broader spheres (such as government and ministerial) to those responsible for its local application (such as managers, school children and educators), since the objectives of the program (and their proposed activities) are similar or can be superimposed on the goals and activities that educators receive for their educational practice. This substantially facilitates the adoption of the program and its maintenance by those involved and benefited after it is completed.

The academic literature also supports the needs pointed out by international organizations. The study by Bernabé and Starepravo (2014), even before the 2016 Olympic and Paralympic Games, showed that Physical Education would be an important factor in ensuring and contributing to the legacies of the mega-events. However, the authors also pointed out that material and structural legacies tended to steal the attention of the media, leaving out what is happening in the social and intangible realm. It was marked in the research the need to take the idea of the legacy of the Games as the simple formation of professional athletes, leading the discussion to the integral formation of the students that would reach a significant part of the Brazilian population as legacy. The same discussion had already been anticipated by Rubio (2009), which also indicated the need to build a sense of social responsibility, focusing on issues of equality in sports practice and respect for individual differences. The author also emphasizes the imperative need to maintain Olympic values, in the face of a mega event that is televised and impelled by sponsorship of several private groups, which can generate a serious threat to Olympism that has always characterized the Games.

Considering these needs for the permanence of the projects, as well as of the continuous impact and sustainable characteristics of the activities, the Transforma

Program will be presented in sequence, aiming to expose its forms of planning and execution to consider its alignment with what has been described in the sections above.

## **CHAPTER III**

### **METHODOLOGY**

As already presented at the beginning of this paper, the study developed aims to map the results, impacts and legacies of the Transforma Rio 2016 Program, with answers to the following questions:

- What were the main results of the Program for the students involved? (Impact);
- What were the main results of the Program for the educators involved? (Impact);
- Which of these results remained after the closure of the Program and the 2016 Olympic and Paralympic Games? (Legacy);
- Considering the remaining results, how could they be maintained or extended in the long term? (Legacy maintenance).

Therefore, the data involved in the mapping will be of three related natures: 1) quantitative results, with objective metrics that generate a foundation for qualitative and more subjective definitions such as 2) impacts and 3) legacies.

In order to build the mapping - main objective of this work - the methodology of the research is defined from the concepts on the design of scientific work investigation proposed by Saunders and Tosey (2012), and Saunders, Lewis & Thornhill (2012), which are composed by 5 levels of definition: 1) research philosophy; 2) methodological choice; 3) strategies; 4) time horizon; and 5) techniques and procedures. These will be covered separately on the topics below.

#### ***Research Philosophy***

This is a study whose research philosophy is interpretative, and seeks to construct insights and subjective meanings regarding the object of study, constituted by the actions of the Transforma Program - developed by organized groups of people that were observed in their natural work or study environment. The goal in interpretivist philosophy is to understand the social world of people and the meaning attributed by

them to what happens around them. This philosophy applies in a more intense way to the definition of the impacts and legacies of the Program and to the maintenance strategies, since the results and objectives do not require interpretation.

As for the data approach, it is considered as deductive, using the premises generated by the data collected to come to new conclusions about the impacts of the Transforma Program actions, as well as stipulate and delimit the legacies that derive from the actions developed, and that not always can be raised only from numerical data or metric performance.

### ***Methodological choices***

Regarding the methodological choices, the study is carried out from the simple mixed method, with quantitative and qualitative data collection. The survey collects quantitative data from questionnaires, as well as metrics of the Program results. However, the analysis is focused on the search for broad explanatory hypotheses, which are not based on statistical analysis only. The qualitative orientation arises fundamentally in the descriptive data regarding the legacy and identification of strategies that could guarantee the continuity or improvements of programs similar to Transforma.

### ***Strategies***

The strategies chosen for the research are composed by the application of a questionnaire (collecting quantitative data on the results, impact and legacy Transforms), and case study (comparing and relating the quantitative data with the reports obtained on the Program).

The case study is defined by Gil (2008) as the in-depth and exhaustive study of one or a few objects, to establish detailed data about what was addressed. Freitas and Jabbour (2011) will also say that the qualitative case study allows for greater depth and breadth compared to other techniques, and can use multiple sources to incorporate informal information, which may be very relevant and would not arise in a purely quantitative approach. Although the questionnaire with closed and open questions is the main collection instrument in this research, the analysis of documents, interviews, observations, or any other possibilities of collecting information may be used by the

researcher to compose the Case Study when necessary.

### ***Time horizon***

The time horizon is longitudinal, conducting a research that seeks to map the Transforma Program from its initial point to its completion including the continuity strategies, which can be potential or adopted in practice and are suggested at the end of the study.

### ***Techniques and procedures***

The sources of data collection are primary and secondary: the primary data is collected through a questionnaire with open and closed questions (Appendix II); the secondary data come from the bibliographic review, indicating the parameters of analysis in the educational projects with sports theme. It is also considered secondary data the ones derived from documentary research, in which internal documents of the organization are selected and analyzed, with accumulated data about the Program.

Due to the use of these techniques, quantitative data regarding the measurable results of the Program are collected. However, for the definition of impacts and legacies it is not possible just to expand the quantitative results because, as the bibliographic review has already indicated, there are impacts and legacies that cannot be measured in a static or numerical way:

Qualitative research is therefore concerned with aspects of reality that cannot be quantified, focusing on the understanding and explanation of the dynamics of social relations. [...] qualitative research works with the universe of meanings, motives, aspirations, beliefs, values and attitudes, which corresponds to a deeper space of relationships, processes and phenomena that cannot be reduced to the operationalization of variables. (Gerard and Silveira, 2009, 32).

Considering the above definitions, two steps are carried out in the application of the research, which structure the Case Study of the Rio 2016 Transforma Program (next chapter of this work). The first stage consists in the summary presentation of the quantitative results of the application of the questionnaire. The second step consists in the information collected through open-ended questions. By linking objective data (numerical and metric data) and subjective data (free and discursive responses of

respondents), the impacts and legacies of the Program are defined, which together with the continuity suggestion constitute the Case Study as the delivery of the research.

The complementary documentary research is based on the analysis of any available register that refers to the results of the Program. Thus, reports, memoranda, presentations, folders, norms, statutes, e-mails, and other types of documents that contain information related to the research objectives are used. Formal and informal communications that are presented during the research to the researcher can also be considered as sources of information and data, with the appropriate situational records regarding the source and date.

The questionnaire is the main instrument for building the Case Study, and has specific characteristics of elaboration, structure, application and analysis, which are detailed in the following paragraphs.

As to its elaboration and structure, the questionnaire presents 32 questions, divided between binary questions (yes / no), multiple choice questions, open questions and issues integrating *Likert* scale with forced choice, according to efficiency definitions for questionnaires in recent studies such as Xiao , Liu and Li (2017). The questions are divided into 4 main blocks: 1) Sociodemographic profile; 2) Results, 3) Impact and 4) Legacy. The purpose of the division is to help in the creation of specific questions for research on each relevant topic previously defined, to rationalize the analysis and discussion through the most relevant themes, and to segment the data found to meet the main objectives of the research.

As for its application, this is done in a computerized way, making the instrument for answers available on the platform *SurveyMonkey*. Respondents need to access the link informed by the researcher to start reading and answering the questionnaires. All participants in the Transforma Program's qualifications or trainings (about 17,800 teachers, managers or educators) with a valid electronic address are invited to participate. Students who are beneficiaries of the Transforma Program are not invited to participate because they constitute a very large universe of research (more than 8 million students) and with no form of contact by the researcher.

As for the analysis, the quantitative data from the binary, multiple choice and forced choice/*Likert* questions are automatically tabulated by the *SurveyMonkey* platform system, generating percentage graphs that are transposed for this research in the presentation of the results. Qualitative data, derived from open questions, are



analyzed individually to propose new relations or explanations that do not arise through quantitative data only.

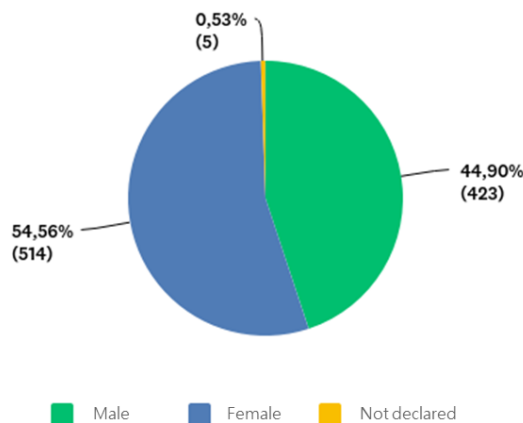
## CHAPTER IV

### CASE STUDY AND DISCUSSION

The questionnaire was electronically made available for internet access on the specialized SurveyMonkey platform, with research period between November 19, 2018 and February 11, 2019. 17,873 people were invited to participate in the survey, from which 942 questionnaires were obtained with answers or a participation rate of 5.27% (partially completed questionnaires were not considered). As described in the methodology, the quantitative data are presented first for further analysis, discussion and complementation with the qualitative data of the open questions, consisting of 942 free speeches of the respondents about the Transforma Program.

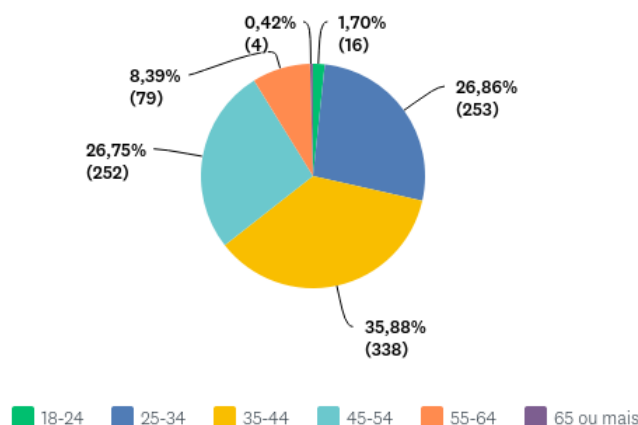
Data presentation - Sociodemographic Characterization

Question 01: Gender



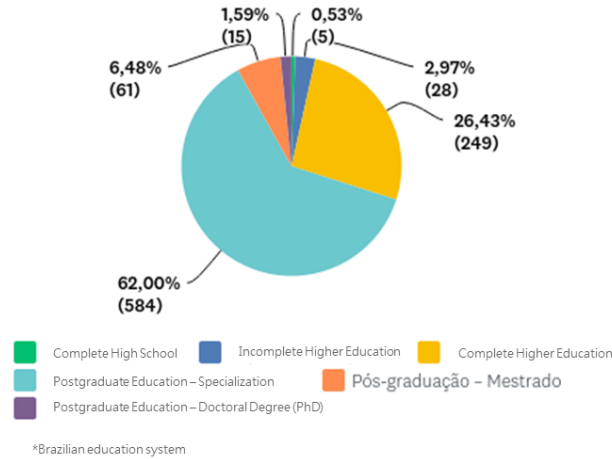
**Graph 01.** Most respondents (almost 55%) are female. Among the participants, 514 are of the female gender and 423 are of the male gender.

Question 02: Age group



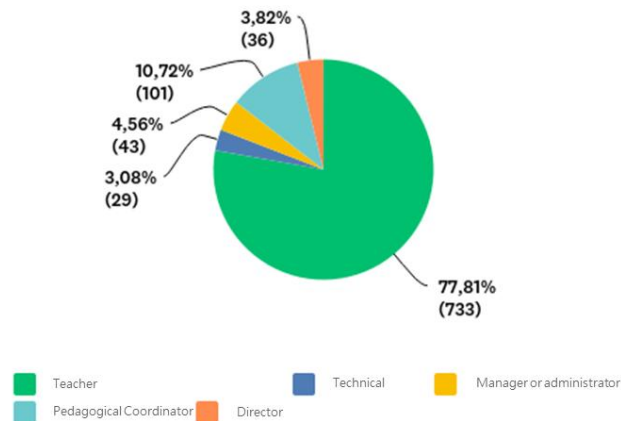
**Graph 02.** The vast majority of participants are between 35 and 44 years of age, with only 16 respondents aged between 18 and 24 years.

Question 03: Education



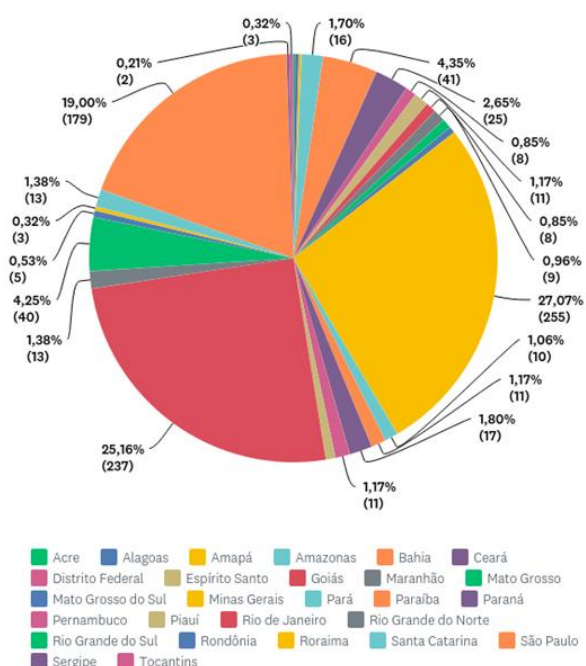
**Graph 03.** Almost all the respondents have higher education or more advanced education, especially the postgraduate specialization level, which makes up the group with most of the respondents. Only 5 of the respondents (0.53%) have finished High School only, disregarding those who have incomplete Higher Education.

Question 04: Function



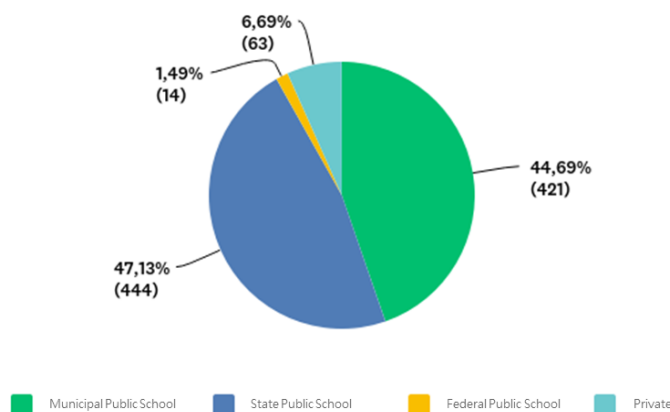
**Graph 04.** Among the positions held, the majority share is composed of Teachers or Educators, totaling 733 respondents. Secondly, the position of Coordinator stands out, with 101 respondents in total. Only 29 respondents hold technical-level positions. This scenario helps explaining the high education level found in graph 3.

### Question 05: Federative Unit



**Graph 05.** Most of the respondents who participated in Transforma are located in the states of the Southeast region, such as Rio de Janeiro, Minas Gerais and São Paulo, with the exception of Espírito Santo. The states of Bahia and Rio Grande do Sul stand out, with 4.35% and 4.25% of respondents, respectively.

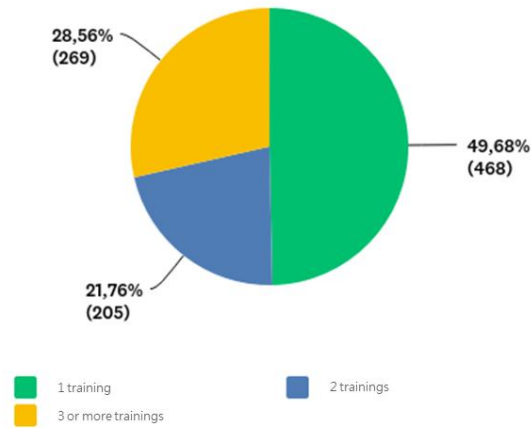
### Question 06: Type of school



**Graph 06.** Regarding the nature of the school where he/she participated in Transforma, most of the respondents work in a state public school, responsible for the education of young people aged 15 to 18 years. Second are those who work in municipal public school, responsible for the education of young people from 6 to 15 years. Private and public federal schools, which take care of the education of children and young people

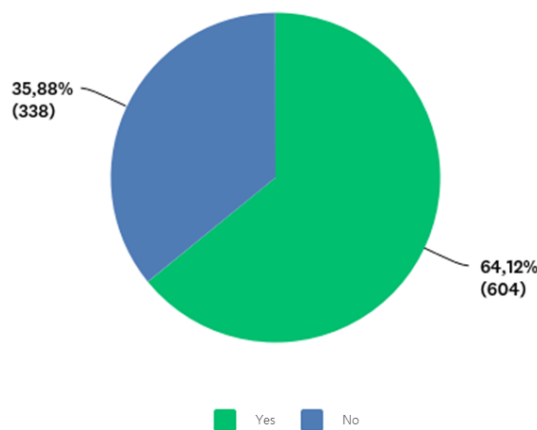
from 3 to 18 years, present a much lower number than the others. For this case, if the teacher participated in more than one school, he was asked to consider only the main one.

Question 07: Number of training sessions



**Graph 07.** Regarding the number of training sessions in which teachers participated, half (49.68%) participated in only one training session, while the other half was divided among those who participated in more than 1, with 21.76% participating in 2 training sessions and 28.56% of participants in 3 or more training sessions.

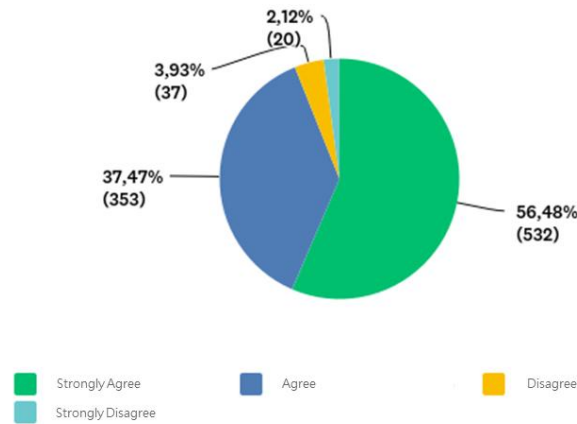
Question 08: Period of permanence at the same school while taking part in Transforma



**Graph 08.** Regarding the school (s) where he / she works, most of the teachers remained in the same school where they worked during the Transforma program.

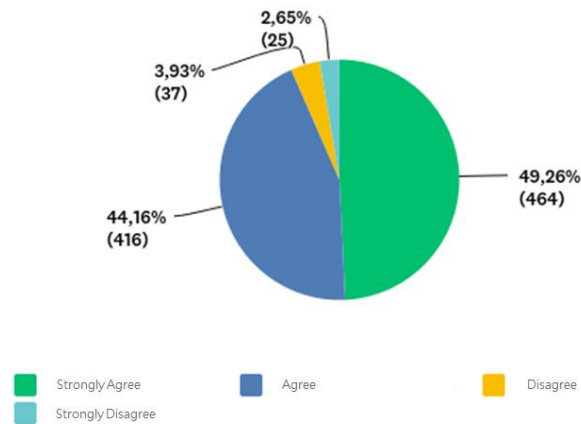
## Data presentation – Results of the Program

### Question 09: Knowledge expansion



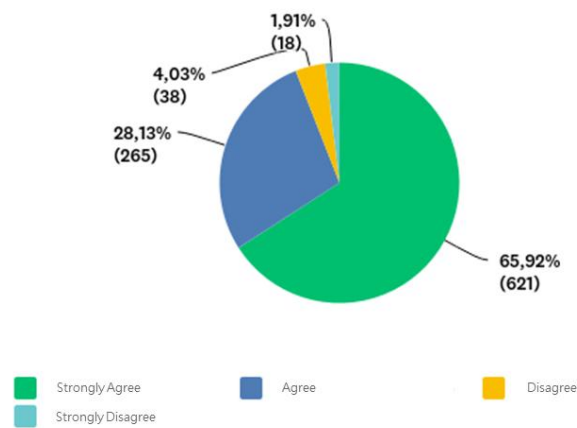
**Graph 09.** Considering the expanded knowledge on the different sports practices and on the work with news sports, graph 9 shows that more than half of respondents (56.48%) fully agree on the results of training, while only 2.12% totally disagree with this sentence.

### Question 10: Application of acquired knowledge



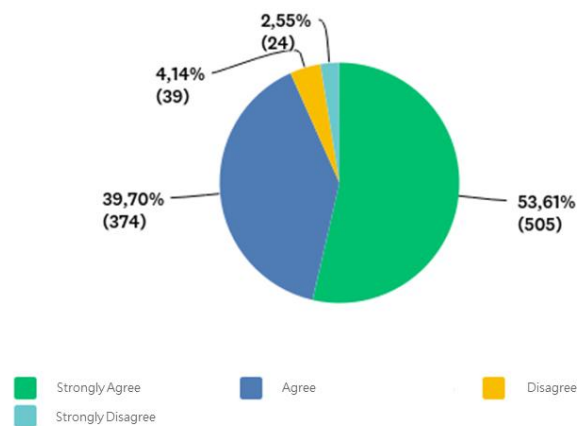
**Graph 10.** This graph shows the level of agreement with the proposition "I applied the knowledge acquired about new sports practices in my classes or actions with students and other participants". More than half of the participants (93.42%) indicate that Transforma contributed to reflect on good teaching practices at the school, while only 6.58% disagree with the affirmative.

Question 11: Acquisition of new and relevant information through training



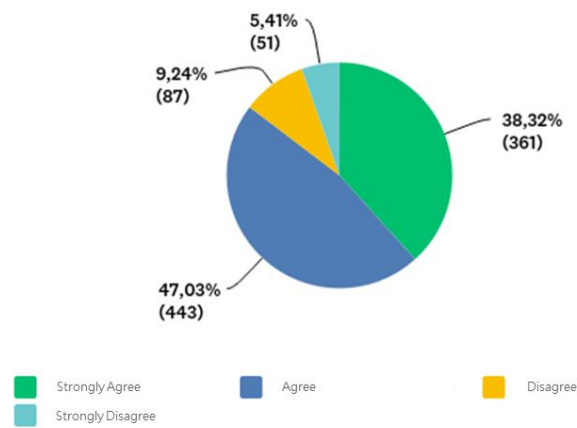
**Graph 11.** About the acquisition of new and relevant information on Olympic values and education through sports practices, more than 94% agree. The 6% left disagree.

Question 12: Transfer of knowledge acquired in the training sessions to the activities promoted in the school



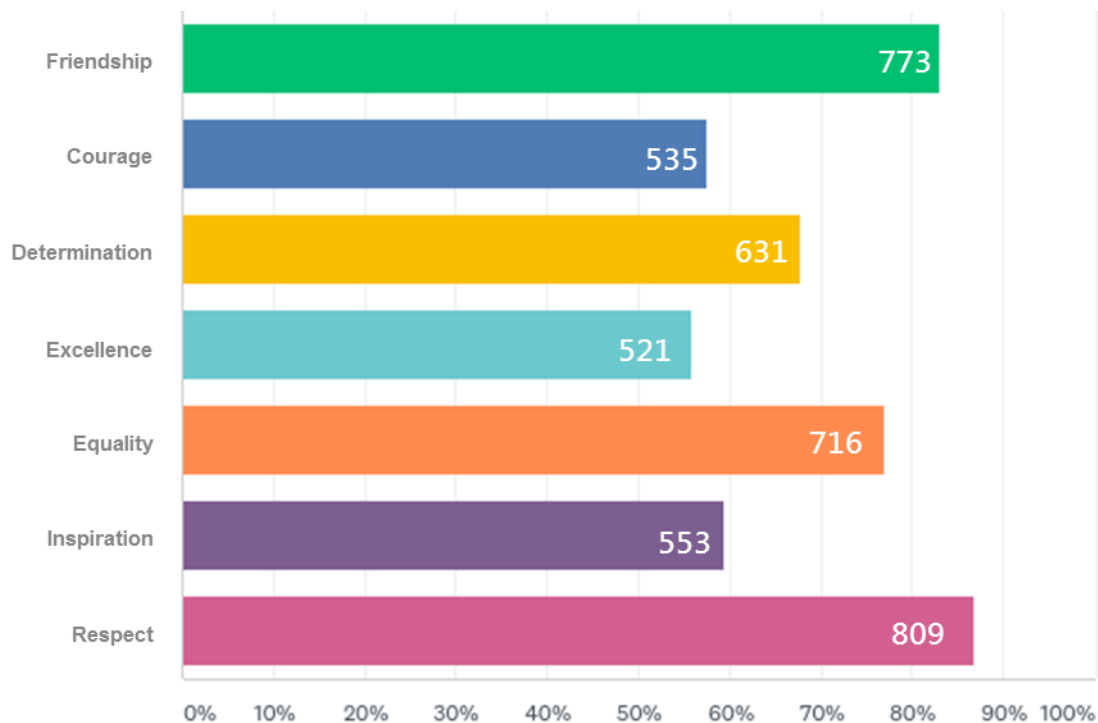
**Graph 12.** When asked if they were able to pass on what they had learned in the Transforma trainings as useful information to students and other participants in the activities they promoted, more than 93% said they agreed and the other 7% disagreed.

Question 13: Impact on student's participation in classes



**Graph 13.** The graph indicates the teacher's level of agreement about whether he was able to attract more students to classes, including those who did not previously participate, with what he/she learned in Transforma trainings. On this issue, 85% agree while 14% think that there was no result on student's participation in classes.

Question 14: Olympic and Paralympic values promoted or improved among students as a result of Transforma activities



**Graph 14.** List of Olympic and Paralympic values as described below.

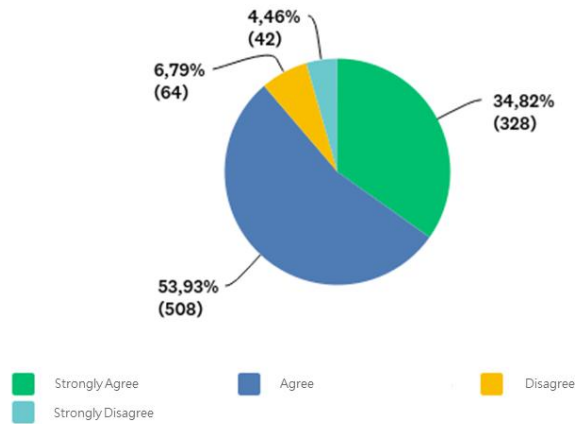


ANSWER OPTIONS
Friendship - it is the building of links of mutual understanding between people, in spite of every kind of difference between them, towards a better and more peaceful world.
Courage - it is when a person seeks to do what the public generally considers unexpected or impossible, but that person recognizes as a real and possible truth.
Determination - it is the capacity demonstrated in the search of the maximum limit of one's potentiality and physical abilities.
Excellence – it is seeking to "do your best" in sports or life, without comparing with others, but above all with the goal of achieving more personal goals with determination and effort.
Equality - it is the transcendence of social barriers, discrimination and prejudices with all kinds of differences.
Inspiration – it is the intense personal feeling that comes from the achievements and life history of the Paralympic athlete, reflecting and applying this spirit in his/her personal life.
Respect - it is the ethical principle that refers to the fair play that every athlete must practice in sport and the obligation to move away from doping. It therefore includes self-respect, respect for his/her body, for others, for rules and for the environment.

Respondents were asked to mark in the list above all values they believe have been promoted or improved among students as a consequence of the activities suggested by Transforma. The result shows that all values indicate above 50% occurrence, which shows that at least half of the respondents selected one of the options. There is an average of 4.8 options marked per person, which shows a tendency to despise an average of 2 values listed. The most chosen are those related to the interpersonal relationship, while the values related to personal development appear with low priority. The value with the highest number of occurrences was Respect, accounting for 86.10% of the total responses.

