

**The Sport-Oriented Schools as “Legacy”
of Mega-Sporting Events: The Case of the Ginásio
Experimental Olímpico (GEO) Inspired by the
Rio 2016 Olympic and Paralympic Games**

Juan Isaac Chong Ortiz

**Master’s Program in Sport and Olympic Studies,
Master’s Program in Health and Sport Sciences,
Graduate School of Comprehensive Human Sciences,
University of Tsukuba**

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ABSTRACT

The perception of what a sport-related event legacy is has been changing over time, and defining it has always been a complex task. When huge investment is required to produce these events, there is a public controversy of those in favour and against. For that reason a careful planning of a mega-sporting event's legacy is relevant to demonstrate that the investment to be made is not in vain, instead it could have major positive impact in developing strategic sectors, and even help to change the direction of a nation for the better, one of these key sectors is education –including physical literacy. The planning of the education legacy of mega-sporting events, the Olympic and Paralympic Games for the purposes of this research, has been historically based mainly on the creation and implementation of educational programs related to Olympic Education –mainly before and during the sporting-event, and once the event is over the funding decrease without ensuring its future sustainability or the possibility to scale-up its impact.

This research aims to explore new perspectives when the education legacy of mega-sporting events is planned and executed by analysing the case of the Ginásio Experimental Olímpico (GEO) – Experimental Olympic School, a sport-oriented educational project led by local authorities inspired by the Rio 2016 Olympic and Paralympic Games.

Through the analysis of data, collected from primary sources (interviews/field visits), and secondary sources (historical documents/reports), findings were contrasted with the IOC's Legacy Guidelines, to determine that GEO can be an innovative education legacy initiative showing tangible positive results, and proven sustainability for the benefit of Rio de Janeiro's population, as well as a potential initiative of application in future sport mega-events.

Keywords:

Education legacy, Ginásio Experimental Olímpico (GEO), sport-oriented schools, Rio 2016, Public-Private Partnerships.

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ABBREVIATIONS

DELP	Desenvolvimento Esportivo de Longo Prazo (Long-Term Sportive Development Program of GEO in Portuguese)
GEO	Ginásio Experimental Olímpico (Experimental Olympic School in Portuguese)
IADB	Inter-American Development Bank
IOC	International Olympic Committee
MOU	Memorandum of Understanding
OECD	Organization for Economic Cooperation and Development
AGLO	Autoridade de Governança do Legado Olímpico (Olympic Legacy Governance Authority in Portuguese)
PPP	Public-Private Partnership
ROCOG	Rio 2016 Organizing Committee of the Games
TALIS	Teaching and Learning International Survey
UN	United Nations
UNESCO	United Nations Educational Scientific and Cultural Organisation

CHAPTER 1. INTRODUCTION

The organization of a large sporting event (or mega-sport event) demands the investment of a large amount of resources (human, economic, time, etc.) and it always generates an impact (either positive or negative). Hosting a sporting event in a specific nation, city or any location should generally be synonymous of joy and unity for its population regarding the multiplicity of benefits of hosting a major event locally, but lately this is not always the case. The organization of sporting events needs to be carefully planned so that the investment made by governments do not become useless expenses that do not generate any type of return for the city/country and its population, not only in sports but specially in every other related or transversal sector¹.

In recent times cities and nations -through its population and authorities, are less willing to host mega-sporting events, because 1) the monetary investment is huge in relation to the expected benefits (especially in those countries/cities where the need to solve basic problems is a priority, and investing in sport-related activities is always seen an extravagant expense or not relevant), 2) there is not adequate management capacity to plan, execute and use what was created for these events, and/or 3) the population has a bad perception or does not know the benefits that this type of events can leave for their community (Burgo & Cromartie, 2018).

For that reason the careful planning of sporting events is now at the core of the strategic planning of a sporting event under the definition of legacy. For example the International Olympic Committee (IOC), the most important multi-sporting institution in the world, since 2003 uses the word “legacy” to define “...*all the tangible and intangible long-term benefits initiated or accelerated by the hosting of the Olympic Games/sport events for people, cities/territories and the Olympic Movement*” (IOC 2017, p.2), leading and inspiring other institutions in charge of organizing sport-related events to achieve impactful and sustainable results. Hosting large sporting events can

¹ Due the nature of the actions related to the organization of mega-sporting events, cross-sector activities are related such as urban planning, infrastructure, construction, jobs increase, hoteling and commerce, migration impact, education, sport development, media market and even national security, among others.

represent a unique opportunity to attend and help solve social problems that affect local communities of such events; the large injection of investment funds, the exposure of the media and the widespread attention of the population (local and foreign) about the event in question could have a positive effect and be the beginning of the changes that without the realization of these events could not have been generated.

In 2016 the sport world focused on the City of Rio de Janeiro, as host city of the Olympic and Paralympic Games. For that reason the Rio Organizing Committee of the Games (ROCOG), together with the Government of Rio de Janeiro, worked towards the organization of these games in the midst of a great controversy. These included, a very unstable political scenario, corruption, cost overruns in infrastructure works, and uncertainty regarding the use of said infrastructure after the Games or any other positive impact that the games would leave the city in the form of legacy –perceptions that last until now for most of the citizens of Rio².

Despite the fact that most of these thoughts are well founded and show the “dark side” of the games (BBC 2017³), there are also initiatives inspired by the Rio Games, that strongly demonstrate success, and a positive impact on society, especially in those social sectors where it was urgent to generate positive changes for the benefit of the community, such as the education sector.

According to the Inter-American Development Bank (2017), since 1990 there has been an increasing growth in the enrolment rates of children at school, but this increase was not synonym of the increase of the quality of education. The apparent improvement in the rate of enrolment hide the high repetition rates and poor results at the OCDE’s Program for International Student Assessment (PISA), for example, in 2012, 67% of Brazil’s 15-year-old students did not reach minimum levels of learning, such as performing simple algebraic operations and/or calculating proportions or areas. Is in this sense that it is urgent to find solutions that adapt to particular education needs of certain segments of the population where traditional education has found limitations to succeed;

² The Guardian, 2016: Have the Olympics been worth it for Rio?
<https://www.theguardian.com/sport/2016/aug/21/rio-olympics-residents-impact-future-legacy>

³ BBC, 2017: Rio Olympics 2016: Should Brazil have done better with Olympic legacy?
<https://www.bbc.com/sport/olympics/39323546>

and maybe take advantage of the momentum that a mega-sporting event could bring (injections of money and media attention) can be an interesting option.

For that reason, the intention of this research is to explore and document a particular initiative that address the education problems in Rio de Janeiro, Brazil, from a non-traditional approach, using sport as an allied tool within the context of the education legacy left by the organization of a mega-sporting event. This initiative (the Sport-oriented School: Ginásio Experimental Olímpico, GEO or Experimental Olympic Schools) led -by the state government with the help of the private sector (through a Public-Private Partnership scheme), is achieving -up-to date- positive results (academic and sportive), supported by an engaged community, and ensuring its sustainability over time –after the Games were over. It will also allow the exploration of this model as an experience that can be replicated for success in other scenarios that may have the same social characteristics (political instability, low quality of education and low levels of social indicators).

To address the concerns stated above the following questions will guide this research: 1. How does this initiative was created and operates?, 2. Is this model being effective? (Successful or not), and, 3. Is this type of initiatives recommended as Educational Legacy for Mega-Sporting Events?

The present work was structured into the following sections: The first part “Introduction” will review in general terms the intentions of this research. The second part “Literature Review” will present the main fields of study related to the main topic of research – and their definitions. The third part “Research Methods” provides the methods of compilation and analysis of data used. The fourth part “Results/Findings” discusses the results and main findings, such as the background of the project, context and history, GEO’s main characteristic elements, as well as the impact of the project in three dimensions: academic performance, sport performance and positive behaviour change. As well it will review the perspective of the International Olympic Committee regarding the legacy concepts, and lastly it will review the sustainability of the project. The fifth part “Conclusions” will summarize in this research, as well as provide recommendations aimed at considering the management of educational programs led by public management -inspired by mega-sporting events.

CHAPTER 2. LITERATURE REVIEW

In this section, various issues related to the main topic of the research will be reviewed and analysed; since “legacy-related” issues are complex topics to approach – due to its transversality, other topics/fields need to be developed in order to discover the critical point that will allow a better understanding of the problem. This research brings together topics such as public education, non-traditional models of teaching, the practice of physical activity and sports, public-private partnership in education, and sustainability, under the umbrella of the legacy of the organization of mega-sporting events.

2.1. Legacy

Over time many authors and institutions have tried to conceptualize the meaning of legacy from different approaches and perspectives. The IOC, as the most important multi-sport institution in the world (Chappelet, 2015), says... “Olympic legacy is the result of a vision. It encompasses all the tangible and intangible long-term benefits initiated or accelerated by the hosting of the Olympic Games/sport events for people, cities/territories and the Olympic Movement” (IOC 2017, p.13). This definition is very wide by its nature, showing the IOC’s intention to relate any action started or “inspired” by the occurrence of the Olympic Games as part of the legacy efforts, as showed by Scheu & Preuss (2017) in their research.

Recently the IOC published “Legacy Strategic Approach, Moving Forward” (2017), to help to interpret the Olympic legacy, through four objectives: 1. Embed legacy through the Olympic Games lifecycle; 2. Document, analyse and communicate the legacy of the Olympic Games; 3. Encourage Olympic legacy celebration; and, 4. Build strategic partnerships. These objectives would help the Organizing Committees of the Games, local authorities, and main stakeholders to refine the efforts to make legacy plans that have a great impact on the community and that are sustainable over time.

Other classifications of legacy have been divided into hard and soft legacy (Holt & Ruta 2017) considering all tangible evidence as hard legacy, such as sport infrastructure or

city works resulted by the hosting of a sport-related event; and all the intangible legacy related to the production or transmission of the information, knowledge, influences or will produced in a determinate territory and time associated with the development of the sport-related event. There is an unavoidable boundary that is not entirely clear, where the intangible legacy can result in tangible actions (such as the political will to do a certain work such as build a sport facility), or a tangible legacy that facilitates the creation of an intangible legacy (stadiums that remain after the sport events is over), become centres of sports instruction where in addition to physical training, different training sessions can be arranged not only for athletes but for the community.

There is still a gap to define and characterize the types of legacy from its educational purposes, especially in terms of which is the best definition. Most authors have done research about the legacy in the form of “Olympic Education”, educational programs related to the values inspired by Olympism, or legacy in the form of “Youth Development”, or considered the education legacy as part of the “social legacy” of the games; further development of the subject will be mentioned in section 2.4.

2.2 Education

Education is understood as the process to acquire new knowledge or facilitate its acquisition, through the guidance of teachers (educators) or through self-teaching. According to the United Nations⁴, education is considered a Universal Human Right and according to the OECD, it is one of the key sectors for the development of the countries⁵. That is why it is so important to be able to focus efforts for the improvement of educational quality in the world, including physical education as an integral part of the development of people.

Regarding the instructional model

It is possible to mention and differentiate on the one hand the “traditional instruction model”, characterized because is teacher-oriented, and focusing on lectures, recitations, and memorization; without considering the students’ thoughts, feelings or opinions

⁴ Universal Declaration of Human Rights. Art. 26: <http://www.un.org/en/universal-declaration-human-rights/>

⁵ World Economic Forum, 2015: <https://www.weforum.org/agenda/2015/07/why-education-is-the-key-to-development/>

(Beck, 2009), or what Dewey (1938, p.18) described as “an imposition from above and from outside” of the student; with the “non-traditional”. Conversely, it can be mentioned that the “non-traditional instruction models” or the ones that differentiate from the traditional ones, for example according to Brush & Saye (2002), one of these approaches is called the “student-centred approach” having the student as the centre of the learning process promoting critical thinking to solve problems. Another example of non-formal education could be the “Differentiated Instruction Model”, according to Tomlinson (1999), educators must identify the students’ needs and adjust their learning methods taking advantage of their own interests.

Considering the reality of education in Latin America (UNESCO, 2014), the geographic location of the model in review, and according to reports on the results on learning performance, the causes for the poor performances and high rate of school dropouts is derived from the common use of traditional education models, especially in the public education services (The World Bank, 2018).

2.3 Education Legacy

Concepts of education as legacy of mega-sporting events vary between authors and from event to event. It is determined usually by the organizing committees in charge, through their education departments, and the decision makers (Government) of the city/nation hosting the event during that period. For the purposes of this research the Education Legacy of Olympic and Paralympic Games will be revised.

Many educational activities inspired by the Olympic and Paralympic Games are carried out as part of the legacy strategy related to Olympic and Paralympic Education Programs, generally prior to and during the event but rarely when is over. Matsumoto indicates (as cited in Scheu & Preuss 2017, p.53), *“The 1964 Tokyo Games were the first to feature an Olympic Education Program. However (...) Olympic education basically disappeared after the Games, and there was no legacy in this area”*. Some other educational programs inspired/organized by the Organizing Committee of the Games were the “Beijing 2008 Elementary and Secondary School Olympic Education Programme” for 400 million children and young people across China (Dongguang 2008); London 2012’s “Get Set Program” and its mission to spread the Olympic Spirit

and educate children about Olympic Values in more than 23,500 schools across the UK⁶, or more recently the “Transforma” Program from the Rio 2016 Games to expand the sports offer, increase the physical activities, and promote Olympic Values to eight million of students in 16,000 schools from 2013 to 2017⁷.

Nevertheless, all educational programs mentioned above have similar characteristics: 1) All were inspired by the Games, 2) They were promoted and executed by the Organizing Committee, and 3) The execution of the related activities was reduced exponentially with the passage of time or ended once the games were finished, 4) There is no clear evidence of the “real” impact of these programs on participants.

Most research in the field of “education legacy” of mega-sporting events is mostly related to “Olympic Education”, “Youth development”, or included inside the category of “Social Legacy” as a whole. Considering the complexity of what is understood as “Legacy” and the relevance of education in the development of a nation, it is worth it to deepen research on “education legacy”, and its associated components.

Literature developing the concept of “Education Legacy” mentioned in relation to London 2012 Games education strategy for legacy states, “(...) the proposed education legacy is (...) seeking to secure a positive impact on young people’s lifestyle choices, values and aspirations. This is to be achieved through increased participation in sport, addressing youth disaffection, and orienting young people towards an understanding of their worlds in a global context” (Griffiths & Armour 2013, p.214).

A different example (alternative or complementary) of how physical education, and the inherent benefit it gives to those who practice it, can be promoted and benefited by the organization of a mega-sporting event occur when the organizing committee, associated bodies or even a third-party –inspired by the Games, show comprehensive efforts on promoting and boosting education legacy, adopting it and ensuring certain sustainability by associating these efforts with national policies.

⁶ IOC, 2012: *LOCOG’s Get Set initiative inspires children all around the UK. LOCOG’s Get Set initiative inspires children all around the UK.* <https://www.olympic.org/news/locog-s-get-set-initiative-inspires-children-all-around-the-uk>

⁷ IOC, 2017: *Olympic Games Rio 2016, The Legacy.* <https://www.sportsdestinations.com/sports/multi-sport-games/riothe-legacy-12549>

Therefore it is necessary to deepen research on the concepts of Education Legacy to understand its composition and what it involves; whether there are other education legacy approaches; their impact and which mechanisms can ensure its sustainability.

2.4 Sports-Oriented Schools

According to Hills (1998) many authors agree on the effect that the development of the mind needs to be balanced by the development of the body. Barr & Lewin (1994) suggested that physical activity stimulates the development of generic cognitive or learning skills. Consideration of this perspective suggest the importance of analysing: 1) experiences where the practice of physical activities and sports in improving students' academic performance; or 2) new curricular approaches where sports take the main role in the formation of students, is fully relevant.

As such, the sports-oriented schools can be defined as those schools where the practice of some form of sport training/competition is perceived and valued as a fundamental pillar of its existence, and this is provided during the school schedule as part of the curriculum. Nevertheless, it could not be affirmed that there is only one model of sports oriented schools, the variety of types and styles around the world will depend on the intentionality of its creation, government affiliation, and financing (Coalter & Sabine, 2007).

