Educational, Sports, Cultural and Solidarity Tourney: from the point of view of the Sports Organization

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Abstract

The practice of organizing sports events is a new area of research and therefore requires further studies. The objective of this study was to identify events that have different values and characteristics from traditional sports competitions. To this end, a survey of information about these events and an interview with the organizing committees of these events were carried out. The study was guided by qualitative research, of a descriptive and interpretative nature, involving interviews and documentary research of the events selected for the study. After reading the data, information was gathered to better understand the values of the Educational,

Sports, Cultural and Solidarity Tournament (TECSESP). As a result, we found that there is a sports organizational model for holding this event, the organizing committee of TECSESP that seeks to promulgate values that are passed on through the actions of participants and organizers. Because the event is held periodically, it has been structuring itself and seeking to be increasingly aligned with its target audience in a process of collaboration.

Keywords: Events; Sports Organization; Solidarity Tourney; Sport.

Introduction

Tubino (2017) initially highlights that "sport is considered one of the most important sociocultural phenomena at the end of the 20th century". Firstly, the beginning of the organization of sporting events stands out in Ancient Greece, with the Olympic Games, evidencing the warlike, political, festive and religious practices of the Greeks, as a way of making the citizens of the Polis feel like "one". Later, in Ancient Rome, the Romans, by appropriating Greek culture, held religious games in the great circuses and amphitheaters of the cities, on sacred feast days and holidays, with the aim of "calming" and entertaining patricians and plebeians, to alleviate social tensions. This policy was known as the policy of Bread and Circuses, and aimed, during the period of the Republic, to demonstrate great spectacles, creating a period of pacification between the aristocracy and the people. In other words, such sporting events have been present in society for many years and are commonly linked to objectives and purposes of construction around a message to be conveyed in line with the sporting event. Thus, it is important to organize such events so that they are carried out within the proposed objectives.

Given this panorama and taking a historic leap in the evolution of sporting events, it is necessary to organize sporting events mediated by professionals who have specialized knowledge in the act of managing or administering these events. The terms management and administration are complementary to each other, with the latter being the one that is more disused today in the 21st century in the academic field. According to Ferreira (1988), the meaning of the word management is associated with managing, administration, and administration. Therefore, the administrative and sports areas become highly relevant for study and knowledge, in order to make the various types of events with different purposes viable. With the union of these areas, a new concept emerges, which is sports management. According to Bateman and Snell (1996), sports management is the area that will carry out processes of working with people and material resources in order to optimize the objectives of sports organizations in an effective manner.

Understanding that sports management is an area of relevance and that sports events have objectives: political; social; health and economic, involving various areas, this work will seek to elucidate such issues surrounding the organization of sports events such as the Educational, Sports, Cultural and Solidarity Tournament of the Technical School (Etec) of Esports – TECSESP.

TECSESP, a social event held in the form of a tournament, is organized annually by students and directors of the Curt Walter Otto Baumgart technical school, better known as Etec of Sports. The event is systematized and organized by students of the Technical Course in Sports Organization and the school community. This tournament is intended for the participation of students from the state education network of Centro Paula Souza, an agency of the Government of the State of São Paulo, responsible for promoting a network of higher education technology courses lasting two to three years.

This event is held in the form of a tournament, and according to Poit (2013), the tournament is characterized by an elimination competition in which there is no confrontation between all teams because it is held in a short space of time. This event is characterized by an event (party, sports competition, show) planned with a specific place and time, which attracts a large audience. Finally, TECSESP is a tournament that is inserted in the educational context, being aimed at different Etec´s in the State of São Paulo, which get involved and mobilize for effective participation in the event.