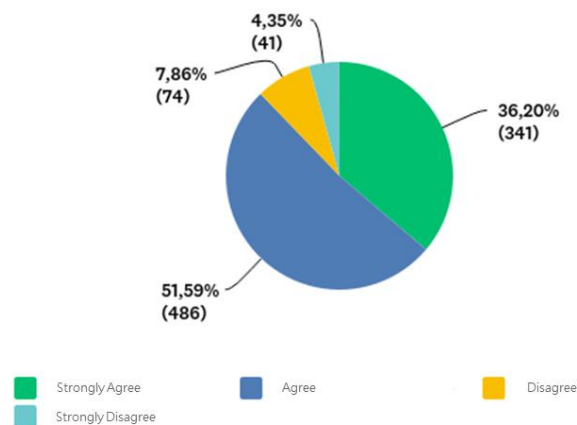
## Data presentation – Impact of the Program

### Question 15: Physical performance in Physical Education classes



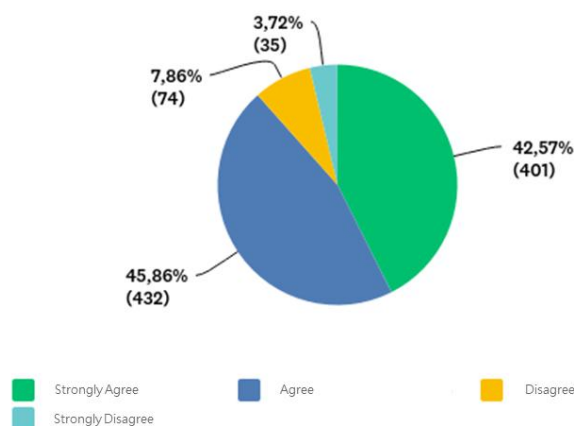
**Graph 15.** The graph shows that more than 88% of the respondents agree that with the activities developed by Transforma students presented better physical performance in Physical Education classes, performing more activities, performing better and for longer time and demonstrating more effort and involvement. The remaining 11% disagree.

### Question 16: Emotional control in Physical Education classes



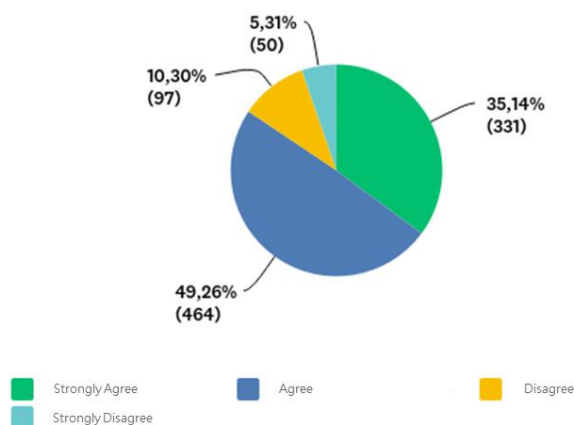
**Graph 16.** Most respondents (88%) indicate that the activities developed by Transforma helped to improve the emotional control of students in Physical Education classes, with fewer fights or conflicts, demonstrating more self-control in the activities. Only 12% disagree with these behavior improvements.

### Question 17: Interpersonal relationship among students



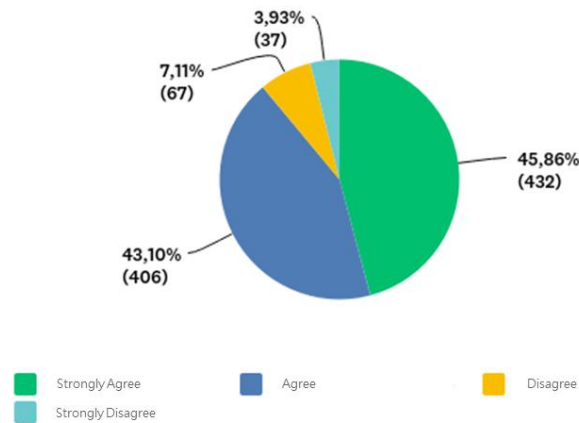
**Graph 17.** In this graph it is possible to verify the level of agreement with the proposition "I noticed an improvement in the relation and bond between the students with the activities developed by Transforma". Almost half of the participants fully agreed that the program contributed to an easier formation of teams, to more mutual support among participants, and improved collaboration and help to achieve goals. The other half of respondents, 45.86%, partially agree. More than 10% disagree with the phrase.

### Question 18: Performance in other subjects



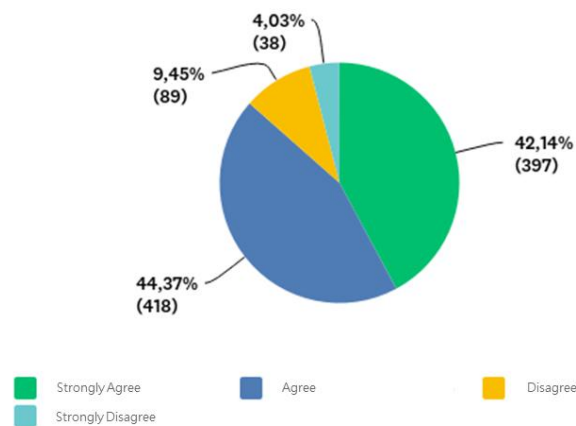
**Graph 18.** The majority - almost three-quarters of the participants - agreed with the sentence "With the activities developed by Transforma students also performed better in other subjects than Physical Education", with the rest disagreeing (10.30%) or fully disagreeing (5.31%), indicating that there was no interdisciplinary result.

Question 19: Students' interest in Physical Education classes



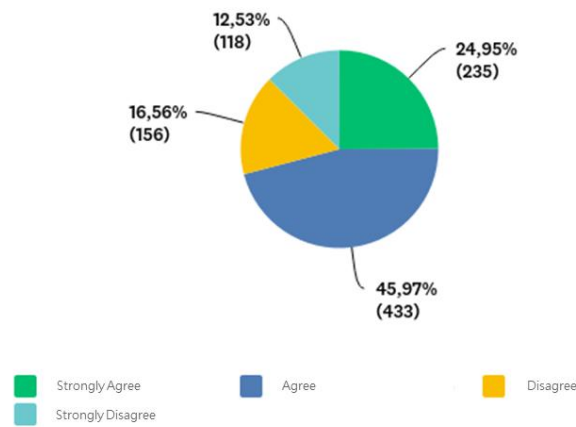
**Graph 19.** The graph shows the agreement level with the proposition "There was an increase in students' interest in Physical Education classes caused by Transforma activities." Only 11% of the respondents do not agree, indicating that the majority agrees with a positive result generated by Transforma.

Question 20: Change the way of planning lessons



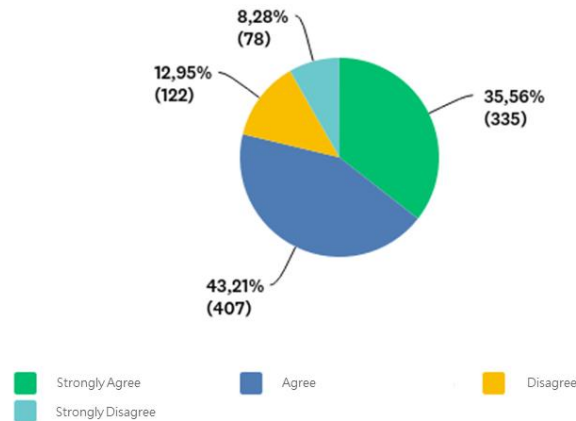
**Graph 20.** For the proposition "The Transforma's trainings and formations have changed the way of planning my classes", almost all respondents (815 respondents, or 86.51%) agree at some level that Transforma contributed positively to the improvement of class planning. Only 127 respondents (13%) disagree with the assertion, suggesting a non-significant contribution of Transforma in this respect.

Question 21: Other teachers' interest in interdisciplinary work including Physical Education



**Graph 21.** The agreement level with the proposition "Teachers from other subjects started to talk to me about physical education activities, and how to integrate the contents of different subjects" shows that more than half of the participants, almost 71%, believe in other teachers' interest in an interdisciplinary work involving Physical Education. It should be noted, however, that 29% disagree with the affirmative above.

Question 22: Inclusion of Physical Education in School Planning

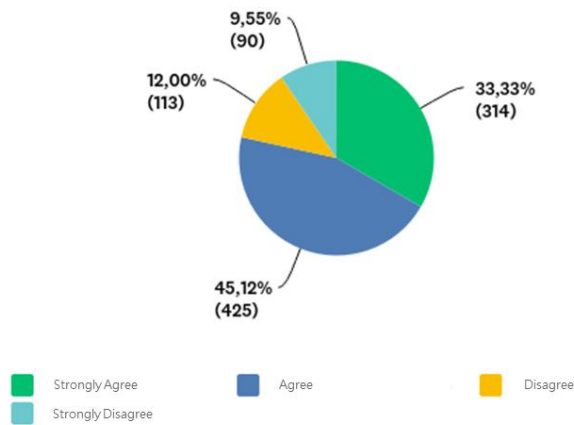


**Graph 22.** In assessing the sentence "While Transforma was carried out Physical Education had more prominence and importance in the school planning", a large part of the participants, almost 79%, indicate that they agree, while about 21% believe that this is not true.

Data presentation – Legacy of the Program

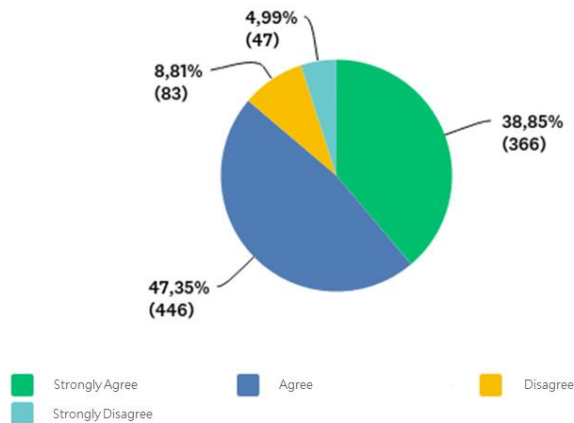
Question 23: Interest of board managers, principals and coordinators for Physical

Education on a permanent basis



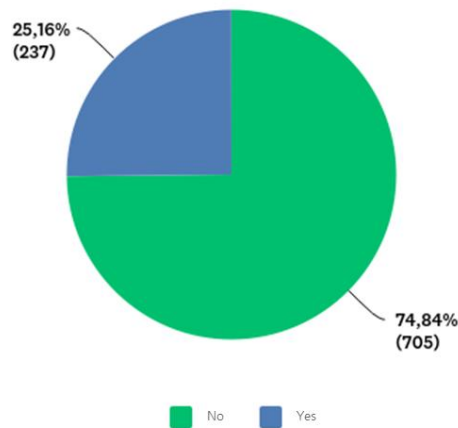
**Graph 23.** Most respondents agree (45%) and fully agree (33%) with the statement "Transforma activities have contributed to board managers, principals or coordinators to attach greater importance to Physical Education and sports practice at school on a permanent basis". Only 12% disagree and 10% totally disagree with the statement.

Question 24: Students' interest in Physical Education on a permanent basis



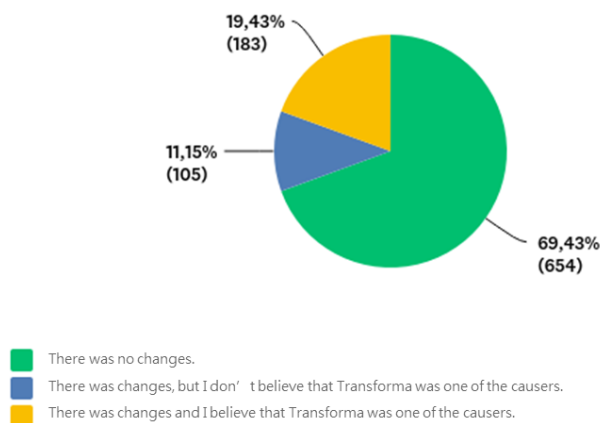
**Graph 24.** Most respondents agree (47%) and fully agree (39%) with the statement "Transforma's activities have helped students to place greater importance on Physical Education classes and sports practice on a permanent basis". Only 9% disagree and 5% totally disagree with the statement.

Question 25: Permanent change in the physical structure of the school or acquisition of sports equipment



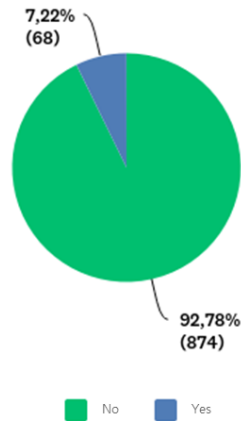
**Graph 25.** Most of the respondents (75%) answered negatively to the question "After Transforma was completed in your school, did some permanent alteration occur in its physical structure or was there any acquisition of sports equipment to be used by students in Physical Education classes or for sports practices?" A minority share (25%) responded positively, indicating that there was no investment in infrastructure to improve school sports practice.

Question 26: Transforma as an agent of permanent change in the school physical structure or of acquisition of sports equipment



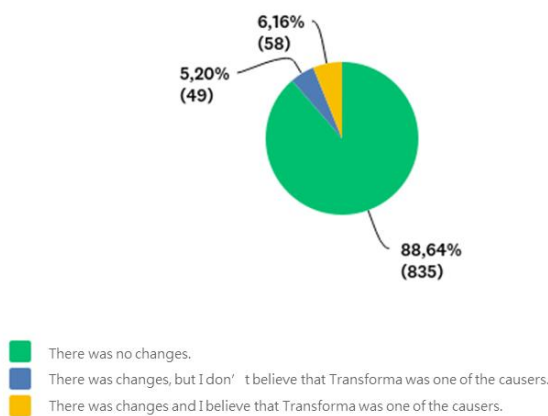
**Graph 26.** When asked "If there have been permanent changes in the physical structure or any acquisition of sports equipment, do you believe that Transforma was one of the agents that have caused these changes?", The majority believes that there were no changes in infrastructure (70%), while 11 % believe that there were changes but Transforma was not the causative agent and at least 19% affirm that changes occurred as a direct consequence of Transforma's actions.

Question 27: Permanent change in the schedule or curriculum framework reflecting in the Physical Education classes



**Graph 27.** The graph indicates that the minority of respondents (7%) agrees that after the Transforma was completed at school, there was a permanent change in the schedule or curriculum framework that affected Physical Education classes or the attendance to sports practices by the students. The majority (93%) disagrees with the affirmative, indicating the negative perception regarding the impacts of the Transforma in the increase of the sports practice in the schools.

Question 28: Transforma as a causative agent of permanent change in the schedule or curriculum framework reflecting in Physical Education classes

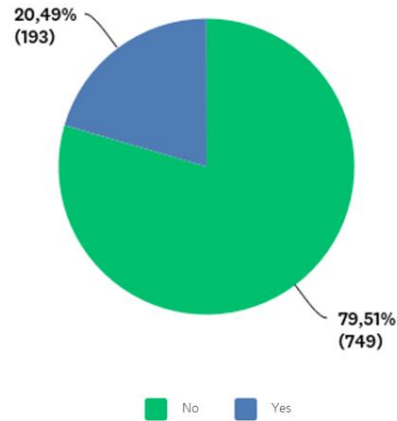


**Graph 28.** When asked if they believe that Transforma caused any permanent change in the schedule or curriculum framework that may affect Physical Education classes or the frequency in sports practices by students, the majority believes that there were no changes (89%), while 5% believes that there were changes, but Transforma was not the causative agent and 6% affirms that changes occurred as a direct consequence of



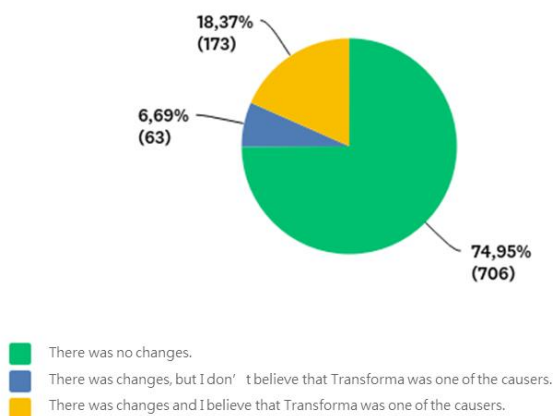
Transforma's actions.

Question 29: Changes in physical education classes or sports practices requested by students



**Graph 29.** For this question, it is possible to observe that the vast majority of the participants (80%) do not agree that after the Transforma was completed in their school, the students asked the principal, the coordinator or the teachers some kind of change related to the classes of Physical Education or sports practices in general. On the other hand, a minority share (20%) agrees.

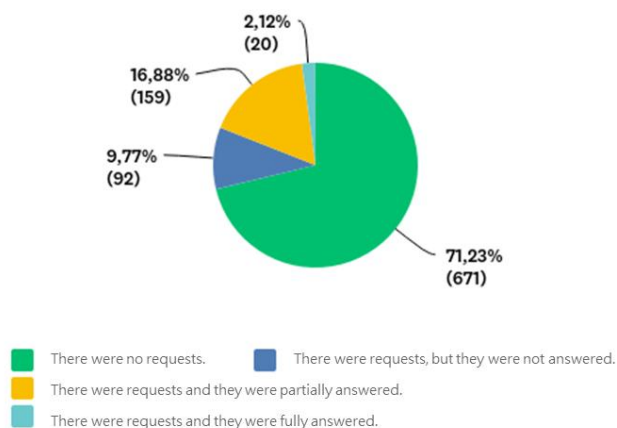
Question 30: Transforma as a causative agent of demands for changes in Physical Education classes or sports practices requested by students



**Graph 30.** In this question, it is investigated if the respondents agree if the Transforma motivated the students to request the principal, the coordinator or the teachers for some type of change related to the classes of Physical Education or sports practices on a general basis. As a result, the majority believes that there were no changes (75%), while

7% believes that there were changes, but Transforma was not the causative agent and 18% affirms that changes occurred as a direct consequence of Transforma's actions.

#### Question 31: Fulfilment of students' requests



**Graph 31.** Fulfilment of students' requests. This chart responds whether requests made by students regarding some kind of change related to Physical Education classes or sports practices in general have been met or not. The majority (71%) says that there was no request, one part says that the requests were partially met (17%), while 10% say they were not met and only 2% of the respondents say that the requests were completely met.

#### Question 32 (Open question): How did Transforma affect classes, students or schools?

In this question, a space was left open for respondents to freely include any comments or descriptions regarding how Transforma affected classes, students or schools (See Appendix III). Due to the nature of the question and answers, the details will be dealt with in the analysis.

#### Analysis and discussion - Sociodemographic Characterization

The 8 initial questions aim to characterize the participants of the research, creating a sociodemographic profile. According to the data presented in the previous section, the majority of the participants were female (54.5%), and more than one third of them (35.8%) aged 35-44 years. The smallest group is people 65 years of age or older (only 4 respondents or 0.42%), followed by the 18-25 age group (1.7%). It is also

observed that the majority of the sample is composed of people with post-graduate studies (62%), followed by the group with a complete upper level (26.45).

The data above are consistent with the finding that the largest group of respondents (78% of the sample) are teachers or educators, with a smaller percentage of managers, technicians, coordinators and principals (which naturally compose a smaller part of a school staff). The group between 25 and 54 years old (90% of the sample) corresponds to the period of greater didactic or pedagogical activity, considering that those above 65 years old are retired or in positions of institutional management. Participants between 18 and 25 years old also make up a small portion due to the time required to complete higher education (usually from the age of 22 in Brazil) and placement in the public or private school market.

The selection criteria of teachers are increasingly demanding continuous training, privileging those with some type of postgraduate course or *stricto sensu*, making it difficult for young graduates to enter the teaching market. The need for continuous improvement seems to be reflected in the adherence of the participants to the Program: more than half of respondents participated in 2 or more courses offered (28.5% participated in 3 or more), demonstrating their interest in training, even if they do not get a formal degree such as a master's or doctorate one.

Although the Transforma Program has reached all the states of the Federation (3,032 cities were involved in the activities), most of the participating schools are located in the states of Minas Gerais, Rio de Janeiro and São Paulo, which together make up 71% of the answers obtained. Private schools make up only 6.6% of the sample, and most of the respondents work in municipal or state public schools, accounting for 92%. The data contrasts with the representation of the Brazilian education system, which is composed of 21.5% of private schools in primary education, and 29.2% of private schools in high school (INEP, 2017).

The great penetration of the Program in the public education system is due to the acceptance by the state and municipal Secretariats of Education and the excellent dialogue promoted between the Transforma Program and the government agencies - mainly due to the enthusiasm for the Games in Brazil - that endorsed the educational activities related to sports. According to Roche (2000), mega events such as the Olympic Games are important in the creation of a national identity, and Toledo, Grix and Bega (2015) will say that such events are sources of inspiration for the masses, stimulating sports practice by the example of athletes in evidence and, therefore,

functioning as an improvement of the health of the population in general. Thus, it is no surprise that governments are engaging in this opportunity to push forward their agendas in areas such as Health, Education and Economy with the support of the population and even the formation of a new culture.

In addition to their own planning, public managers are also under pressure from international organizations such as the UN and the International Olympic Committee, which, as already presented in the literature review, have consistently adopted the promotion of Health and Welfare through sports practice in their sustainability agendas. These preconditions open an important space for the development of programs such as Transforma, offering an opportunity to carry out activities that are far-reaching and have political approval.

Although some years have passed since the Program's closure in 2016, more than 64% of the participants are still in the same schools, indicating that they are able to point out the impact and legacy left by the Program since then (which will be explored in a later topic).

#### Analysis and discussion - Results of the Program

In the second block of questions, 6 questions aim to objectively evaluate the results of the Program. The main product of Transforma is the qualifications and trainings carried out with educators, teachers, technicians and managers. In the responses obtained, 94% of the participants agreed to some degree that the qualifications and trainings helped to expand the knowledge about sports practices, also increasing the number of sports to be worked with the students. 93% of the participants indicated that they were able to apply this knowledge acquired directly in their classes, pointing to the characteristic of the Program with practical reflexes on young people, with a training focused on the daily needs of the teacher.

These results are important in demonstrating that the options offered by the Program in the training of teachers actually met the existing needs, adequate to the existing work model in the schools, since the information and tools provided were in fact employed. According to Kenny (2003), the execution of an educational project - however elaborated it may be - must always understand that the expected results will only arise in the effectiveness of the planned activities, since it is necessary that the target audience first understand and interpret the proposed actions, to implement them.

This type of consideration is even more critical in the case of a project that provides for changes in the way educators work, which are usually more independent than other practitioners are in developing their methods and activities.

More important than just offering new tools, the Program also sought to work towards the formation of Olympic values through the practice of sports, reinforcing and stimulating behaviors that directly refer to Olympism, structured on four main axes: satisfaction in sports practice, "fair play", Multiculturalism and the pursuit of excellence (Binder, 2010). Transforma seeks to enable teachers to multiply these values in their schools, and 94% of respondents indicate that this formation was made successfully, and 93% responded that they were able to incorporate the values in their classes, with reflexes in their students' formation. Seven values were proposed, corresponding to the four axes mentioned, and the respondents identified Friendship and Respect as the ones with the highest occurrence among their students. However, even the values with less occurrence - Courage, Excellence and Inspiration - were pointed out by the participants as occurring in more than half of the cases, indicating that the formation provided by the program and the sports practice guided by the teacher are mechanisms that allow the development of diverse values simultaneously.

The majority (85%) also indicated that formation and skills were important in attracting more students to their classes. It is assumed that the occurrence of this minor number in relation to the other questions is because not all respondents are Physical Education teachers, a class in which students are more likely to evade. Classes for other subjects are usually held in class with less chance of avoidance and therefore the ability to "attract" the students would not apply (considering that the youngster has already presented himself in school for his daily class schedule).

In any case, the result of 85% is significant taking into consideration that the last IBGE survey (2017) shows that, in Brazil as a whole, only 37.9% of the population aged 15 or more practice any sport or physical activity. The relationship between the level of education and the practice of activities is even more salient: only 17.3% of uneducated people practice any activity or sport. In addition, sports practice tends to accompany per capita income, that is, the lower the income, the less activity the person performs. Considering that the public reached by the Transformation is mostly belonging to the public education system, it is perceived the importance of stimulating the practice of activities in this forming population, so school Physical Education classes may be the only opportunity so that these young people practice an activity in an

organized and structured way, with support and guidance, so that they will become adults who value physical activity.

Finally, the same IBGE study (2017) points out that among practitioners of activities there is little variation in what is practiced, and for 41.4% of men the preferred activity is soccer, and walking is the most accomplished among 52,5% of women. Another important fact is that 35% of non-practitioners indicate that they "do not like or do not want to play sports", which can be caused by lack of identification with an activity that has to do with their individual characteristics and that can cause pleasure. The Transforma Program seeks to stimulate knowledge and practice of sports that are little known in Brazil to try to engage young people who may not be attracted to football or other more widespread sports. By offering variety and novelty, it is possible to arouse curiosity about sport and, perhaps, to initiate the training of an adult who is more physically active and healthy. (Leite, 2012). For these reasons, the increase of the attraction for the classes of Physical Education is an important indicator of operation and fulfillment of the objectives of the Program.

#### Analysis and discussion - Impact of the Program

The third block of questions presents 8 questions that seek to raise the impact of the activities developed by the Program. The results of the previous block are objective activities foreseen in the project of the Program, carried out according to previous planning. Already the impact are the results that are also expected, but are subjective and dependent on the engagement of the participants.

Student performance at school, for example, is not only dependent on the information and tools offered by the Program, but is directly linked to the ability of teachers to transform the tools into effective lessons, and also includes the involvement of students in the proposed activities. 89% of respondents agree that there was a better physical performance on the part of the students during the classes of Physical Education, a factor that is probably related to the greater interest in these classes, also identified by 89% of the participants.

In addition, 84% of respondents indicated that Transforma's activities resulted in improved performance in other disciplines, in addition to Physical Education. These figures suggest that there is great interdisciplinarity within the subjects treated by the

Transforma, with reflexes of an integral sports practice in other moments of the student's life besides the Physical Education class.

According to Melo (2013) physical activities in the school environment activate a complex cognitive system of planning and execution, which is also used in activities that are not fundamentally physical, which would explain the improved performance also in the other disciplines. Physical activity can be an optional form of cognitive activation of important systems for students who are not so sensitive to the stimulation of purely intellectual activities found in other disciplines.

Olympic values also appear to have reflected student behavior, with 88% of respondents reporting increased student emotional control with fewer fights and conflicts, and friendship values fostered greater integration and group formation, identified by 88% of the respondents.

On the teachers' side, Transforma's activities led to a rethinking of how to plan classes for 86.5% of the participants, and the need for interdisciplinarity and integration among educators is suggested by 71% of the responses, which identified a greater communication of teachers of other subjects with the Physical Education teacher. 79% of the respondents realized that the school paid more attention to Physical Education classes during the Transforma activities. As already pointed out in the literature review, a research by UNESCO (2018) indicates that, not only in Brazil but worldwide, there are continuous deficiencies in the distribution of Physical Education in the curricula, that is, this is a discipline that is commonly relegated to second plan in the construction of the class schedule. Thus, it can be said that one of the observed impacts is the valorization of this professional, and an attempt to integrate the teacher and the discipline of Physical Education in the general program of the school, without understanding this as an activity less important than the others.

#### Analysis and discussion - Legacy of the Program

The 9 questions in the last block intend to identify some of the long-term results left by the Program with lasting effect on schools and which do not always have objective or numerical metrics. Toledo, Brix and Bega (2015) present the notion of legacy as planned or unplanned structures, and as tangible or intangible assets that can be verified after the closure of the activities. Therefore, the formation of the Results-

Impact-Legacy system can be understood as a continuous line, initiated by the Transforma Program, responsible for generating the mobilizing results of the target audience. However, this line extends through the change of attitudes of teachers and students (impact), and finally ends with the closure of the Program, when participants take over and incorporate the proposed activities and values as their own, repeating them in their daily practice. Legacy is a measure of the school's appropriation of these values, and helps to design the reach and effectiveness of the Program as a whole.