Moreover, in the Inter-American Bank's report "Sport for Development" (2017) is shown as evidence of how social initiatives (including educational activities) that use sport as an instrument for change can contribute to deploying skills for development, as well as creating social and civic capital, preventing crime and reducing risk in vulnerable youth. In other words, sport is a possible way to achieve development results.

It is in this sense that is very important reviewing new teaching models that use sport as a motivating force to achieve academic excellence, especially in realities where traditional education has not had positive results.

2.5 Public-Private Partnerships

2.5.1. What is a Public-Private Partnership?

The concept of “Partnership” was described by Newman (2001) as a way to mediate the impact of the privatization wave that occurred before 1990. This acknowledged the importance of unions that generated visions with different perspectives, ways of doing things and different objectives.

Public-private partnerships (PPP) can address various critical issues oriented to development, such as health (Reich, 2002), urban development and infrastructure (Bult-Spiering & Dewulf, 2006), and the education sector (Patrinos, et al., 2009).

The types of PPP in education and the areas in which they will operate may focus on serving different stages such as design, administration, maintenance of the infrastructure, mobilization of resources, communications, operational policies or provision of services (Robinson & Verger, 2012).

Considering that education is a complex social and political activity that should remain largely, if not wholly, in the public sector serving public interests (Robertson & Verger, 2012) there are in some regions specially in the developing world, where the education provided –specially by public education, is considered of not very good quality, and private schools appear as alternative options to obtain a quality education, however the regulatory capacity to measure the quality is not enough.

In this scenario the participation of new actors could help to improve or balance the quality of public education until reaching ideal standards, by suggesting that the private sector (as part of the civil society) takes the role to provide funding and with a more effective vision to propose practical solutions to the challenge of improving education. In that sense there is a “...rapidly growing number of private actors, from foundations, specialist PPP firms, global consultancy firms, banks, local consultants, think-tanks...” (Robertson & Verger 2012, p. 19) among others who are taking part providing their expertise and *know-how* to improve the quality of education, make it sustainable and much more impactful.

Particularly, foundations are taking an important role in education (Saltman, 2010). Around the world there are more private foundations that bet for education initiatives not only for philanthropic reasons but also for the benefits it brings to their reputation. In the work compiled by Gardberg, et al. (2017), the public perception of philanthropic institutional actions impact, among others, reflects the overall reputation, organizational attractiveness to potential employees, favourable corporate evaluations and product impressions from consumers, and partial buffering from scandal revelations.

This new configuration of the educational system calls the attention to the new opportunities in the market for new actors in benefit of new generations of students around the world.

2.5.2. Public-Private Partnerships in Education

Since the 1980's the utilisation of a new scheme to improve the quality of the public schooling system due the cooperation with the private sector started to gain popularity. According to Robertson and Verger (2012), the use of PPP aimed to solve quality issues through the use of competition and incentives in the management of schools – including modern curriculum, and decreasing the participation of the public apparatus, perceived (specially in Latin America) as the major cause of poor quality in public education.

The same research also mentions that the legitimacy of Education Public-Private Partnership initiatives – as a tool of governance in education development, lies in its capacity to solve some of the problems facing the development community including the access to quality education, and poverty reduction. To this can added the ability to quickly react and modify the way they work and adapt it to provide contents through methodologies that satisfy the needs and interests of students.

According to Verger & Moschetti (2017), PPP schemes can cover a broad range of options adjusting to the needs offered by the context and there is still debate about the principles that PPP should have.

The information found in this section: Legacy, Education, Education Legacy, Sport-Oriented Schools, Public-Private Partnerships and Public-Private Partnerships in

Education, is intended to clarify some concepts, previously studied by other authors, and contribute to a better understanding of the case study described in this research, and show that there is still an absence of information about clear concepts of: a) What the “educational legacy” of a mega-sporting event really is, b) The ways in which it can have a real positive effect on society, and c) How to be sustainable over time.

As shown, previous research on education legacy mostly focus on Olympic Education (Olympic and Paralympic Values or multi-sport practice), as 1) Short or medium-term programs, only during or immediately after the mega-sporting event have occurred (Scheu & Preuss, 2017), and 2) Show quantitative results of the numbers of students, teachers or schools reached (Section 2.3 Education Legacy). However, it is difficult to calculate the real impact of these activities on each of the participant’s future lives. Is in that sense, deepening and expanding research on “education legacy” with new approaches and models (as the one analysed in this research) would help future Organizing Committees of mega-sporting events to tailor solutions that adapt appropriately to different realities around the world.

CHAPTER 3. RESEARCH METHODS

3.1 Methods

This research is based on the analysis of a case of study: the *Experimental Olympic School or Ginásio Experimental Olímpico* (GEO) in Portuguese, as part of the educational legacy of the Rio 2016 Olympic and Paralympic Games.

According to Yin (1994) a case study is appropriate for exploratory analysis when investigating a contemporary phenomenon in real-life context occurs and the relation between phenomena and context is not clear.

This research intends to contrast the findings of this research with the guidelines provided by the Legacy Office at the IOC, regarding the recommendations for legacy effort to Organizing Committees of Olympic / Paralympic Games. The data was gathered from primary sources (interviews, field visits and correspondence with main stakeholders), and secondary sources (historical documents and reports). The collection methods used to gather the data were the following:

a. Semi-structured interviews

According to Bernard (2000) semi-structured interviews provide a good chance to get data from first-order actors in a natural environment and in their own terms, adding open-ended questions and/or cross-questions when topics that could be interesting for the present investigation appeared.

A list of questions was made during a field visit to the GEO project in Rio de Janeiro in March 2018. The interviewees were asked about various topics related to the creation, administration and results achieved by the program, in interviews lasting from forty minutes to two hours. Eighteen people were interviewed for this research (n = 18): Individuals related to the initiative, such as members of the Physical Education Office in the Prefecture of Rio de Janeiro – current administrator of the project (01), individual founding members – who at the time worked at the Education Office of Rio de Janeiro Prefecture (02); members of the Trevo Institute – a private non-profit foundation that was in charge of co-creating

the educational project, and which to date continues providing organizational support and technical guidance (02); Principals and Vice-Principal of the schools (03), as well teachers (06) and student's parents (04) were also interviewed (see Table 1).

Table 1. List of interviewees: Field Visits to GEO Network

#	Interviewee	Relation with the project	Institution	Date	Interview duration time
1	Interviewee # 1	Coordinator	Education Secretary of Rio de Janeiro	06/03/18	1h33'
2	Interviewee # 2	Coordinator 1	Trevo Institute	07/03/18	2h12'
3	Interviewee # 3	Coordinator 2	Trevo Institute	07/03/18	2h12'
4	Interviewee # 4	Principal 1	GEO Juan Antonio Samaranch	12/03/18	1h42'
5	Interviewee # 5	Principal 2	GEO Nelson Prudencio	07/03/18	1h03'
6	Interviewee # 6	Vice Principal	GEO Félix Mielli	13/03/18	53'
7	Interviewee # 7	Teacher 1	GEO Félix Mielli	13/03/18	1h05'
8	Interviewee # 8	Teacher 2	GEO Félix Mielli	13/03/18	1h05'
9	Interviewee # 9	Teacher 3	GEO Nelson Prudencio	07/03/18	29'
10	Interviewee # 10	Teacher 4	GEO Juan Antonio Samaranch	12/03/18	27'
11	Interviewee # 11	Teacher 5	GEO Doutor Socrates	06/03/18	32'
12	Interviewee # 12	Teacher 6	GEO Doutor Socrates	06/03/18	32'
13	Interviewee # 13	Mother 1	GEO Félix Mielli	13/03/18	23'
14	Interviewee # 14	Mother 2	GEO Juan Antonio Samaranch	12/03/18	46'
15	Interviewee # 15	Mother 3	GEO Nelson Prudencio	07/03/18	27'
16	Interviewee # 16	Mother 4	GEO Doutor Socrates	06/03/18	21'
17	Interviewee # 17	Coordinator 1	Legacy Office - Rio de Janeiro	23/02/18	39'
18	Interviewee # 18	Coordinator 2	Legacy Office - Rio de Janeiro	23/02/18	58'

b. Field notes from observation/own perceptions and views during official meetings made to the four GEO Schools, the Rio de Janeiro's Government Education Secretariat, AGLO, and Trevo Institute in March 2018.

According to Schwandt (2015) these methods allow us to keep records and describe behaviours, activities, events, and other features during a visit/observation. Field notes will allow us to understand the culture, social situation (context) of the phenomenon being studied.

During these visits, the degree of development of the initiative, the work dynamics, the condition of the schools, as well as the work and educational environment could be verified.

- c. Document analysis of historic evidence of GEO Schools:** According to Stake (1995) and Yin (1994), document analysis is an important research tool in its own right, producing rich descriptions of a single phenomenon, event, organisation, or program. Document analysed were: Law of GEO's creation (2012), Memorandum of Understanding (MOU) among Trevo Institute and the Municipal Education Secretariat of Rio Prefecture (2012), Toolkits of operation, and other relevant documentation showing its legal base. Also, the analysis of GEO's evidence on impact and sustainability.

3.2 Data Analysis

This research uses primary and secondary data sources. After collecting data, content analysis was undertaken in relation to the relevant topics. These include: the context of creation of GEO Schools, the background and the role of the private sector, the main characteristics of the initiative, the management style, the impact of GEO through tangible evidence, and its sustainability; and transversally crossed with the research object of this thesis, such as "education legacy of sporting events" and its "sustainability", under the umbrella of IOC's Guidelines about Legacy Planning/Impact. Through the interrelation of data, review of interviews transcripts, historical documents, and field notes from observations, the results, recommendations and conclusions were made.

CHAPTER 4. RESULTS AND FINDINGS

4.1 Context

The system of education in Brazil is administered by the Ministry of Education and executed by the State Governments and Municipalities according to the Articles 21 and 22 of the Law of Guidelines and Bases - Law 9394/96 (December 20, 1996)^{8,9}. Three are the main ruling documents: the Law of Directives and Bases of National Education - LDB, Law No. 9,394¹⁰; the National Curricular Guidelines for Basic Education¹¹, and the National Education Plan¹² - PNE, Law 10,172 / 2001, governed naturally by the Constitution of the Federative Republic of Brazil¹³.

The structure of teaching, applicable in all states of Brazil, it is divided in four levels: 1. Early Children Education, for children among 2 and 4 years old; and pre-school level, for students among 4 - 5 years old; 2. Primary School or Fundamental Education (*Ensino Fundamental*), that is divided into Fundamental Education I (*Ensino Fundamental I*) for students among 6 - 10 years old, Fundamental Education II (*Ensino Fundamental II*) for students among 11 - 14 years old, then 3. Secondary Education (*Ensino Médio*) for students among 15 - 17 years old, and, 4. Tertiary education, that includes the Higher Education (*Ensino Superior*), Baccalaureate and Undergraduates in Universities (*Bacharelado* and *Licenciatura*) and then the Specializations, Master and Doctorate Studies at graduate level. It is important to mention that only primary and secondary schools are compulsory for all students (ages 6 - 14), and free in all public schools. Regarding the curricula composition, there are compulsory courses as Maths and Science, Portuguese, Social Sciences and Physical Education, moreover there is certain freedom to add particular and relevant content in each state.

⁸ Art. 21. Brazilian basic education consist of early childhood education, primary and secondary education (...).

⁹ Art. 22. Basic education has as its purpose the development of the student, to ensure the common formation indispensable for the exercise of citizenship and to provide him with the means to progress in their work and in later studies. <https://www2.senado.leg.br/bdsf/bitstream/handle/id/70320/65.pdf>

¹⁰ Republic of Brazil, 1996: http://www.planalto.gov.br/ccivil_03/leis/19394.htm

¹¹ Ministry of Education of Brazil, 2013: <https://bit.ly/2ojPeIg>

¹² National Plan for Education in Brazil, 2017: http://pne.mec.gov.br/?pagina=conhecendo_pne

¹³ Republic of Brazil, 1988: http://www.planalto.gov.br/ccivil_03/Constituicao/Constituicao.htm

The Rio de Janeiro Municipality (*Prefeitura de Rio de Janeiro*) is responsible for the creation for the educational policy in their jurisdiction, to 1) coordinate its implantation, and 2) evaluate the results to ensure the excellence of their children education from ages 6 months to 14 years old (preschool and fundamental education). After this period is it the responsibility of the State of Rio de Janeiro take control of the students of the Secondary Education (*Ensino Medio*).

Motivation for the execution of a new educational model

The academic results and social indicators of youth among 15 to 17 years old entering the Secondary Education (*Ensino Medio*) in Rio de Janeiro, was worrying. In 2008, according to the National Household Survey, 10.2 million youth were among these ages, of which only 50% attended school, from the rest 31% had not finished the Primary School, and 16% had left the school¹⁴. This is also aggravated by the situation of the poor learning capabilities of students even if they completed the suggested years of school, lacking basic literacy and numeracy skills (The World Bank, 2018). As a result it was necessary to propose corrective solutions at basic education levels and thus school failure could be corrected.

4.2 History/Background

After identifying the specific issues to address, it was necessary to create a strategy to provide adequate solutions. In 2009, after receiving the results of the Test of Academic Performance or Prova Brasil¹⁵, the Secretary of Education of Rio de Janeiro decided to implement a series of major changes to improve the quality of education in their state, especially in areas where the most critical results were achieved (areas with high rates of violence). According to test results, is deducted that traditional education formats did not work in the most appropriate way, so it was necessary to reform the educational system with structural and transversal solutions, which would be adapted to the needs of the populations with critical results.

¹⁴ Pesquisa Nacional de Amostra Domiciliar (PNAD/IBGE/2018)

¹⁵ The Brazilian Educational System offers a large-scale evaluation of education quality in grades 4th to 8th. According to the results, authorities can define actions to improve methods and strategies for a better education.

The solution should include among other goals and indicators to measure progress; an academic curriculum adapted to the personal interest of students and according to the socioeconomic needs of the neighbouring beneficiaries; and teachers/managers well trained and motivated to drive the change.

Moreover, with the possibility of implementing a new educational model with an extended schedule of at least nine hours of classes, the “integral schedule” (“forcing” students to stay in a safe space for longer, away from scenarios of violence to which they could be exposed), access to elective courses (where students could choose activities according to their own interest such as robotics, music or arts), and one course where the student could visualize their future and how to achieve their personal goals (life project or *projeto de vida* in Portuguese), the Project of 25 Ginásios Experimentales Cariocas (Experimental Schools of Rio de Janeiro) were born in August 2010¹⁶.

For the creation and implementation of this project, Rio de Janeiro’s Secretary of Education needed technical assistance from institutions that could facilitate the intention to build a vision for the future of the city. For that reason the Trevo Institute, and the Institute of Stewardship for Education (*Instituto de Co-Responsabilidade pela Educação – ICE*)¹⁷, were invited to be technical advisors (see Figure 1).



Figure 1. Creation Scheme of GEO

¹⁶ Law # 32.672 for Creation of Ginásios Cariocas: <https://bit.ly/2CZHvGS>

¹⁷ ICE is a non-profit organization, created in 2003 to design a new school model and redeem the standard of excellence of the Pernambuco School, in Recife. <http://icebrasil.org.br/sobre-o-ice/>

According to the Municipality of Rio de Janeiro (2010), this project should aim to the following: 1) Implement/transform schools addressing specifically students of 7th, 8th, and 9th grades; 2) Improve academic levels in school assessments; 3) Address school disciplinary problems; and 4) Expand the base of solutions to complex problems in the educational area. This provided the opportunity for the creation of “experimental schools” with specific pedagogical innovations that would be tested and disseminated throughout the municipal education network, being the Vocational Schools for the Sports, later known as Ginásio Experimental Olímpico (GEO) – Experimental Olympic School since March 2012¹⁸, one of these experimental schools. The initial idea was to create five schools in strategic locations, with four aiming to serve with sport-based education to fully abled students and one to serve students with disabilities¹⁹.

According to the information gathered in some interviews with main stakeholders of the project (see Table 1), indicated that the creation of the GEO were boosted tremendously by the election of the City of Rio de Janeiro as the host city for the Olympic and Paralympic Games in 2016 –during the 121st IOC Session in Copenhagen, Denmark in 2009. To take advantage of the *momentum* that the Games would cause and attract the attention of the general population for the good and development of the education and sport of Rio’s population.