As it was investigated in the previous block, participants were also asked once more about the perceived importance of Physical Education in school, but this time investigating whether this importance became prolonged (and not only during the Transforma's performance). 78.5% of the respondents pointed out that this attention to the discipline remained. The similarity of the result to the question on previous block (79% in that block and 78.5% in this one) indicates that the Transforma activities were assimilated at some level by the school, either by the managers, teachers or students, who kept the information or tools proposed, in use. Also as in the previous block, the participants were asked about the permanence of the importance of physical education classes among the students, and it was verified that 86% point out that this has in fact occurred. These numbers suggest that the teachers' classes had an impact not only on the students but also on the coordinators and school principals.

However, the positive numbers presented earlier contrast with a stagnation in the physical structure of schools; almost 75% of the participants indicate that there was no material acquisition or structure change for the Physical Education classes after the Program was closed. In the portion of the schools in which changes occurred or there was acquisition of material, only 19.4% of the respondents believe that this was a consequence of Transforma's activities. This may indicate that schools may already have an adequate or sufficient structure for sports activities and practices. However, crossing this data with the number of participating municipal and state public schools, it can be assumed, with a reasonable level of certainty, that the lack of structural change is due to financial constraints, a fact that has been verified for a long time in the Brazilian public education system on elementary and secondary levels.

In addition, questions that addressed possible changes also gave respondents room to describe the nature of what was done (if a response to a change is positive). The vast majority of responses indicate that the changes consist of acquiring material for previously unacknowledged sports such as badminton and rugby. The acquisition of



material was followed in the answers by the improvement of the existing structure, such as cover, painting or expansion of blocks, allocation of new rooms for Physical Education classes or better demarcation of space for sports activities. It is also noted in the answers that the respondents had expectations regarding the distribution or donation of sports equipment by the Transforma Program.

In a subsequent question, and even more critical, 92.7% of the participants indicated that there were no permanent changes in the hourly or curricular grid to favor Physical Education classes or sports practices. This indicates that, even though considered important by the management board, the sports practice and the Physical Education subject did not occupy more space in the schedule of the students. It is possible that this lack of change is due to the lack of flexibility in school hours, with many subjects already distributed among the different teachers, with little room for significant changes between them. Among the few schools in which there was some change, only 6% of the respondents indicate that it was caused by the Transforma Program.

Respondents also had space to add comments on the changes made and it is verified that, in the case of public schools, the curriculum previously defined by the departments of education was used as a reason to justify the difficulty of changing the existing schedule. In the great majority of cases, the inclusion of more physical and sports activities was the result of the promotion of sporting events in the school (disputes, scavenger hunts, tournaments, games or competitions), as well as the creation of schools for specific sports, or activities connected to Physical Education and carried out as extra activities after school or on Saturdays, so as not to interfere with the existing grid.

Finally, it is perceived by the students, that the structural immobility of the system is also repeated in some way by its beneficiaries. 79.5% of survey responses indicate that students did not ask the principals or coordinators for any kind of change in relation to physical education classes or sports practices, indicating that most students are satisfied with the space these activities occupy in their hourly grid. Among the schools that received requests from students, the answers indicate that only 18.3% were caused by Transforma activities, and only 2% of requests were met.

In the comments produced for the question, it is understood that the students made requests that are distributed in a relatively similar way between: allocation of more time for Physical Education, acquisition of new equipment and materials, creation

or remodeling of space dedicated to sports practices and continuity of the class model proposed by Transforma. Thus, in the questions that seek to describe the Program's tangible legacies, the demands and needs identified between teachers and students go simultaneously through an increase of the time dedicated to Physical Education, with a guarantee of a structure - space and materials - that allows the development of the activities.

When looking for causes for this timid change, one can again refer to the research conducted by IBGE (2017); when asked about the motivating factors for the practice of physical or sports activities, 28.9% of the respondents indicated the relaxation and the fun they got from these activities, and 26.8% indicated the search for health and quality of life. It is important to remember that these are responses from people aged 15 or over, while Transforma targeted youngsters from primary and secondary school. It can be assumed that the search for "health and quality of life" is not yet a fundamental concern among this training audience, which would put "relaxation and fun" as the main motivating factors for this age group composed of children and adolescents. Thus, it can also be assumed that the delivery or implementation of the activities in the Physical Education classes did not offer enough entertainment to be demanded in greater numbers by the students. As Millen Neto and Ferreira (2013) observed, in order to be effective, Physical Education must mainly meet the wishes and desires of the students that are not fulfilled only through the pursuit of institutional goals or the technical competence of the teacher.

In search for broader responses to observed stagnation, it should be remembered, as explored by Binder (2010), that the pedagogical methodology of any type of Olympic Education needs thorough prior investigation of the environment and of the context where this education is intended to occur, taking into account the principles and methods of each school to maximize the operated change. Considering that Transforma reached almost 16 thousand schools, it would be impossible to predict in its project the particularities and needs of each one of them, which may explain in part the lack of perennial changes in the school structure. It is possible to say that, in the case of a Program with a national reach, there is a need for balance between activities that generate desirable results, impacts or legacies and the search for individualized educational projects (Moura & Barbosa, 2017) that meet the need of each particular school, which would require more "surgical" or localized intervention that is beyond the scope of the Program.

However, in the conception of Brito and Sabariz (2011), it can be considered that any stimulus to the Olympic Education carried out would be part of a larger educational project, with worldwide coverage, in which teachers and managers are touched on the importance of emerging values of practice with a view to making long-term changes in society as a whole, beyond the limits of the school. The fact that Physical Education has remained with increased appreciation in schools is not only a legacy, but also seems to be an important step in the implementation of this worldwide educational project.

#### Analysis and discussion - Qualitative data

The analysis of the qualitative data comes from reading the 942 comments left by the respondents of the questionnaire. Responses are free, with no minimum or maximum limit of characters or rows. After examining the 942 responses, they were categorized according to 3 criteria, based on the general perception of the respondent regarding the Transforma Program: Positive Perception, Indifferent Perception and Negative Perception. An Invalid response category was also created to compile blank responses, "no comment" responses, a communication of a desire not to comment, unintelligible answers, or comments, requests, or questions to the researcher that are not relevant to the question.

Table 05 presents representative sections of comments received, already counted through column *n* to analyze the proportionality of the answers according to the criterion defined for categorization. Each representative section receives a numerical identification (x) to be located again in the analysis following the Table.

**Table 05.** Categorization of qualitative research data

Perception	<i>n</i>	Representative extracts
Positive	667	(1) <i>It was developed in all classes of all subjects activities and dynamics to work with values such as friendship, courage, determination, excellence, equality, inspiration and respect.</i>
		(2) <i>Transforma came to complement a developed pedagogical posture aimed at the active participation of all students in classes and events, without comparing performance, but seeking autonomy and independence.</i>
		(3) <i>The program has helped to set important values such as respect and determination.</i>
		(4) <i>Training was of great importance, but for better conditions of a new course there</i>

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		<i>is a need to offer sports materials to the teachers participating in the course.</i>
		<i>(5) Transforma improved students' self-esteem and brought them the importance of respect and healthy competitiveness in sports practice.</i>
		<i>(6) Transforma changed my way of transmitting the contents, my way of teaching, the way that principal and teachers of other disciplines see physical education. It was wonderful.</i>
		<i>(7) The integration of students, teachers and principal was the big issue. The involvement of all and the positive atmosphere of the Olympics in addition to the experiment of new activities provided a positive change throughout the school community.</i>
		<i>(8) I am not a teacher of Physical Education, but of Portuguese Language. The Transforma Project provided several activities and change of position within the subject.</i>
		<i>(9) I believe that Transforma's greatest contribution has been the possibility of improving teachers' education and presenting new possibilities to their pedagogical planning.</i>
		<i>(10) In my planning, I added more sports, giving the opportunity to diversify content, work on other skills and provide students with sports that are far from their reality, such as fencing and grass hockey.</i>
		<i>(11) The transforma helped the school a lot ... I think that with more materials we could work better.</i>
		<i>(12) The project shed light on a set of important motor skills that were distant from school reality. Even though in practice there weren't 100% adherence it generated identification of a part of the students who were usually marginalized in the classes of the traditional school sports.</i>
		<hr/> <i>(13) The project in our School Unit did not affect students and classes as expected.</i>
		<i>(14) There was no transformation.</i>
		<i>(15) It did not affect anything.</i>
		<i>(16) There was no transformation in the school, and it did not affect my lessons.</i>
Indifference	87	<i>(17) Nothing has changed and nothing was altered. Our school unit had already developed a project for physical education classes and all those values and attitudes that the project foresaw we were already developing in our unit so nothing relevant was added.</i>
		<i>(18) The program only changed classes during the period of the Olympics, then everything went back to normal.</i>
		<i>(19) I think I need to provide a sequence in order to get more effect.</i>
		<i>(20) Where I work there was little change. There were no significant changes.</i>
		<hr/> <i>(21) We were disappointed with the formations due to the lack of sports equipment and suggestions to work replacing equipment for scrap.</i>
Negative	65	<i>(22) The activities were not 100% executed because the materials they promised never arrived at school.</i>
		<i>(23) Transforma could have helped to leave a legacy to the physical structures of</i>

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public schools, structures that are fundamental to the success of Physical Education classes.

(24) *During the project the students were very motivated ... but the lack of investments and structural problems impede a continuity of work.*

(25) *Unfortunately, we only managed to mobilize the pupils and the Pedagogical Team during the presentation of the modalities.*

(26) *The content is very simplified and very childish, my Middle School students reported this to me.*

(27) *It should be developed not only in sporting seasons such as the Olympics and World Cup.*

(28) *The training was interesting, however, the lack of structure and materials hindered the development of the project.*

(29) *At first the project started in full swing, but after the Olympics, the project seemed to cool a lot without the support and structure of the responsible bodies and the municipal government.*

(30) *I already used much of the plans. Each school has its own particularity. I work in a rural school where the culture of the students is very different from the students of the urban zone.*

(31) *The project served to an increase in the knowledge of differentiated activities that normally escaped the daily physical education classes, did not serve as an increase in sports performance, did not serve as a search for other sports. I think the lack of ideal equipment, school sports structure, may have been negative determinant factors.*

(32) *It helped me in some content but in the central region of the state of SP, physical education is seen as "recreation" not as a tool for transforming and training citizens.*

(33) *It was a very interesting proposal, but some promises were not fulfilled, for example, sending material to the school where we worked during the project period.*

(34) *Transforma gives positive, differentiated ideas and that's all. There was no other support. Some sports need materials to experience. It's no use adapting. What the Brazilian lacks is opportunity. And do not keep making adaptation with alternative material or with recyclables. Without proper materials everything turns to scrap metal. There is no use to have courses, training if there are no materials.*

(35) *The skills are excellent, but unfortunately some of them are out of the picture since we often do not have material to work with.*

(36) *Lack of money for acquiring sports equipment was one of the most frustrating reasons A disregard for the school, teachers and especially students.*

(37) *Rio 2016 ... left no legacy for Physical Education ... nor for the sport of performance... It was a terrible idea to host the Olympic Games ... Good for the embezzlement of funds from the sport .. Corruption has settled in confederations and federations, as well as in the secretaries of Sports ... and not to mention COB ... hasn't it???*

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Invalid	123	Blank answers, unintelligible or unrelated to the question.
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Note: Prepared by the author (2019).

As it can be observed, the positive perceptions of the Program are predominant and negative perceptions make up the smallest group. When the invalid answers are eliminated, there remain 819 responses, of which the positive perception represents 81.4%. The indifferent perception represents 10.6%, while the negative perception represents 7.9%. The analysis of the representative sections brings a detail that joins the information found in the quantitative part of the research, aiding in the interpretation of the results, impact and legacy of the Transforma Program. The three categories will now be presented individually, using the numbered sections in the table as resources for the analysis.

Among the respondents who were indifferent to the results of the program, most of the answers do not bring detail, just as they appear in sections 13, 14, 15, 16 and 20. This neutrality was broken in some other answers, in a reduced number. Section 17 represents a small part of the schools in which there were already processes and systems well developed for Physical Education in transdisciplinary integration and, therefore, the Program did not bring didactic contents or forms of work that added to the usual way of working of the school. Section 19 expresses a content that has also emerged more intensely in negative perceptions about the Program: the fact that it is very much linked to the enthusiasm of the Olympic Games, an excitement that tends to diminish when the Games are over, also reducing the efforts made in relation to the activities proposed by the program. Section 19 expresses content that also arises between positive and negative perceptions, indicating that the Program needed a greater extension, with more activities to be truly absorbed as a change in the way teachers and students act.

Positive perceptions presented greater nuances in the answers, with explanations and details on the favorable results of the Program. The vast majority of participants pointed to the objective results as envisaged in the project. The development of Olympic values was widely quoted, distributed over several observations on student behavior, as shown in sections 1 and 3. Students who have had the opportunity to try new sports, combined with the presentation of life stories of great athletes, have been identified as the most likely to lasting change. In addition to the values, the answers show that the students also developed socialization skills and change of attitudes that were expressed in other subjects and in the general behavior of young people, as indicated in sections 2, 5, 12, and section 8 represents the experience of non-Physical Education teachers, but also positively affected by the Program.

Sections 6, 9 and 10, in a complementary way, indicated that teachers also changed their attitudes toward Physical Education, taking the Program as an opportunity to improve their professional performance and as a form of updating content and teaching. These responses emerge in large numbers and corroborate what appears in quantitative data on impact and legacy, largely centered on attitudinal and individual changes of teachers and students, acting together. Section 7 illustrates a smaller part of the positive responses, pointing out that the greatest impact and duration of the program exist when there is synergy between students, teachers and management, who need to be all involved in the proposed activities so that the change lasts.

Still in the positive answers comes the great theme that seems to dominate the responses related to the negative perception: the lack of structure and material. Excerpts 4 and 11 represent the respondents who recognize value in the Program and its activities, but point out the gap left in the total effectiveness that could be reached, a problem caused by the lack of materials for the practice of sports. The lack of material emerges more strongly in the category of negative responses, but it is also linked to the lack of general structure in schools or lack of support from government agencies. In the positive category, criticism seems to relate more specifically to materials only, and emphasizing that teachers and students seek out to overcome the problems encountered.

The answers that indicate negative perception, although they compose the smallest group of the total answers, had a purposive selection of a greater number of sections, considering that they are important subsidies in the detection of failures or difficulties in the execution of the Program. The excerpts of negative perception also provide valuable clues regarding the best structuring for future projects, fulfilling the objective of this research to point out strategies for the maintenance and formation of legacies in education projects. Thus, although they represent the smallest portion of the answers, they will undergo further analysis.

Sections 21, 22, 33, 34, 35 and 36 bring to light a large representation of the negative responses, pointing out the difficulties generated by the lack of material for the application of the Program in the schools involved. It is important to note that the program provided a distribution of materials - but didactic - mainly videos, online courses with downloadable and printed materials to guide classes and bring new and attractive content to students (among other materials offered free of charge). Thus, the answers that refer to the lack of material seem to point strictly to the lack of rackets, clubs, balls, nets, (among other equipments) that would be necessary to practice sports

presented. It should also be noted that this was a predicted difficulty in the project, and the training and workshops carried out to promote sports provided funds for the creation of equipment with cheap and alternative material that would allow sports to be practiced under limited financial conditions and without acquisition of material. It should also be considered that the Program also did not have the financial conditions to acquire and donate equipment to all participating schools, considering its breadth and capillarity.

However, as the negative answers indicate, the use of alternative materials and the absence of specialized equipment were considered as a fundamental impediment to the execution of the proposed activities, making it impossible to fully implement the Program for some teachers. This seems to be one of the most important failures of the Program since, although it was not communicated at any time that the donation of materials would occur, there was still a great expectation that these would accompany the proposals for new sports. In very few cases, it is observed that this deficiency was somehow supplied by the government agencies responsible for acquiring assets. In a slightly larger portion, the school was in charge of acquiring equipment for some of the sports that attracted the most interest of the students. Finally, in a larger number of responses, many Physical Education teachers used their own resources to buy the equipment and employ them in their classes. But the negative (and some of the positive) answers made it clear that the general perception was that it was the responsibility of the Program to provide these equipment in conjunction with the presentation of sports, something that should be considered as a fundamental demand for future projects and establishment of new partnerships.

The question of the lack of equipment extends to the inadequacy of the school structure as a whole, as it is marked in sections 23, 24, 28 and 31. The content then also includes the lack of rooms, spaces and physical and sports activities. Most of the answers represented by these excerpts serve as a kind of "let it out of the chest" of the professionals, who identify serious deficiencies in the basic working conditions caused by the neglect of school administrators or by government agencies. It is important to note that in a smaller part of these responses, the participants' expectation is that the Transforma Program would act as a mediator to governmental and political bodies to promote a restructuring or improvement of working conditions and of the schools themselves. There was also an exacerbation of this emerging need represented by section 37, which shows an even wider dissatisfaction with the Olympic Games. Excerpts 27 and 29 show one more of the negative consequences of the Games as an



implementation of an educational project, since the end of the mega event also reduces acceptance and enthusiasm for the activities of the Program, strongly based on Olympic values and presentation of athletes.

While many of these structural and political issues are not directly linked to the goals or communication of the Transforma Program, it is clear that it is very difficult to disassociate from such themes when a project that brings together Sports and Education with great penetration in the public sphere of education is executed. It is also clear that the implementation of a project with these characteristics can simultaneously enjoy benefits and difficulties arising from an Olympic context. As explored in the bibliographic review, a mega event will always have political implications for the region that hosts it, and these consequences strongly adhere to projects that somehow connect to the event.

Other issues with less representation also emerged in the negative responses. Section 25 points to the temporariness of activities, which need to be appropriated at some level by teachers and students to have continuity. This demonstrates the need for the project to provide a longer schedule or timetable, with support that does not have to be on-site, but that induces the continued use of activities, with stimulus forms by the Program allowing time for the interpretation and use of new content proposed.

Section 32 represents something that emerged intensely in the quantitative research and bibliographic review, which is the perception in the school environment of Physical Education as a secondary or minor subject. Apparently, there is a great resistance from board management to allocate more time for this discipline since, as the representative section points out, this is a class considered as a recreation space, and not a "serious" class. Subsequent projects also need to incorporate and design more consistently an image of Physical Education as a way to educate better citizens and, to a lesser extent, can even promote it as a subject that enables students to improve performance and behavior in other subjects. The quantitative research pointed out that there are ways already traced by the Program to generate this impact of the valorization of Physical Education, and this can become one of the main objectives.

Finally, section 26 adds and represents the answers that indicated the need for a greater specialization in the offered content. Although the teaching material has been carefully crafted, it is notable that there is still room for greater age segmentation, thus preventing content aimed at the younger ones from becoming uninteresting to older students. Still, considering the continental dimension of Brazil and the regional

differences existing between each state, arises a need to differentiate the material offered according to differences also of the language in use or, as specified in section 30, considering the peculiarities of the students of a rural or urban zone.

## **CHAPTER V**

### **CONCLUSIONS**

Results found and ways to improve

The data that emerged from the research allow the drawing of some conclusions, summarized as:

1) Programs of Educational and sports themes such as Transforma can provide good penetration in the public education system, counting on government support as well, since they are perceived as auxiliaries in the accomplishment of goals in different spheres like Health, Education and Economy;

2) The Transforma Program reached its main objectives of expanding knowledge and practice of sports activities, while disseminating Olympic values among teachers and students, which was verified in numbers exceeding 90% of agreement in the research responses. In addition, respondents also agreed that the activities of the Program have increased the students' attraction to PE classes and to activities practice in general;

3) Besides the increase in the practice of physical and sports activities, teachers also identified better physical performance in their students, with simultaneous improvement of intellectual performance in other subjects. Respondents also indicated that they observed greater emotional control, and improvements in group formation and integration among students. Through the implementation of the Program's activities, a greater attention was also given to school management in Physical Education classes, in addition to promoting greater and better communication between teachers in this and other subjects;

4) Even after the closing of the Program the appreciation for Physical Education as a subject remained. However, little has changed in the school physical structure to promote more classes in this subject, without acquisition of sports materials or refurbishments in most participating schools due to budget constraints. There were also no permanent

changes in the hourly grid to privilege classes. According to the participants, this is mainly due to the lack of flexibility in the curricula previously defined by the education departments. Even so, it was verified the insertion of more physical activities and sports practices through thematic events such as school games, competitions, scavenger hunts and tournaments, in addition to activities performed as extra activities after school time or at the weekends;

5) Considered in its entirety, the overall perception of the Program is positive for 81.4%, and negative for 7.9% of the participants of the research (10.6% are indifferent). The most recurring positive points focus on the changes that happened in teachers and students' behavior, with long-term effects for the enhancement of Physical Education and for the increase in physical and sports practices. The highlighted negative points of the program relate to the enthusiasm of the Olympic Games, which tends to diminish after the end of the mega-event, and affect the frequency and intensity of the Program's activities. In addition, although it was not communicated as an objective or activity of the Program, there was an expectation of delivery / donation of sports materials in conjunction with the workshops and training, and its absence was considered to be an impediment to activities by several respondents. This expectation has also been broadened for some participants, who believe that the Program should take on a mediation role between schools and government agencies in order to improve their structure and working conditions.

According to what has been observed, it can be considered that the Program had positive results and impacts for the majority of the participants, with a minority of evaluations and negative perceptions, which are not always due to the conditions of the Program itself, but to a political, economic and social context. Even so, the low negative perception shows important paths for the planning of similar educational projects or for the continuity of programs with the same scope.

For future programs, the advantages and disadvantages of linking their performance to mega-events such as the Olympic Games should be considered more carefully, as they may spark a great initial commotion, but they tend to run out of steam with the closing of the event. Furthermore, different levels of popular approval and disapproval are generated by mega-events, and this perception may also affect the program or project, generating an erroneous perception of corruption mechanism or

misappropriation of public funds - observed more forcefully with the 2014 World Cup in Brazil.

It is also noted that the calendar or schedule of activities of a sports educational project should be more extensive, with more opportunities for teachers, students and school management to internalize the importance of physical and sports activities, and to take possession of instruments to promote them continuously. Due to this need, it is also observed that programs and projects with such characteristics can be promoted as spaces for the valorization of Physical Education in schools, with this subject developing its full potential promoting citizens' formation.

Finally, it must be considered that the engagement and continuity of the program by its own beneficiaries (the construction of its legacy) depends intrinsically on the interest aroused and the attendance of their emotional needs, so that a real and lasting link with the objectives of the program occurs. Therefore, it is suggested that there should be a greater segmentation of didactic material and activities by age groups, attending in a more specific way to the interests of the young people involved in the activities. It is also important to take into account regional differences in the content production, language adopted and the supply of activities, essential factors in a country with a continental dimension such as Brazil, characterized by very heterogeneous lifestyles and social conditions.

#### Final considerations and indications for future studies

Regarding the accomplishment of future studies similar to this dissertation, it is recommended that there is also previous planning for later access to the participating students (which was not carried out in this research), since these can bring important data about the project under analysis, its results and impacts, contrasting and complementing the information of teachers and managers. In the case of this research, it would certainly not be easy to approach and collect data from 8 million students (who would compose the research universe for the Transforma Program), but it would be appropriate, for example, to organize focus groups with students representing schools in a region or municipality.

Another important point to be considered in a similar study is the possibility of conducting individual interviews with selected principals and directing boards of the participating schools, or with teachers and educators who are considered as

representatives of the institution. As the answers to the open questions have shown, there is a need to give voice to the research participant - which should not be restricted only by closed questions in a questionnaire - to make new findings and data relevant to the study.

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from

**APPENDIX I**  
**TOPIC SUBMISSION OF MASTER'S THESIS**

<b>UNIVERSITY OF PELOPONNESE</b> <b>MASTER'S DEGREE PROGRAMME</b> <i>"Olympic Studies, Olympic Education, Organization and management of Olympic events"</i> <b>DEPARTMENT OF SPORTS ORGANIZATION AND MANAGEMENT</b>
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Academic Year: 2016 - 2018  
Semester: 3rd

**TOPIC SUBMISSION OF MASTER'S THESIS**

FULL NAME: Daiana de Sena Fonseca

COUNTRY: Brazil

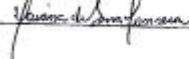
STUDENT REGISTRATION NUMBER: 6062201602003

I declare

that the topic of my master's thesis is the following:

TOPIC: Possible strategies to operate the educational legacy of the Olympic and Paralympic Games: the case of Transforma Rio 2016 education programme

Date: 03/07/2018

Signature of the student: 

**ADVISORY COMMITTEE**

Supervising Professor: Dr. Kostasina Georgiadis   
(Full Name) (academic level) (Signature)

Professor-Member 1:  Dr. Ian Culpin (Signature)

Professor-Member 2: Dr. Ian Brittain  (Signature)

## **APPENDIX II**

### **SURVEY QUESTIONNAIRE**

Original language: Portuguese

#### **Caracterização Sociodemográfica**

1. Sexo
  - Masculino
  - Feminino
  - Prefiro não declarar
  
2. Faixa etária
  - 18-24
  - 25-34
  - 35-44
  - 45-54
  - 55-64
  - 65 ou mais
  
3. Escolaridade
  - Médio completo
  - Superior incompleto
  - Superior completo
  - Pós-graduação – Especialização
  - Pós-graduação – Mestrado
  - Pós-graduação – Doutorado
  
4. Função
  - Professor(a) ou Educador(a)
  - Técnico(a)
  - Gestor/Administrador(a)
  - Coordenador(a)
  - Diretor(a)
  
5. Unidade Federativa na qual participou do Transforma

- |  |  |   |
|--|--|---|
| <input type="radio"/> Acre             | <input type="radio"/> Maranhão           | <input type="radio"/> Rio de Janeiro      |
| <input type="radio"/> Alagoas          | <input type="radio"/> Mato Grosso        | <input type="radio"/> Rio Grande do Norte |
| <input type="radio"/> Amapá            | <input type="radio"/> Mato Grosso do Sul | <input type="radio"/> Rio Grande do Sul   |
| <input type="radio"/> Amazonas         | <input type="radio"/> Minas Gerais       | <input type="radio"/> Rondônia            |
| <input type="radio"/> Bahia            | <input type="radio"/> Pará               | <input type="radio"/> Roraima             |
| <input type="radio"/> Ceará            | <input type="radio"/> Paraíba            | <input type="radio"/> Santa Catarina      |
| <input type="radio"/> Distrito Federal | <input type="radio"/> Paraná             | <input type="radio"/> São Paulo           |
| <input type="radio"/> Espírito Santo   | <input type="radio"/> Pernambuco         | <input type="radio"/> Sergipe             |
| <input type="radio"/> Goiás            | <input type="radio"/> Piauí              | <input type="radio"/> Tocantins           |

6. Natureza da escola na qual participou do Transforma (se participou em mais de uma escola, considere apenas a principal)

- Pública (Municipal)
- Pública (Estadual)
- Pública (Federal)
- Particular

7. Quantos formações ou capacitações do Transforma você realizou?

- 1 Formação ou Capacitação
- 2 Formações ou Capacitações
- 3 ou mais Formações ou Capacitações

8. Você ainda faz parte da mesma escola na qual trabalhava quando participou do Transforma?

- Sim
- Não



## Resultados

9. As capacitações e formações do Transforma expandiram meus conhecimentos sobre diferentes práticas esportivas e aprendi a trabalhar com esportes novos.

Concordo totalmente  
Concordo parcialmente  
Discordo parcialmente  
Discordo totalmente

10. Apliquei os conhecimentos adquiridos sobre novas práticas esportivas nas minhas aulas ou ações com alunos e outros participantes.