4.2.1. About Trevo Institute

Trevo Institute is a private institution created as family foundation for philanthropic purposes. It was created in 2009 by an individual with the intention of making social investments in relevant and strategic sectors for the development of the community of Rio de Janeiro (Interviewee # 2, and # 3, 07/03/2018).

The working capital for the operations of the institute comes from financial surplus resulting from the investment in capital markets, as well as personal wealth. According to the OECD (2018), the role of private foundations contributes tremendously to achieving sustainable development, especially because they have the capacity to provide

¹⁸ Law 35.261: Creation of Ginásio Experimental Olímpico (GEO): <https://bit.ly/2Rovy5B>

¹⁹ The 5th GEO School serving students with disabilities was not inaugurated, due to difficulties in its habilitation.

funds and the innovation, necessary to achieve the development of communities, especially in developing countries like Brazil.

In accordance with its legal statutes (Trevo 2009, p. 1), Trevo Institute has as its main objective to support individuals who demonstrate solvency in the development of specific activities such as educational, cultural, sports among others. In order to obtain the aforementioned objectives, the Institute may, among others: 1) Fund and/or develop projects in order to develop the skills of the beneficiaries; 2) Support projects related to activities developed by the Institute; 3) Establish goals to be achieved by beneficiaries as a condition of grant, continuity or interruption of support; 4) Sign documents establishing the refund of the value invested in projects or individuals that have not been used for the purposes previously established; and 5) Agree upon in case of success of the project or individual supported, the restitution of part or total of the value invested with the intention of making viable the continuity of the institute or support for new projects. As seen we noticed the style of managing the institution that allows it to dynamically be able to have the freedom to decide the activities or individuals to support and be able to recover their investments in social projects in order to reinvest in future projects, once the desired project's sustainability has been achieved.

According to interviews with members of the Trevo Institute team, it was known that in its beginnings the institution started to work in subjects related to health (2008), later in subjects related to education (2009), after in subjects related to sports (2013). To quote, Interviewee # 3 (Trevo institute, 07 March 2018) regarding the work of Instituto Trevo, “...previously there were programs exclusively for the promotion of sports (Trevo Sports), for example, programs to support talented athletes to develop their sports career, but now Trevo is basically dedicated to work on issues related to education – through sport-oriented schools”. Until 2016 they worked in sports related programs (Talent Fund Program or *Fundo de Talentos*), and then only focused on the development of educational programs as technical advisors or consultants.

Initially Trevo Institute had a team of ten people, including specialist consultants, and administrative staff serving a variety of projects; currently they have a staff of three people attending only to the consultancy of educational projects. It is interesting to note that the creation of the Trevo Institute, adjusted to the personal aspirations of its unique

benefactor to help solve critical problems in the City of Rio de Janeiro, with a *sui generis* model. The operations of Trevo were also subject to the feasibility of cooperation with government authorities and the possibility/availability of staff to work in the institute who had the technical knowledge, and had a certain level of trust from the institution's directors, according to the interviewees during the visit to Trevo Institute in March 2018. The terms of cooperation between the Trevo Institute and the Prefecture of Rio de Janeiro will be reviewed in the section 4.3.4. Participation of a Private Institution in a Public Education Scheme.

4.3 About the Initiative: Characteristics of GEO and Drivers of Success

According to UNESCO (2006) there is a considerable difference between the quality of education offered by public and private education systems in Latin America, where public educational services, in general, are perceived to provide inferior education quality than private schools. For that reason is doubly important to analyse the role of the municipality (as a public institution) on its role to manage and deliver the program in a satisfactory way.

The Decree 35.261, for the creation of the GEO Program from March 19th 2012, says that the main objective of the program is “*the integration of academic and sport education*”, conceptualizing the student-athlete-citizen triad. Based in this three-dimension mix, the qualities acquired by the pupils seek for the academic excellence under the pillar of “student”, of an outstanding sport performance under the pillar of “sport”, and to shape persons with the ability to lead their lives in a responsible, supportive manner and with a set of values that promote a healthy citizenship, under the “citizen” pillar (see Figure 2).

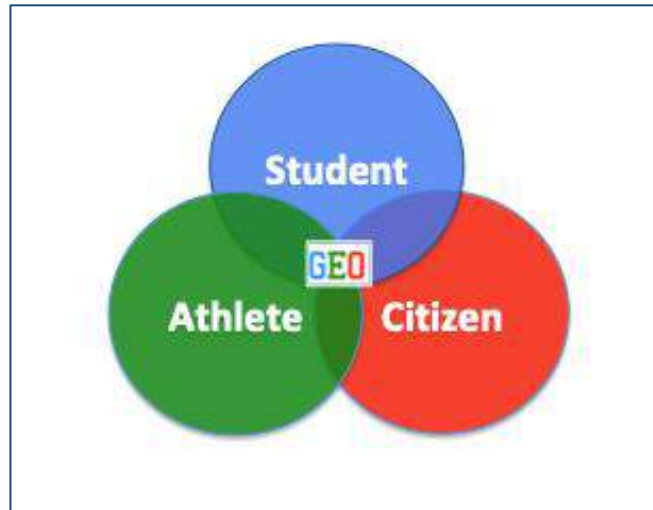


Figure 2. Base Pillars of GEO Schools

4.3.1. Structure of GEO Schools

The GEO network (See Figure 3) is managed by the Prefecture of Rio de Janeiro – under the auspices of the Ministry of Education of Brazil, through the Secretariat of Education of the Prefecture of Rio de Janeiro and the specialized department in charge the Education and Sports Advisory team, who in turn manage teaching through the eleven Regional Coordination Offices of Education (CRE), Private institutions provide technical advisory – as part of philanthropy efforts, (currently only Trevo Institute takes part, at the beginning ICE also took part of the initiative’s creation but not anymore) in order to better manage its governance. It is important to mention that thanks to a MOU signed between the Prefecture Authorities and Trevo Institute, they act as partners managing this initiative, not representing extra expenses for the Government body.

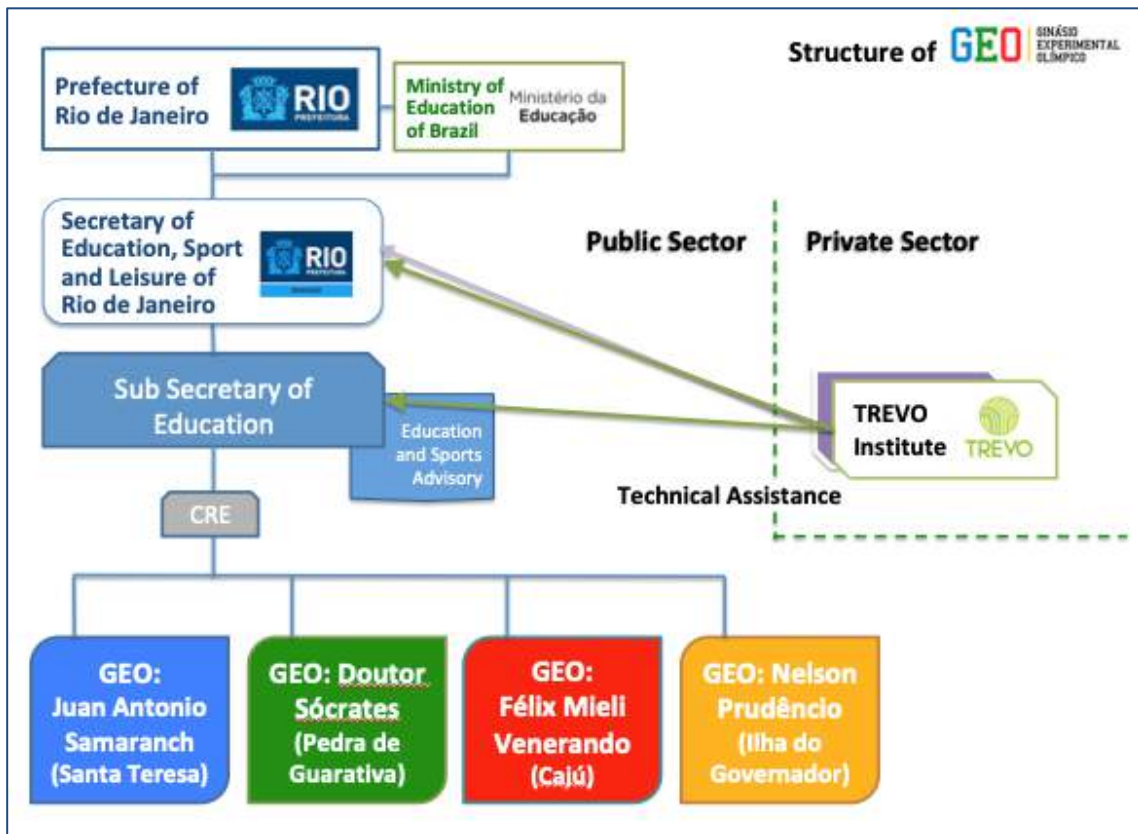


Figure 3. Organization Chart of GEO Network

The network of GEO schools has a common organizational structure (see Figure 4), the system of government of a school, in this case the structure of the GEO Juan Antonio Samaranch will be used as a model (please note in the figure that the number of staff is showed between parentheses). The highest authority is the Principal (Management Office), then two Associate Management Offices for Academic and Sports subjects; under these offices are the Pedagogical and Sports Coordination Offices. The Pedagogical Coordination Office is responsible for coordinating with around twelve teachers the academic courses – including physical education course. On the other side is the Sports Coordination Office, which is responsible for coordinating the actions of the teachers in the sports area. Support Staff (secretaries, librarians, and disciplinary agents) help the overall activities; all staff in each GEO comprises approximately 26 to 30 people. It is important to mention that there are also service staff (four employees) that support the activities of the school, however these positions are covered directly by the Prefecture of Rio de Janeiro through outsourced services (contractors).

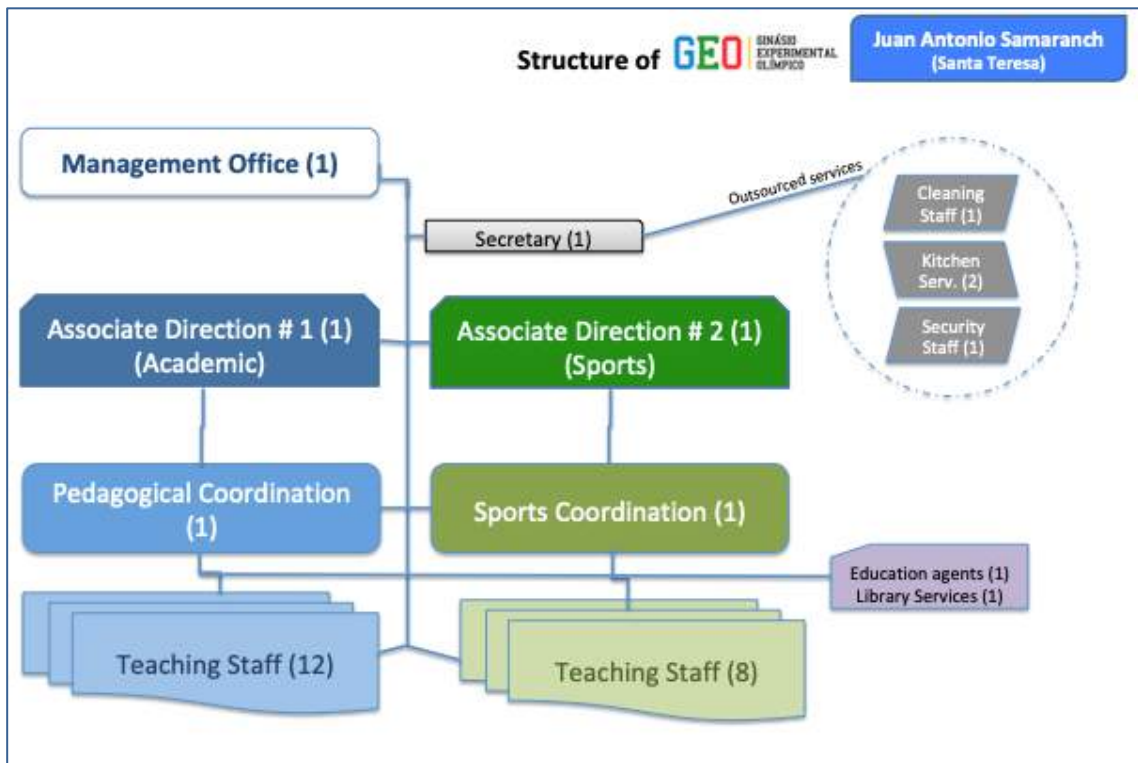


Figure 4. Administrative Structure of a GEO (Juan Antonio Samaranch)

4.3.2. Infrastructure and Location of GEOs

There are a total of four GEO in Rio de Janeiro; these schools were located in strategic areas where practical alternatives to take care of educational and social needs were priorities (see Figure 5).

1. GEO Santa Juan Antonio Samaranch located in Santa Teresa, inaugurated in 2012 * See reference in the next page
2. GEO Félix Mielli Venerando in Caju, opened in 2013
3. GEO Doutor Sócrates in Pedra de Guarativa, also opened in 2013, and
4. GEO Nelson Prudencio in Ilha do Governador, inaugurated in 2016.

Each unit is composed of: 1) a physical unit where the students receive the theoretical classes: study rooms with tables and chairs (individual and group), classrooms for computer classes and libraries, and, 2) a physical unit for the classes of physical education and sports: all the GEO have athletic track and pits of jumps, polyfunctional courts for the practice of soccer, basketball, handball, volleyball, in addition special

rooms for the practice of judo and wrestling, as well as for chess, table tennis and badminton; three out four schools have a swimming pool²⁰.



Figure 5. Location of GEOs in Rio de Janeiro. Source: Google Maps (2019).

* It is worth to mention that the infrastructure occupied by the current GEO Juan Antonio Samaranch in Santa Teresa, formerly was the location of the Civil Association for Cultural and Educational Japanese Dissemination of Rio de Janeiro (リオ・デ・ジャネイロ日本人 学校 Rio de Janeiro Nihonjin Gakkō). This association was founded in 1971, initially to serve IHI Corporation employees, during booming economic conditions. The student body decreased after the company closed in 1994, and because violence rates increased in the neighbourhood the association was closed definitely in 2010. The Prefecture of Rio de Janeiro bought this property especially to start the GEO Project in 2012. Another relevant information worth to mention is that from 25th August to 2nd September 2016, Tsukuba University –through TIAS, with the International Association of Athletics Federations (IAAF), organised in GEO Juan Antonio Samaranch the first Nanairo Ekiden –OVEP Project, in Latin America²¹.

²⁰ GEO Félix Mielli Venerando in Caju has been built on a landfill and the soil is not appropriate to have a swimming pool.

²¹ Sport for Tomorrow, 2016: <https://www.sport4tomorrow.jp/nanairo-ekiden-ovep-project/>

4.3.3. About the Program

The process of creation of GEO - and its' program, derive from the diversification of the vocational schools of Ginásios Experimentais Cariocas (GEC)²². The educative model was inspired in other similar experiences from Brazil and abroad²³, and developed by the Trevo Institute. Despite the similarity of GEC's functional structures in the way of operations, GEO has its own characteristics that can be attributable to the success of the initiative:

- **Extended Schedule.** While traditional school systems offers 25 hours/week of classes²⁴, the GEC offered 35 hours/week to all students, nevertheless GEO provides a total of 45 hours/week of classes to all students, in this extended schedule 2 hours per day (from Monday to Friday) are destined to the practice of various sport disciplines. Since this project seeks to address a particular group of students (those who feel a vocation for sports), and some GEO are located in communities with high rate of social risk, the fact of staying in the school facilities for extra time, will reduce the students' exposure to risky environments (at their neighbourhoods or even at their own homes). The establishment of the extended schedule is also aligned with the requirement of the National Plan of Education (2014) of the Ministry of Education, seeking that at least 50% of the Brazilians schools provide an Integral Schedule by 2024.
- **Polyvalent teaching.** According to the interviews performed to staff member of the Education Secretary, Trevo Institute and Principals of the Schools²⁵ the main reason to establish the polyvalence style of teaching is the resultant benefit of the extended time spent among teachers and students, improving their coexistence in the classroom in favour of the academic progress of the students. The distribution of teachers and the courses under their responsibilities are as follows: Teachers of "Humanities" cover the courses of Portuguese, History and Geography; Teachers of "Exact Sciences" cover the courses related to Maths and other sciences like Biology,

²² Other schools were devoted to promote arts (Ginásio Experimental do Samba – GES), or the use of technology (Ginásio Experimental de Novas Tecnologias –GENTE)

²³ Sport-oriented Schools experiences in Recife, United States of America, Australia, Cuba and Singapore

²⁴ Decree 1427 of Municipal Education Secretary, October 2016

²⁵ Interviews were made to 12 staff members of the mentioned institutions for this research

Chemistry or Physics, other courses would have “Specialist Teachers” to support the labour of teachers in the major two areas. Those Specialist Teachers cover the courses of Arts (music, theatre, painting), English as a foreign language, Physical Education, and specific Sports’ coaches. Another reason – not mentioned by the interviewees, could be the necessity to offer the school teachers, from the Municipal Education Network, the amount of hours they need to accumulate (40 hours/week) to receive a differentiated salary from conventional schools, where they need to work in different schools to complete the 40 hours work demanded by the Municipality’s Education Secretary.