Concordo totalmente  
Concordo parcialmente  
Discordo parcialmente  
Discordo totalmente

11. As capacitações e formações do Transforma me apresentaram informações novas e relevantes sobre valores olímpicos e educação através das práticas esportivas.

Concordo totalmente  
Concordo parcialmente  
Discordo parcialmente  
Discordo totalmente

12. Consegui repassar aquilo que aprendi nas capacitações e formações do Transforma como informações úteis aos meus alunos e outros participantes das atividades que promovi.

Concordo totalmente  
Concordo parcialmente  
Discordo parcialmente  
Discordo totalmente

13. Com o que aprendi nas capacitações e formações do Transforma tive condições para atrair mais alunos para minhas aulas, inclusive aqueles que não participavam anteriormente.

Concordo totalmente  
Concordo parcialmente  
Discordo parcialmente  
Discordo totalmente

14. Considere a lista de valores olímpicos e paralímpicos abaixo. Marque nesta lista todas as alternativas que você acredita que foram promovidas ou melhoradas entre os alunos como consequência das atividades do Transforma.

Amizade - é a construção de elos de compreensão mútua entre as pessoas, apesar de todo e qualquer tipo de diferença entre si, com vistas a um mundo melhor e mais pacífico.

Coragem - é quando se busca realizar o que o público em geral considera inesperado ou impossível, mas que o envolvido reconhece como uma verdade real e possível.

Determinação - é a capacidade que se demonstra na busca do limite máximo de sua potencialidade e de suas habilidades físicas.

Excelência - é buscar “dar o seu melhor”, nos esportes ou na vida, sem se comparar com os outros, mas acima de tudo com o objetivo de alcançar as metas pessoais com determinação e esforço.

Igualdade - é a quebra de barreiras sociais, discriminação e preconceitos com todos os tipos de diferenças.

Inspiração - é o intenso sentimento pessoal que nasce a partir das realizações e história de vida do atleta paralímpico, refletindo e aplicando este espírito na sua vida pessoal.

Respeito - é o princípio ético que se refere ao jogo limpo que cada atleta deve praticar no esporte e à obrigação de afastar-se do doping. Inclui, portanto, respeito por si mesmo e por seu corpo, respeito ao outro, às regras e ao meio ambiente.

## **Impacto**

15. Com as atividades desenvolvidas pelo Transforma os alunos apresentaram melhor desempenho físico nas aulas de Educação Física. (Realizaram mais atividades, tiveram um desempenho melhor e por mais tempo, demonstraram mais esforço e envolvimento etc).

Concordo totalmente  
Concordo parcialmente  
Discordo parcialmente  
Discordo totalmente

16. Com as atividades desenvolvidas pelo Transforma os alunos apresentaram melhor controle emocional nas aulas de Educação Física. (Ocorreram menos brigas ou conflitos, demonstraram mais autocontrole nas atividades etc).

Concordo totalmente  
Concordo parcialmente  
Discordo parcialmente

Discordo totalmente

17. Observei uma melhora na relação e vínculo entre os alunos com as atividades desenvolvidas pelo Transforma. (Formação mais fácil de equipes, mais apoio mútuo entre os participantes, colaboração e ajuda para cumprir objetivos, etc).

Concordo totalmente

Concordo parcialmente

Discordo parcialmente

Discordo totalmente

18. Com as atividades desenvolvidas pelo Transforma os alunos também apresentaram melhor desempenho em outras disciplinas além da Educação Física.

Concordo totalmente

Concordo parcialmente

Discordo parcialmente

Discordo totalmente

19. Houve um aumento do interesse dos alunos pelas aulas de Educação Física causado pelas atividades do Transforma.

Concordo totalmente

Concordo parcialmente

Discordo parcialmente

Discordo totalmente

20. As capacitações e formações do Transforma alteraram a forma de planejamento das minhas aulas.

Concordo totalmente

Concordo parcialmente

Discordo parcialmente

Discordo totalmente

21. Professores de outras disciplinas passaram a conversar comigo a respeito das atividades de Educação Física e como integrar os conteúdos de diferentes disciplinas.

Concordo totalmente

Concordo parcialmente

Discordo parcialmente

Discordo totalmente

22. Durante a realização do Transforma a Educação Física teve mais destaque e importância no planejamento da escola.

Concordo totalmente  
Concordo parcialmente  
Discordo parcialmente  
Discordo totalmente

### **Legado**

23. As atividades do Transforma contribuíram para que os gestores, diretores ou coordenadores atribuam maior importância à Educação Física e à prática esportiva na escola de forma permanente.

Concordo totalmente  
Concordo parcialmente  
Discordo parcialmente  
Discordo totalmente

24. As atividades do Transforma contribuíram para que os alunos atribuam maior importância às aulas de Educação Física e à prática esportiva de forma permanente.

Concordo totalmente  
Concordo parcialmente  
Discordo parcialmente  
Discordo totalmente

25. Depois que o Transforma foi concluído na sua escola, aconteceu alguma alteração permanente na estrutura física ou ocorreu aquisição de equipamentos esportivos a serem utilizados nas aulas de Educação Física ou para práticas esportivas pelos alunos?

- Não
- Sim

26. Caso tenham ocorrido alterações permanentes na estrutura física ou aquisição de equipamentos esportivos, você acredita que o Transforma foi um dos agentes causadores destas mudanças?

- Não houve alterações ou aquisições.
- Houve alterações ou aquisições, mas não acredito que o Transforma tenha sido um agente causador.

- Houve alterações ou aquisições e acredito que o Transforma foi um dos agentes causadores.
27. Depois que o Transforma foi concluído na sua escola, aconteceu alguma alteração permanente na grade horária ou curricular que afetasse as aulas de Educação Física ou a frequência de práticas esportivas pelos alunos?
- Não
  - Sim
28. Caso tenham ocorrido alterações permanentes na grade horária ou curricular, você acredita que o Transforma foi um dos agentes causadores destas mudanças?
- Não houve alterações permanentes.
  - Houve alterações, mas não acredito que o Transforma tenha sido um agente causador.
  - Houve alterações e acredito que o Transforma foi um dos agentes causadores.
29. Depois que o Transforma foi concluído na sua escola, os alunos solicitaram à direção, à coordenação ou aos professores algum tipo de mudança relacionada às aulas de Educação Física ou práticas esportivas de uma forma geral?
- Não
  - Sim
30. Caso tenham ocorrido solicitações por parte dos alunos, você acredita que o Transforma foi um dos agentes causadores destas demandas?
- Não houve solicitações.
  - Houve solicitações, mas não acredito que o Transforma tenha sido um agente causador.
  - Houve solicitações e acredito que o Transforma foi um dos agentes causadores.
31. Caso tenham ocorrido solicitações por parte dos alunos, elas foram atendidas?
- Não houve solicitações.
  - Houve solicitações, mas não foram atendidas.
  - Houve solicitações e foram parcialmente atendidas.
  - Houve solicitações e foram totalmente atendidas.
32. Utilize o campo abaixo para incluir livremente qualquer comentário ou descrição adicional a respeito de como o Transforma afetou suas aulas, os alunos ou a escola.

(Campo livre de respostas)

### APPENDIX III

#### QUESTION 32 - OPEN QUESTION RESULTS - HOW DID TRANSFORMA AFFECT CLASSES, STUDENTS OR SCHOOLS

Original language: Portuguese

Nº	RESPOSTAS	DATA
1	Facilitou a missão de ensina-los a se colocarem no lugar do outro, de pensar atividades onde TODOS conseguissem participar juntos, em igualdade de condições e no processo de entendimento das diferenças que nos rodeiam.	11/02/2019 14:23
2	Crescimento no aspecto de colaboração	08/02/2019 08:28
3	Simplemente maravilhoso	06/02/2019 07:51
4	Na transformação da capacidade de interação	05/02/2019 21:42
5	Não há o que acrescentar.	04/02/2019 16:47
6	O Transforma afetou positivamente no sentido de trazer coisas novas para as aulas de Educação Física e um apoio muito grande ao professor.	03/02/2019 19:45
7	Projeto excelente, porém faltou maiores informações/ capacitações para nós professores o desenvolvermos melhor.	03/02/2019 19:07
8	A APRESENTAÇÃO DE NOVOS ESPORTES POSSIBILITOU QUE ALUNOS SE IDENTIFICASSEM E PASSASSEM A PRATICAR ESPORTES QUE SE ADEQUASSEM MAIS AS SUAS EXPECTATIVAS.	03/02/2019 07:41
9	Sua contribuição foi bastante significativa no que tange a abrangência de modalidades exploradas e maneiras diversificadas de trabalho.	01/02/2019 16:56
10	O transforma não causou uma mudança em minhas aulas porque, já vinha trabalhando de uma maneira semelhante em minha escola!	01/02/2019 16:31
11	Na verdade, ficou prejudicada minhas respostas, pois elas são direcionadas ao professor em sala de aula. Eu sou PCNP Professora Coordenadora do Núcleo Pedagógico - Diretoria de Ensino.	31/01/2019 14:23
12	Afetou minhas aulas de forma a motivar melhor meus alunos e mais conhecimento. Os alunos sentiram se mais motivados pelas histórias de superação dos atletas.	30/01/2019 21:36
13	Foi ótimo, uma aprendizagem e uma nova maneira de trabalhar com os educandos em relação aos esportes.	30/01/2019 20:58
14	A participação e o reconhecimento de um trabalho em equipe.	29/01/2019 17:27
15	Afetou de maneira positiva e um grande legado	29/01/2019 16:59
16	Ficamos decepcionados com as formações devido a falta de material esportivo e sugestões para trabalhar substituindo equipamentos por sucata.	29/01/2019 09:32
17	os alunos amaram os esporte que aprendi no transforma. A direção elogiou, pelo trabalho com esportes diferenciados, e os professores de outras matérias também participaram de algumas atividades que aprendi no Transforma	28/01/2019 22:37
18	O TRANSFORMA RIO VEIO CONTRIBUIR EFETIVAMENTE NAS MINHAS AULAS DE EDUCAÇÃO FÍSICA. PODEMOS VER ATRAVÉS DAS CAPACITAÇÕES NOVAS MANEIRAS DE PLANEJAR E IMPLEMENTAR AS AULAS ATRAVÉS DAS VÁRIAS SUGESTÕES E MODALIDADES ESPORTIVAS QUE NOS PROPUNHAM O CURSO.	28/01/2019 11:51
19	As formações e aulas no ambiente do transforma, ajudaram bastante na aquisição de novos conhecimentos e sucessos ao longo das aulas de educação física na escola.	28/01/2019 10:01
20	Como tudo é passageiro, todas as informações foram boas no momento, mas nada foi alterado para melhora de uma prática permanente.	28/01/2019 02:18
21	A parceria da escola e alunos	25/01/2019 08:27

22	Houve mais interação, participação e interesse por parte dos alunos.	25/01/2019 07:25
23	Utilizei o material pedagógico do Transforma e propus um projeto interdisciplinar que foi desenvolvido com grande sucesso por todos os envolvidos.	24/01/2019 21:19
24	Percebi que os alunos teve mais interesse.	24/01/2019 13:58
25	O transforma é um programa excelente, porém nenhum tipo de ajuda Institucional aconteceu para que ele se mantivesse e/ou para motiva o professor que trabalha de forma diferenciada	24/01/2019 13:14
26	Os conhecimentos que adquiri nas capacitações do Transforma, com certeza, abriram mais um "leque de opções" para que eu pudesse planejar e aplicar melhor tudo o que aprendi na minha prática pedagógica. Porém, nem tudo o que trabalhei com meus alunos através desses novos conhecimentos funcionou ou foi muito bem aceito por todos os alunos. Outra observação que gostaria de fazer é que as diretoras e a coordenadora pedagógica da escola que eu trabalhava na época não davam o menor valor para as disciplinas como: Educação Física, Artes, Música e Inglês (provavelmente por todas elas serem PII e terem feito só o antigo Curso Normal).	24/01/2019 10:18
27	me acrescentou muito na importância de praticar esportes com meus alunos.	24/01/2019 09:49
28	Mais atrativas.	23/01/2019 16:04
29	aaaaa	23/01/2019 07:37
30	O Transforma contribuiu para trabalhar de forma sistemática os valores esportivos;	22/01/2019 14:21
31	O transforma me apresentou mais alternativas de como trabalhar, na escola, esportes menos tradicionais e de aprofundar mais nos esportes mais conhecidos.	22/01/2019 14:09
32	contribuiu positivamente	22/01/2019 14:07
33	Foi um grande incentivo para os alunos	22/01/2019 08:55
34	Foi desenvolvido em todas as aulas de todas as disciplinas atividades e dinâmicas para trabalho com valores como a amizade, a coragem, a determinação, a excelência, a igualdade, a inspiração e o respeito.	21/01/2019 13:04
35	De grande importância as formações e necessitam uma continuidade.	21/01/2019 11:03
36	Ok!	21/01/2019 08:37
37	O transforma é uma ferramenta maravilhosa para os professores, porém o professor de Ef sozinho é muito pequeno para grandes mudanças na UE. A mudança ainda é pequena, o transforma me ajudou a ampliar meus pensamentos e assim ainda estarei na luta por mudanças.	20/01/2019 09:00
38	Escola pública precisa de um novo olhar em relação a estrutura física e demanda de materiais esportivos.	19/01/2019 07:43
39	Melhora no desempenho dos alunos	18/01/2019 20:06
40	Não houve modificações	18/01/2019 19:56
41	Nas minha aulas, o transforma ajudou a alavancar os projetos esportivos da escola, mas em relação a escola ela na proporcionou melhorias adequadas na educação física escolar	18/01/2019 15:09
42	Agradecimento e esperança que outros projetos como este ocorram novamente.	18/01/2019 14:46
43	O Transforma despertou na escola a necessidade de conhecer os valores individuais dos alunos, que bem trabalhados, proporcionam um crescimento para toda a equipe escolar.	18/01/2019 13:54
44	Não conseguiu iniciar o programa na vila Onde eu trabalho, pois trabalho com Grupo de crianças deficientes e no período após o projeto a Vila passou por dias difíceis	18/01/2019 09:14
45	Dando uma nova perspectiva de diferentes modalidades esportivas.	17/01/2019 13:45
46	Foi ótimo!	17/01/2019 13:42
47	o Transforma contribuiu no sentido de aumentar as possibilidades de movimentação nas escolas, embora o Currículo do Estado de SP tenha grande papel nisso.	17/01/2019 10:53
48	o curso foi muito importante para rever conteúdos já estudados e aprofundar em outros já vistos de forma superficial.	17/01/2019 10:17

49	Tem muito tempo que peguei alguns materiais do Impulsiona para realizar algumas algumas, mas não me lembro exatamente dos conteúdos que foram dados na época e dos cursos que fiz. Mas me lembro que o que eu aprendi foi repassado nas aulas.	17/01/2019 09:58
50	O Transforma passou um conhecimento muito rico para nós professores.	17/01/2019 08:57
51	Alguns professores de Educação Física desenvolveram atividades sugeridas pelo Transforma, despertando um interesse maior por parte dos alunos, na prática desportiva.	17/01/2019 08:22
52	Maior interesse dos alunos.	16/01/2019 22:03
53	Após um tempo fora da faculdade às aulas se tornam um pouco repetitivas e sem graça. Há sempre a necessidade de capacitação para que o conhecimento seja renovado e as aulas se torne mais atrativas.	16/01/2019 17:14
54	Na atualização de conhecimentos pedagógicos, esportivos;	16/01/2019 15:54
55	Nossos alunos necessitam de material esportivo	16/01/2019 14:24
56	Nada a declarar.	16/01/2019 14:05
57	Acredito que incluir as atividades do Transforma no planejamento chamou a atenção dos alunos para o novo, diferente.	16/01/2019 11:55
58	O transforma nos ajudou muito nas aulas de Educação Física. Obrigado	16/01/2019 11:45
59	O trabalho realizado junto aos professores da região da diretoria de ensino, em divulgar a plataforma Transforma, gerou grande interesse pelos cursos. Durante orientações realizadas durante o ano, muitos relataram o aumento de interesse por parte dos alunos as aulas de Educação Física e a procura de novos Esportes.	16/01/2019 10:34
60	O projeto na nossa Unidade Escolar não afetou os alunos e aulas como esperado.	16/01/2019 09:59
61	Houve maior participação por parte dos alunos nas aulas.	16/01/2019 09:51
62	Não há comentários.	16/01/2019 09:39
63	Contribuiu na maneira de enxergar a educação física, porém, a escola não apresenta estrutura apropriada para a pratica esportiva, bem como a maioria dos alunos moram na zona rural, distante da escola, inviabilizando atividades/esportes fora do horário das aulas.	16/01/2019 08:37
64	As capacitações eram excelentes, os alunos que participaram voltaram para a escola muito empolgados e motivaram os outros alunos também.	15/01/2019 23:43
65	O transforma veio a complementar uma postura pedagógica desenvolvida voltada à participação ativa de todos os alunos nas aulas e eventos,sem comparação das performance mas, buscando a autonomia e independência.	15/01/2019 20:50
66	Eu estou respondendo seu questionário mais não me lembro desse projeto	15/01/2019 19:28
67	foi uma motivação a mais para aprender de maneira gostosa e saudável	15/01/2019 19:17
68	O transforma auxiliou muito nosso trabalho escolar.	15/01/2019 17:16
69	Acrescentou novas modalidades antes os alunos não conheciam.	15/01/2019 14:13
70	O curso nos trouxe muito conhecimento histórico, as aulas diversificadas favorecem a uma excelente aprendizagem e modificaram o processo ensino aprendizagem de nossos alunos.	15/01/2019 14:09
71	Sem comentários.	15/01/2019 12:06
72	Houve uma melhoria em quase todos os anos trabalhados na escola incluindo o pessoal do ensino médio.	15/01/2019 10:29
73	não houve transformação	15/01/2019 09:51
74	Abertura de novas possibilidades para aulas como forma de desafios e expansão da capacidade criativa.	15/01/2019 09:39
75	O Projeto Transforma foi uma ótima atividade que aumentou a integração dos alunos e os oportunizou inclusive participar de atividades com alunos de outras unidades escolares.	15/01/2019 08:45
76	Nos permitiu pensar a questão da inclusão e a força dos valores que o esporte carregam consigo	15/01/2019 00:12



77	Infelizmente o transforma não aconteceu. Tenho notado como supervisora escolar que os profissionais da Educação Física são desmotivados, não temos um local apropriado para a prática de esportes e como trabalhamos com adolescentes eles querem uma prática de esportes, temos um time de voley e de futebol de salão mas não temos onde treinar, e tudo improvisado	14/01/2019 19:11
78	o Transforma foi muito importante para aquisição de conhecimento de outros esportes que muitos alunos não conheciam e começaram a praticar.	14/01/2019 18:09
79	O programa ajudou a colocar em pauta valores importantes como respeito e determinação.	14/01/2019 17:02
80	Foi de suma importância para enriquecer mais ainda as minhas aulas.	14/01/2019 16:17
81	Movimento inovador. Parabéns	14/01/2019 15:01
82	Construímos um festival olímpico.	14/01/2019 14:02
83	Na época eu era supervisora da escola, ano passado trabalhei na sala de recurso com alunos especiais. Eu não utilizo muitos esportes com meus alunos.	14/01/2019 13:50
84	Legitimação da Educação Física escolar	14/01/2019 13:28
85	Gostei do projeto transforma, muitas aulas interessantes, mas já tenho feito um trabalho nas escolas onde passei de forma a valorizar a prática da Educação Física, incentivar os alunos através do conhecimento.	14/01/2019 12:11
86	.	14/01/2019 10:46
87	Nada a declarar.	14/01/2019 10:01
88	Aproximou a comunidade escolar	14/01/2019 09:48
89	Na verdade não consegui entrar em nenhuma capacitação, apenas trabalhei utilizando algumas formas de trabalhar com outras modalidades.	14/01/2019 09:34
90	O Transforma modificou o olhar do mundo dos esportes.	14/01/2019 08:53
91	O Programa Transforma criou entre os alunos laços de amizade e desejo de participação nos eventos da escola.	14/01/2019 08:39
92	Maior interação nas aulas.	14/01/2019 08:18
93	As aulas tornaram mais atrativas, com atividades diversificadas, atendendo melhor os interesses e/ou necessidades dos educandos.	14/01/2019 07:53
94	Esta gestão não fazia parte desta UE.	14/01/2019 07:35
95	Não houve aplicação efetiva por parte dos professores nas escolas.	14/01/2019 07:06
96	Aumentou o meu repertório de abordagens	14/01/2019 05:37
97	Foi um momento memorável e que passou a fazer parte da rotina da escola.	14/01/2019 00:33
98	Não consegui acessar nenhuma aula ou material. Tentei varias vezes e depois desisti, por isso as minhas avaliações negativas. Quem sabe numa próxima vez, o interesse ainda permaneça. Fiquei na vontade, sem participar.	13/01/2019 20:55
99	Os alunos protagonistas desenvolveram os ideais olímpicos com toda a escola.	13/01/2019 19:32
100	bom	13/01/2019 18:59
101	O transforma encinou os alunos o respeito	13/01/2019 18:14
102	As formações deveriam continuar.	13/01/2019 18:10
103	Ainda somos vistos na escola como aulas recreativas, ações como transforma deve ser corriqueiras e cotidianas, afirm que possamos aos poucos, mudarmos esta visão.	13/01/2019 16:49
104	Os alunos tiveram a oportunidade de vivenciar atividades diferentes.	13/01/2019 14:28
105	Com o planejamento,a organização do período de jogos de inter classes,e com p conhecimento dos símbolos e história dos jogos olímpicos,desenvolvemos uma prática com muito aproveitamento dos espaços e conteúdos a serem desenvolvidos.	13/01/2019 12:26
106	Não afetou.	13/01/2019 11:22
107	A Capacitação foi de suma importância, mas para melhores condições de um novo curso há a necessidade de oferecer materiais esportivos para os professores participantes do curso.	13/01/2019 10:56

108	Sou professora de Arte e não Educação Física.	13/01/2019 09:20
109	O Programa é uma excelente oportunidade de aperfeiçoamento para os Professores	13/01/2019 09:19
110	No meu caso, inseri alguns temas em minhas aulas. Não houve um envolvimento do restante da escola.	13/01/2019 08:52
111	Importantíssimo mais capacitações nos esportes menos populares na rede pública .	13/01/2019 08:26
112	O transforma ajudou a ter um novo olhar em esportes que normalmente eu não aplicava na escola, os cursos são muito válidos já que na nossa área dificilmente achamos cursos	13/01/2019 06:51
113	*****	12/01/2019 23:18
114	Foi muito bom o Transforma sendo colocado em prática nas aulas de educação física em nossa escola.	12/01/2019 20:23
115	Melhorou o relacionamento interpessoal.	12/01/2019 20:22
116	não	12/01/2019 19:28
117	Excelente a ideia de ter capacitações disponíveis à professores, aumentando assim a quantidade, qualidade e variedade de opções ao qual os professores puderam aprender e apresentar aos seu alunos.	12/01/2019 17:33
118	Eu usei algumas estratégias que usamos no transforma.. quanto a escola, acho que nem sabia da existência do transforma.	12/01/2019 17:16
119	Boa tarde!	12/01/2019 16:02
120	afetou no sentido de oportunizar aos professores, e conseqüentemente aos alunos, acesso a modalidades desportivas consideradas de elite, cujo material é dispendioso e o acesso a sua prática é limitada a clubes e agremiações de elite.	12/01/2019 14:37
121	Não afetou nada	12/01/2019 14:05
122	Sem comentários	12/01/2019 11:58
123	Criou uma expectativa boa, porém a questão das premiações não ficou bem resolvido. As capacitações foram boas.	12/01/2019 11:53
124	Conhecimento de novas modalidades esportivas.	12/01/2019 10:34
125	no geral foi uma boa experiência, porém sem grandes impactos na estrutura escolar	12/01/2019 09:48
126	Modificação das práticas pedagógicas	12/01/2019 09:37
127	Não houve alteração	12/01/2019 08:28
128	Ajudou a propiciar o conhecimento e prática de algumas atividades para alunos	12/01/2019 07:41
129	Auxiliou no planejamento das aulas e despertou um olhar diferente para a Educação Física.	12/01/2019 07:03
130	Afetou de forma positiva,modificando pensamentos e formas de trabalhar.	12/01/2019 02:02
131	E necessario mas programas como este para que tenha mais impacto nas escolas e assim buscar mudancas profundas e uma valorizacao do professor e das aulas educacao fisica	12/01/2019 01:25
132	O Transforma melhorou a autoestima dos alunos e trouxe a eles a importância do respeito e da competitividade sadia na prática esportiva.	12/01/2019 00:46
133	Oportunidade de obter recursos didáticos e práticos com realidades diferenciadas capacitando pra outras experiências.	12/01/2019 00:27
134	Positivo	12/01/2019 00:24
135	Eu era Orientador Pedagógico na escola e não dispunha de muito tempo para dedicar-me ao Rio Transforma.	12/01/2019 00:00
136	Ajudou a demonstrar e ensinar alguns valores morais e didáticos	11/01/2019 23:46
137	Foi um bom projeto a ser desenvolvido na escola e os cursos excelentes.	11/01/2019 22:30
138	Deixou mais atraídos pelas aulas.	11/01/2019 21:45
139	O Transforma foi uma plataforma de ensino muito produtiva, pena que o sistema educacional dificulta o trabalho do professor de educação física.	11/01/2019 21:26

140	O programa deveria ser mais incentivado para uma participação mais efetiva dos educadores e escola.	11/01/2019 21:15
141	Os alunos demonstraram mais vontade de participar das aulas	11/01/2019 21:11
142	O que me marcou foi o cuidado de incluir todas as crianças em todas as modalidades e tbm oportuniza-los a experimentar o que aos olhos seria " diferente".	11/01/2019 20:58
143	De forma motivadora.	11/01/2019 20:14
144	bom	11/01/2019 20:11
145	Foi muito bom, pois, aproximou vários esportes dos alunos, pois, muitos não conheciam a variedade de modalidades existentes no mundo, além de compreender mais sobre os jogos olímpicos e paralímpicos.	11/01/2019 20:04
146	Foi muito relevante para os conhecimento doa alunos.	11/01/2019 20:03
147	O formato utilizado na formação proposto pelo transforma foi facilitador para o desenvolvimento das atividades	11/01/2019 20:03
148	O principal conseguimos que foi o aumento da importância da educação física na escola	11/01/2019 19:47
149	Acredito que o transforma poderia ter atuado mais em nossa Unidade Escolar. Os primeiros anos foram muito bons mas com o decorrer do tempo a minha escola não foi chamada para participar de mais nada.	11/01/2019 19:42
150	Ampliou a grade de aulas	11/01/2019 19:40
151	Enriqueceu as aulas e despertou um interesse maior nos alunos.	11/01/2019 19:33
152	O Transforma mudou o meu modo de passar os conteúdos, meu modo de dar aula, o modo da direção e professores de outras disciplinas enxergarem a educação física. Foi maravilhoso. Gostaria q houvesse continuidade	11/01/2019 19:27
153	Sem comentários	11/01/2019 18:05
154	Os alunos demonstraram-se mais atuantes.	11/01/2019 17:45
155	Com o Transforma os alunos envolveram mais com as aulas de Educação Física!!	11/01/2019 17:41
156	Não houve	11/01/2019 17:37
157	Foi positiva o contato com o material do Transforma, sendo um recurso a mais para a aquisição de novas experiências.	11/01/2019 17:28
158	A Escola que trabalhei não tinha um professor de Educação Física.Alguns professores davam aulas esporádicas aos alunos	11/01/2019 17:28
159	Melhorou muito as expectativas de vida	11/01/2019 17:19
160	Muito bom o programa...tomar a que tenha sempre estas iniciativas.	11/01/2019 17:17
161	Nada a declarar	11/01/2019 16:48
162	Nada a declarar	11/01/2019 16:46
163	Muito bom	11/01/2019 16:44
164	Os alunos passaram a conhecer as Olimpíadas, sua origem, modalidades, de forma instigante e adoraram.	11/01/2019 16:40
165	Obrigado pelo curso.	11/01/2019 16:35
166	Acho que não tivemos um legado olímpico esperado em nossa escola.	11/01/2019 16:31
167	Foi bastante positivo. Todos os recursos oferecidos pelo Transforma foi bem aproveitado pelo grupo.	11/01/2019 16:24
168	Aprimorou nossa maneira de trabalhar! Ampliou o campo de atividades novas.	11/01/2019 16:21
169	Ele dá suporte e estratégias adequadas para as aulas	11/01/2019 16:21
170	positivamente na imagem dos colegas de outras áreas, que antes viam a educação física como uma simples brincadeira, sem responsabilidade e sem objetivo positivo.	11/01/2019 16:21