- **Admission process and period of experimentation.** One of the most important characteristics and drivers of success of the program can be attributed to the intention of the prospective students of GEO to be at the school. According to Trevo Institute, the expectation and demands for vacancies have increased dramatically, basically because parents realize how beneficial this educational model is for their children. The process begins with the general registration of potential students through a web page “Matrícula On Line”²⁶ created by the Secretary of Education especially for this process (see Figure 6). After filling out basic information in the on-line inscription, the applicants would pass a face-to-face evaluation, where physical aptitude would be tested, and the desire to study in a sport-oriented school and in an extended schedule will be confirmed. If these evaluations are successful, the students are able to obtain any of the vacancies destined for the enrolment process for the regular year; if any of the stages is not approved, students are redirected to enrol in another public school in the municipal network.



Figure 6. Rio de Janeiro’s Public Education Inscription Process

²⁶ Education Secretary of Rio de Janeiro, 2018: <https://matricula.rio>

An interesting detail mentioned during the interviews referred to the Admission Process creation moment at the beginning of the project, the Prefecture of Rio de Janeiro had the intention to perform during the face-to-face evaluations not only physical aptitude tests but also academic tests; Trevo Institute was against that by saying that "the intention of this educational model is to demonstrate that sports practice changes the learning capacity of students (especially those with low academic performance) for better"; they were right.

- **Sports practice (competitiveness):** According to the DELP guide: Long Term Sportive Development Program of GEO, "the formation of a possible athletic career of a young athlete is related to the technical-pedagogical conditions of training and participation in competitions". Knowing the benefits that sports have on academic performance (Barr & Lewin, 1994), the GEO network encourages students to participate in internal sports competitions among the four schools that make up the GEO network, as well as with other school educational institutions that share the same values with respect to participation in competitive sports tournaments, recognizing that participating in these competitions generates a dynamic that promotes the integration of all actors in the students' educational process: teachers, managers, parents, and peers participate in the competitions, by encouraging their teams during the tournaments.
- **Variety of sports disciplines.** There are no accurate statistics on how many people who practice a particular sport, but in Latin America there is a clear advantage of popularity of football and volleyball on other sports. This has been changing gradually in the region thanks to efforts made by the International Federations, the holding of large sports championships in the region and globalization that allows more people to know sports that are popular in other countries. However, many sports disciplines even today are difficult to practice because they do not have specialized training centres, sports equipment suppliers or other people with whom to share this hobby. That is why the GEO program, through the Long Term Sports Development Program - DELP developed by the Municipal Secretariat and the Trevo Institute, seeks to diversify the sports offer of the disciplines taught to students so that at a certain time (stage of experimentation of all available sports

modalities) can choose two of them for their practice during the school year. The sports disciplines offered in the educational network are athletics, swimming, chess, volleyball, hand ball, judo, soccer, table tennis, Olympic wrestling, basketball and badminton, however the qualification of each of them are based on the infrastructure sports that each venue has.

- **Staff valued and recognized.** Another of the important elements is the positive work environment (positive climate) in which the staff work (principals, professors and service staff). This generates an adequate climate that favours a good interrelation between the school's hired staff and the students. This can be attributed to: 1. The proper selection of school directors (all are Physical Education Teachers of the Municipal Education Network, who according to Federal laws are validated by democratic vote by the same educational community: teachers, students and parents), 2. Adequate selection of teachers, through internal competitions and their own motivation to work in sports-oriented schools, 3. A better distribution of the workload for teachers, consisting of 40 hours per week exclusive to dedicate them to GEO (previously the workload was lower, which obliged teachers to work in two or more schools), 4. Regular meetings by the Ministry of Education and the Trevo Institute, both with the directors and with the professors (in these meetings the progress and state of the management of each school is reviewed to be able to correct any detail that is outside of the planned activity). When asked “What makes GEO different from other schools?” Interviewee # 7 (13/03/2018) mentioned: *“The human resources, make a huge differential... not only of the students but also the teaching staff and management staff. As the students decide by themselves to be in GEO, the teachers also do... showing commitment not only for the learning process but also with GEO.”*
- **Keeping the data:** One of the fundamental elements for the development of any program of this type is the maintenance of a database that registers both the baseline and the results achieved in a regular and sustained manner over time. One of the main factors attributable to the failure of initiatives led by the public sector - especially in developing societies - is the risk of continuity of public policy execution when a new government is formed. The GEO has the figure of a private institution that acts to provide technical assistance externally (Instituto Trevo),

ensuring that the "know-how" of how to administrate the program, as well as and maintaining the record of the data reached for the program to be maintained over time, even though government changes may determine the departure of the professionals who were in charge.

- **Tutoring and mentorship.** Another characteristic of this project that complements the work of polyvalent teachers, is the work carried out by the tutors teachers responsible for the "Project of life" course, which is based on the "four pillars of education" of Jaques Delors (2004): 1) Learning to know, 2) Learning to live together, 3) Learning to do, and 4) Learning to be, in order that the student visualizes his future and can build the path to it, and on the other hand the course of "directed studies" allows the student to improve their study techniques and thus be able to have a better academic performance.
- **Shared municipal sports facilities.** Another detail of this program was determined by the adequate sports infrastructure existing in the areas where the GEO were to be located. Unlike the GEO of Santa Teresa, which is the only school that has its own sports facilities within its premises, the other GEOs needed to be located next to municipal sports spaces called "Vilas Olímpicas" (Olympic Villages) so that they can be shared with the schools, and thereby reduce the costs of running the Program. However, because the Vilas Olímpicas, are administrated by external organizations to the Municipality of Rio de Janeiro (through tenders given to private institutions), they have often generated controversy because they are neglected and do not offer a quality service. In the case of the GEO, it is necessary to be able to negotiate with them in order to use the sport facilities in exclusively hours for GEO (blocking the entrance of the neighbours during school hours), as well as to guarantee that the facilities receive the adequate maintenance, that often is not done for lack of sufficient budget.

The Olympic Villas that share facilities with the GEO are the following:

- Vila Olímpica Nilton Santos in Ilha do Governador: GEO Nelson Prudencio
- Vila Olímpica Doutor Sócrates in Pedra de Guarativa: GEO Doutor Sócrates
- Mane Garrincha Olympic Village in Caju: GEO Félix Mielli Venerando

4.3.4. Participation of a Private Institution in a Public Education Scheme

As seen previously, the Trevo Institute were technical advisors for the creation, operations and monitoring of the project; nevertheless the sole responsible for its execution was/still is the Secretary of Education of Rio de Janeiro. Is the role of the Municipal Government to administer the educational system through the Municipal Education Network. Despite the efforts and commitment to follow up and a give a sustained impulse to GEO Program, the input of the Trevo Institute in day-to-day activities makes an important difference, not only as the technical advisor (for improving the project, organizing training sessions or applying corrective measures) but also to keep track of the data produced by the project as well of the results (performance) of each of the schools. The interviewees from the Secretary of Education of Rio De Janeiro and TREVO Institute also confirmed this during the interviews made in March 2018. Figure 3 shows the position that Trevo Institute occupies in the general organizational chart of the GEO School Program, working directly with the Sub Secretary of Education of Rio de Janeiro.

About the Agreement of Cooperation between the Municipal Government and the Private Institution

One of the main elements that facilitates understanding of the terms of cooperation between the private entity (Instituto Trevo) and the Government entity (Secretariat of Education of Rio de Janeiro) is the Memorandum of Understanding (MOU) between both institutions. In accordance with the MOU signed in August 2012, the purpose of the collaboration is described as the *“creation, implementation, monitoring and evaluation of the GEO Schools of the Ministry of Education”*.

According to the MOU, twelve points define the obligations of the institute: 1) Coordinate, in coordination with the Secretary of Education, the conceptualization, drafting, and implementation of the GEO Project, as well as the evaluation of the activities carried out according to the Plan of Work in the two initial units of the Project: GEO Juan Antonio Samaranch and GEO Doutor Socrates; 2) Creation of the profiles for the selection of the actors of the GEO project: students, professors, administrative team

and support personnel; 3) Guide and support the implementation of the NADE²⁷ (Advanced Centre for Sports Development); 4) Grant the Ministry of Education all knowledge associated with the project (documentation, manuals, etc.); 5) Instruct and participate in support and supervision organs, guaranteeing permanent accommodation; 6) Offer technical support in the pedagogical process of the innovations of the project, as well as its methodology and management style; 7) To assume the legal obligations that obligate the Institute with the workers hired during the period of collaboration, leaving the Municipal Education Secretariat exempt from any obligation to the personnel hired to execute the project; 8) Authorize the Secretary of Education, without requiring any payment, the use of all documents related to the project; 9) Prepare welcome guides for parents, students and teachers; 10) Conduct the training sessions for teachers on the methodology to be applied in the GEO Project; 11) Demonstrate the results of the process and impact of the project, through an external institution - contracted by the Trevo Institute; and, 12) Make other collaboration agreements for the implementation and execution of the project.

As reference, a copy of the refereed MOU is attached in the Appendices section.

4.4 Management Style

According to research conducted by Hallinger & Murphy (1986), and Pont, *et al.* (2008), the school environment is influenced by the management capacity of principals; consequently this environment will influence the work of the teachers, and the performance achieved by students. That is why having an adequate working climate, and efficient management style will favour the performance of a determine school.

Furthermore, the studies developed by Pont, *et al.* (2008), mention that to achieve positive changes in learning processes, the public schools (by themselves) and other stakeholders must have the ability to adopt and be able to adapt to new models of administration and teaching.

²⁷ NADE seeks to create new methods aimed at sports practice

4.4.1. Management Models and Description of Management Style

There are some tools to determine the style of management in schools, one of these tools is the Survey “Teaching and Learning International Survey (TALIS)” developed by the Organization for Economic Cooperation and Development (OECD)²⁸. With this survey they sought to discover working conditions and climate in schools, in order to find better procedures (which they would generate in policies) to improve the conditions of school achievements²⁹.

This evaluation focuses on the first years of secondary education (mainly teachers and principals), and the approach determined the role of school directors –and their management styles, as well as the beliefs and attitudes of teachers in the practice of their teaching functions. The evaluation included 24 countries, including Brazil. The intention of using this reference material is to compare the results obtained by the evaluation carried out by the OECD and the evidence gathered in the field visits in each of the GEO schools, as well as to the other stakeholders of the project in order to define the management styles used in GEO, as well as determining some important variables on the climate of GEO schools, which could in part be determining factors for the success of the project.

4.4.2. Style of Management of School Principals

The TALIS study identified five types of management behaviour of school principals:

a. Management for school goals, the principals in this style are those who perform all the actions assigned to achieve the school's objectives, and motivate the teachers to ensure that all their activities are also oriented (including that of the students), to obtain of the objectives indicated in the curricula and in the strategic objectives.

²⁸ The OECD groups 36 member countries having as mission to promote policies that improve the economic and social well-being of people around the world, through the measurement of productivity and global flows trade and investment in order to understand what is driving economic, social and environmental change. <https://www.oecd.org/about/>

²⁹ Creating Effective Teaching and Learning Environments First Results from TALIS (OECD, 2009). For further information on TALIS documentation, the instruments and methods, see the TALIS Technical Report in: www.oecd.org/edu/TALIS.

b. Instructional management, in this group are the principals who work with the teachers to solve any weakness that could be identified when performing teaching, at the same time they support the teachers in the solution of problems that could happen with the students, promoting the professional development of all school staff, especially the teachers. In addition, there is always the search to improve teaching processes in the classroom.

c. Direct supervision of instructions in the school, in this style, the principals execute for direct supervision to ensure the correct process of instruction during classes, at the same time constantly they make suggestions to the teachers to improve the processes. The principal monitors not only teachers, but also students.

d. Accountable management, this style of administration seeks to comply with the rules to deal with both internal and external accountability, not only in their work but also in that of teachers, seeking parents to participate in the administration proposing new ideas and procedures for the improvement of the school.

e. Bureaucratic management, this style focuses on the strict follow-up of official rules, while the directors are directly involved in the solution of day-to-day problems, as well as dedicating an important part of the working time to the creation of reports for the superior authorities, creating an environment oriented to the fulfilment of the tasks.

The definitions of the five types of behaviour mentioned above have been grouped into two types of management styles according to their nature. On one hand we have the first three types of behaviour within the style of "instructional leadership", and the next two are grouped within the style called "administrative leadership" (see Figure 7).

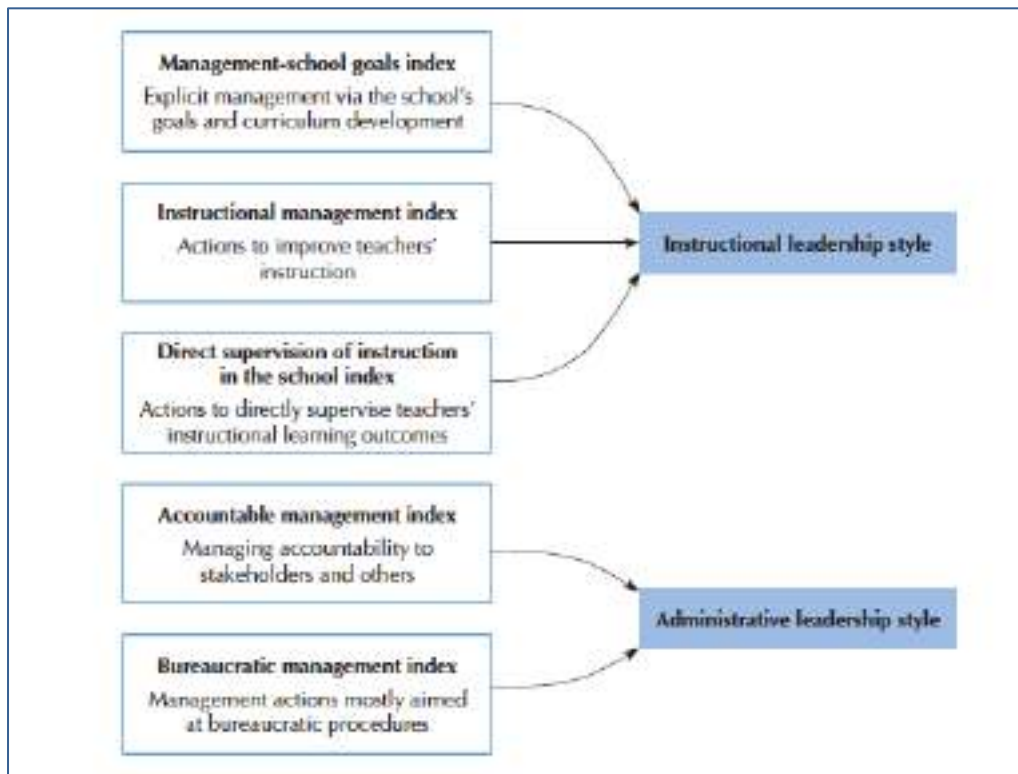


Figure 7. Composition of the Indices for Instructional and Administrative Leadership
Source OECD, TALIS Database 2017, p. 197.

4.4.3. Style of Management of School Principals in GEO Network

According to the TALIS study “...teachers teach and work in schools that are usually administered by managers, often known as principals” (OECD 2009, p.193). In the case of the GEO Network, four (out of 4) principals leading the schools are professionals in physical education (teachers), which provide a different approach and can be influential when managing the school. Interviewee # 4 mentioned in this respect:

“In municipal schools any teacher can become a school principal, in many schools of the Municipal Education Network there are directors who are physical education teachers. The physical education teacher is a very dynamic person, has practical ability to solve situations. Actions led by physical education teachers are generally successful. In GEO for being a school oriented to sports, the physical education teacher managing the school, has a better understanding of the needs and reality of the school.”

(Interviewee # 4, 12/03/2018)

According to the TALIS results, some principals in every country surveyed considered and apply the “Instructional Leadership” as a key element for effective school success. In Brazil results showed higher scores corresponding to Instructional Management and Direct Supervision of instruction styles, regarding the average score for TALIS countries evaluated. Having considered the styles proposed by TALIS and according to results gathered from principals interviewed, it is assumed that the style of management applied in GEO schools is a mixture of Instructional Management and Accountable Management.

According to the data compiled through interviews, Interviewee # 3 (07/03/2018) mentioned about the management style, *“the staff have regular meetings to review the progress of their development towards the results, in the same way all principals of GEO network also have regular meetings to follow up our progress”*, what shows the Instructional Management style. Moreover, also mentioned *“the participation of the students’ parents and family is fundamental for their success, they become allies to achieve the objectives of our School”* that added to the orientation and follow-up for the continuous improvement in the academic exams elaborated by the prefecture of Rio de Janeiro and the Ministry of Education of Brazil (Prova Rio and Prova Brazil) seek to be accountable internally and to stakeholders outside the school confirming the Accountable Management Style.

4.4.4. Teaching Style in GEO

Another important positive aspect to be analysed as part of the model success is the teaching style of the GEO, as well as the day-by-day school climate.

There are many investigations related to the classification of teaching styles, however following the research of Kim (2005) these styles, for the practical purposes of this research, are classified into two large groups: the traditional style of teaching or "direct transmission", and the “constructivist style.

While the traditional or direct transmission style uses techniques of knowledge transmission in a vertical, structured and unidirectional way, in a calm environment that encourages teaching and having the teacher at the centre of the learning process as a

promoter of knowledge; the constructivist style focused on the student seeks to create an interactive learning process, and students take a leading role in their own learning.

In the case of the GEO, the interviews with principals, teachers, and Rio de Janeiro's Government education officials affirm (see Table 1), that the style used in the schools is mixed but with dominance of the constructivist style, taking the students to the centre of the learning process. Moreover the students having a personal vocation to sports practice (sport attitude test as a requirement to enter GEO), generates a double motivation in the student, making school dropout rates almost non-existent, in comparison with the dropout rates of traditional education schools. Interviewee # 10 mentioned on this regard:

“What makes GEO unique is to be a full-time school (integral schedule), the possibility that students have to practice sports on a daily basis and compete. In addition, the polyvalent teaching allows us to share with the students in a different and more didactic way. The school dedicates a special space to the student so that he can develop additional skills through courses such as Life Project, Directed Studies or Elective Activities so that they can generate their own strategic strategies for self-improvement at school.”

(Interviewee #10, 12/03/2018)

It is important to mention that GEO as sport-oriented school, physical activity is present in the school curriculum above other schools' standard within the municipal education network. According to the definitions made earlier, it has been scientifically proven that the practice of physical activity fosters a greater and better capacity for cognitive learning (Lewing, 1994), which is the result of a combination of elements between teaching methodologies and school climate.

4.4.5. Job Satisfaction Level in GEO Schools

According to Dormann & Zapf (2001), the level of satisfaction achieved in the working place determines the performance of every individual, including their behaviour and relation with others. Translating this to a school setting, the working conditions of teaching would directly affect (positively or negatively) the learning experience of their

students. Even though the working conditions were not the ideal, if a job satisfaction is high enough, the positive attitude would help to overcome negative details, reducing resignation rates and improving the relation with students.

According to the gathered data for the GEO through the interviews and field visits made, some of the evidence that could favour levels of job satisfaction is shown as follows:

- Motivated and disciplined students (*Interviewee # 2 – 11, 13*)
- Pleasant work environment (*Interviewee # 2, 3, 7 – 12*)
- Students who obtain positive academic results (*Interviewee # 2 – 4, 9*)
- Good salary conditions (*Interviewee #2, 3, 9*)
- Sense of belonging to a successful and differentiated educational model in the municipal education network (*Interviewee # 1, 2, 3, 7 – 12*)
- Constant trainings (*Interviewee # 1, 2, 3*)
- Positive job challenges (in the case of the academic area assuming the polyvalence) (*Interviewee # 4, 9, 10*)
- Adequate sports infrastructure (for sports and physical education teachers) (*Interviewee # 1 – 18*)
- Access a career line (*Interviewee # 1, 2, 3*)

Another important detail is that teachers belonging to GEO network (the four schools) need to apply formally to become member of the teaching staff. The process of selection is conducted following Rio's government procedures, on the basis of 40 hours of work per week and receiving an entry remuneration of approximately 6,000 Brazilian Reales (Approx. 1,550 US\$³⁰), which for the reality of Brazil - compared with other states, is a fairly competitive salary. According to Trevo institute "the selection of teachers for GEO is crucial for the success we are having".

4.4.6. Institutional Climate in GEO

As part of the institutional climate, the relationship between the members of a school is determinant for obtaining a certain school climate (positive or negative), the existing

³⁰ Calculations made by the 20th of November 2018

relationships in a school can be between a principal-teachers, teacher-students, and/or student-students (Wilson, 2004).

According to Rhodes, et al. (2009) social climate can be categorized according the psychological attributes and institutional attributes. Psychological attributes include the set of values characterizing individuals or groups, such as empathy, willingness for cooperation, openness, etc.; and institutional attributes are determined by the teaching styles, rules of the school, etc.

The teachers have a tremendous responsibility for promoting a positive school environment, where the harmonic coexistence and relationship between teacher and students favours the learning processes. Characteristic elements of each individual personalities (depending on the form of family upbringing, and considering their social, cultural and/or economic background) are key in influencing a healthy coexistence. Considering the GEOs context (serving communities with characteristics associated with poverty, violence, or drug trafficking), the ability of principals and teachers to generate positive environments within the school is vital. Regarding the characterization of the GEO students, interviewee # 7 mentioned:

“...the student from GEO School is different. I don't know if is because their family values, but is much more easy to work with them. In these 2 years I have never experienced a major incident during my lessons. The desire of the students to enter GEO schools transforms them with a different attitude, moreover the course of Project of Life allow them to have a different perception of their future life and with that their motivation to learn.”

(Interviewee 7, 13/03/2018)

Another element that favours the positive climate in the schools is the personal relationship between teachers and students, on this respect interviewee # 7 mentioned:

“...despite I am humanities teacher I love to go on weekend to cheer my students during sport competitions, although is not compulsory for us (teachers). I enjoy very much attending these events. Participating in these activities increased the relationship between students and me, they become more open in favour of the learning experience”

(Interviewee 7, 13/03/18)

In the same way, the love felt by teachers for what they do and the knowledge that their work generates positive changes in their students often causes their commitment to the work they do to extend beyond the limits of the school, as shown in the testimony collected by the media about the story of Gabriel, 15 years, student of GEO Felix Mielli in Caju (one of the most deprived areas of Rio de Janeiro) and Fabricio, his wrestling coach:

“Revelation of wrestling sees School Games as a springboard for Buenos Aires 2018. The mentor of Gabriel is coach Fabrício Xavier. With almost 20 years dedicated to the sport, the coach transmits the martial art, gives advice to the youth, runs behind sponsors and even donates his own pocket to ensure the participation of pupils in championships outside Rio de Janeiro. “The people who work in the social part of the sport know how difficult the mission is. We are here not necessarily for medals, but for lives. We try to pass the citizenship consciousness that a sport provides, is not just sports performance. The experience here is very significant for young people, who can dream of a better future” coach Fabrizio said.”

Rede Nacional do Esporte, 17/11/2017³¹

4.5 Impact of GEO

This section seeks to show evidence of the real impact that a legacy-related project has on society in favour of the communities it serves. GEO Project –later program, shows through the documentation, testimonies and evidence collected the real impact of sustainable legacy projects of mega-sporting events in society, playing a role as alternative or complementary solutions to Education Legacy initiatives of mega-sporting events, such as Transforma by the Organising Committee of the Rio 2016 Games.

³¹ Rede Nacional do Esporte: <https://bit.ly/2AB3su5>

In making a general comparison between the usual or traditional educational legacy activities or programs of mega-sporting events and the GEO Program, it can be mentioned that the Educational Programs – in this particular case as part of the social legacy of the Olympic/Paralympic Games like Transforma in Rio 2016, Get Set in London 2012 or the Olympic Education Program in Beijing 2008 were meant to help to solve contemporary social issues and promote a series of positive values, attitudes and behaviours that transmit Olympism and Paralympism³². However, it also faces many challenges and disadvantages, as the mentioned by Georgiadis:

“Although Olympic education programs contribute to the introduction of changes that improve the school’s efficiency, many of these programs cannot be integrated in the educational system. This is due to a series of problems arising during their implementation in the education process, such as “absence of continuity”, inadequate funding and organization, limited student and teacher involvement and the non-recognition of their importance by official government agencies. Furthermore, the inability to evaluate these programs not only on the part formal educational authorities in each country, but also on the part of the institutions involved in their implementation, which for the most part do not seem to be able to record data related to their implementation, evaluate their results and impact on cognitive aspects, educational practices and school management, represents a serious obstacle preventing any feedback for future development of broader, similar programs.”

Georgiadis, 2008 (p. 6716)

The uniqueness of GEO regarding the traditional Olympic Education Programs it is based on the possibility that GEO, besides providing an education based on Olympic Values in a lapse of time and in a comprehensive manner, ensures that students (especially in areas affected by poverty or violence) have better academic performance, important sporting achievements and above all they become good citizens in the

³² Olympic Values: Excellence, Respect and Friendship, and Paralympic Values: Courage, Determination, Inspiration and Equality

future³³. In a single sentence it could be said that the Olympic Education Programs teach values for a certain time while GEO changes lives.

4.5.1 On Student's Academic Results

The degree of success of a program can be measured through indicators of achievement. At IDEB 2013³⁴, the GEO of Santa Teresa was the third best municipal school in Rio, with a grade of 6.6. Also it was ranked third in the IDERIO 2014³⁵ (Index of Education Development in Rio) scoring 7.4, against the average of 5.0 of the municipal network. “Since sport is a great attraction, we increase the academic requirement. While in the municipal network, the average obtained is 5.0, in GEO is 6.0. The idea is to show that the study is part of the life of an athlete” mentioned by Helena Bomeny, municipal secretary of Education of Rio in a press release from the Secretary of Education of Rio de Janeiro³⁶.

Moreover, according to the documents shared by Trevo Institute, the evaluation of the results of the academic performance of GEOs in IDERIO 2015, showed that two GEO (Juan Antonio Samaranch and Doctor Socrates) were among the best ten schools of a single shift (extended schedule) of the educational network of Rio de Janeiro (see Figure 8).

³³ The three formative pillars of GEO are: To train good students, athletes and citizens.

³⁴ IDEB is an indicator of educational quality that combines performance information in standardized exams (Prova Brasil) - obtained by the students at the end of the teaching stages (4th and 8th grades of elementary and 3rd of high school).

³⁵ The Education Development Index (IDE) is the main indicator of the quality of basic education in Brazil. On a scale of 0 to 10, it summarizes two concepts, approval of the school and learning in Portuguese and mathematics.

³⁶ Prefeitura do Rio de Janeiro: <http://www.rio.rj.gov.br/web/sme/exibeconteudo?id=5748831>



IDERio 2015 – OS 10 MELHORES RESULTADOS - TURNO ÚNICO

ANOS FINAIS (6º AO 9º ANO)

ESCOLA	BAIRRO	IDERIO AF 2015	IDERIO AF 2014	% 2014-2015
ESCOLA MUNICIPAL RODRIGUES ALVES	Barra da Tijuca	9,1	8,4	8,3%
ESCOLA MUNICIPAL BOLÍVAR	Engenho de Dentro	8,1	7,0	15,7%
ESCOLA MUNICIPAL EMBAIXADOR ARAÚJO CASTRO	Campo Grande	8,1	7,1	14,1%
ESCOLA MUNICIPAL GEO JUAN ANTONIO SAMARANCH	Rio Comprido	7,9	7,4	6,8%
ESCOLA MUNICIPAL GOVERNADOR CARLOS LACERDA	Taquara	7,9	7,3	8,2%
ESCOLA MUNICIPAL MARIO PAULO DE BRITO	Irajá	7,8	7,1	9,9%
ESCOLA MUNICIPAL REPÚBLICA DO PERU	Méier	7,7	7,2	6,9%
ESCOLA MUNICIPAL GEO DOUTOR SOCRATES	Guaratiba	7,5	7,1	5,6%
ESCOLA MUNICIPAL CHILE	Olaria	7,4	5,6	32,1%
ESCOLA MUNICIPAL COELHO NETO	Ricardo de Albuquerque	7,4	6,6	12,1%

Figure 8. Results of IDERio 2015 (Municipal Secretary of Education of Rio de Janeiro)

In statements collected by the media about GEO and Gabriel (from GEO Félix Mielli student) in regards to 2015's regional sport results:

“...These children, who could be idle on the street, fell in love with the sport and also became great students”, said Marcelo Laignier, Deputy Director of GEO Juan Antonio Samaranch. This is no exaggeration. At IDEB 2013³⁷, the GEO of Santa Teresa was the third best municipal school in Rio, with a grade of 6.6. Also ranked third in IDERio 2014³⁸: resulting 7.4 points, contrasting the average of 5.0 of the network. Gabriel, was always in his dirty clothes and had a poor academic performance. He failed to pass the academic year. Today, Gabriel brought us a silver medal: he is the current Wrestling State champion of the Youth Games, and third in the national ranking. In addition, it is well rated in the dispute to represent Brazil in the Youth Olympic Games in 2018.”

Extra, 21/11/2015 ³⁹

³⁷ Basic Education Development Index

³⁸ Rio Education Development Index

³⁹ Extra: <https://glo.bo/2LPNvEb>

4.5.2 On the Improvement of the Sport Base

In GEO, being a sport-oriented school, the practice of physical activities and sports during school time and high-level competitions with other schools (within GEO network and other schools at regional or national level) the students have increased the sport performance significantly. For that reason sports results are also indicators that show the degree of success of the program, according to data provided by the Municipal Secretary of Education and Trevo Institute, in the 36th edition of O Globo's Inter School Games⁴⁰, that promotes competitions in eleven sports disciplines (eight of which are part of the GEO academic curriculum), the four GEOs are among the top ten schools (among more than 1,700 schools in the educative system of Rio de Janeiro). GEO Juan Antonio Samaranch achieved the five-time championship in its category (see Figure 9).



The image shows a screenshot of the website for the 36th Intercollegial O Globo competition. The page title is "Classificação Geral". Below the title, there are two download links: "Baixe aqui a tabela contendo a Classificação Geral por esporte." and "Baixe aqui a Galeria dos Campeões por esporte." Below these links is a table with the following data:

	ESCOLAS	PONTOS PERDIDOS	TOTAL DE PONTOS
1	SANTA MÔNICA CENTRO EDUC.	0	572
2	LOIDE MARTHA	0	347
3	E.M. GEO JUAN ANTÔNIO SAMARANCH	0	325
4	E.M. GEO DOUTOR SÓCRATES	0	321
5	SISTEMA ELITE DE ENSINO	0	293
6	E.M. GEO FÉLIX MIÉLI VENERANDO	0	209
7	E.M. GEO NELSON PRUDÊNCIO	0	185
8	JARDIM MARAVILHA / CESC	0	154
9	COLÉGIO MILITAR DO RIO DE JANEIRO	0	149
10	C.E.T. TRIÂNGULO	0	123

Figure 9. Results of Interschool competitions. General classification 2018. O Globo.