171	Felizmente tenho uma ótima realidade com as aulas de educação física na escola onde leciono. O transforma contribuiu em diversos aspectos. Gratidão.	11/01/2019 16:17
172	Sem alterações significativas e a longo prazo nas políticas educacionais e com investimentos ao invés de desperdícios a maioria das escolas não terão mudanças efetivas e duradouras independente da disciplina.	11/01/2019 16:16
173	Infelizmente em Araruama não tivemos apoio dos gestores e nem da secretaria de educação para darmos continuidade ao projeto.	11/01/2019 16:11
174	A integração dos alunos , professores e direção foi a grande questão . O envolvimento de todos e o clima positivo das olimpíadas e somado com o experimento de novas atividades proporcionou uma mudança positivas em toda a a comunidade escolar.	11/01/2019 16:08
175	Me deu informações, mais técnicas, contribuindo para o despertar do interesse meu e de meus educandos , para a aprendizagem teórica e prática dos esportes	11/01/2019 16:07
176	Aumentou bastante, mas infelizmente as escolas ainda não se importam tanto com isso depois do período olímpico .	11/01/2019 16:04
177	Mudou a minha percepção de olhar alguns esportes.	11/01/2019 16:02
178	Percebi maior interação da turma em compreender e realizar as atividades propostas (ajuda mútua).	11/01/2019 16:01
179	Excelente! Mudou de maneira reflexiva a prática esportiva	11/01/2019 16:01
180	Seria ótimo continuar com as capacitações.	11/01/2019 15:59
181	Conhecimento..	11/01/2019 15:55
182	Ótimo	11/01/2019 15:51
183	Com as orientações do Transforma pude melhorar de forma significativa das atividades, devido a compra de novos materiais para desenvolvimento das mesmas.	11/01/2019 15:47
184	Com esse projeto aprendi muito e pude compartilhar com os meus alunos	11/01/2019 15:46
185	O Transforma tornaram as aulas mais interessantes e dinâmicas.	11/01/2019 15:42
186	Nada a declarar	11/01/2019 15:34
187	Trabalho com Judô escolar. Usar os conceitos, planos e direcionamentos do transforma, ajudaram no planejamento e execução das minhas aulas.	11/01/2019 15:26
188	nas minhas aulas ,foram motivadoras ,consegui renovar e ter mais atenção e participação dos alunos,e as turmas ficaram mais unidas,respaldando o outro e o espaço das aulas.	11/01/2019 15:24
189	Como so tive uma capacitação apenas a proposta não teve fundamento específico. Quando salmos da escola não temos mais acesso as informações, o que causa uma pena.	11/01/2019 15:23
190	Acho o conteúdo muito enriquecedor e deveria ter continuação, não parar .... Ter capacitações, cursos, etc.	11/01/2019 15:20
191	Inclui novos esportes nas minhas aulas e adicionei materiais alternativos nos esportes que eu já trabalhava.	11/01/2019 15:13
192	O Transforma foi muito útil para agregar conhecimentos.	11/01/2019 15:13
193	N	11/01/2019 15:13
194	Não terminei o curso	11/01/2019 15:10
195	Na minha escola ocorreu um envolvimento maior da supervisão e da direção da escola.	11/01/2019 15:06
196	Conhecimentos sempre nos inspiram a fazer coisas diferentes nas aulas.	11/01/2019 15:03
197	Os trabalhos não foram 100% executados pois os materiais que prometeram nunca chegaram na escola	11/01/2019 15:02
198	.	11/01/2019 15:02
199	Tornou minhas aulas mais prazerosas e objetivas	11/01/2019 14:59
200	O transforma foi um projeto muito bom para as escolas, e para relembrar a importância da Educação Física escolar e do esporte em geral.	11/01/2019 14:57

201	Não afetou.	11/01/2019 14:56
202	Abriu novas possibilidades nas minhas aulas.	11/01/2019 14:55
203	Sou garata, pela oportunidade de fazer parte deste lindo projeto. Os alunos passaram a ver com outros olhos a beleza do esporte, e seu verdadeiro valor.	11/01/2019 14:52
204	Houve poucas mudanças	11/01/2019 14:51
205	Nossa escola sempre buscou incluir a atividade esportiva como ferramenta de promoção e apropriação de valores importantes na formação plena dos estudantes, o projeto nos ajudou a consolidar essa prática.	11/01/2019 14:48
206	parabéns pelo trabalho	11/01/2019 14:44
207	Um projeto espetacular.	11/01/2019 14:43
208	FOI DE GRANDE IMPORTANCIA O TRANSFORMA PELA QUE O ESPORTE NO BRASIL E CADA DIA MENOS VISTO NAS COMUNIDADES CARENTES.TODOS OS PROJETOS E EDUCACAO FISICA CHEGARAM AO FIM	11/01/2019 14:42
209	Muito importante esse projeto. Novas perspectivas da Ed. FISICA. Amei participar e os alunos tbm	11/01/2019 14:42
210	Agregou novos conhecimentos técnicos práticos sobre algumas modalidades!	11/01/2019 14:39
211	obrigado	11/01/2019 14:37
212	Em todas as aulas os alunos estão sempre evidenciando os valores olímpicos.	11/01/2019 13:58
213	A dedicação dos alunos ficou mais intensa.	11/01/2019 12:21
214	EXISTE MATERIAL NOS ESPAÇO Transforma PARA DOAÇÃO, MATERIAL ESSE QUE IRÁ SERVIR PARA TRABALHO VOLUNTARIO (PRÁTICA DE ATIVIDADES FÍSICAS) NA COMUNIDADE UE RESIDO?	11/01/2019 00:33
215	O tempo disponível para nós é que foi pouco mas didaticamente fez se repensar as diferentes formas de trabalhar o espírito esportivo.	10/01/2019 18:00
216	HOUVE MAIS INCENTIVO E MOTIVAÇÃO NAS AULAS.	10/01/2019 15:29
217	Sem comentário	10/01/2019 15:09
218	Foi muito proveitoso o curso, coloquei em prática com meus alunos os valores Olímpicos, todos se mostraram interessados e tiveram algumas mudanças no comportamento.	10/01/2019 13:56
219	Melhorou suas práticas	10/01/2019 10:59
220	Busca de conhecimento e diversificação nas aulas, os alunos gosto de novidades.	10/01/2019 08:31
221	.	10/01/2019 08:29
222	.	10/01/2019 00:13
223	Promoveu o aumento das variedades de esportes e se atividades a serem realizadas durante as aulas. Me mobilizou a criar um campeonato juntamente com os alunos. ADORARIA que continuasse!	09/01/2019 23:27
224	Não teve transformação na escola, e não afetou minhas aulas.	09/01/2019 20:25
225	Nada a comentar.	09/01/2019 16:34
226	Não houve alterações após a Transforma, portanto não há uma resposta para tal.	09/01/2019 14:34
227	Obrigada	09/01/2019 13:57
228	Capacitações sempre ajudam a melhorar a prática em sala de aula.	09/01/2019 12:52
229	Não há	09/01/2019 12:05
230	Pessoal	09/01/2019 11:20
231	Gostaria de estar efetuando o Transforma na atual escola que estou, pois os alunos pode desenvolver e efetuar as atividades com maior afinco.	09/01/2019 09:23
232	maior leque e uma visão mais ampla de metodologias de aulas e interação	09/01/2019 00:38
233	.	08/01/2019 21:08



234	Fez facilitar a motivação pela prática das atividades físicas na escola	08/01/2019 20:49
235	Houve mais interesses por parte dos alunos em relação as aulas de Educação Física.	08/01/2019 19:59
236	O projeto só precisar ser passado com mais antecedência.	08/01/2019 19:41
237	O Transforma teve um material bem elaborado e trouxe boas novidades para escola	08/01/2019 13:30
238	Não sou professor de Educação Física, e sim de Língua Portuguesa. O Projeto Transforma propiciou várias atividades e mudança de postura dentro da disciplina.	08/01/2019 11:10
239	Nada a declarar.	08/01/2019 09:57
240	.	08/01/2019 07:54
241	Amei a formação	08/01/2019 07:48
242	Diferencial e atividades inovadoras.	07/01/2019 22:35
243	Facilidade para programar atividades.	07/01/2019 22:09
244	ACREDITO QUE O PROJETO É TRANSFORMADOR, MAIS A NOSSAS POLITICAS PÚBLICAS TEM QUE ESTA AGREGADO NESTE GRANDE PROJETO, POIS OS CONTEÚDOS TRABALHADOS TEM MUITO A AJUDAR NA FORMAÇÃO DO CIDADÃO, SÓ FALTA UM OLHAR MAIOR NAS ESTRUTURAS MATERIAIS.	07/01/2019 21:56
245	Capacitações são sempre bem vindas	07/01/2019 20:58
246	Embora eu não seja professora de Educação Física, sou Analista Educacional na SRE e acompanhei nas escolas todo o desenvolvimento do Transforma Rio, e percebi o interesse e o envolvimento de toda a escola com a proposta do Transforma. Todos participavam, desde os gestores até o pessoal da cozinha. Os professores introduziram novas modalidades esportivas em suas práticas pedagógicas e com isto, há maior participação das escolas nos Jogos Escolares de Minas Gerais.	07/01/2019 19:57
247	O Transforma poderia ter ajudado a deixar um legado para as estruturas físicas das escolas públicas. Estruturas que são fundamentais para o sucesso das aulas de Educação Física.	07/01/2019 18:42
248	Gostaria que tivessem mais capacitações .	07/01/2019 18:09
249	Programa interessante	07/01/2019 17:20
250	Afetou de forma positiva, pois aprendemos a valorizar mais o esporte e abrindo o leque para mais atividades esportivas nao tanto exploradas!	07/01/2019 14:35
251	Mais ações como está	07/01/2019 13:39
252	Acredito que a maior contribuição do Transforma tenha sido a possibilidade de melhorar a formação do professor e apresentar novas possibilidades ao seu planejamento pedagógico.	07/01/2019 13:38
253	O CURSO FOI MUITO BOM POIS ENRIQUECI MEU CURRÍCULO COMO PROFISSIONAL, PUDE OFERECER MEUS ALUNOS COISAS NOVAS, E PRINCIPALMENTE TRABALHAR VALORES, FOI DE GRANDE VALIA.	07/01/2019 12:21
254	Ajudou na CONSTRUÇÃO DO PLANO DE AULA	07/01/2019 11:21
255	Melhorou meu modo de convivência com os alunos, interação e motivação nas aulas,	07/01/2019 10:28
256	maior diversidade de esportes nas aulas de educação física.	07/01/2019 09:01
257	Nada mudou, nada foi alterado. Nossa unidade escolar já havia desenvolvido um projeto para as aulas de educação física e todos esses valores e atitudes que o projeto previa nós já estávamos desenvolvendo em nossa unidade então, nada acrescentou de relevante.	07/01/2019 08:37
258	Os alunos compreendeu que as aulas de educação física não é apenas aulas recreativas. Mas aulas onde eles podiam conhecer e aprender outras modalidades de esportes.	07/01/2019 07:12
259	Não sou professora de educação física, o curso foi aberto para professores de maneira geral. Não sei se minhas respostas vão ajudar.	07/01/2019 07:08
260	As capacitações, materiais e cursos oferecidos foram oportunos, mas é viável expandir para o interior dos Estados e do país, pois nota-se muitos projetos que foram desenvolvidos na cidade do Rio de Janeiro.	06/01/2019 23:21
261	Poderia continuar ocorrendo cursos	06/01/2019 21:58

262	....	06/01/2019 20:08
263	Muito bom o transforma	06/01/2019 12:12
264	Atuei no projeto como um dos elementos de educação física da coordenadoria de educação de Rio e vi relatos positivos ( algumas escolas se envolveram muito e cresceram com as atividades do projeto) das escolas sobre o projeto e outros neutros... nesse caso foi somente pontual a atuação do projeto. Não posso ter conclusão a médio prazo pois me aposentei, mas gostaria de levar minha experiência no legado dos jogos ( fui voluntária na abertura, nos olímpicos e paralímpicos). Att Márcia Raquel Aldecoa Ferreira	06/01/2019 11:18
265	O amor pelo esporte e a inclusão caminharam lado a lado em todo período de aula	06/01/2019 04:25
266	Transforma mostra que é possível trabalhar qualquer modalidade esportiva no âmbito escolar.	06/01/2019 01:04
267	me ajudou e completou minhas aulas com os materiais... slides apostilas, textos. tudo me ajudou bastante,	05/01/2019 22:00
268	Transforma trouxe aspectos positivos para a grade curricular da Educação Física. O interesse para outros esportes e a consolidação do respeito as atividades esportivas paraolímpicas foram fundamentais. As formações/capacitações também foram fundamentais para multiplicar os conceitos de respeito, determinação e persistência .	05/01/2019 19:44
269	Durante o projeto os alunos ficaram muito motivados...mas a falta de investimentos e problemas estruturais impedem uma continuidade do trabalho	05/01/2019 17:44
270	Meus alunos ,amam educação física	05/01/2019 16:22
271	sem comentários.	05/01/2019 16:11
272	O Transforma foi um excelente programa e me proporcionou uma nova visão e um conhecimento novo em esportes em que eu não achava ser possível ser praticado na Escola.	05/01/2019 15:56
273	Excelente programa. Deve continuar e interferir na vida escolar e cidadã dos alunos	05/01/2019 13:35
274	Sim	05/01/2019 12:43
275	As informações que obtive nos treinamentos junto ao Transforma foram bons para incluir e motivar em determinadas atividades junto aos alunos.	05/01/2019 11:25
276	Utilizei o Transforma principalmente em 2016 quando ainda estava bem instruído, mas não houve uma continuidade por falta de amparo por parte da gestão...	05/01/2019 11:02
277	Seria bom.	05/01/2019 10:58
278	foi um projeto muito bom, bem estruturado que abriu um espaço maior de diálogo entre a educação física e as outras disciplinas. Valeu muito integrar os valores olímpicos no projeto institucional.	05/01/2019 10:40
279	Positivo	05/01/2019 10:19
280	Não houve mudança significativa	05/01/2019 10:08
281	O que ocorreu de bem positivo depois do transforma é que incorporamos ao nosso calendário a Corrida Rústica que envolve toda a comunidade escolar e atletas do município em um percurso relativamente pequeno (5Km aproximadamente), mas que conta com uma organização de corrida de Rua com todo o aparato necessário. Já vamos para a terceira edição e contamos com algumas parcerias importantes de nossa cidade. Em relação a participação motivada pelo transforma, a educação de um modo geral conta com um grande desinteresse da parte docente, mas a escola é perseverante e está sempre em movimento para fomentar a prática esportiva no ambiente escolar.	05/01/2019 07:23
282	Quanto o conteúdo pedagógico, utilizo até hoje para planejar as minhas aulas.	05/01/2019 06:39
283	Eles melhoraram o comportamento e puderam evidenciar que as práticas esportivas produzem benefícios em toda estrutura acadêmica.	04/01/2019 22:52
284	Nao modificou nada na escola.	04/01/2019 21:56
285	Nada a declarar	04/01/2019 21:54
286	experiências novas e aprendizado.	04/01/2019 21:47
287	Melhor e mais consciente utilização de materiais descartáveis.	04/01/2019 21:37

288	Não se aplica.	04/01/2019 20:54
289	Pouco contribuiu pois uma quadra descoberta e sem material para trabalhar fica muito difícil algo diferente,mas ainda sim conseguir alguma evolução socioafetiva na pratica desportiva dos meus alunos.	04/01/2019 20:20
290	O projeto foi importante no desempenho dos alunos em todos os aspectos emocionais, sociais e aprendizagem dos alunos.	04/01/2019 19:50
291	O QUE ACONTECE NA INSTITUIÇÃO ONDE EXERCE MINHAS FUNÇÕES, AS OLIMPIADAS FORAM SOMENTE UM MOMENTO DIFERENCIAL NA ESCOLA E NA VIDA DE TODOS, QUEM FAZ E FARÁ OS ACONTECIMENTOS, SOMOS NÓS PROFISSIONAIS E SE DEPENDER DE QUALQUER GESTÃO, FICA DO JEITO QUE ESTA. O LEGADO FICA NO APRIMORAMENTO DO PROFISSIONAL POR SEUS ESFORÇOS E DETERMINAÇÃO. NÃO HOUE AQUISIÇÃO DE BENS PATRIMONIADOS E NEM DE CONSUMO	04/01/2019 18:14
292	Incentivador de novas práticas.	04/01/2019 18:05
293	-	04/01/2019 17:53
294	Transforma foi um grande projeto que ajudou os alunos a acreditarem que o esporte pode transformar vidas.	04/01/2019 17:30
295	Durante todo período procurei por em pratica todos os conhecimentos adquiridos ate chegar ao dia olimpico na escola que tentei envolver todas as turmas e turnos também,os estudantes poderão ter acesso a novas modalidades e refletir sobre os valores que nas aulas no esporte precisamos ter intrinsecamente.	04/01/2019 16:04
296	O programa Transforma tem que ter continuidade nas escolas.	04/01/2019 15:51
297	Infelizmente, só conseguimos a mobilização dos alunos e Equipe pedagógica, durante o periodo de apresentação das modalidades.	04/01/2019 15:36
298	Trouxe mais informações e novidades para os alunos.	04/01/2019 15:18
299	Nada a declarar	04/01/2019 15:07
300	Ajudou muito , pois foi alertado como é importante os esportes para uma vida saudável	04/01/2019 14:52
301	Em nada	04/01/2019 14:50
302	melhorou muito os meus conhecimentos e minha pratica pedagógica.	04/01/2019 14:50
303	-	04/01/2019 14:18
304	Transforma trouxe muitos beneficios para aprendizagem em modo geral. Foi gratificante.	04/01/2019 14:16
305	-	04/01/2019 13:53
306	Ampliação de conceitos, de atividades que propiciaram aulas diferentes.	04/01/2019 13:42
307	Considereei muito importante as atividades de caráter inclusivo com o o Goalball, pois considereei que agregou muito ao meu conhecimento. Fiz diversas adaptações para crianças menores com base na oficina que participei.	04/01/2019 12:31
308	Prefiro não opinar	04/01/2019 11:47
309	Foi bom para reformular as aulas.	04/01/2019 11:41
310	Os alunos tiveram mais interesse em saber mais sobre os esportes que não conheciam.	04/01/2019 11:20
311	Motivacional	04/01/2019 10:42
312	Valeu muito a pena. Aprendi e aprendo junto com os alunos.	04/01/2019 10:42
313	Foi de muito aprendizado.	04/01/2019 10:36
314	Melhoria na qualidade das aulas	04/01/2019 09:51
315	Afetou de forma positiva, mas a falta de material e espaço físico , limita as aulas	04/01/2019 09:47
316	Grato.	04/01/2019 09:47
317	Não teve nenhuma utilidade.	04/01/2019 09:44
318	sO conteúdo é muito simplificado e muito infantil, meus alunos do Ensino Medio relataram isso para mim.	04/01/2019 09:34



319	gracias	04/01/2019 09:23
320	A realidade do cotidiano escolar com falta de estrutura adequada e recursos pedagógicos para as aulas desfavorece a aplicação de qualquer projeto. Porém, continua-se adaptando e buscando mudanças necessárias.	04/01/2019 07:41
321	Maior diversidade de atividades	04/01/2019 07:16
322	O transforma agregou valores e novas práticas e conhecimentos esportivos. Acredito que desenvolvemos um trabalho maravilhoso e temos apoio da direção e o comprometimento dos alunos mas a estrutura física para a realização das aulas é muito ruim. O pátio é grande mas o piso inadequado e perigoso. Há 17 anos vejo os alunos reivindicarem uma quadra.	04/01/2019 06:20
323	Melhor interesse entre os alunos	04/01/2019 06:10
324	De nenhuma forma.	03/01/2019 23:08
325	Aumentou o interesse e a visibilidade nas aulas de Educação Física	03/01/2019 23:04
326	ATIVIDADE FÍSICA E IMPORTANTE PARA SAÚDE	03/01/2019 22:53
327	Foi um projeto de suma importância para o alunado e a comunidade escolar.	03/01/2019 22:51
328	maior envolvimento	03/01/2019 22:34
329	Aumentou no meu planejamento mais esportes, dando a oportunidade de diversificar o conteúdo, trabalhar outras habilidades e proporcionar aos alunos esportes distantes da realidade deles, como esgrima e hóquei na grama.	03/01/2019 22:04
330	O transforma me ajudou muito profissionalmente além de ter levado pelas capacitações novos conhecimentos aos alunos e práticas esportivas diferentes.	03/01/2019 21:38
331	Este tipo de ação tem grande importância nos espaços esportivos. É necessário a continuidade por parte do governo!! Acontece um maior envolvimento por parte de todos.	03/01/2019 21:29
332	Criou oportunidades de vivenciar nossas práticas esportivas.	03/01/2019 21:16
333	sem comentários a adicionar	03/01/2019 21:13
334	Ficaram mais motivados.	03/01/2019 21:13
335	O Transforma promoveu um despertar maior sobre a prática e a importância das aulas de educação física.	03/01/2019 20:53
336	Foi produtivo, mas a estrutura física e ausência de material adequado dificulta um melhor trabalho.	03/01/2019 20:22
337	Na Vila Olímpica Dr Professor Manuel G Tubino as aprendizagens ocorreram de forma significativa, motivando a construção coletiva de regras, jogos e adaptações dos mesmos além de oficinas com materiais recicláveis, adaptando para os esportes principalmente no atletismo, tiro alvo e GR.	03/01/2019 20:04
338	O Transforma me concedeu mais respaldo para continuar planejando as aulas visando a diversidade de experiências motoras e contemplando o desenvolvimento dos valores educacionais olímpicos e paralímpicos.	03/01/2019 19:58
339	Não houve	03/01/2019 19:54
340	O programa Transforma ajudou muito na relação dos alunos e participação nas aulas.	03/01/2019 19:45
341	Na verdade foi desenvolvida apenas no mesmo ano. E posteriormente passei pra apenas uma unidade estadual.	03/01/2019 19:44
342	De certa forma o programa foi muito produtivo! Agregou conhecimento a professores e alunos	03/01/2019 19:38
343	Foi uma oportunidade única participar do transforma	03/01/2019 19:19
344	O transforma enriqueceu minha atuação devido ao contato com profissionais especialistas das oficinas realizadas que permitiram adquirir novos conhecimentos de alta qualidade e aplicabilidade.	03/01/2019 17:53
345	Satisfatório	03/01/2019 17:08
346	O Transforma me trouxe mais embasamento teórico para as aulas com a riqueza dos conteúdos.	03/01/2019 16:58

347	podemos atualizar as táticas e técnicas repassas em sala de aula aos alunos conforme a necessidade e direcionamento dos estudos relacionados	03/01/2019 16:51
348	Todo o material disponibilizado contribuiu de forma significativa, para a reflexão e prática.	03/01/2019 16:35
349	Aulas livres e diferenciadas. Impacto: nas relações pessoais, respeito mútuo, mais concentração.	03/01/2019 16:31
350	A capacitação do Transforma foi muito importante para enriquecimento pessoal.	03/01/2019 16:05
351	Nada a declarar.	03/01/2019 16:00
352	Agradeço a iniciativa e participação	03/01/2019 15:47
353	Novas práticas.	03/01/2019 15:22
354	Projeto que muito movimento a escola.	03/01/2019 15:15
355	De uma forma geral, pude agregar conhecimentos do transforma. Mas, acredito que o programa seria continuar.	03/01/2019 14:51
356	Melhorou muito as aulas de Educação física	03/01/2019 14:48
357	Acredito que o transforma seja um instrumento educacional eficiente, porém sugiro que as escolas possuam maior incentivo pelo governo federal encaminhando materiais as escolas participantes	03/01/2019 14:37
358	Houve mais atenção por parte dos alunos com as atividades desenvolvidas.	03/01/2019 14:22
359	Por conta da exposição das modalidades alunos ficaram envolvidos e interessados em desenvolver novas práticas esportivas!	03/01/2019 14:18
360	obrigada pelo curso	03/01/2019 13:58
361	Foi um aprendizado bem aproveitando	03/01/2019 13:44
362	Deveria ser desenvolvido não apenas em épocas esportivas como olimpíadas e copa do mundo	03/01/2019 13:42
363	O Transforma nao apenas afetou os alunos despertando-os para o esporte de modo geral mas também para o desenvolvimento e conscientização de valores morais e éticos , tudo tomando como base o interesse pelo esporte e a participação no Projeto ligado aos Jogos Olímpicos.	03/01/2019 13:40
364	Os Desafios foram interessantes.	03/01/2019 13:39
365	O transforma me possibilitou ampliar a minha visão em relação a prática esportiva, mais no quesito pessoal do que no profissional até	03/01/2019 13:39
366	As questões anteriormente ficaram prejudicadas uma vez que não estou atuando em nenhuma escola.	03/01/2019 13:20
367	O programa foi muito importante, porém só não foi muito adiante ainda por outras questões que estão enraizadas no nosso sistema escolar que não compete falar agora a não ser que o Transforma pense junto com os superiores para uma parceria mais atuante, reflexiva e potencial.	03/01/2019 13:19
368	Eu e a escola onde trabalho não participou de nenhuma atividade de aperfeiçoamento ou especialização , nem sabíamos ., Só participamos da confecção da bandeira	03/01/2019 13:12
369	Foi um projeto que estimulou o gosto pelas atividades físicas e desenvolveu o espírito de solidariedade no grupo.	03/01/2019 13:03
370	As aulas se tornaram mais dinâmicas e os alunos mais participativos.	03/01/2019 12:57
371	Contribuiu para atualizar os conhecimentos e uma nova visão para as aulas de educação física.	03/01/2019 12:51
372	A CARGA HORÁRIA DOS CURSO DEVERIAM SER ACIMA DE 120H.	03/01/2019 12:50
373	Infelizmente as mudanças na unidade escolar e também no comportamento e visão do alunado, não ocorreram.	03/01/2019 12:49
374	a escola nao possui quadra coberta,onde dificulta a prática das aulas nos horários de sol forte e também com as chuvas.Já foi montado um processo para a solicitação da cobertura e aguardo o autorizo e o recurso.	03/01/2019 12:45
375	Diversificou minhas aulas.	03/01/2019 12:44
376	Melhorou no planejamento das aulas	03/01/2019 12:43