⁴⁰ The most important school sports competition in the state of Rio de Janeiro

During the 34th edition of O Globo Interschool Championship, three GEOs were among the top ten in the General Classification ranking (see Figure 10), is worth to mention that GEO Ilha was inaugurated that year (2016).



34º INTERCOLEGIAL Sesc

O INTER CALENDÁRIO DE JOGOS CLASSIFICAÇÃO DESTAQUES NOVIDADES FOTOS E VÍDEOS CONTATO

Classificação Geral

Downloads		
Baixe aqui a tabela contendo a Classificação Geral por esporte.		Download
Baixe aqui a Galeria dos Campeões por esporte.		Download

	ESCOLAS	PONTOS PERDIDOS	TOTAL DE PONTOS
1	E.M. GEO JUAN ANTÔNIO SAMARANCH	0	527
2	SANTA MÔNICA CENTRO EDUC.	0	441
3	E.M. GEO FÉLIX MIELI VENERANDO	0	392
4	INSTITUTO LOIDE MARTHA	0	368
5	E.M. GEO DR. SÓCRATES	0	232
6	CENTRO EDUC. ELPÍDIO DA SILVA	0	217

Figure 10. Results of 35th Intercolegial (2015). Source: O Globo.

Making a small revision of the media hits on GEO's sports performance, the following was found:

“...At Rio's Student Games GEO Samaranch surprises. Another award-winning teaching institution that attracted attention was the GEO Juan Antonio Samaranch Municipal School, in Santa Teresa. Created in 2012, it ranked second overall in the medal table, even having only students in category A (12 to 14 years), in which GEO was first.”

Globo Esporte, 10/10/2015⁴¹

⁴¹ Globo Esporte: <https://glo.bo/2AwQ0HK>

“Students from public schools in Rio remove the private network in Inter School. For the second consecutive year, students from the Olympic Experimental Gymnasium (GEO) Juan Antonio Samaranch in Santa Teresa will raise the Inter School Cup, a sports competition that has been won exclusively by private schools for more than three decades.”

Extra, 21/11/2015⁴²

Moreover the GEO Juan Antonio Samaranch has been the absolute champion for three consecutive years from 2014 to 2016. In addition more than 70% of the athletes selected to compete in the athletics and wrestling teams of Rio de Janeiro State for the National School Sport Games in 2015, belonged to the GEO. Furthermore, GEO is a great provider of athletes who participate successfully in the National School Sports Games in Brazil and also taking part in national teams that represent Brazil in international school competitions.

4.5.3 On other social indicators

Rio de Janeiro is a city with almost seven million inhabitants, with great economic and social contrasts, where around 22% of the population live in slums in precarious conditions (or favelas)⁴³. The location of GEO schools has been determined based on the needs of education coverage for specific audiences (generally with economic and psycho-affective needs). Students who come from these areas generally had poor academic performance, as well as behaviours that tend to be violent or gangized, but being exposed to a pleasant work environment that adapts to their physical and psycho-affective needs, the student changes their attitude for good. However, the good reputation GEO has won has made people from different social classes attend this school regularly, becoming a space of social agglomeration.

⁴² Extra: <https://glo.bo/2LPNVeb>

⁴³ According to the Brazilian Institute of Geography and Statistics (IBGE).

On this respect Interviewee # 3.mentioned:

"In GEO we have students from different areas of Rio de Janeiro, despite the distance, they come because they like the school, they are children of families living in poverty, with medium purchasing power, and also those which has a very high purchasing power, however, coexistence is very good, with great respect, beyond the economic situation, friendship is valued and are spaces that favour exchange and social coexistence."

(Interviewee # 3, 12/03/2018)

Sport has the power to transform lives in a positive way (IADB, 2017), which is why taking advantage of the interest of students applying to a sport-oriented school like GEO. The teaching methodology is based on the combination of classes of theoretical (academic) knowledge together with sports practice (both, in physical education classes, and the two specific sports chosen by each student during the try outs sessions). This mixture of physical activity and theoretical classes allows those students who have an increased kinaesthetic intelligence⁴⁴ - and who generally fail in traditional teaching environments, to improve their learning abilities at academic level, resulting in a superior performance if they did not practice any physical activity.

To reinforce what the directors, teachers and parents say about the school as space of healthy coexistence and the change in student behaviour, the following information was collected from interviewees:

"The surroundings of some GEO schools are characterized by high rates of violence, as well as drug trafficking. Faced with this scenario, schools are presented as a space that is helping not only to train students with the potential of positive agents in society, but also is perceived by the community positively, understanding that this type of space can become a determinant of children's future, managing to break the cycle of violence and poverty in which they live."

(Interviewee # 3, 12/03/2018)

⁴⁴ Based on the Theory of Multiple Intelligences of Howard Gardner (1983).

“95% of students in our school come from a community (Caju) that has the worst levels of human development index in Rio de Janeiro, which is complicated for teachers, however students realize the opportunity represents GEO in their lives. They realize that they live in an environment of risk due to violence and drug trafficking in their communities, realizing that GEO is a different thing and that it can represent a change in their lives to break the vicious circle inherited from their parents to have a better future.”

(Interviewee # 7, 13/03/2018)

Also for students having positive results in sports practice –and consequently in their academic performance, raises the motivation to forge a better future to change their complicated present (of themselves, their families and their environment) and change their future for good. In mentioning Gabriel (the same student who was referred before), this was what the press informed:

‘13-year-old walks step by step in the Olympic fight and dreams of Youth Olympics in Argentina: ... But being a wrestler and not completing his studies is totally out of the question for Gabriel. To keep wrestling is his dream, but for that, he wants to study and to evolve the mind. "I'm going to continue training every day, but without giving up the importance of learning. Therefore, I intend to graduate in Physical Education. Then I will be able to dedicate myself to what I like and still pass on my experience of my training to other boys who dream high", said the student-athlete.’

Extra, 19 /09/2015⁴⁵

And for teachers, how school changed their lives for better, Coach Xavier (GEO Félix Mielli Wrestling coach) declared for the Prefecture of Rio de Janeiro about their students:

"They have enormous potential. They are dedicated, they want to be champions. The sport has been changing their lives".

Prefecture of Rio de Janeiro, 09/04/2018 ⁴⁶

⁴⁵ Extra: <https://glo.bo/2Tnzn8m>

In addition, the opportunity for positive change is not restricted to GEO students, the students' families are also influenced by the change that the youngest bring to them, generating an environment reflecting change and benefit in their own destinies, as mentioned in the following testimony:

“Some of the students that we have in GEO are children of traffickers (of drugs), and those parents like their children to study in GEO, because they do not want their children to continue in that same life, they trust their children to make better decisions in life thanks to the education received. ” "The school is respected, they trust in the safety of the space, some parents (who live in the favelas) are passionate about GEO, they know how much it has helped to change the lives of their children, I have in my mobile puts many messages of mothers thanking for having transformed the lives of their children positively.”

(Interviewee # 3, 12/03/2018)

4.6 Sustainability

One of the ways to determine the degree of success of a program, besides the results obtained after an evaluation cycle, is through the capacity it has to last over time. When this is achieved it might be assumed that the program became sustainable. According to the United Nations (2002) there are three pillars of sustainability: economic, social and environmental, as critical factors to guarantee sustainability. Moreover McConville & Milhelcic (2007) subdivided the social pillar into three sub components: Socio-cultural respect, Community participation and Political cohesion, as key elements to set the base for sustainable development. Next, the factors that have determined the success of GEO Schools will be analysed based on the mentioned definitions in the following table (Table 2):

⁴⁶ Prefecture of Rio de Janeiro: <http://prefeitura.rio/web/sme/exibeconteudo?id=7826923>

Table 2. Three dimensions of sustainability in GEO Network

I. Social Sustainability	Socio-cultural Respect	GEO schools were located strategically in areas with social challenges, generally in areas with high rates of school failure and dropout cases, and some of them are surrounded by violent environments; that is why an educational curriculum was specially created to meet the specific needs of students living in these realities.
	Community Participation	Neighbour communities participate actively in the educational process of the students. According to municipal rules, the community is responsible for choosing the future authorities (including the principal of the school). This shows the community's involvement taking part of the education process of their children. In addition the parents perceive the positive change in their children when receiving a dedicated education, they recognize the future benefit that the education will bring to their children (and indirectly to their families), which generates a very positive relationship between the parents and the school.
	Political Cohesion	In scenarios where there is a lot of political instability (partisan) and the direction of the policies to be implemented depend on the authorities that are in power at a certain moment, it is a challenge to ensure the continuity of these policies. That is why having political allies who know about the project and recognize its importance in the development of communities is vital for the project to ensure its sustainability. In the case of the Secretariat of Education of Rio de Janeiro, there was a sustained period of time that authorities understood its value and made an effort to promote it and maintain it over time - a situation that, despite being the ideal, is not the norm in Latin America.
II. Economic Sustainability		To ensure the economic sustainability these kind of projects/programs need to be provided with a budget that allows them to execute their functions during each school year. The collaboration through the PPP in the GEO is characterized because the private institution is only responsible for providing technical advice for the proper development of the project, while the whole monetary expenditure for the implementation and school operation is provided entirely by the Government of Rio de Janeiro.
III. Environmental Sustainability		In this program, the environmental pillar does not have much relevance, since the environmental impact of this project is minimal, and in turn it contributes to the general knowledge of students about the interaction of the human being with nature and the ecosystems in which they live.

Although there may be very good intentions for the programs initiated by the public management - and inspired by mega-sporting events, to be sustained over time, there are many factors by which those programs may be condemned to fail. These include the lack of planning or execution capacity, untrained staff, budget cuts, inadequate infrastructure, or the risk of continuity of public policy when a new government arrives (or there is unstable political scenario), especially in developing countries (Makinde, 2005).

4.6.1. Public-private Partnerships (PPP)

According to material previously reviewed, the project had (and still having) the support of a private association (Instituto Trevo as an individual philanthropic foundation) who provide technical support free of charge for Rio de Janeiro Government as a form of partnership. This support has been fundamental in ensuring the sustainability of the project.

While it is true economic sustainability of the project was assured from the beginning, as this is a project initiated and managed by the Government of Rio de Janeiro and the funds allocated to cover its operations is guaranteed. However, this did not necessarily guarantee adequate technical administration. The particular political fragility existing within countries in the region, where the stability of state policies depends on the political leader of the moment and not on long-term plans, requires strategies to guarantee the continuation of good public policies. That is why the presence of institutions outside the government is very important to also look after the project and ensure the sustainability of programs - that could be weakened by political changes. That is why having an institution - outside the government apparatus, that provides specialized technical cross-cutting support (Government of Rio de Janeiro and the schools themselves) is crucial for the success and “technical” sustainability of the initiative.

Although Trevo Institute has reduced the level of collaboration with the Government of Rio de Janeiro (during the creation and implementation of the project the participation of Instituto Trevo was rather high), its participation and presence in all the strategic activities of the GEO network is evident. They are in charge of systematizing student

performance information, coordinating entrance exams for new students, organizing regular meetings with the directors of the GEO Network and with municipal officials, among other key activities. Trevo Institute staff mention the relevance of the work in cooperation with the prefecture: *“The prefecture of Rio de Janeiro understands that the Trevo Institute has knowledge about the GEO model in its entirety, that is why we always work in partnership ... for example when there is a visit to be made, or an important decision has to be made, the Institute Trevo is present to be able to support the Prefecture in everything”* (Interviewee # 2, 07/03/2018).

4.6.2. Legal Framework

Another characteristic of the GEO project is that it has a legal basis recognized by the Brazilian government system (Appendix A), which acknowledges that although municipal authorities may change, the continuity of state policies will be respected, unless the law is changed, which is less likely.

Also in the most recent enactment of the National Sports Law of Brazil (2018)⁴⁷, in Guideline # 4: Build structured trajectory of initiation, specialization and sports improvement, with guarantee of access to all children and adolescents, makes a reference to GEO when it mentions: “ ...there are also local initiatives (to promote sports practice), such as the Olympic Experimental Schools (GEO), which are managed by the Rio de Janeiro Municipality and serve students from the final years of Elementary School. They are sports schools, that is, full-time schools dedicated to sports, which integrate academic and sports training, aiming to train not only the student, but also the athlete and the citizen”; which represents a super powerful validation of the work carried out by the GEO network, not only for the state of Rio de Janeiro but for the whole country.

4.6.3. Political Will

According to the aforementioned, although it is true that a legal basis could ensure the continuity of a certain project, this does not necessarily fit to realities where the governance in the public apparatus is not –usually, governed by rational elements. In

⁴⁷ Chamber of Deputies, 2017: <https://bit.ly/2GSScyT>

Brazil, as in many other countries in Latin America (or the world), the arrival of a new government to a country (region/city) often means the change of direction of the state policies that were initiated by the previous administration, either for unreasonable eagerness of protagonism or political rivalry. When this situation occurs, the on-going processes are interrupted, generating the loss of valuable information, as well of the investments made. That is why having a legal basis is very positive, however it is necessary to be able to count on the goodwill of the current government to ensure both "objective" and "subjective" sustainability.

Regarding this topic the interviewees talked about their feeling and experiences dealing with political instability and the continuity of GEO:

“We had a bit of luck also to have support from the authorities in the Prefecture of Rio. At the time of starting the project (2009-2010), we had as authority a prefect who governed for 8 years, which allowed guaranteeing the continuity of all the processes initiated. Although the new political party that governs in the prefecture is currently opposed to the outgoing government, the new Secretary of Education has liked the proposal (of GEO) and has decided to continue supporting it. However, there is always a very great insecurity because we are in the hands of politicians, because they can assume their positions and decide - from nowhere, that this or other projects stop executing, then the figure of the Trevo Institute is more valued by having the ability to retain the knowledge acquired (Know how), thus avoiding the loss of this knowledge despite the political changes that may arise in the authority of the prefecture with the change of governments or changes in political will.”

(Interviewee # 2, 07/03/2018)

4.7. Comparative Matrix of IOC Guidelines and GEO Achievements

The "Legacy Strategic Approach, Moving Forward" (2017) of the International Olympic Committee recognizes the importance of being able to have clarity about the concepts of Legacy (sports), specifically mentioning the Rule 2.14 of the Olympic Charter and the Recommendations 1, 2 and 4 of the Olympic Agenda 2020, however, it also recognizes that defining it and the action of perceiving it by citizens remains challenging.

Is for that reason that, as mentioned in Chapter 2, there are a series of objectives created to help the Organizing Committee of a Game to value the series of legacy they have for the vision of future of the hosting city, these objectives are related to "Embed legacy through the Olympic Games lifecycle", "Document, analyse and communicate the legacy of the Olympic Games", "Encourage Olympic legacy celebration", and "Build strategic partnerships". These objectives have been conceptualised into "key performance indicators", to measure the outcomes of the legacy left after the games. This study seeks to cross information related to the minimum standards required by the IOC for the legacy actions of future sporting events (in this case, the Olympic Games), with the results obtained in the present investigation, and to know if GEO Schools would meet the standards required by the IOC and be considered an impact work for the population of Rio de Janeiro and Brazil.

It is important to mention that due to the fact that GEO Schools was an initiative born from the Government of Rio de Janeiro - inspired by the Olympic Games, and to date managed by them; neither the Rio 2016 Games Organizing Committee (ROCOG), the Brazilian Olympic Committee, nor the Ministry of Sport through the Olympic Legacy Governance Authority⁴⁸ (AGLO in Portuguese) have authority or have carried out any type of plan/evaluation before, during or after the games; although it was mentioned as part of the Legacy of the Rio Games by the Brazilian National Network for Sports⁴⁹.

⁴⁸ The Governing Authority of the Olympic Legacy (AGLO) was created by decree N 9.466, of Aug. 13, 2018, is in charge of the adaptation, maintenance and use of Olympic and Paralympic sports facilities. It was formerly known as the Olympic Public Authority (APO). <http://aglo.gov.br/>

⁴⁹ Rede Nacional do Esporte: <http://www.brasil2016.gov.br/es/legado/ginasio-experimental-olimpico>

Due to privacy policies it was difficult to access to official IOC's documents; is for that reason that for practical purposes of the research, the evidence obtained for GEO has been crossed with the concepts shared by Tania Braga, Head of the Legacy Department at the IOC (please review Table 3 in the next page), in relation to the key learning elements for the creation of an effective legacy plan in a certain community (Braga, 2018).