377	O que transformou as aulas de Educação Física, foram algumas atividades dadas no curso, mas, infelizmente os alunos não querem mais fazer movimentos com o corpo, só com os dedos no celular. É uma luta diária.	03/01/2019 12:39
378	Os alunos demonstram mais interesse pelas aulas de Educação física. É notável a disciplina dos educandos e o respeito entre aluno/aluno e aluno/professor .	03/01/2019 12:32
379	Os personagens ajudaram a motivar os alunos mais novos para a prática. Atividades esportivas não convencionais chamaram muito a atenção de todos.	03/01/2019 12:32
380	O programa colabora para dinamizar o trabalho do professor	03/01/2019 12:32
381	Contribuiu para aprendizado de novas habilidades e desenvolvimento dos alunos	03/01/2019 12:30
382	O programa levou os alunos a ter mais interação com as aulas de Educação Física.	03/01/2019 12:24
383	O transforma ajudou muito a escola... do penso que com mais materiais poderíamos trabalhar melhor	03/01/2019 12:22
384	Era um clima olímpico de jogos no Brasil. Capacitação para os profissionais e os projetos que realizamos desde 2014 em nossa escola com visitas de atletas olímpicos, paralímpicos e atletas em geral também fomentou a realização das aulas. Fazemos na escola clínicas esportivas, mesmo sem dinheiro ou apoio de qualquer empresa.	03/01/2019 12:15
385	Foi muito bom fazer parte do Transforma	03/01/2019 12:11
386	Expandiu conhecimentos e abriu um leque de novas possibilidades de atividades, mas não alterou a estrutura da aula e aquisição de novos materiais.	03/01/2019 12:10
387	Maior número de modalidades e de variação do planejamento da educação física	03/01/2019 12:06
388	Nada a declarar	03/01/2019 12:02
389	Muitos esportes que não tinha idéia de como repassar, foram abertos horizontes. Ampliaram as expectativas de meus discentes e os meus! Ameii! E aconselho a todos!	03/01/2019 11:56
390	Alunos se mostram interessados principalmente por esportes menos conhecidos no Brasil	03/01/2019 11:54
391	Com os conhecimentos adquiridos através do Programa Transforma, as aulas tornaram-se mais atrativas e dinâmicas e os alunos mais entusiasmados.	03/01/2019 11:48
392	Inclusão de novos conhecimentos.	03/01/2019 11:46
393	Na época não pude fazer muitas capacitações porque minha direção antiga não autorizava muitas saídas da escola . Gostaria de solicitar que tenham mais capacitações.	03/01/2019 11:43
394	O ESPORTE É AGENTE TRANSFORMADOR DA REALIDADE SOCIAL DE NOSSOS ALUNOS.	03/01/2019 11:43
395	Foi de grande importância, pois abriu novos horizontes, novas práticas.	03/01/2019 11:39
396	Adorei fazer o curso, porém minha escola é bastante atuante em relação a nossa disciplina, então aquisição de material e melhorias sempre ouve. O transforma me ajudou pois aumentou meu leque de ideias	03/01/2019 11:37
397	Muito ótimo, mas como nossa localização é muito distante!!! Não houve muitas mudanças materiais, mas na forma de ministrar minhas aulas, esse programa ajudou Muito.	03/01/2019 11:37
398	Despertou um maior interesse de conhecer e praticar modalidades olímpicas	03/01/2019 11:29
399	Trabalhamos com escolas de Formação em Tempo Integral e o Transforma foi muito importante para o enriquecimento das atividades.	03/01/2019 11:27
400	nada a declarar	03/01/2019 11:21
401	Achei muito positivo!	03/01/2019 11:17
402	Foi muito bom	03/01/2019 11:16
403	Foi muito gratificante ver a interação dos alunos com as aulas.	03/01/2019 11:04
404	Não houve aplicação na escola	03/01/2019 11:03
405	Positivamente	03/01/2019 10:55
406	O programa não afetou diretamente as minhas aulas, visto que ministro aulas de Inglês, mas todo programa promove mudança na postura de alguns alunos.	03/01/2019 10:54

407	Agradeço a oportunidade, pois minhas aulas ficaram mais interessantes e com maior participação dos alunos...	03/01/2019 10:50
408	Prováveis mudanças para o próximo ano letivo.	03/01/2019 10:50
409	A capacitação foi interessante, no entanto, a falta de estrutura e materiais atrapalham muito o desenvolvimento do projeto.	03/01/2019 10:48
410	Gostaria de mais especializações foi mto legal	03/01/2019 10:48
411	Transforma me fez conhecer novos esportes mais as escolas ainda não estão preparadas para receber	03/01/2019 10:39
412	Foi ótimo!	03/01/2019 10:32
413	Muito bom o problema é a continuidade	03/01/2019 10:27
414	Aplicação dos valores em sala de aula e para a vida dos alunos	03/01/2019 10:19
415	Boas formações.	03/01/2019 10:18
416	Foi um capacitação extremamente interessante, bem voltada para a nossa realidade em escolas públicas, fornecendo elementos adaptadores. Tiveram outros valores agregadores, mas no meu ponto de vista esse foi o mais interessante: possibilitar a vivência com materiais alternativos.	03/01/2019 10:18
417	Tive acesso a esportes que não trabalhava em minhas aulas, confeccionei alguns materiais como petecas, dardos, etc. Mostrei o badminton, atletismo, o tênis, o Rugby, o golbol, vôlei sentado, etc.	03/01/2019 10:17
418	Não mudou em nada.	03/01/2019 10:16
419	Não há!	03/01/2019 10:15
420	Trabalhar com os valores olímpicos e paralímpicos trouxe um diferencial para a dinâmica das aulas. No início o projeto iniciou com todo vapor, mas após as Olimpíadas, o projeto pareceu esfriar muito. Sem apoio e estrutura dos órgãos responsáveis e do governo municipal.	03/01/2019 10:05
421	Muito importante apresentar outros esportes para nossas crianças, apesar de pouco ficarem satisfeitos	03/01/2019 10:01
422	O Transforma surgiu como uma nova forma de trabalhar alguns conteúdos nas aulas de Educação Física. Novas possibilidades, estratégias e diferentes ensinamentos.	03/01/2019 10:00
423	O projeto foi muito bom, mas infelizmente nossos alunos estão apegados na mesmice, sempre querem o futebol, vôlei e carimbada. Mas vou continuar tentando levar coisas novas, uma hora vão mudar o pensamento rsrsrsrs. Foi só 1 ano de experiência não podemos desistir.	03/01/2019 09:59
424	Não tenho nada a dizer	03/01/2019 09:59
425	Fiz parte do transformo mas, desde que terminei a primeira etapa, nunca mais consegui entrar no site e fazer nenhum curso, mandei alguns e-mails sem resultado. Vieram alguns materiais para a superintendência Regional de Ensino, mas só recebemos as redes de badminton ano passado. O que foi inútil, pois não temos o restante do material. Eu quis fazer o curso de mini atletismo para repassar para meus alunos, mas não consegui.	03/01/2019 09:59
426	Houve um melhor aproveitamento de tempo e de atividades depois da experiência com o Transforma. Melhor planejamento das atividades e melhores resultados nas avaliações.	03/01/2019 09:58
427	a turma se tornou mais entusiasmada ao combinar as atividades que seriam realizadas	03/01/2019 09:57
428	Os alunos se interessaram em aprender novas atividades e conhecer novos esportes.	03/01/2019 09:57
429	Foi mais uma contribuição à nossa rotina.	03/01/2019 09:56
430	Poderia haver uma melhor divulgação do Transforma nas escolas.	03/01/2019 09:56
431	Achei o projeto Transforma de suma importância para quem trabalha no chão da quadra, criou alternativas novas, novas estratégias, abriu conhecimento dos professores para outras modalidades até então distantes.	03/01/2019 09:53
432	O transformo foi um gerador de conhecimentos e formador de valores e possibilidades para criação de um profissional crítico e social com as metas.	03/01/2019 09:46
433	Não afetou em nada.	03/01/2019 09:46

434	ja utilizava muito dos planos . cada escola tem sua particularidade . trabalho em uma escola de zona rural onde a cultura dos alunos sao bem diferente dos alunos da zona urbana	03/01/2019 09:44
435	Atividades diferentes	03/01/2019 09:44
436	O programa só alterou as aulas durante o período das olimpíadas, depois voltou tudo à normalidade	03/01/2019 09:44
437	Afetou mas acredito que preciso dar uma sequência para surtir mais efeito	03/01/2019 09:44
438	A nossa escola já trabalha através de projetos e com a interdisciplinaridade, por isso tratamos as disciplinas igualmente. Por isso a importância da Educação Física na escola já era bem atuante, sim nesse período fomos mais solicitados e incluímos as outras disciplinas nas atividades que trabalhávamos com nossos alunos. O Transforma fortaleceu mais ainda esses laços, pois a escola e os alunos abraçaram as atividades e os desafios propostos pelo Transforma, sendo que fomos presenteados a Tocha Olímpica em um dos desafios. Agradecemos ao Comitê Olímpico e a Rio 2016, pelo grande incentivo ao esporte nesse período, e que realmente não pare por aí. Também já participei de novas ações que vocês estão realizando, o curso VOV, muito completo por sinal.	03/01/2019 09:41
439	Onde trabalho mudou pouco. Não houve mudanças significativas.	03/01/2019 09:38
440	Ideias novas para as aulas	03/01/2019 09:37
441	As aulas ficaram mais ricas, porém a estrutura não ajudava. A escola apesar de ser dentro de uma comunidade, não possui quadra esportiva, o que limita muitas vezes a prática esportiva. Os valores foram inseridos no grupo e Houve uma resposta positiva quanto a isso.	03/01/2019 09:37
442	Faltou assistência...	03/01/2019 09:36
443	Os alunos passaram a participar mais da aulas	03/01/2019 09:32
444	Aulas mais atrativas e inclusivas. Sem dúvida o Transforma foi muito importante ao desenvolvimento das aulas e e dos alunos no que se refere ao sentido e significado da prática esportiva e principalmente o "espírito Olímpico". Sugiro a continuação do Programa de forma permanente.	03/01/2019 09:32
445	Muito bom	03/01/2019 09:26
446	O Transforma proporcionou uma maior interação entre a escola e alunos, um trabalhado realizado com respeito .	03/01/2019 09:24
447	Boas qualificações e necessidade de mais ações como essas durante os anos pós olimpíadas.	03/01/2019 09:24
448	Uma metodologia muito boa.	03/01/2019 09:23
449	A escola participou efetivamente de todas as ações propostas pelo Transforma.	03/01/2019 09:23
450	O TRANSFORMA REVOLUCIONOU A EDUCAÇÃO FÍSICA NA ESCOLA...	03/01/2019 09:23
451	Precisa de mais formações e injeção de recursos	03/01/2019 09:20
452	Ótimo material	03/01/2019 09:20
453	Melhoram as aulas	03/01/2019 09:16
454	Foi um momento de grande aprendizado possibilitando ao aluno o desenvolvimento integral das suas habilidades	03/01/2019 09:16
455	O projeto lançou luz a um conjunto de habilidades motoras importantes e que estavam distantes da realidade escolar. Mesmo que na prática não tenha 100% de adesão gerou identificação de uma parte dos alunos que geralmente ficavam marginalizados nas aulas dos tradicionais esportes escolares.	03/01/2019 09:15
456	E	03/01/2019 09:15
457	.	03/01/2019 09:15
458	Outras questões são envolvidas nas aulas, por exemplo, evasões, greves, desinteresses	03/01/2019 09:13
459	Gostaria que continuasse o projeto porque os alunos passaram a ter uma motivação maior para ir a escola e frequentarem as aulas de Ed.Física devido as novidades aprendidas	03/01/2019 09:13
460	O transforma foi realizado em uma escola com alunos com deficiência. Apae em Ipatinga MG	03/01/2019 09:12



461	Foi um curso que contribuiu muito no crescimento, conhecimento e disciplina e aprendizado.	03/01/2019 09:11
462	Infelizmente nem todos os professores da escola realizaram o Transforma	03/01/2019 09:10
463	Foi gratificante.	03/01/2019 09:10
464	Nada a declarar	03/01/2019 09:06
465	Foi tudo muito tranquilo, acho uma pena, o Governo não dá muita importância, já que pra eles, o interesse maior é no lucro e não na formação de um ser humano.	03/01/2019 09:04
466	Ok	03/01/2019 09:04
467	Colaborou parcialmente.	03/01/2019 09:03
468	O projeto serviu como o aumento do conhecimento de atividades diferenciadas que fogem normalmente do cotidiano das aulas de Educação Física, não serviu como aumento de rendimento esportivo, não serviu como procura por outras modalidades esportivas, acho que a falta de equipamentos ideais, de estrutura escolar esportiva podem ter sido fatores negativos determinantes.	03/01/2019 09:03
469	Estou respondendo parcialmente, pois não tem outras opções de resposta, por exemplo não tem esse programa ou nunca participei	03/01/2019 09:03
470	Todas as vivências e aprendizagem no curso foram sensacionais para o aperfeiçoamento e melhorarias nas aulas de educação física	03/01/2019 09:02
471	Foi um tempo de aprendizado para mim.	03/01/2019 09:02
472	Não tive tempo hábil para colocar o projeto em prática. Tem o currículo para concluir.	03/01/2019 09:01
473	Foi muito valioso.	03/01/2019 09:01
474	-	03/01/2019 09:00
475	Projeto excelente mas que infelizmente não pude aplicar como deveria pois a escola que trabalho não possui NENHUMA área para realizar atividade física, nem nenhuma prática corporal. Um absurdo!	03/01/2019 08:59
476	Creio ainda que devemos implementar políticas de estado permanentes para evoluirmos e darmos o próximo passo em nossas aulas de Educação Física.	03/01/2019 08:58
477	Não houve	03/01/2019 08:58
478	Ajudou a diversificar um pouco as modalidades esportivas, incluindo inclusive alunos portadores de certas deficiências.	03/01/2019 08:56
479	Na vivência de atividades diferenciadas em relação a rotina da educação física escolar.	03/01/2019 08:54
480	Não	03/01/2019 08:54
481	Atualmente não estou exercendo a profissão, pois estou aposentada, razão pela qual minha participação no questionário não tem relevância, assim entendo.	03/01/2019 08:54
482	Tudo ótimo	03/01/2019 08:52
483	Os Alunos ficaram muito felizes com o Transforma	03/01/2019 08:40
484	O Transforma auxiliou bastante no planejamento das aulas, inclusive em relação a confecção de materiais alternativos, visto que este seja uma das grandes dificuldades em ministrar as vivências de Educação Física, a falta de materiais. Com o transforma, foi implantado o projeto FestAleta na escola, onde muitos alunos tem a oportunidade de expor suas habilidades em algum determinado esporte diferente do futebol.	03/01/2019 01:04
485	Nao observado	03/01/2019 00:02
486	"Depois que o Transforma foi concluído na sua escola..." não teve ação na minha escola, eu fui em 3 capacitações e por isso as últimas questões foram todas negativas.	02/01/2019 19:50
487	Houve uma melhora significativa no comportamento dos alunos, beneficiando outras disciplinas	02/01/2019 19:26
488	Foi um projeto onde mostrou de forma clara que as práticas esportivas vão além de um prática isolada do exercício físico! Porém não pode ser melhor aplicado pela falta de material o qual não foi disponibilizado a minha escola!	02/01/2019 18:35
489	A escola adotou os valores olímpicos e paralímpicos no projeto da unidade	02/01/2019 14:14

490	Transforma foi aula mais inovadora na aula Educação Física	02/01/2019 12:58
491	Me ajudou em alguns conteúdos mas na região centro este do estado de SP, a educação física é vista como "recreação" não como transformadora e formadora de cidadãos	02/01/2019 10:21
492	todo conhecimento e bem vindo , ajudou mas acredito que tem que ser bem trabalhado , tem muitas coisas que esta fora da realidade escolar que vivemos	02/01/2019 09:18
493	Muito bom	02/01/2019 08:11
494	Não afetou diretamente foi um parametro de nivelamento profissional	01/01/2019 21:40
495	...	01/01/2019 15:56
496	Ajudou na elaboração de atividades relacionadas a esportes menos conhecidos e divulgados	01/01/2019 12:47
497	O respeito com os alunos especiais foi vivido concretamente e ainda hoje observamos essa diferença.	31/12/2018 10:56
498	O transforma ajudou a aplicar outros esportes nas aulas práticas de educação física: handebol, iniciação de ginásticas, lutas e outros etc.	30/12/2018 20:53
499	Projeto de grande importância para as escolas, deveria ser trabalhados anualmente em todas as escolas com supervisão e acompanhamento do grupo Transforma	30/12/2018 20:07
500	Na realidade trabalho com um Programa Social no contra-turno escolar de um grupo de 330 Alunos da Rede Municipal de Ensino, no qual são desenvolvidas Atividades Físicas e Reforço Escolar. Este Programa é desenvolvido fora do âmbito Escolar, de modo que algumas questões de sua Pesquisa tornam-se difíceis de mensurar. Ainda assim acredito que a inclusão de métodos do Transforma tenha contribuído substancialmente na aquisição e na mudança de comportamento dos Alunos durante e após as Atividades Físicas.	30/12/2018 18:50
501	Bem fizemos o projeto, pois valorizo muito a ed. física na escola, mas não participei de capacitação.	29/12/2018 20:32
502	O Transforma é um excelente programa de incentivo e formação esportiva como um todo. Acredito que se configura numa ótima proposta, porém dependente de políticas públicas que confirmem sua necessidade e importância.	29/12/2018 17:48
503	Trouxe perspectivas positivas com relação a prática docente!	29/12/2018 14:02
504	O transforma nos deu mais ferramentas para que pudéssemos agregar as nossas aulas e as deixássemos mais atrativas.	29/12/2018 09:54
505	Ampliação dos meus conhecimentos e adaptações nas minhas aulas.	28/12/2018 22:56
506	O Transforma traz um material riquíssimo, mas infelizmente não pode ser melhor aproveitado na minha escola, pois os 3 professores efetivos de Educação Física estão em processo final de aposentadoria, portanto não havia aquele empenho em despertar o interesse e a participação dos alunos em suas respectivas aulas.	28/12/2018 22:01
507	O transforma me deu subsídios teóricos mais próximos das realidades dos alunos, com linguagem fácil de ser trabalhada, e com atividades que não pensavam somente no aspecto motor, mas também atitudinal.	28/12/2018 19:24
508	Foi extremamente útil.	28/12/2018 16:20
509	Muito bom o projeto, me ajudou bastante.	28/12/2018 16:08
510	Foi importante, mas ainda falta interesse da gestão para nota o quanto é importante Educação Física para vida dos alunos.	28/12/2018 15:56
511	TIVE UM CONHECIMENTO VASTO AO QUAL TRABALHEI MUITO COM A INCLUSÃO.	28/12/2018 14:15
512	Acredito que o programa deixou um grande legado educacional para o corpo docente e discente.	28/12/2018 13:05
513	Mais interesse pela diferença dos diferentes e mais respeito.	27/12/2018 19:08
514	Qualidade das aulas	27/12/2018 19:06
515	Gostei muito do Transforma, muitas ideias, criatividade, acredito que os alunos devem experimentar o maior número de atividades diferenciadas para desenvolver suas habilidades motoras e também os valores humanos... o Transforma possibilitou renovar minhas aulas quanto a possibilidade de apresentar e desenvolver diferentes esportes na escola! Valeu Transforma!!! Muito obrigada!	27/12/2018 17:32

516	alunos ficaram mais motivados nas aulas	27/12/2018 17:00
517	As capacitações foram interessantes e muito ricas para a formação e atualização do profissionais de educação física e com certeza nos ajudou no planejamento e construção das aulas. Além de conhecer as regras e como jogar e ensinar esportes diferentes.	27/12/2018 15:10
518	Foi bom	27/12/2018 13:40
519	Eu não fiz nenhum treinamento.	27/12/2018 13:13
520	NOVOS CONHECIMENTOS	27/12/2018 11:57
521	Buscar informações além do cotidiano e plausível. A educação esta em constante reforma e aprendizado, buscar o que é bom ao âmbito coletivo e essencial a formação de qualidade. o nome já Transforma.	27/12/2018 09:44
522	Não houve investimento por parte do governo. Estamos aguardando o recurso para compra dos equipamentos até hoje e nada previsto para que isso aconteça	27/12/2018 08:31
523	-	27/12/2018 06:08
524	Não há.	27/12/2018 04:56
525	O transforma não afetou a proposta curricular, pois não houve efetivo apoio governamental. A escola não tinha material escolar e continuou sem ele.	27/12/2018 04:07
526	Foi um movimento passageiro e na escola, atualmente, ninguém lembra. Justificado pela pouca preocupação social e políticas públicas que corroborassem para ações efetivas e duradouras na Bahia.	26/12/2018 23:30
527	não	26/12/2018 22:14
528	sem comentário	26/12/2018 20:50
529	As escolas brasileiras, sobretudo as publicas carecem de infraestrutura verdadeira para o esporte. Ainda, usamos estas atividades como ocupação de tempo livre e/ou privilégios aos dotados de talento esportivo. O que reduz o escopo do legado olímpico. Agradeço a oportunidade em participar desta pesquisa.	26/12/2018 20:16
530	Foi uma proposta muito interessante, porém não foi cumprido algumas promessas, por exemplo a de mandar material para a escola em que atuávamos no período do projeto.	26/12/2018 15:58
531	Não ocorreu alterações nas aulas e na escola.	26/12/2018 14:25
532	Os alunos ficaram motivados.	26/12/2018 12:29
533	Sem comentários	26/12/2018 11:54
534	a preocupação com a sustentabilidade ,auxiliaram na criação do material alternativo para a realização das aulas	26/12/2018 11:27
535	Sou bióloga (licenciatura e bacharelado) e pedagoga ministrei projeto durante aulas de ciências para 7º anos e foimetei e estimulei projeto no papel de coordenadora do médio em outra U.E., não sou educadora física.	26/12/2018 10:48
536	Trouxe bastante informações úteis para as aulas de Ed. Física que com certeza sobrepassa ações motivadas pelas olimpíadas.	26/12/2018 09:50
537	COMO SOU COORDENADORA DENTRO DA SRE AS MUDANÇAS FORAM EM RELAÇÃO A MINHA VISÃO DE CAPACITAÇÃO DOS PROFESSORES DE EDUCAÇÃO FÍSICA.	26/12/2018 07:29
538	Foi um projeto muito bom, deveria ter continuação e não ser desenvolvido apenas em ano e olimpíadas.	25/12/2018 20:28
539	Melhoria na criatividade, aceitação das diferenças, trabalho cooperativo, cuidados com o meio ambiente, valorização do conhecimento historicamente construído.	25/12/2018 19:26
540	O Projeto ampliou o repertório dos alunos em relação às modalidades esportivas e complementou nossos projetos voltados para cidadania e valores!	25/12/2018 18:12
541	O Transforma possibilitou a inclusão de atividades que antes não eram trabalhadas por falta de conhecimento ou de materiais, ampliando os conhecimentos das atividades para dentro de sala, propiciando uma interdisciplinaridade.	25/12/2018 14:03



542	o Transforma afetou de forma positiva as minhas aulas de Educação Física, porém, na minha concepção ainda temos muito que caminhar para que as aulas de Educação Física deixe de desempenhar o papel de coadjuvante dos demais componentes curriculares e passe a ocupar o seu lugar de destaque dentro dos mesmos.	25/12/2018 07:42
543	Que contribuem ofertando mais cursos, são bastante importantes para todos que participaram.	24/12/2018 18:37
544	apesar da capacitação, pouco este programa me acrescentou em relação a conhecimento, e como tantos outros programas governamentais pautou-se bem mais na "pedagogia do mostrar" do que efetivamente com a a relação ensino/aprendizagem, como busco me desvincilhar desse tipo de engodo pedagógico, tentei ao máximo aproximar os discentes dos valores Olímpicos e Paralímpicos, buscando concatenar todas as vivências com o histórico tanto das modalidades trabalhadas bem como da própria olimpíadas, perseguindo assim o desenvolvimento sócio-afetivo e cognitivo dos estudantes.	24/12/2018 10:59
545	Nova visão de execução nas aulas.	24/12/2018 09:21
546	Aconteceram várias mudanças referentes as aulas de educação física após o Transforma. Professores e alunos descobriram que apesar do Brasil ser o país do futebol, existem outros esportes.	24/12/2018 07:39
547	Maior Respeito à diversidade com o uso dos textos motivadores.	24/12/2018 05:34
548	As formações e capacitações do Transforma foi muito importante para minha formação e para a aprendizagem dos alunos.	24/12/2018 00:13
549	Como citei anteriormente o festival olímpico e paralímpico CPil Realengo foi incrível. Mobilizamos a escola inteira. Incluímos palestras com ex- alunos que participaram da Rio 2016, falamos sobre modificações no RJ devido aos jogos, fizemos competições com alunos de vários anos reunidos. Já estamos nos organizando para realizar algo similar em 2020. Contamos com vocês.	23/12/2018 19:57
550	alunos mais interessados e felizes	23/12/2018 18:45
551	Não sou professora da área de educação física, nas minhas práticas didáticas o que mais trabalhei foi o respeito e a inclusão, mostrando que todos tem condições de participar das atividades escolares, cada um no seu modo.	23/12/2018 18:27
552	NÃO há correspondência entre o projeto é a realidade da escola	23/12/2018 17:35
553	O transforma dá ideias positivas, diferencias e só. Não deu nenhum outro apoio. Alguns esportes necessitam de materiais, para se vivenciar. Não adianta adaptar. O que falta ao brasileiro é oportunidade. E não ficar fazendo o "meia boca" com material alternativo ou com recicláveis. Nem que houvesse um material em que pudesse rodar as escolas afim de oportunizar a todos. NÃO FOI GRAÇAS AO TRANSFORMA Tive a iniciativa de conversar com os lados e levantar interesse em realizar, e HOJE temos um projeto de TIRO COM ARCO (da qual sou atleta), onde a Federação de Tiro com Arco do Rio de Janeiro (FETArco-RJ) junto a prefeitura do Rio de Janeiro, e que por enquanto atendemos duas escolas e estamos mantendo e formando atletas, além de outros que vão para curtir o esporte, por atividade física e mental, por lazer, estilo de vida, etc. Atendemos cerca de 60 crianças, sem contar aquelas que entraram, conheceram e saíram do projeto, até porque no início de tudo não tínhamos tanto material, e o material hoje é quase todos cedido pela FETArco e outra parte por mim. (DINHEIRO DO BOLSO DO PROFESSOR). É essa a expectativa deveríamos ter? muito assunto a falar e poucos a fazer. Felicidades em seu mestrado. Ainda sonho com o meu.	23/12/2018 16:42
554	minha pratica melhorou, pois tenho mais opções de jogos a oferecer, os alunos estão mais receptivos a novidades	23/12/2018 16:38
555	Gostei muito de conhecer a plataforma transforma. E ajudar a aplicar os conteúdos da Educação física.	23/12/2018 15:21
556	Transforma nos fez descobrir e conhecer novos esportes antes não muito divulgado e acessível a todos	23/12/2018 15:04
557	Ideias novas	23/12/2018 14:10
558	Tornou-as mais atrativas	23/12/2018 14:04
559	Política pública continuada, melhores gestores escolar e fiscalização nos projetos e recursos.	23/12/2018 13:07

560	Acho de verdade que o programa transforma , foi apenas marketing e maneira de cabide de empregos para profissionais e conhecidos das pessoas ligadas à Rio 2016 , gostaria de poder dizer o contrário, sei que algumas pessoas deram duro , mas o legado não existe ... talvez em poucas escolas .	23/12/2018 13:03
561	Inspiração	23/12/2018 12:13
562	É um excelente curso... mas, infelizmente existem varias escolas sem infraestrutura ou qualquer tipo de material para excelência da atividade desenvolvida, e nós professores temos que adaptar materiais e espaços para realizar as atividades.	23/12/2018 11:02
563	No geral a escola mudou para melhor, os alunos começaram a ocupar os espaços inativos da quadra de esportes, e como consequência, houve uma maior atenção da diretoria para as práticas esportivas em geral.	23/12/2018 10:34
564	Repensei na prática de outros esportes dentro da aula de Educação Física	23/12/2018 08:29
565	O Projeto Transforma atingiu de maneira significativa apenas a mim como professor. Tanto a escola quanto o alunado apenas conheceu o Projeto de forma pouca efetiva.	22/12/2018 22:19
566	Foi uma experiencia boa e interessante para o planejamento de atividades para as aulas.	22/12/2018 21:40
567	O transforma modificou o modo como eu dava as aulas tornando- a mais interessante e acrescentando as diferentes modalidades, os alunos ficaram entusiasmados, mas por parte da gestão pouco se percebe a educação física escolar, infelizmente.	22/12/2018 21:12
568	Foram desenvolvidas atividades diferentes que geraram entusiasmo nos alunos. Mas infelizmente não houve investimento para melhoria das aulas de ed. Física como compras de materiais	22/12/2018 20:00
569	Aumentou meus conhecimentos, novas formas de aplicar as atividades esportivas!	22/12/2018 18:35
570	Aumentaram interesse por outros esportes	22/12/2018 17:53
571	A prática do badminton foi algo que tornou as aulas mais atrativas e os alunos gostaram da modalidade nos eventuais casos de falta de professor de todo material da educação física os alunos tem preferência pelas petecas e raquetes do badminton. e essa modalidade de esporte tornou-se conhecida em minha escola através do Transforma.	22/12/2018 17:00
572	Não tivemos intervenção do Transforma dentro da escola. Seria interessante isso acontecer.	22/12/2018 15:51
573	Paralelamente ao Trnsforma outros projetos das áreas científica, literária, artes cênicas, artes plásticas eram desenvolvidos dentro do PPP da escola e já estavam amplamente integrados. O transforma acrescentou, entretanto funcionou como um elemento em busca da integração. Não era uma verruga, mas também não pertencia ao corpo, daí ser uma tarefa mais trabalhosa. Mesmo assim houve ganho uma vez que a comunidade escolar abraçou o Transforma.	22/12/2018 14:58
574	.	22/12/2018 14:30
575	sem materiais adequados tudo vira sucata. não adiantar ter cursos, capacitação se não ha materiais	22/12/2018 14:21
576	O transforma é um ótimo programa que deveria ofertar mais cursos online.	22/12/2018 13:33
577	Continuemos Juntos desfrutando dos benefícios do grande legado...	22/12/2018 12:15
578	Foi uma plataforma que me auxiliou muito e fizemos um trabalho integrado,aproveitando as Olimpíadas, consegui realizar o projeto Olímpico na escola com envolvimento todas a s disciplinas, trabalhando os valores Olímpicos e as características dos países. Realizei todo o interclasses apoiado no projeto. Foi um grande sucesso na escola.	22/12/2018 11:52
579	Trouxe mais conhecimentos voltados para a área das atividades físicas.	22/12/2018 10:27
580	O Transforma não foi concluído na escola,iniciou mas não teve o avanço desejado,alguns professores não conseguiram cadastrar na plataforma.	22/12/2018 07:48
581	Após o ano de 2016 troquei de escola e por isso muitas das perguntas não tive como responder.	22/12/2018 07:25
582	Sempre que ha um incentivo ou uma introdução que cause desafios para os alunados eis querem vencer ou participar desta método, por isso o transforma foi esse ponto motivador.	22/12/2018 07:18
583	Algumas situações diferentes a rotina nas aulas de educação física ocorreram durante a realização do evento depois não.	22/12/2018 06:53

585	As aulas ficou mais atrativas	21/12/2018 22:38
586	O transforma ampliou a minha visão dos esportes, abrindo novas possibilidades para a realização pratica e participativa dos alunos, agregou valores sociais, éticos e emocionais, fazendo com que as aulas fossem mais atrativas e dinâmicas. Enfim enriqueceu e agregou muito nas aulas de educação física e na escola como todo.	21/12/2018 22:25
587	Todo conhecimento é de grande importância para a melhoria do nosso trabalho. Creio que ao implementar o projeto cria-se um norte que facilita o desenvolvimento de um trabalho diversificado e a preparação e conteúdo facilitam a prática. A Escola e os alunos puderam vivenciar uma nova experiência ao agregar o projeto ao planejamento diversificando ainda mais as práticas das aulas. Todos ficaram muito satisfeitos com os resultados.	21/12/2018 21:42
588	Realmente a projeto foi muito bom e nós surpreendeu com muitas novidades.	21/12/2018 21:34
589	Boa experiencial	21/12/2018 21:25
590	Mais criativos	21/12/2018 20:52
591	O Transforma veio para incrementar nossas aulas de Educação física.	21/12/2018 20:19
592	O projeto deveria abranger a todos os alunos o que não aconteceu e a não continuidade deixou com que o projeto calse no esquecimento !!!	21/12/2018 19:27
593	Afetou de forma positiva	21/12/2018 18:17
594	O transforma foi muito importante pra mim, pois obtive bastante conhecimento para aplicar nas minhas aulas com os alunos.	21/12/2018 18:09
595	O transforma sem dúvida aumentou meus conhecimentos em relação aos jogos em geral, pois, procurei através de "buscas" em sites relacionados a determinados esportes, em que, eu não tinha tanto conhecimento, com isso procurei me capacitar e vivenciar outros esporte não tradicionais, de certa forma foi gratificante, pois alguns alunos demonstraram uma certa curiosidade, mas no geral à escola em si não me apoiou.	21/12/2018 17:39
596	O transforma afetou as aulas e alunos de forma positiva, uma vez que estavam participando com mais interesse.	21/12/2018 16:59
597	Deveria ter mais capacitações para os professores	21/12/2018 16:07
598	foi muito bom	21/12/2018 15:53
599	Me direcionou para novas perspectivas de aprendizagem nas metodologias nos planos de aula.	21/12/2018 15:45
600	Ficaram mais dinâmicas e aumentou a participação dos alunos e de seus familiares	21/12/2018 15:35
601	A escola precisa investir no uniforme de Educação Física e precisa de mais incentivos do governo.	21/12/2018 15:30
602	mais conscientização do professor de como ensinar, tirar o olho gordo de outro professores nas aulas, foi uma reviravolta por causa disto. chamamos os professores de olho gordo a participar da aulas junto ao aluno, na hora que viu as dificuldades saíram reclamado que as aulas dele eram melhor que Ed.física, começaram apesar melhor sobre a disciplina.	21/12/2018 15:26
603	O Transforma foi um programa muito enriquecedor tanto para os alunos quanto para a escola de forma geral, mas é triste a realidade das escolas públicas do estado Minas Gerais que, de maneira geral, não dispõe na sua grande maioria de materiais esportivos e nem recursos financeiros para dar continuidade às propostas pedagógicas do Transforma.	21/12/2018 14:50
604	Foi interessante, pois muitas modalidades eles não conheciam, E para mim, foi bom pois é uma maneira de se atualizar.	21/12/2018 14:31
605	Nada a declarar	21/12/2018 14:27
606	Poderia afetar, mas faltou continuidade, com o golpe jurídico parlamentar que o Brasil sofreu apoiado pela imprensa e extrema direita o esporte voltou a ser elitizado e somente o futebol pela televisão é valorizado.	21/12/2018 14:15
607	5165	21/12/2018 13:37
608	Foi positivo porem os matérias nunca chegaram	21/12/2018 13:36

609	Quando oportuniza os alunos a vivenciam qualquer tipo atividades, o normal é que os mesmos sentem-se atraídos por aquelas que tenham mais afinidades, e foi justamente o que ocorreu na escola.	21/12/2018 12:49
610	Foi de extrema importância para o meu crescimento profissional, mudando a minha visão e prática dentro da escola.	21/12/2018 12:49
611	Auxiliou na integração dos alunos de forma a criarem neles um sentimento de união entre todas as turmas.	21/12/2018 12:33
612	O Transforma foi muito bom, proporcionou mais opções e deu mais visibilidade a algumas modalidades.	21/12/2018 12:30
613	O Transforma foi desenvolvido fora do horário de aula, no projeto Escola Intregada	21/12/2018 12:27
614	Um programa para Inglês ver, infelizmente.	21/12/2018 12:14
615	Excelente programa para trabalhar valores com os alunos. Falta ainda a direção da escola dar maior importância ao esporte, que as vezes fica de lado ou e até desencorajado algumas vezes por alguns professores que não gostam de esportes	21/12/2018 12:11
616	Mudou positivamente alguns aspectos referente à prática esportiva na escola.	21/12/2018 11:50
617	Mais interesse por parte do aluno	21/12/2018 11:44
618	Consegui melhorar meu planejamento e avaliação das atividades propostas.	21/12/2018 11:31
619	Elementos externos alteram, dificultam e até anulam resultados e comportamentos esperados através da aplicação das metodologias. Na prática a teoria é diferente!	21/12/2018 11:15
620	Excelente trabalho	21/12/2018 11:04
621	teve um efeito muito bom	21/12/2018 11:03
622	Trouxe interesse por parte dos alunos em conhecer e praticar esportes desconhecidos por eles.	21/12/2018 10:50
623	O transforma mobilizou todos os alunos da escola. Conseguimos trabalhar inclusive a inclusão. Uma reportagem saiu na TV tem sobre o trabalho realizado nesta escola.	21/12/2018 10:45
624	Não acrescentou em nada relevante	21/12/2018 10:44
625	Chamou mais atenção do aluno e gerou interesse.	21/12/2018 10:26
626	Achei que deveria haver continuidade das formações	21/12/2018 10:02
627	O transforma realmente seria para transformar o ambiente escolar, porém, depende muito da gestão de cada escola.	21/12/2018 09:23
628	De forma geral muito pouco, pois já vinha trabalhando alguns do esporte apresentados (badminton, hoquei), mas a falta de material simples dificulta nossa atividade.	21/12/2018 09:17
629	Agradeço o convite para participação de seu projeto e informo que não sou professora de Educação Física apesar de ter repassado os conhecimentos adquiridos a todos os colegas na minha instituição de ensino. Sou professora de Biologia e Ciências e usei muito o material do Transforma em minhas aulas. Bom ano e boa sorte.	21/12/2018 08:50
630	SEM COMENTÁRIOS	21/12/2018 08:02
631	Foi um projeto que possibilitou um conhecimento maior sobre vários esportes que até então eram desconhecidos dos alunos, melhorando o interesse e a curiosidade.	21/12/2018 07:10
632	O transforma é um ótimo projeto só que a realidade das escolas hoje é outra ,não tem matéria esportiva ,não tem quadra e falta até professoros.	21/12/2018 06:43
633	Os alunos ficaram mais motivados no atletismo!	21/12/2018 06:33
634	Mais interesse e comprometimento por parte dos alunos!	21/12/2018 06:01
635	No início Transforma começou um processo de mudança na escola onde o desenvolvei, porém com a mudança de gestão na escola esse processo foi encerrado.	21/12/2018 05:53
636	foi muito bom para o desempenho dos alunos, nas demais disciplina,visto que queriam participar nas sextas feiras, ai se esforçavam durante a semana na demais aulas, foi muito proveitoso	21/12/2018 02:38
637	As capacitações são excelentes, mas infelizmente algumas estão fora da realidade já que muitas vezes não temos material para trabalhar	21/12/2018 01:06



638	Enriqueceu meu repertório de atividades e criou nova perspectiva sobre atividades pouco convencionais nas escolas públicas	21/12/2018 00:30
639	A metodologia foi modificada havendo melhoria no aprendizado	20/12/2018 23:35
640	Ói, foi muito bom participar do Transforma, me enriqueceu de conhecimento e afetou muito positivamente as aulas na escola. Muito Obrigada! Parabéns pela pesquisa Daiana Fonseca. Abraços...	20/12/2018 23:14
641	Mudou algumas atitudes dos alunos.	20/12/2018 22:22
642	Os alunos se identificaram com algumas das atividades propostas	20/12/2018 21:14
643	A questão da disciplina dos alunos em sala de aula.	20/12/2018 21:08
644	O Transforma fez com que eu mudasse meu olhar sobre a aplicação de modalidades diferentes nas minhas aulas. Foi muito enriquecedora a participação neste programa.	20/12/2018 21:01
645	O Transforma possibilitou novas abordagens no campo da educação física, relacionados à prática esportiva, contribuiu para novas superações da realidade escolar, em especial, as escolas públicas que carecem de materiais. Toma-se possível o ensino de outras modalidades esportivas, seja nas aproximações de outros conteúdos além do futebol.	20/12/2018 20:23
646	foi muito bom trabalhar também com o conteúdo das capacitações não só nos esportes, mas em aulas expositivas, dinâmicas de grupos e outros	20/12/2018 20:22
647	Foi boa a capacitação porém não há continuidade e suporte técnico de equipamentos.	20/12/2018 20:17
648	Com o programa Transforma foi muito pois os alunos interagiram.	20/12/2018 19:59
649	Bom, o Transforma como o nome já diz, transformou as mentes, fazendo com que as pessoas direta e indiretamente ligadas a escola, pudessem olhar com outros olhos a realidade.	20/12/2018 19:48
650	contribuiu em alguns aspectos tanto na prática física como na emocional, porém ainda falta a interação de professores de outras disciplinas e mais engajamento da equipe gestora da escola	20/12/2018 19:27
651	O transformafoi muito bom para os professores de educação física por proporcionar capacitações desportivas de esportes que não são tão comuns, como por exemplo: rugby, badminton, etc.	20/12/2018 18:56
652	O Transforma alcançou, parcialmente, o que julgo ser seu objetivo primordial, que é melhorar o desempenho e a participação dos alunos na escola, nas atividades escolares e no envolvimento com os projetos educacionais.	20/12/2018 18:43
653	ganhe muito respeito dos meus alunos e professores também	20/12/2018 18:32
654	A falta de verba para aquisição de materiais esportivos foi um dos motivos mais frustrantes Um descaso com a escola, professores e principalmente os alunos.	20/12/2018 17:24
655	Melhorou as aulas	20/12/2018 17:16
656	O acesso à plataforma foi muito rápido! Muitas prioridades tinham na frente, para podermos aprofundar o transformaf	20/12/2018 16:21
657	Houve mais participação nas aulas práticas, por parte dos alunos.	20/12/2018 16:01
658	Minhas aulas passaram a ser melhor planejadas.	20/12/2018 15:36
659	O Transformafoi um agente motivador mas minhas aulas nas a dificuldade de construção de material para alunos no ensino médio foi o grande problema. Já para o ensino fundamental houve mais facilidade e aceita ao por parte dos alunos. Mas continuam perdendo alunos para a tecnologia ( celular ) que ja faz parte do corpo dos adolescentes infelizmente.	20/12/2018 15:15
660	Não houve grande modificações na maneira de conduzir as aulas, apenas algumas novas ideias para outras modalidades não comuns.	20/12/2018 15:10
661	Não afetou e nem ocasionou mudanças de comportamento, hábitos e atitudes.	20/12/2018 14:49
662	Afetou no sentido de proporcionar aos alunos experiências novas, mas poderia ser melhor se as escolas públicas recebessem material para os esportes porque adaptar materiais sempre fizemos nas aulas de educação física.	20/12/2018 14:30
663	O transformafoi válido para aumentar a Gama de conhecimentos dos professores e aplica -los nas aulas, porém não acredito que tenha sido suficiente para mudar o pensamento dos alunos ou a estrutura da escola.	20/12/2018 14:21

664	Motivou alunos e professores e despertou o interesse por diferentes práticas esportivas.	20/12/2018 14:20
665	Toda novidade para o aluno é bem vinda, mas não adianta somente o esforço do professor de Ed.Física se todo o resto cruza os braços.Issso é perceptível pra eles.	20/12/2018 14:18
666	Eu acredito que o transforma ajudou muitos alunos, principalmente na mudança de comportamento. Gostaríamos de realizar várias mudanças físicas, mas não recebemos verbas para isso.	20/12/2018 14:16
667	Nas minhas aulas não,pois, sou supervisora das escolas. Só faço sugestões e mudanças nas práticas esportivas. Como campeonato de futsal, futebol, voley, peteca e xadrez. Pois os alunos adoram.	20/12/2018 14:13
668	Foi mto proveitoso, agregou novos valores.	20/12/2018 13:59
669	Maior interesse em participar das aulas e conhecimento adquirido em relação ao tema.	20/12/2018 13:58
670	Bem, o transforma trouxe vários aspectos positivos. A carga horária continuou a mesma, mas conseguimos com o esforço de todos construir equipamentos que tornaram as aulas muito mais dinâmicas.	20/12/2018 13:39
671	Os cursos que fiz no Transforma foi de muita importância e me ajudou muito na realização das aulas. Principalmente com modalidades que os alunos nem conheciam.	20/12/2018 13:22
672	Acho que teria melhor aproveitamento se o professor no caso do Estado permanecesse na escola para dar continuidade aos projetos. Mas infelizmente nos que somos contratados não temos destino.	20/12/2018 13:17
673	Os alunos mostraram-se mais curiosos com as outras atividades propostas.	20/12/2018 13:17
674	O Transforma mexeu com o planejamento e principalmente com a forma de alguns professores trabalharem, as aulas saíram do eterno quarteto fantástico para a vivência de novas modalidades e conceitos que ajudam na convivência escolar e na sociedade.	20/12/2018 13:16
675	Diminuiu a competição entre os alunos; passaram a trabalhar mais em equipe e tendo mais respeito um com outro.	20/12/2018 13:14
676	Não tem.	20/12/2018 13:14
677	Vivência parolímpica, vôlei sentado e o golbol	20/12/2018 13:07
678	O Transforma ajudou a termos uma maior adesão nas aulas de educação física, além de podermos trabalhar os valores de forma interdisciplinar	20/12/2018 12:47
679	Espírito olímpico - garra para realizar atividades - o impossível não existe. Isso foi o que ficou na mente dos alunos.	20/12/2018 12:45
680	A alegria de ser afetado por um grande evento, talvez o nome seja pertencimento.	20/12/2018 12:35
681	Nada a declarar	20/12/2018 12:32
682	Prefiro não comentar	20/12/2018 12:29
683	As novas modalidades esportivas que não são do cotidiano escolar brasileiro, teve uma aceitação legal por nossos alunos. O que nos foi apresentado como "novo" teve uma aceitação legal na realização das atividades.	20/12/2018 12:25
684	proveitoso.	20/12/2018 12:24
685	ajudou bastante para algumas mudanças boas na escola	20/12/2018 12:21
686	O Transforma abriu um leque de descobertas no ambiente escolar.	20/12/2018 12:20
687	.	20/12/2018 12:17
688	Nenhum comentário.	20/12/2018 12:14
689	Nada a declarar.	20/12/2018 12:04
690	Foi muito útil pois ampliei meus conhecimentos	20/12/2018 11:59
691	O transforma trouxe uma reflexão sobre a prática educacional.	20/12/2018 11:43
692	As aulas ficaram mais dinâmicas	20/12/2018 11:36

693	Houve uma certa motivação momentânea, porém com o passar do tempo e as frustrações encontradas quanto ao atendimento das reivindicações não atendidas.	20/12/2018 11:33
694	Ajudou na questão de participar não somente para competir.	20/12/2018 11:32
695	Aguardando ser notificado de novas formações e oficinas.	20/12/2018 11:28
696	O transforma acrescentou muito em relação ao respeito às diferenças e na questão de determinação.	20/12/2018 11:27
697	Dificuldades pessoais por pouca experiência prática no ensino	20/12/2018 11:23
698	O governo tem vários exemplos de Programas relacionados ao esporte que deram certos. Um exemplo foi o Programa Segundo Tempo, que contratava professores, e estagiários para lecionar esportes nas escolas, e projetos, além de ajudar em sua renda, e vivenciaram diversos esportes juntos com os discentes. Para o Brasil se desenvolver e se tornar uma grande nação, o esporte pode influenciar essa nova geração que está por vir. Só depende dos nossos representantes nos governos, porque os profissionais estão aguardando a oportunidade para o nosso Brasil se destacar nos Jogos Olímpicos, e outras competições.	20/12/2018 11:15
699	Obrigada	20/12/2018 11:12
700	A falta de apoio governamental impossibilitou um trabalho eficaz esbarrando em recursos materiais e lógicas para as ações	20/12/2018 11:11
701	-	20/12/2018 11:08
702	Foi um bom programa, acredito que deveriam oferecer mais cursos assim.	20/12/2018 11:07
703	Apenas faltou continuidade ao projeto	20/12/2018 11:06
704	Sim, parcialmente.	20/12/2018 11:04
705	Observei um interesse maior pelas aulas, por parte dos alunos. As aulas ficaram mais interessantes.	20/12/2018 11:00
706	Acredito que os desportos paraolímpicos afetaram e contribuíram para acrescentar conhecimento, que é praticamente nulo durante a nossa formação na faculdade, gostei muito. Gostaria que tivesse mais.	20/12/2018 10:56
707	Motivou-me a melhorar a cada dia e dá sempre o meu melhor.	20/12/2018 10:50
708	Me fez ter uma nova visão de como trabalhar diversos esportes com materiais alternativos	20/12/2018 10:49
709	PRECISAMOS DE MAIS QUALIFICAÇÕES PARA MELHOR DIVULGAR E PRESTAR ESCLARECIMENTOS A COMUNIDADE ESCOLAR.	20/12/2018 10:48
710	Durante o projeto Transforma, houve grande interesse dos alunos nas práticas esportivas. Após o término o professor da área continuou com os projetos e os alunos gostaram muito da inovação.	20/12/2018 10:45
711	Acredito que as aulas de educação física necessita de mudanças em suas práticas. O Brasil esconde crianças com potencial para disputar olimpíadas, só necessitamos de recursos materiais certos para lapidarmos essas crianças.	20/12/2018 10:44
712	Levou aos alunos a vivenciar novos esportes	20/12/2018 10:43
713	Não ajudou muito porque precisávamos de materiais esportivos para dar continuidade e isso não foi possível, por falta de verba.	20/12/2018 10:42
714	Novos horizontes, Fugir um pouco das aulas de futsal, handebol, basquetebol e vôleibol. Que dominam as aulas de educação física no Brasil. Com o transforma foi possível inserir novos esportes.	20/12/2018 10:42
715	Com uso de material reciclados,	20/12/2018 10:41
716	Excelentes formações desenvolvidas pelo transforma. Uma pena não existir mais.	20/12/2018 10:39
717	Abriu o leque de opções na realizações de atividades.	20/12/2018 10:39
718	Acredito que a formação oportunizou novos olhares para o mundo esportivo por docentes que não são da área e podem desenvolver projetos interdisciplinares	20/12/2018 10:28
719	Com as novas propostas do Transforma, houve maior interesse em participar das aulas de educação física.	20/12/2018 10:13

720	Afetou de forma positiva, despertando nos alunos e ate nos professores outras formas de ver o esporte, ver nao so de maneira como atividade fisica mas sim como algo transformador mesmo..	20/12/2018 10:13
721	Apreciação de novas modalidades	20/12/2018 10:06
722	O Transforma trouxe novas vivências e experiências que possibilitaram aos alunos um maior engajamento entre eles, a escola e comunidade escolar.	20/12/2018 10:05
723	O Transforma trouxe uma importante contribuição no sentido de propagar entre os alunos a prática de esportes menos conhecidos no Brasil como Golfe, Tênis, Rugby, etc... Também tornou as aulas de educação física mais atraentes e democráticas, pois muitos alunos que não participavam ativamente (especialmente as meninas) passaram a se interessar pelas novas modalidades oferecidas.	20/12/2018 10:01
724	Na teoria é muito bom, porém colocar em prática sem estrutura , fica difícil.	20/12/2018 09:59
725	Foi um aprendizado muito importante, principalmente por ter a oportunidade de apresentar novas modalidades esportivas aos alunos.	20/12/2018 09:58
726	O projeto foi interessante, porém mal executado na capacitação, a pessoa responsável não entendia bem do assunto. Não foi repassado nenhuma verba para a escola, participamos das tarefas com recursos próprios, lamentável isso.	20/12/2018 09:52
727	A ESCOLA TEVE OUTRA CARA NO DECORRER DE ALGUMAS ATIVIDADES,FOI MUITO IMPORTANTE.	20/12/2018 09:48
728	tudo tranquilo	20/12/2018 09:47
729	Não atuo em sala de aula e sim no órgão regional que orienta as escolas. A proposta do Programa Transforma foi muito boa, porém as escolas não receberam os recursos para desenvolvimento do mesmo.	20/12/2018 09:46
730	foi muito importante pela mudança e interesse no aprendizado da educação física	20/12/2018 09:34
731	Eu aprendi muito mas faltam verbas para investir nas aulas e materiais esportivos.	20/12/2018 09:33
732	Os transforma foi um projeto brilhante, uma pena que os gestores, em sua maioria, não abraçaram o projeto como eu gostaria. Não apenas por falta de vontade, mas por falta de investimentos mesmo por parte da secretaria de educação. E infelizmente a direção da minha escola não incentivou nem mesmo a minha participação como professora da unidade, muitas das vezes me impossibilitando de participar das oficinas e capacitações. Uma pena. Ela que perdeu. Eu consegui fazer algumas coisas com os alunos mas por conta própria, sem apoio da equipe diretiva da minha unidade.	20/12/2018 09:32
733	Ferramenta de auxílio pedagógico	20/12/2018 09:32
734	O transforma contribui para melhorar o aprendizado e a interação escolar dos alunos.	20/12/2018 09:32
735	Os alunos tiveram mais disponibilidade e organização para as aulas teóricas e práticas de Ed. Física. porém, não houve por parte dos gestores abertura para lançamentos e/ou projetos para melhoria dos espaços estruturais das Escola, ficando assim a desejar algumas práticas esportivas e até mesmo pesquisas e as aplicações das mesmas.	20/12/2018 09:30
736	Nada a declarar	20/12/2018 09:28
737	sem comentários.	20/12/2018 09:16
738	O programa transforma apresentou novos componentes às aulas de educação física	20/12/2018 09:13
739	Afetou pouco	20/12/2018 09:10
740	Em novas atividades e o conhecimento de novas culturas.	20/12/2018 09:04
741	Me possibilitou ampliar conhecimento e vivência em outros esportes olímpicos	20/12/2018 09:00
742	as aulas foram mais planejadas, diversificadas.	20/12/2018 08:56
743	O maior legado foram os valores olímpicos e a vivência de esportes até então desconhecidos pela maioria dos alunos.	20/12/2018 08:52
744	A FORMAÇÃO FOI MUITO BOA NO ENTANTO, ALGUMAS ATIVIDADES NECESSITAVAM DE MATERIAIS QUE NÃO PUDEAM SER CONFECCIONADOS POR CONTA DA DEMANDA.	20/12/2018 08:47
745	Os alunos participaram mais de todas atividades que foram envolvidas dentro da escola, além dos trabalhos em equipe e respeito muito entre todos	20/12/2018 08:45