These ten key elements are: 1. Strategic vision, have a clear vision of each stage and component of the legacy project/program cycle; 2. Venue legacy is non-negotiable, use existing infrastructure or ensure that the new structure to be built - associated with legacy efforts, have a great impact and is sustainable over time; 3. Continuity, to ensure at managerial level that the projects or programs will continue once the sporting event has finished; 4. Resilience from political change, find mechanisms that allow sustainability plans not be affected by political influences or interests; 5. Focus through the full lifecycle, the activities related to the construction of legacy should not be interrupted during the execution of the sporting event, the actions must be guaranteed throughout the project cycle; 6. Stakeholder engagement, it is recommended and necessary to include key participants to take part of the planning, execution and maintenance of the legacy project/program; 7. Funding, it is necessary to be able to plan and secure the monetary sources that will give sustainability to the project / program from the beginning; 8. Starting early, Carry out the planning actions of the legacy with enough anticipation to avoid any unforeseen; 9. Effective Communication, transmit messages clearly and directly with both the work team and key partners; and, 10. Learning from others, review similar or similar actions carried out in the past to build on past experiences and maximize the impact.

Table 3. IOC's 10 Key Element for Legacy and GEO's Compliance Indicators

	IOC's 10 key elements (learning) for Legacy	GEO's compliance indicator	Evidence
1	Strategic vision	GEO's vision aligned with the vision of the future of the government of Rio de Janeiro in favour of the common good.	GEO's Vision. Rio de Janeiro's Secretary of Education
2	Venues legacy is non-negotiable	The creation of the first school took place in a previously abandoned and refurbished building. The following 3 schools were built on land destined for the Olympic Villas belonging to the Government of Rio de Janeiro.	Decree of creation: N° 35.261. Rio de Janeiro Government
3	Continuity	The continuity is assured according to the Law of creation of GEO Schools dictated by the Government of Rio de Janeiro.	Decree of creation: N° 35.261. Rio de Janeiro Government
4	Resilience from political change	Given the political instability of the country, GEO has been able to resist changes in government and tremendous political instability (constant change of officials) thanks to mechanisms of continuity from outside the Government.	MOU with Trevo Institute
5	Focus through the full lifecycle	The project from its beginning had a clear vision, inspired by the Games, but dedicated to its training work that has been maintained after finishing and with the sustainability that ensures its indefinite continue.	Decree of creation: N° 35.261. Rio de Janeiro Government
6	Stakeholder engagement	Since its foundation it has the support of the private sector (Instituto Trevo) and some other institutions form the sport field.	MOU with Trevo Institute NOC of The Netherlands, IAAF
7	Funding	Since its Foundation GEO has a budget assigned by Rio de Janeiro Government.	Decree of creation: N° 35.261. Rio de Janeiro Government
8	Starting early	The project started in 2012, four years before the Olympic and Paralympic Games and they remain until the present.	Decree of creation: N° 35.261. Rio de Janeiro Government
9	Effective Communication	Frequent coordination meetings between each principal and teachers, also with project coordinators at Rio's Secretariat of Education and Trevo Institute, for planning regular activities and performance evaluation. Additionally, regular visits from coordinators to each school are performed.	Interview records with Interviewee # 2
10	Learning from others	Based on Sport-oriented Schools experiences in Cuba, China, US and Singapore.	Interviews (# 1, # 2, and # 15)

As seen in the preceding table, the GEO Project fully complies with each of the ten elements to be evaluated suggested by the IOC, which is why the GEO Program would qualify positively in terms of impact and sustainability, and it might be advisable to promote the proposed model in similar situations (need to improve the level of education using sport in the advent of a mega-sporting event, for example).

CHAPTER 5. CONCLUSIONS

5.1 Summary

This research looked forward to deepen concepts and possibilities about the legacy and its sustainability in programs initiated or inspired by the organization of mega-sporting events, with special emphasis on the establishment of the educational legacy that focus on the promotion and practice of sport and physical activity, through sports-oriented schools, as alternative solution to traditional educational models that fail to serve the population (poor academic performance or high rates of school dropouts), especially in challenging social contexts such as poverty or violence. Also, considering that achieving the sustainability of this type of programs in unstable and adverse political-social contexts is very difficult to achieve, searching for viable alternatives to ensure the sustainability of this type of programs is of vital importance.

The analysis of a case study like the GEO, promoted and administered by the Secretary of Education of Rio de Janeiro - inspired by the Olympic and Paralympic Games of Rio 2016, aimed to solve the challenges of traditional education through a sports-centred model. This initiative has been maintained with sustained success since its inauguration in 2012, and meeting the guidelines of the IOC in the search for a positive, impactful and sustainable legacy.

The evidence collected, suggest that educational models that use sport as a social transforming agent favouring the individual development of each student, but above all it impacts positively the collective beneficiaries of this project (Rio's communities). The academic performance improvements achieved by GEO's students, the results obtained in regional sports competitions, as well as the positive transformation of the attitude of the students favouring their learning capacity and healthy conviction in the school, show an overwhelming evidence of the benefit that this type of initiative can offers to a city and / or country as legacy of mega-sporting events.

The great impact that GEO shows has been achieved thanks to a series of combined elements that favour its consolidation, among which can be mentioned a) Identify the

challenges to be addressed; b) Plan solutions that respond technically to the needs of a specific public; c) Have monitoring and evaluation activities to measure success of a project; d) Have competent and committed government authorities to execute long-term development programs, and, e) Have independent mechanisms outside of the government apparatus, to accompany the activities and connect the processes in time.

According to the research conducted, the following conclusions can be reached:

1. GEO's "model" represents an interesting alternative as educational legacy project of mega-sporting events (Olympics and Paralympics in this case).
2. GEO as educational legacy has shown effectiveness not only in its operational results but is also helping to solve critical issues in Rio: crisis of traditional education, urban violence, increase the country's sports base, participation of the private sector.
3. GEO shows a deeper impact of education legacy in society: while "traditional" Educational Programs teach values for a "certain time", GEO changes lives forever.
4. GEO proves that the inspiration of hosting a sporting event (Rio Games) transcends the borders of Organising Committees of the Games or National Olympic Committees, in this case planned and executed directly by the Municipality of Rio and the Private sector (Trevo Institute).
5. GEO can be replicable in scenarios with similar characteristics, and transversally help to address local challenges.
6. The GEO model can be recommended to any organizing committee of sporting events as an effective educational legacy.

5.2 Limitations of the Research

Being the subject of "Legacy" broad and complex, this research has not deepened in its study. It also does not focus on the study of the "official programs" of the educational legacy of the Organizing Committee of the Games.

All stakeholders contacted, the Secretariat of Education of Rio de Janeiro, the Trevo Institute, and the schools were always willing to share information regarding the

project; however, there were difficulties in accessing updated information regarding the academic performance of students in the national tests. Likewise, to be able to carry out a more exhaustive analysis of the impact of the project in helping to increase the sport base of Brazil, access to key information such as: the number of students and former students currently participating in national sports teams -as well as their results, was necessary to be able to access statistical data. Nevertheless, these data are not recorded by any of the partners involved.

5.3 Recommendations

With the analysis of this case study, it can be argued that the creation of legacy projects of mega-sporting events can be oriented also to promote key sectors for the development of nations like education. There is also a combination of elements that favour its success, the organizing committees of the sports mega-events and their legacy departments should consider the realization or facilitation of projects such as GEO. They help to cross-address critical factors that may be affecting a specific community, or territory. In the case of GEO, it helps to solve issues such as the crisis of traditional education, high school dropout rates, improvement of the country's sports base, participation of the private sector, and decrease urban violence.

Due to the success achieved by the project, there is a high probability that the project will be extended geographically to other areas of Rio de Janeiro and also to other Brazilian states. In addition, the success achieved by the project has generated the interest of being able to extend the coverage of the GEO to students of primary schools or Fundamental Teaching (GEOzinhos) and to students of the superior secondary school (through the Federal Government), what could help to provide non-traditional education alternatives to students with a vocation for physical activity and sports⁵⁰. This would greatly benefit students who potentially have access to the GEO network, being important in the impact of the legacy for the realization of the Rio 2016 Games.

The analysis of the cost-benefit of activities related to the organization of a mega-sporting event and the legacy that it will leave to society, is often necessary - with

⁵⁰ News Portal SRZD, 2017: <https://bit.ly/2GWbV05>

convincing evidence, and demonstrates that the realization of the event will not only leave a momentary impact but also leave sustainable impact over time. That is why it is recommended to any committee organizing mega-sporting events, to perform cost-benefit analysis exercises for planning the legacy that will remain.

Before the realization of a mega-sporting event, and identifying challenges that must be faced, resources such as the sports-oriented schools could help to solve critical problems of a determined population, it would be worthwhile to review the possibility of proposing the creation of similar initiatives to address the challenges, in an impactful and sustainable way.

However, as shown by the evidence, it is very important to acknowledge that these initiatives are of slow maturation and that results will be obtained only if the major process cycles are complete.

5.4 Contribution of the Study

Deepening this type of research will not only facilitate knowledge to broad “education legacy” concepts and its sustainability when organizing mega sport events, it will also allow exploration of this model as an experience that can be replicated for success in other scenarios with similar social characteristics (political instability, low quality of education and low levels of social indicators).

In addition, this study can also help create new concepts related to the inspiration generated by the realization of a mega-sporting event and the motivation to generate projects / activities in favour of the community in the form of a legacy. In the case described, it is noted that it is an institution that is not necessarily linked to the Organizing Committee of the Games (such as the Rio de Janeiro's Secretary of Education), decides independently to create an educational project inspired by the Olympic Games and Paralympics of Rio de Janeiro, benefiting the Rio de Janeiro community.

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APPENDICES

Appendix A. Decree of Creation of GEO

DECRETO Nº 35.261 DE 19 DE MARÇO DE 2012

CRIA O PROGRAMA GINÁSIO EXPERIMENTAL OLÍMPICO E PARALÍMPICO NO ÂMBITO DA SECRETARIA MUNICIPAL DE EDUCAÇÃO E DÁ OUTRAS PROVIDÊNCIAS.

O PREFEITO DA CIDADE DO RIO DE JANEIRO, no uso de suas atribuições legais e,

CONSIDERANDO as disposições constantes dos arts. 2º e 81 da Lei nº 9.394, de 20 de dezembro de 1996, Lei de Diretrizes e Bases da Educação Nacional;

CONSIDERANDO a necessidade de integrar o desenvolvimento acadêmico e esportivo formando talentos na vida e no esporte; e

CONSIDERANDO a necessidade de estabelecer uma política de descoberta e desenvolvimento de talentos esportivos e paraesportivos na Rede Pública do Sistema Municipal de Ensino na Cidade do Rio de Janeiro; e

CONSIDERANDO a necessidade de garantir aos adolescentes o direito à educação de qualidade, para que se tornem competentes autônomos e solidários.

CONSIDERANDO a necessidade de promover os princípios e os valores fundamentais do Olimpismo e Paralimpismo, o desenvolvimento do movimento Olímpico e Paralímpico, bem como os méritos esportivos e paraesportivos do grande festival internacional da juventude constituído pelos Jogos e;

CONSIDERANDO, ainda, a necessidade de assegurar a igualdade aos adolescentes respeitando suas diferenças, DECRETA:

Art. 1º Fica criado, no âmbito da Secretaria Municipal de Educação, o Programa Ginásio Experimental Olímpico e Paralímpico.

Parágrafo único. O Programa Ginásio Experimental Olímpico e Paralímpico será implantado em unidades escolares da Rede Pública do Sistema Municipal de Ensino com unidade exclusiva para o atendimento aos alunos com deficiência.

Art. 2º O Programa tem como objetivo proporcionar aos adolescentes, de acordo com seu

perfil e interesse, uma escola de excelência acadêmica voltada para a descoberta e desenvolvimento da aptidão esportiva dos alunos.

Art. 3º Dentre as ações que constituem o Programa Ginásio Experimental Olímpico e Paralímpico.

I - desenvolvimento de metodologia dinâmica, com sistema de ensino estruturado e materiais didáticos específicos;

II - formação continuada de educadores no novo modelo escolar e na nova metodologia de ensino, qualificados e atuando de maneira eficiente na prática pedagógica;

III - utilização de plataforma de aulas digitais para tornar o ensino mais adequado a adolescentes e instrumentalizar o professor;

IV - reforço da aprendizagem dos conteúdos trabalhados nas diversas áreas de estudo;

V - disponibilização de espaço para biblioteca ou sala de leitura, com acervo atraente;

VI - disponibilização de espaço para a prática do esporte educacional com apoio às práticas desportivas formais e não-formais;

VII - utilização de metodologia específica de detecção e desenvolvimento de talentos esportivos e paraesportivos;

VIII - inscrição e classificação dos alunos, candidatos ao Ginásio Experimental Olímpico e Paralímpico;

IX - estímulo a prática do esporte feminino;

X - criação de unidade específica para a descoberta e desenvolvimento de talentos Paralímpicos;

XI - criação do Núcleo Avançado de Desenvolvimento do Esporte;

XII - estímulo a projetos transdisciplinares;

XIII - estímulo a estudos do meio, onde os alunos vivenciem experiências práticas de aprendizagem e;

XIV - estímulo a pesquisa e registro acadêmico de experiências vividas pela comunidade escolar.

Art. 4º O Programa Ginásio Experimental Olímpico e Paralímpico, estância dinamizadora e irradiadora em educação para os anos finais do Ensino Fundamental, com objetivo de integrar a formação acadêmica e esportiva, formando o aluno-atleta-cidadão.

Art. 5º Para os fins previstos neste Decreto, caberá à Secretaria Municipal de Educação:

I - promover, supervisionar e coordenar a implantação do Ginásio Experimental Olímpico e Paralímpico;

II - prover o Ginásio Experimental Olímpico e Paralímpico de recursos humanos e materiais necessários à consecução dos objetivos do Programa ora instituído, observado o disposto no art. 6º deste Decreto e

III - gerenciar o processo de institucionalização do Ginásio Experimental Olímpico Paralímpico e supervisionar a execução de convênios ou termos de parcerias que venham a ser firmados.

Art. 6º Dentre as ações que constituem o Programa Ginásio Experimental Olímpico inserem-se:

I - Núcleo comum

- a) educação em tempo integral;
- b) professores polivalentes - de Ciências Exatas (Matemática e Ciências, de Humanidades (Português, História e Geografia);
- c) professores especialistas Educação Física, Artes e Inglês;
- d) os alunos terão professores tutores;
- e) utilização da Educopédia, que consiste em uma plataforma de aulas digitais, com uso de vídeos, planos de aula, jogos pedagógicos e possibilidade de reforço online;
- f) sistema de apostilas para cada disciplina e;
- g) elaboração e monitoramento do Projeto de Vida, que orientará a seleção de disciplinas eletivas pelos alunos, com acompanhamento do professor tutor.

II - Núcleo Específico

- a) aproveitar aspectos da infraestrutura local, como integração com outros equipamentos públicos ou da sociedade civil, que possam servir de espaços adicionais de aprendizagem para os jovens;
- b) descobrir e desenvolver as vocações específicas voltadas para os esportes, selecionando talentos da rede e;
- c) trabalhar a responsabilidade social dos jovens, atuando como voluntários em escolas próximas ou áreas do entorno, no reforço escolar ou em ações de proteção ao meio-ambiente.

Art. 3º O Programa Ginásio Experimental Olímpico e Paralímpico contará com quadro de pessoal específico, e ser regulamentado pela Secretaria Municipal de Educação.

Art. 4º Aos servidores lotados e em exercício no Programa Ginásio Experimental Olímpico e Paralímpico, ficam assegurados os benefícios correspondentes às suas respectivas categorias funcionais, bem como os que lhes sejam de comum aplicação.

Parágrafo único. Para os efeitos previstos no Decreto nº 21.187, de 26 de março de 2002, fica preservado, quanto ao porte, o posicionamento detido pelas unidades escolares quando de sua integração ao Programa Ginásio Experimental Olímpico e Paralímpico.