746	Os alunos conviveram com regras no esporte e conseqüentemente na vida ,que proporcionou algumas mudanças de postura.	20/12/2018 08:34
747	O Transforma no Rio de Janeiro foi apenas uma capacitação de 1 ou 2 aulas, sem recursos para as escolas, serviu apenas para dizer que fizeram alguma coisa , mas não investiram os recursos necessários. As escolas não receberam o material que deveriam. Foi decepcionante, frustou as expectativas dos Professores. Foi como se não tivesse acontecido. legado zero.	20/12/2018 08:25
748	Acredito que o transformar tenha sido um agente causador	20/12/2018 08:24
749	é um excelente projeto que deveria continuar nas escolas.	20/12/2018 08:18
750	Esse tipo de programa deveria existir de forma contínua, no sentido de ajudar os professores em sua labuta diária.	20/12/2018 08:08
751	O Transforma mudou a visão dos alunos sobre o esporte e atividade física. Maior motivação para prática da educação física	20/12/2018 08:03
752	Inovação	20/12/2018 07:58
753	O Transforma influenciou e melhorou positivamente as aulas de Educação Física.	20/12/2018 07:57
754	Toda formação externa é bem vinda na escola pública principalmente para os alunos, que podem , a partir da percepção de várias visões e concepções, mudar sua visão de mundo.	20/12/2018 07:48
755	O programa foi temporal e deveria seguir como parte do legado nao so no Brasil mas em outros países da America Latina.	20/12/2018 07:15
756	Falta apoio financeiro para uma melhora física e de equipamentos.	20/12/2018 06:46
757	O transforma não alcançou todas as escolas e municípios do país.	20/12/2018 06:42
758	O programa auxiliou no desenvolvimento profissional e assim, possibilitou base para a melhoria de atendimento	20/12/2018 06:40
759	Não afetou nada.	20/12/2018 06:40
760	Novas ideias	20/12/2018 06:28
761	Afetou de forma muito positiva, especialmente no jogo limpo, respeito e amizade durante o jogo... Percebi um enriquecimento no auto controle ,emocional e mais reciprocidade	20/12/2018 04:46
762	Sim. O transforma abriu um leque maior de possibilidades de trabalho com outras modalidades e proporcionou para os professores um momento de capacitação e atualização nunca antes vivenciado. Acho fundamental que esta iniciativa continue.	20/12/2018 04:44
763	Foi muito bom Mas Infelizmente após o projeto algumas mudanças não se efetivaram.	20/12/2018 03:55
764	acho que houveram poucos treinamentos, apenas um, não tivemos tanta oportunidade de entender melhor ou mesmo, não foi disponibilizado uma plataforma online para buscar apoio para a concretização do projeto além da ausência de verba para a implementação do projeto como um todo, o que cortou direto na fonte a forma de atuação, ficando bastante limitado a aplicabilidade do projeto.	20/12/2018 00:05
765	Foi uma vivência muito boa. Porém precisamos com mais ênfase. Só participei de cursos online.	19/12/2018 23:27
766	Houve melhor participação dos alunos no apreender, entretanto não teve interesse da gestão em possibilitar melhor infraestrutura. Coube ao professor usar da criatividade para estimular e incentivar os alunos.	19/12/2018 23:20
767	o Transforma me ajudou bastante no desenvolver e aplicar aulas que inspirasse o desejo de aprender e participar dos alunos.	19/12/2018 22:50
768	A descoberta de novos esportes e como introduzi-los nas aulas foi muito importante. Enriqueceu e aumentou o leque de opções e isso é muito importante para que o aluno conheça outros esportes.	19/12/2018 22:37
769	Ok	19/12/2018 22:37
770	Sou inquieta e busco sempre inovar e variar as aulas e o Transforma me inspirou. Só fiz curso a distância, presencial seria melhor ainda. Abraço	19/12/2018 22:36
771	A forma Dinâmica de lecionar.	19/12/2018 22:33

772	Foi realizado um projeto chamado playdance transforma na escola. Os alunos tiveram uma participação muito boa e conseguiram transformar muitas ideias que tinham a respeito de certas atividades. Puderam vivenciar as dificuldades de alguns atletas e conhecer novos esportes.	19/12/2018 22:28
773	O programa transforma precisa continuar!!!	19/12/2018 22:20
774	O Transforma contribuiu em parte para que os alunos dessem mais importância às aulas de Educação Física e à prática esportiva de forma permanente.	19/12/2018 22:20
775	Não sou educadora física, leciono línguas, mas percebi que ao conhecer modalidades paraolímpicas os alunos ficaram mais produtivos	19/12/2018 22:08
776	O Transforma abriu os olhos dos professores da área para buscar alternativas diferenciadas em sua prática pedagógica e enriqueceu consideravelmente o conteúdo da disciplina aos olhos dos alunos. Todos saíram ganhando. Escola e comunidade.	19/12/2018 22:08
777	Muitas ideias positivas que o programa trouxe para as escolas porém a estrutura física das escolas não motivava prática efetiva dos alunos.	19/12/2018 22:02
778	O Transforma foi mto produtivo em nossa Unidade escolar. Obrigada!	19/12/2018 21:56
779	Os alunos ficaram mais motivados a participarem das aulas de Educação Física, e também houve um interesse pela prática de outras modalidades que não tinham na escola, principalmente o Badminton.	19/12/2018 21:33
780	Os alunos puderam conhecer outros esportes e novas técnicas	19/12/2018 21:21
781	Mudanças significativas	19/12/2018 21:20
782	o transforma transformou a visão do esporte mais além.	19/12/2018 21:15
783	Gostei do que foi realizado, achei bem-bem positivo, mas após o término das Olimpíadas, a professora de Educação Física da época não deu continuidade como eu esperava.	19/12/2018 21:07
784	Os alunos se sentiram mais motivados!	19/12/2018 21:03
785	Não tenho nada a declarar	19/12/2018 20:53
786	Atividades diversificadas	19/12/2018 20:48
787	.....	19/12/2018 20:40
788	Não houve transformação	19/12/2018 20:35
789	Queria agradecer a atitude do Transforma na realidade escolar, contribuindo de uma forma positiva ensinando e repassando valores Olímpicos e humanos.	19/12/2018 20:31
790	Hoje estou em outra escola e em outra função.	19/12/2018 20:31
791	um grande legado.	19/12/2018 20:20
792	O transforma me possibilitou trabalhar com badminton com mais facilidade	19/12/2018 20:18
793	Ótimo curso	19/12/2018 20:12
794	A participação nas formações não foi o suficiente para promover mudanças.	19/12/2018 20:00
795	O transforma foi um suporte fundamental para o aprimoramento das aulas de educação física.	19/12/2018 19:57
796	contribuiu com o desenvolvimento das aulas.	19/12/2018 19:53
797	Eu trabalhei com o programa para capacitar professores de Educação Física e coordenadores do Programa Escola da Família e atualmente estou aposentada da rede pública estadual de ensino	19/12/2018 19:30
798	Não faço mais parte do corpo docente do colégio não sei como está o andamento	19/12/2018 19:19
799	Foi um aprendizado de grande valor pedagógico, sem fins competitivos, pois trabalho com fundamental 1 e priorizei passar os valores.	19/12/2018 19:02
800	O transforma contribuiu significativamente, na minha formação em quanto professor.	19/12/2018 18:29
801	Ajudou muito na interação entre os alunos.	19/12/2018 18:16
802	Maior respeito pelo outro.	19/12/2018 18:15
803	o transforma abriu novas possibilidades de como ensinar	19/12/2018 18:12

804	Rio 2016... não deixou legados nenhum para a Educação Física...e nem para o esporte de rendimento... Foi uma péssima ideia sediar os jogos olímpicos.... Boa para o desvio de verbas do esporte...a corrupção se instalou nas confederações e federações, bem como nas secretarias de Esportes...e sem falar do COB... né!!!!	19/12/2018 17:50
805	O transforma contribuiu para que eu pudesse pensar novas possibilidades no trato pedagógico da Educação Física escolar	19/12/2018 17:40
806	O transforma agregou muito valor para mim, mas acredito que toda melhora apresentada nas aulas e pelos alunos deu-se a uma somatória de cursos e vivências nas quais busquei me inserir e experimentar.	19/12/2018 17:38
807	O interesse aumentou devido ao momento Olímpico,mas nao houve entrega de materiais para a pratica efetiva das ações.	19/12/2018 17:38
808	O transforma afetou as aulas de educação física de forma lucrativa, pois precisamos mudar radicalmente os planejamentos e principalmente a visão da importância das práticas esportivas nas escolas e na sociedade. Vimos que as mesmas são ferramentas de inclusão e de desenvolvimento neuro-psico-social e motor. Hoje podemos dizer que realmente o esporte faz a diferença nas relações humanas.	19/12/2018 17:23
809	o transforma apresentou estratégias que enfatizou valores e atitudes	19/12/2018 17:18
810	Foi importante para trazer novos conhecimentos para os estudantes	19/12/2018 17:13
811	ok	19/12/2018 17:12
812	FOI DE GRANDE IMPORTANCIA O TRANSFORMA POIS POSSIBILITOU MOSTRAR A IMPORTANCIA DO ESPORTE NA NOSSA ESCOLA	19/12/2018 17:11
813	Não consegui aplicar os ensinamentos do Transforma de forma satisfatória, por questões estruturais da escola e pessoais.	19/12/2018 17:10
814	Os conteúdos enriqueceram as aulas, mas os resultados não duraram por muito tempo.	19/12/2018 17:10
815	Contribuiu na melhora das minhas alunas de educação física.	19/12/2018 17:09
816	Complementou e e enriqueceu as aulas contribuindo com uma melhor aprendizagem dos alunos.	19/12/2018 17:06
817	Diversificação nas aulas e maior envolvimento dos alunos	19/12/2018 17:04
818	O material didático disponibilizado é muito rico, repassei para que a Professora de Educação Física utilizasse em suas aulas. Neste período trabalhamos muito a questão dos valores olímpicos. Acredito que foi produtivo!	19/12/2018 16:59
819	O programa transforma foi bom mas poderia ter sido melhor	19/12/2018 16:57
820	Nada	19/12/2018 16:55
821	Um excelente curso	19/12/2018 16:47
822	Houve interesse maior para pratica de esportes na escola até campeonatos.	19/12/2018 16:47
823	O trabalho com os valores olímpicos e paraolímpicos foi muito importante.	19/12/2018 16:44
824	Foi um projeto intenso e que despertou a sensibilidade e o interesse das escolas com seus pares a buscar o conhecimento sobre as olimpíadas e as atividades físicas desenvolvidas nela.	19/12/2018 16:28
825	O curso foi importante porque abriu uma reflexão das práticas já vivenciadas.	19/12/2018 16:28
826	Infelizmente diretores e coordenadores da escola não dão a devida importância as aulas de educação Física, embora a diretoria seja da área. Diminuíram a carga horária para 1 período por turma	19/12/2018 16:26
827	Muito bom	19/12/2018 16:23
828	Eu fiz as formações, mas na minha escola não teve o transforma.	19/12/2018 16:23
829	-	19/12/2018 16:14
830	Proporcionou conhecimento e desejo de poder praticar os diferentes esportes em uma quadra com cobertura.	19/12/2018 16:11
831	Maior participação em copas gincanas, promovidas pelo Grêmio	19/12/2018 16:09

832	Minha capacitação no Transforma foi online, trabalho Tiro com Arco com meus alunos e construí os Arcos na escola seguindo o modelo do site.	19/12/2018 16:08
833	Sem comentários.	19/12/2018 16:01
834	Melhoria para os alunos	19/12/2018 16:00
835	Ampliou o leque de atividades e a conexão entre conteúdos	19/12/2018 15:55
836	o trabalho coletivo ficou melhor através do transforma	19/12/2018 15:52
837	O transforma trouxe atualizações, novos conhecimentos, agregando ideias a prática profissional	19/12/2018 15:52
838	O transforma foi simplesmente um curso teórico onde a parte prática prometida pelo governo, tais como investimento em material não foi cumprida.	19/12/2018 15:52
839	Nada a declarar.	19/12/2018 15:50
840	O programa foi muito bom e trouxe aprofundamento ao olhar sobre o esporte.	19/12/2018 15:46
841	Nada a declarar.	19/12/2018 15:46
842	Meus alunos são dos Anos Iniciais e portanto não tem tanta autonomia para realizar solicitações nas aulas. São de uma comunidade de baixo nível econômico em sua grande maioria e não conseguem lidar muito bem com as emoções.	19/12/2018 15:34
843	Afetou positivamente de forma motivacional, mas o corpo gestor não colaborou com a continuidade.	19/12/2018 15:33
844	Houve a implementação de atividades esportivas até então desconhecidas pelos alunos, como o badminton e o rúgbi, por exemplo. Isso aumentou o interesse e consequentemente a participação dos alunos, uma vez que aumentou a oferta de atividades.	19/12/2018 15:29
845	Os alunos e a escola deu mais importância as aulas de educação física.	19/12/2018 15:27
846	NÃO FUNCIONOU DE FORMA SATISFATÓRIA.	19/12/2018 15:26
847	Foi um programa que me auxiliou em uma nova proposta nas aulas através do mini atletismo	19/12/2018 15:22
848	Minha escola naquele momento estava locada dentro de uma outra. Então não houve grande transformações por conta deste ocorrido.	19/12/2018 15:20
849	O transforma possibilita ampliação de conhecimento, tanto de quem participa quanto quem ministra	19/12/2018 15:15
850	gostei muito dos cursos oferecidos e acredito que possam ser ofertados mais e mais.	19/12/2018 15:15
851	trouxe uma consciência de que não devemos explorar só os esportes convencionais	19/12/2018 15:14
852	O Transforma ainda não tem como ser avaliado uma vez que as ações não foram contínuas.	19/12/2018 15:09
853	Me abriu um leque de conhecimentos para adaptar materiais e outras atividades às aulas.	19/12/2018 15:01
854	Adorei a formação, mas falta apoio da secretaria de educação local quanto ao aporte de equipamentos e novas estruturas.	19/12/2018 14:59
855	O Transforma, foi muito importante na aprendizagem e mudanças nas atividades físicas dos alunos nesta temporada! Parabéns!! A todos.	19/12/2018 14:59
856	Foi muito importante para reforçar os valores olímpicos mas, as escolas públicas são muito dependentes da forma que o governo conduz a educação/esporte e, nem sempre tem a visão de que ambas devem caminhar juntos!	19/12/2018 14:59
857	Acho que tem tanta coisa mais importante a ser trabalhada, tanta gente passando fome na miséria, e os governantes gastando milhões, o estado do Rio de Janeiro em estado crítico dando bope .	19/12/2018 14:53
858	Foi uma abertura de horizontes para professor e alunos.	19/12/2018 14:50
859	Outra visão sobre o conhecimento passado, fazendo a aula ser mais atrativa	19/12/2018 14:41
860	Não trabalho diretamente aplicando aulas. Mas percebi que os alunos gostaram das atividades desportivas apresentadas e participaram com entusiasmo.	19/12/2018 14:35
861	O programa Transforma, é de excelente qualidade e muda totalmente o comportamento dos educandos.	19/12/2018 14:32

862	Consegui reciclar meus conhecimentos	19/12/2018 14:28
863	Houve um maior interesse nas atividades de Educação Física.	19/12/2018 14:26
864	Auxilhou bastante nas aulas, principalmente os valores olímpicos	19/12/2018 14:24
865	Ótimo programa	19/12/2018 14:22
866	O transforma ajudou a pensar de forma diferenciada sobre as aulas de E.F. e auxiliou de forma significativa a elaboração de novas aulas e utilização de novos materiais	19/12/2018 14:19
867	A prática esportiva e atribuída na carga horária através do calendário da escola, conforme resolução estadual que deve estar contemplando as cargas horárias e quantitativas previstos para cada etapa ou modalidade de ensino conforme a L.D.B..	19/12/2018 14:16
868	Curso proveitoso e importante para a divulgação e propagação do esporte	19/12/2018 14:14
869	Conhecimento de novas modalidades, mesmo com adaptações.	19/12/2018 14:13
870	tornou mais atrativa.	19/12/2018 14:11
871	O projeto transforma deveria se transformar em uma política pública nacional de formação continuada, contribuiu muito para a melhoria das minhas aulas.	19/12/2018 14:09
872	Ainda falta muito empenho por parte dos alunos das redes públicas no que tange ao incremento das atividades esportivas, bem como a melhoria da qualidade do ensino.	19/12/2018 14:07
873	O transforma ajudou num planejamento mais consciente.	19/12/2018 14:06
874	não tenho	19/12/2018 14:05
875	foi bom	19/12/2018 14:04
876	H	19/12/2018 14:00
877	Positivamente	19/12/2018 13:58
878	O transforma foi de grande valia no planejamento, elaboração e aplicação das atividades. Trazendo maior aproveitamento dos conteúdos pelos alunos.	19/12/2018 13:55
879	Não quero comentar	19/12/2018 13:53
880	Nossa formação foi maravilhosa. Quero muito fazer mais😊 Parabéns por tudo e todo bem proporcionadoooooo	19/12/2018 13:49
881	Sem comentários.	19/12/2018 13:49
882	As aulas se tornaram mais significativas	19/12/2018 13:48
883	O Transforma nos auxiliou e avalizou uma transformação que já havia se iniciado.	19/12/2018 13:48
884	Com muita determinação	19/12/2018 13:44
885	Sem comentários	19/12/2018 13:43
886	Percapção de uma maior gama de atividades físicas	19/12/2018 13:42
887	Somente na forma de organização	19/12/2018 13:41
888	os alunos gostaram muito do transforma porque juntos podemos praticar novos esportes na escola	19/12/2018 13:39
889	O transforma ajudou muito para mim, abriu um leque muito grande para dar minhas aulas	19/12/2018 13:38
890	-	19/12/2018 13:37
891	integração com outras escolas	19/12/2018 13:37
892	Utilizei os conhecimentos adquiridos no curso juntamente com minha base e apliquei aos alunos. As escolas não possuem estrutura física e material, mas fiz e faço o que posso para melhorar a vivência deles	19/12/2018 13:37
893	Me deu mais informações a respeito do conteúdo e inovações para as aulas, trabalhando bem mais a inclusão em diversas situações.	19/12/2018 13:36
894	Excelente programa! Deveria ser implantado na grade curricular. Parabéns a todos os envolvidos	19/12/2018 13:36
	-	



895	Foi muito bom o projeto, mas com a mudança de direção e coordenação não teve mais avanço.	19/12/2018 13:36
896	Bom curso	19/12/2018 13:35
897	Esse projeto pode ser incentivado sempre, independente de olimpíadas e/ou atividades de grande porte... Não tem que acabar porque o evento acabou! Tem que ter continuidade!!	19/12/2018 13:33
898	Melhorou principalmente a integração dos demais Conteúdos com a Educação Física	19/12/2018 13:33
899	Atuou de forma individual ou seja pro meu desenvolvimento no trabalho	19/12/2018 13:32
900	Acredito que o projeto contribuiu para reforçar a hegemonia do conteúdo esporte nas aulas de educação física.	19/12/2018 13:30
901	Gostaria que os cursos fossem de maior tempo de duração.	19/12/2018 13:30
902	A promessa era da escola receber um recurso financeiro para aquisição do material para desenvolvimento do projeto...porém esse recurso nunca veio.	19/12/2018 13:29
903	Não ocorreu mudanças pois a gestão escolar discrimina a disciplina de Educação Física no contexto da Comunidade escolar, valorizando somente o projeto que foi integrado por ele na grade curricular da escola que é o Fair Play onde tem disputa somente do futsal.	19/12/2018 13:29
904	Minha aulas são aplicadas com metodologias diferenciadas, com diferentes abordagens desde minha formação, que considero muito boa. Usei apenas o material do transforma, pela linguagem e formato de apresentação dos textos. Foram úteis nas atividades conceituais realizadas. Não apliquei o conteúdo na escola em que estava de forma direta por ter crianças pequenas (4 à 6 anos), mas atualmente uso o material no ensino médio e inclusive utilizei no superior quando trabalhei disciplinas esportivas. Por estes fatores não considereei o transforma um fator isolado e sim um material de apoio apenas.	19/12/2018 13:28
905	Foi um projeto muito legal que mobilizou todos os alunos da escola.	19/12/2018 13:26
906	O transforma é um excelente program, no entanto não modificou muitas coisas na escola onde leciono, pois o programa vai de encontro com as ações que sempre realizei na escola e defendi perante a equipe diretiva.	19/12/2018 13:26

907	<p>RESUMO DO RELATÓRIO DA PARTICIPAÇÃO DA EARJ (Escola Americana do Rio de Janeiro) no Projeto Transforma: Prezados organizadores do Projeto Transforma, Primeiramente, parabéns pela iniciativa em oferecer o programa educacional de valores olímpico para as escolas brasileiras. Gostaria de relatar o que nossa escola tem feito e realizado em relação a aplicação do projeto Transforma na Escola Americana do Rio de Janeiro (EARJ): 1- A diretora de esportes e coordenadora do departamento de Educação Física da EARJ esteve presente na apresentação do programa no dia 23 de fevereiro de 2015. 2- Quatro membros da EARJ estiveram presentes no curso de formação em 10 de março de 2015: a diretora de esportes, a psico-pedagoga do ensino fundamental II, o professor de literatura inglesa do 8o ano, e a diretora do ensino fundamental II; 3- Onze alunos do ensino fundamental II e ensino médio participaram do treinamento de agentes jovens, acompanhados de outros dois professores de Educação Física (diferentes dos que tinham ido anteriormente) no dia 21 de março de 2015; 4- Três professores de Educação Física do ensino fundamental I, fundamental II e médio estiveram presentes da capacitação profissional oferecida no dia 24 de março de 2015; 5- Duas professoras de Educação Física participaram na clínica de Rugby e Futebol de 5 na vila olímpica do Caju no dia 1o de abril de 2015; 6- Todos os professores de Educação Física que receberam treinamento do Transforma lideraram um workshop para professores de outras disciplinas e para diretores da EARJ no dia 27 de março de 2015; 7- Líderes em ação: Os alunos presentes no dia 21 de março falaram de suas experiências no auditório da escola no dia 27 de abril, juntamente com a coordenadora de Educação Física e organizaram um dia esportivo de esportes olímpicos e paralímpicos; 8- No dia 15 de maio, todos os alunos do ensino fundamental II participaram das Olimpíadas Internas da escola, divididos em 4 bandeiras (cores) nelas escrito os 4 valores paralímpicos (fotos em anexo). Cada cor, um valor paralímpico. Na camisa dos professores estava escrito os 3 valores olímpicos. Ao final do dia, os alunos receberam certificados de participação. Certificados de determinação, igualdade, coragem e inspiração. Professores que observaram alunos demonstrando algum valor olímpico atribuíram os certificados de fair-play. 9- No dia 12 de junho, os alunos que estiveram no projeto Transforma, lideraram o dia dos esportes adaptados e esportes diferenciados. Eles agiram como líderes ensinando aos outros alunos as modalidades de basquete adaptado, goalball, e futebol de cinco. Além disso, os agentes jovens ofereceram uma clínica de badminton. Nesse dia também usaram a camisa com os valores paralímpicos. Próximos passos: 1. O departamento de Educação Física e esportes da EARJ estabeleceu contato com as federações de badminton, esgrima, e golf para proporcionar capacitação profissional e clínicas para alunos e professores; 2. Vários ex atletas olímpicos estarão presentes no auditório da escola para proferir palestra sobre sua experiência olímpica; 3. Os professores de Educação Física da EARJ apresentaram um projeto interdisciplinar para envolver os professores das outras disciplinas; 4. Haverá um evento culminante sobre os valores olímpicos e paralímpicos, e os jogos olímpicos no final do ano letivo envolvendo toda a escola, da pré-escola ao último ano do ensino médio; 5. O treinamento de liderança de jovens que acontece na escola há vários anos em setembro, terá como tema esse ano os valores olímpicos e paralímpicos. 6. A EARJ espera ansiosa para a participação no próximo desafio Transforma Atenciosamente, Neise Abreu</p>	19/12/2018 13:26
908	<p>Minhas alunas eram ministradas em uma escola rural de minha cidade, com poucos alunos de vida muito simples, a maioria deles conhecia muito pouco de esportes de "difícil" acesso, muitos deles não tinham acesso à Internet, a não ser na escola, não conheciam as competições, nunca tinham visto uma Olimpíada. Dessa forma com o Transforma eles vivenciaram dias muito especiais, esportes que nunca tinham praticado, com adaptações de material e espaço. Foi realmente uma experiência inovadora, pude ampliar meus conhecimentos como professora e pude proporcionar aos meus alunos, experiências únicas! Seria muito importante se eude legado não fosse deixado, existem muitos alunos ainda no nosso país que não tem acesso ao esporte e este é uma das maiores ferramentas de inclusão! Obrigada</p>	19/12/2018 13:24
909	<p>O Transforma serviu para mostrar mais detalhes dos jogos olímpicos e paralímpicos e o uso de seus valores para conversas durante as aulas. As aulas de educação física na minha escola tem uma integração muito grande com todos que trabalham na mesma, e os alunos são muito envolvidos nesse processo. De qualquer forma o Transforma envolveu a todos por conta das etapas apresentadas e desenvolvidas pela unidade escolar.</p>	19/12/2018 13:24
910	<p>Construímos um projeto multidisciplinar de muito êxito . Foi muito bom!!!</p>	19/12/2018 13:22
911	<p>Muito legal os cursos abre uma nova visão sobre as aulas</p>	19/12/2018 13:20
912	<p>Tá</p>	19/12/2018 13:19
913	<p>Os tornaram mais estimulados e escola mais aberta</p>	19/12/2018 13:19
914	<p>.</p>	19/12/2018 13:19

915	Informação, capacitação para os professores é de grande importância para a realização de um trabalho melhor.	19/12/2018 13:18
916	Nao houve transformacao	19/12/2018 13:18
917	O programa de fato tem objetivos bastante relevante na educação. No entanto não houve feedback algum pós evento Sentimos que foi aparentemente uma mera atividade necessária para cumprir com os protocolos do evento. Não tivemos nem mesmo resposta quanto à bandeira confeccionada pelos alunos da escola.	19/12/2018 13:18
918	Deveria ter continuidade.	19/12/2018 13:18
919	Me deu mais segurança para trabalhar alguns esportes que antes eu não conhecia o suficiente.	19/12/2018 13:17
920	O Transforma foi um excelente programa que deixou um legado que atualmente o Impulsiona. Que nos capacita a melhorar nossas aulas e a diversificar nossas atividades em quadra.	19/12/2018 13:16
921	Positivamente, mas não contundente, pois fui a apenas uma formação. Gestão e coordenação pedagógica devem ser "seduzidas" a compreender o valor do esporte na escola.	19/12/2018 13:16
922	O Transforma veio para mudar completamente a dinâmica da escola, tanto na Educação Física quanto em outras disciplinas	19/12/2018 13:15
923	Houve uma maior integração entre as disciplinas	19/12/2018 13:14
924	O transforma possibilitou conhecer novas modalidades e a forma de como aplicá-las nas aulas	19/12/2018 13:13
925	Foi proveitoso em relação aos valores, a história dos jogos e a interdisciplinaridade.	19/12/2018 13:13
926	É sempre bom ter um lugar de fácil acesso onde possamos procurar conhecimentos que sejam aplicáveis a nossa realidade.	19/12/2018 13:12
927	A prática da atividade ficou muito distante da minha realidade.	19/12/2018 13:12
928	A proposta do projeto transforma era muito boa. Porém foi aplicado desorganizada e superficial. Pois parecia que estavam fazendo apenas para que fosse cumprido uma agenda de boa imagem para a imprensa.	19/12/2018 13:12
929	Melhorou as disposições das aulas de educação física.	19/12/2018 13:12
930	Deviria promover mais modalidades. E viabilizar a aquisição de material nas formações.	19/12/2018 13:11
931	Melhora no comportamento e interesses nos esportes. Houve tbm uma melhora entre o relacionamento dos alunos.	19/12/2018 13:11
932	Foi muito bom. Um aprendizado para professores e alunos.	19/12/2018 13:11
933	Dj(d)j	19/12/2018 13:10
934	Foi um grande experiência participar dos cursos online, onde conheci novas técnicas para aplicar os esportes diferenciados.	19/12/2018 13:10
935	Nada consta	19/12/2018 13:09
936	Melhor a maneira de lidar os alunos, e nossa interação ficou bem melhor.	19/12/2018 13:08
937	Precisávamos de continuidade e retomos para seguir melhorando. A ideia era excelente!	19/12/2018 13:08
938	BOM	19/12/2018 13:08
939	O Transforma permitiu aos alunos terem uma visão mais ampla sobre a importância da prática de esportes.	19/12/2018 13:07
940	foi muito significativo para todos os envolvidos.	19/12/2018 13:05
941	Não se aplica	19/12/2018 13:02
942	X	19/12/2018 13:01