Art. 5º Os professores lotados no Programa Ginásio Experimental Olímpico e Paralímpico atuarão com carga horária de 40 (quarenta) horas semanais, sendo 8 (oito) horas diárias, distribuídas nos 5 (cinco) dias da semana, nos limites do horário de funcionamento das referidas unidades escolares.

§ 1º Para os professores que não detêm matrícula sob o regime de 40 (quarenta) horas semanais, a jornada de trabalho prevista neste artigo será complementada por intermédio de dupla regência.

§ 2º Na carga horária será previsto um tempo para disseminação da experiência às demais escolas da Rede.

§ 3º Para fins de cumprimento do previsto no "caput" deste artigo, a jornada de trabalho dos demais profissionais envolvidos no Programa Ginásio Experimental Olímpico e Paralímpico, obedecerá à norma regulamentadora do cargo de efetivo provimento, do cargo comissionado, da função gratificada ou do emprego que ocupem.

Art. 6º Aos profissionais do magistério lotados e em efetivo exercício nos Ginásios Experimentais Olímpicos e Paralímpicos será concedida, mensalmente, gratificação nos termos do inciso IV do art. 119 da Lei nº 94, de 14/03/1979, por dedicação integral ao Programa Experimental.

§ 1º A gratificação de que trata este artigo corresponderá a quinze por cento do vencimento inicial da categoria do servidor.

§ 2º Farão jus à gratificação a que se reporta o § 1º somente os servidores que não tiverem, ao longo do mês, qualquer tipo de afastamento, ainda que amparado pela legislação vigente exceto no caso de acidente de trabalho.

Art. 7º Fica instituída, nos termos do dispositivo legal mencionado no art. 10 deste Decreto, Gratificação pelo desempenho de funções inerentes ao novo modelo de Gestão

implementado nos Ginásios Experimentais Cariocas, que inclui competências gerenciais voltadas para a multiplicação de experiências em educação, com foco na excelência acadêmica e no Projeto de Vida do aluno.

Parágrafo único. A gratificação de que trata este artigo corresponderá a sessenta e cinco por cento do valor do Cargo em Comissão de Direção, símbolo DAS 6, tendo como destinatários o Diretor, Diretor Adjunto e o Coordenador Pedagógico do Ginásio Experimental Carioca, aos quais se aplicam as regras estabelecidas no § 2º do art. 10.

Art. 13. A regulamentação do processo de matrícula para os Ginásios Experimentais Olímpicos e Paralímpicos caberá à Secretaria Municipal de Educação.

Art. 13. Para a boa execução do Programa Ginásio Experimental Olímpico e Paralímpico, a Secretaria Municipal de Educação poderá, também, estabelecer parceria com os demais Órgãos da estrutura do Poder Executivo Municipal.

Art. 14. A Secretária Municipal de Educação expedirá os atos normativos necessários à implementação deste Decreto.


Art. 15. A percepção dos valores correspondentes às gratificações de que tratam os arts. 10 e 11 fica condicionada ao efetivo exercício nos Ginásios Experimentais Cariocas, bem como às demais regras estabelecidas neste Decreto, e não serão objeto de incorporação ou de acréscimo aos proventos, quando da aposentadoria.

Art. 16. Este Decreto entra em vigor na data de sua publicação, produzindo efeitos financeiros a partir de 1º de fevereiro de 2012.

Rio de Janeiro, 19 de março de 2012 - 448ª da Fundação da Cidade.

EDUARDO PAES
Prefeito Municipal

Appendix B. MOU between Municipality of Rio de Janeiro and Trevo Institute



PREFEITURA DA CIDADE DO RIO DE JANEIRO

TERMO DE COOPERAÇÃO QUE ENTRE SI CELEBRAM O MUNICÍPIO DO RIO DE JANEIRO ATRAVÉS DE SUA SECRETARIA MUNICIPAL DE EDUCAÇÃO E O INSTITUTO TREVO TECNOLOGIA SOCIAL.

Aos ~~quinta~~ dias de ~~agosto~~ de 2012, de um lado o **MUNICÍPIO DO RIO DE JANEIRO**, através de sua **SECRETARIA MUNICIPAL DE EDUCAÇÃO**, neste ato representada pela Secretária Municipal de Educação, Sra. Claudia Costa, doravante denominado **SME** e de outro **INSTITUTO TREVO TECNOLOGIA SOCIAL** situado a Avenida Ataulfo de Paiva, 255-sala 605, Leblon, Rio de Janeiro, inscrito no CNPJ/MF sob o nº 10.939.260/0001-80, neste ato representado por sua Presidente Sra. Alessandra Gaspar Sayão da Silva, portadora da identidade 086629185 IFF/RJ, CPF 010.846.127-04 doravante denominado **INSTITUTO**, celebram o presente Termo de Cooperação, de acordo com as cláusulas e condições seguintes, que se regerá por toda a legislação aplicável, especialmente pelo Código de Administração Financeira e Contabilidade Pública do Município do Rio de Janeiro (Lei nº 207/80) e seu Regulamento (RGCAF, Decreto nº 3.221/81), e, no que couber, pela Lei Nacional nº 8.686 de 21 de junho de 1993 e suas alterações, mediante cláusulas e condições que se seguem:

CLÁUSULA PRIMEIRA - DO OBJETO

1.1. O presente Termo de Cooperação tem como objeto elaboração de proposta de criação, implementação, monitoramento e avaliação em parceria com a SME, de um modelo inovador de Educação, que propicia uma oportunidade para os jovens que tenham aptidão para o esporte e que estudam na rede pública municipal, oportunizando o acesso deste aluno ao treinamento esportivo e à formação acadêmica de qualidade, conforme Plano de Trabalho, anexo ao presente.

CLÁUSULA SEGUNDA - DAS OBRIGAÇÕES DO INSTITUTO.

A assessoria para a criação do GEO, objeto desse termo deverá:

a) Coordenar, em parceria com a SME, a concepção, redação e implantação do projeto GEO, bem como a avaliação das atividades desenvolvidas em razão do Plano de Trabalho em duas unidades escolhidas, localizadas em Santa Teresa GEO Juan Antonio Samaranch e Pedra de Guaratiba GEO Doutor Sócrates, juntamente com representantes/ coordenadores da SME;

b) Criar os perfis para seleção dos alunos, professores, equipe de gestão e equipe de apoio do GEO;

GM



PREFEITURA DA CIDADE DO RIO DE JANEIRO

c) O INSTITUTO TREVO TECNOLOGIA SOCIAL se responsabiliza, em parceria com a SME por orientar e apoiar a implementação do Núcleo Avançado de Desenvolvimento Esportivo (NADE);

d) Ceder, sem exclusividade, para a SME todo o conhecimento associado ao projeto, bem como assegurar direito de uso, igualmente sem exclusividade, de toda a documentação técnica-Manuais- desenvolvida e sistematizada pelo Instituto Trevo Tecnologia Social, sendo reservado ao mesmo, o direito de promover a disseminação do referido conhecimento e documentação técnica como lhe aprouver, sem obter lucro com a disseminação;

e) Instruir e participar de órgãos de auxílio e supervisão, de modo a possibilitar o permanente acompanhamento das atividades;

f) Oferecer suporte, por intermédio de seus especialistas, ao processo pedagógico de todas as inovações em conteúdo, método e gestão;

g) Responder pelas obrigações trabalhistas, previdenciárias e tributárias subjacentes à execução do Plano de Trabalho, no que diz respeito aos seus funcionários e/ou contratados envolvidos, garantindo que a SME fique totalmente isenta de quaisquer encargos de natureza trabalhista e previdenciária, referentes aos recursos humanos utilizados pelo Instituto Trevo Tecnologia Social, na execução do objeto, decorrentes do ajuizamento de eventuais demandas judiciais, bem como por todos os ônus tributários ou extraordinários que incidam sobre as atividades objeto deste Acordo;

h) Autorizar, sem ônus e sem exclusividade, a SME a utilização de todos os documentos relativos ao Projeto produzidos pelo Instituto, que terá autonomia para utilização em outras situações desde que citada a fonte;

i) Preparar os Guias de Boas Vindas para Pais e Responsáveis, Alunos e Professores;

j) Realizar a formação de professores sobre a metodologia desenvolvida para o GEO;

l) Demonstrar os resultados de processo e de impacto do projeto, por meio de avaliação externa a ser contratada pelo INSTITUTO TREVO TECNOLOGIA SOCIAL.

l) Realizar parcerias para implementação e execução do projeto.

CLÁUSULA TERCEIRA – DAS OBRIGAÇÕES DA SECRETARIA

a) Executar o projeto nos termos acordados;

b) Indicar interlocutor/coordenador para a execução do Plano de Trabalho;

BN



PREFEITURA DA CIDADE DO RIO DE JANEIRO

- c) Articular-se com o INSTITUTO quando houver necessidade de modificações e ajustes necessários para o bom desenvolvimento dos trabalhos;
- d) Definir e tornar a unidade escolar de Ensino Fundamental, escolhida, com a finalidade de nela implantar ou desenvolver "centro educacional de excelência" agora denominado de Ginásio Experimental Olímpico e Paralímpico, segundo modelo cujos princípios básicos estarão previamente definidos no modelo pedagógico desenvolvido em conjunto com o INSTITUTO, concernentes a recursos humanos, técnicos e materiais e a ações a serem desenvolvidas;
- e) Oferecer as instalações físicas da unidade de ensino e o corpo técnico necessário à implantação do Ginásio Experimental Olímpico e Paralímpico, segundo especificações a serem acordadas entre as partes;
- f) recrutar e/ou selecionar os alunos, professores, diretores e pessoal de apoio que serão envolvidos na tarefa de cada uma das unidades escolares, segundo critérios e metodologia definidos em conjunto com o INSTITUTO e que garantam, conforme o caso, o acesso mediante requisitos prévios, objetivos e públicos, bem como às leis e a compatibilidade com os objetivos da implementação;
- g) Desenvolver em conjunto com o INSTITUTO as demais ações que se façam necessárias; e
- h) Expedir os instrumentos legais ou normativos que, a juízo das partes, sejam indispensáveis ou necessários ao desenvolvimento dos objetivos e atividades previstos no presente Termo de Cooperação.

CLÁUSULA QUARTA – DOS RECURSOS

O presente Termo de Cooperação não implicará ônus para a SECRETARIA.

Não haverá repasse de recursos entre os participantes, cabendo a cada um a responsabilidade sobre os compromissos assumidos.

CLÁUSULA QUINTA - DA INEXISTÊNCIA DE VÍNCULOS DE NATUREZA TRABALHISTA E PREVIDENCIÁRIA

Fica expressamente estipulado que não se estabelece por força deste Termo de Cooperação qualquer vínculo entre os empregados e prestadores de serviços do INSTITUTO com a Secretaria Municipal de Educação.

CLÁUSULA SEXTA – DO PRAZO

O prazo de vigência deste Termo de Cooperação será de 48 meses.



PREFEITURA DA CIDADE DO RIO DE JANEIRO

CLÁUSULA SETIMA - REGULARIDADE JURÍDICO-FISCAL

O INSTITUTO deverá manter a regularidade de suas condições jurídico-fiscais e qualificações durante o curso do presente Termo de Cooperação

CLÁUSULA OITAVA- DA RESCISÃO E DENÚNCIA

O presente instrumento pode ser denunciado, após manifestação expressa, por ofício ou carta remetida a outra parte, com antecedência mínima de 30(trinta) dias. Nesta hipótese, as partes definirão através do Termo de Encerramento as responsabilidades em relação à conclusão ou extinção do trabalho em andamento.

CLÁUSULA NONA - DAS CONTROVÉRSIAS E FORO

As partes elegem o foro da cidade do Rio de Janeiro, estado do Rio de Janeiro, com exceção de quaisquer outro por mais privilegiado que seja, para dirimir as dúvidas e questões oriundas do presente Termo que não possam ser resolvidas administrativamente.

Por estarem assim justos e acordados, firmam este instrumento, em 06 (seis) vias, todas de igual teor e forma, juntamente com duas testemunhas.

Rio de Janeiro, 17 de agosto de 2012.

MUNICÍPIO DO RIO DE JANEIRO
SECRETARIA MUNICIPAL DE EDUCAÇÃO
Secretária Municipal de Educação Clauda Costa

INSTITUTO TREVO TECNOLOGIA SOCIAL

Testemunhas:

Nome:

Nome:

Appendix C. Questionnaires for Municipal Authorities, Principals, Teachers and Parents (in Portuguese)



Lista de perguntas de entrevista: Legado Educativo de Jogos Olímpicos e Paraolímpicos de Rio 2016 - Ginásio Experimental Olímpico (GEO)

Pesquisador: Juan Chong Ortiz

Estudante, Mestrado em Ciências do Desporto Estudos Olímpicos e Paraolímpicos
Faculdade de Saúde e Ciências do Desporto, Universidade de Tsukuba, Japão,
Academia Internacional de Estudos Esportivos Tsukuba (TIAS)

Informações de contato

Telefone: +55 21 990508196 / E-mail: juan.chong.ortiz@gmail.com /
s1726096@tsukuba.ac.jp

Pesquisa Objetivos e objetivos

- Documentar, descrever e explicar um modelo educacional orientado para o esporte, inspirado nos Jogos Olímpicos e Paraolímpicos de 2016 pela primeira vez.
- Determine o quão bem-sucedido - ou não, é ter escolas orientadas para o esporte como planos de educação legados para eventos mega-esportivos.
- Aprender sobre novos modelos de educação não tradicional, incluindo Educação Física, como elemento-chave dos currículos.
- Encontrar a eficácia (ou não) das escolas orientadas para o esporte para promover a inclusão social e contribuir para aumentar a base / nível esportivo de um país.
- Contribuir para a pesquisa acadêmica neste campo.

Métodos de pesquisa

O método de pesquisa incluirá uma combinação de análise de documentos, visitas e entrevistas semi-estruturadas com várias partes interessadas.

Questionários: 3 pilares principais para obter informações e construir a pesquisa:

Questionário 1: Histórico: como tudo começou? - Base jurídica, políticas educativas, órgãos governamentais envolvidos, etc. (Equipe Educativa do Rio, Município, etc.)

1. Quais foram as principais motivações para ter esse programa?
2. Quem criou este projeto?
3. Como foi o processo de criação das Escolas GEO?
4. Quem esteve envolvido e qual foi o seu papel e compromissos?
5. Quanto custa a implementação do projeto?
6. Qual foi o papel do COOD?
7. Quem são seus principais beneficiários?
8. Quantas pessoas se beneficiam desta iniciativa?
9. E o GEO para estudantes com deficiência? Tem um esquema especial / diferente?
10. Houve algum desafio na implementação do GEO?

Algum outro comentário?

Questionário 2: Gestão: como funciona? - Estilo de Gestão / Currículo (Diretores GEO, município, professores)

1. Como o GEO opera? (Gestão)
2. Qual é a relação com outras partes interessadas?
3. Quem apoia as operações do GEO? / É sustentável?
4. Se sim, como você fez isso? / Se não, o projeto vai terminar algum dia?
5. Como o GEO está organizado? (Organograma)
6. Como os estudantes em potencial se matriculam na escola? (Procedimentos de admissão)
7. Como os professores são selecionados?
8. O que o torna diferente de outras escolas?
9. Como o currículo escolar é composto? (Comparado com escolas convencionais)
10. Quantas horas de prática esportiva são agendadas semanalmente no GEO?
11. Como a promoção / comercialização do GEO é feita?
12. Você acha que este modelo é replicável ou adaptável a outros contextos? Como?
13. Quais são os desafios na gestão do GEO?

Algum outro comentário?

Questionário 3: Social: É efetivo? - Medindo o impacto

(Diretores GEO, Município, Professores, Pais)

1. Quais são as características dos alunos que você atende?
2. Como foram / os resultados dos alunos acadêmicos antes / depois de se inscrever no GEO?
3. Como foram / os resultados esportivos dos alunos antes / depois se inscreveram no GEO?
4. Existe algum rastreamento de a carreira dos alunos após a graduação do GEO?
5. Você acha que este projeto contribui para melhorar a base esportiva do Brasil ou para melhorar a inclusão social (deficiência e pobreza)?
6. Na sua opinião, como foi a percepção das pessoas que viviam na pobreza das áreas circundantes e como e agora?
7. Quais são os desafios de trabalhar com estudantes do GEO?

Algum outro comentário?