TECSESP aims to be an educational, cultural and solidarity tournament, with these tree pillars as a message to be conveyed to participants. Therefore, it is of utmost importance that these concepts are clear to those who organize and those who experience the event. According to Michaelis (2023), educational is something related to education, educational and scholastic is something related to the school that is intended for the school; suitable for use in school; that is specific to the school. Regarding culture, according to Santos (1983), culture concerns humanity as a whole and at the same time each of the peoples, nations, societies and human groups. Finally, Michaelis (2023) defines solidarity as something that depends on one another; reciprocal; that is willing to support, help, accompany or defend someone in a given situation.

Therefore, by understanding the area of study and complexity of sports management and the dimension of the TECSESP event, this study aims to diagnose the occurrence of events that have different values and characteristics from traditional sports competitions, which are those that emulate the principles of high-performance sports, and whether they can demonstrate such characteristics in the design and execution of these events. With this as a guide, the research will conduct a survey of tournaments similar to TECSESP and also interview organizing committees of these events, seeing if what is proposed as a mission is in fact executed in such organizational models of events with an Educational, Sports, Cultural and Solidarity character.

Methods

This research work is qualitative in nature. Qualitative research is that which is concerned with studying phenomena in greater detail. According to Cauduro (2004), qualitative research seeks to understand the concepts, attitudes, behaviors, opinions and attributes of the universe being researched, seeking to relate such aspects assessed through the responses of the research subjects through research, observation and documentary study.

The present research proposes to carry out the following procedural steps:

- 1st Step: identify and select events in the Southeast Region of the country with values and characteristics similar to the TECSESP event.

- 2nd Step: contact the organizing committee of the events that most closely resemble the values and characteristics present in the TECSESP event.

- 3rd Step: interview the organizing committee of these events and understand the similarities and differences in relation to the TECSESP event.

- 4th Step: discuss the results of the research with support from the responses of the subjects interviewed, relating them to what has already been researched in the academic literature on this topic.

The 1st Stage consisted of research on search engines using the following keywords: tournament; educational; sports; cultural and solidarity. Tournaments located in the southeast region of the country were chosen. In the 2nd Stage of the research, contact was made with the organizing committee of the events that most closely resembled the characteristics and values in accordance with the principles of TECSESP, and an organizer was selected to be interviewed. Continuing the research, a semi-structured interview was conducted with the organizers of the events, supported by the directed script. The choice of the semi-structured interview technique is reflected in the fact that the organizers of the chosen events were asked pertinent questions to be observed about the objectives and values of these tournaments (presented in Tables 01 and 02 in the results section). That said, for Ludke and André (1986), the interview has a character of interaction between the interviewer and the interviewee, with an environment of reciprocity.

Finally, in the 4th Stage of the research, a conversation was held with specific literature in the area of sports management, with the speeches of the interviewees and with support from the material prepared by the organizers in relation to the events researched. To conduct the

research, free and informed consent forms were given to the participants, all of which were signed and delivered, providing conditions for the data to be collected and presented in this research, following the precepts of research ethics, following the standards of Resolution No. 466/12 and Resolution No. 510/16.

Results and Disscusions

When contextualizing the study theme, it is important to conceptualize some issues regarding sports competitions and how they are inserted in relation to values and characteristics that want to be transmitted as a message and ideals, as well as differences around these sports competitions.

To this end, it is worth highlighting that sports as a practice are classified in the following manner according to the objectives proposed by Law No. 9,615, of March 24, 1998.

Conceptualization and Purposes of Sports:

Art. 3º Sports as a predominantly physical and intellectual activity can be recognized in any of the following manifestations:

I - Educational sports, practiced in education systems and in unsystematic forms of education, avoiding selectivity and hyper competitiveness of its practitioners, with the purpose of achieving the integral development of the individual and their training for the exercise of citizenship and the practice of leisure.

II - Voluntary participation sports, including sports modalities practiced with the purpose of contributing to the integration of practitioners into the fullness of social life, promoting health and education and preserving the environment.

III - Performance sports, practiced according to the general standards of this Law and national and international rules of sports practice, with the purpose of obtaining results and integrating people and communities in the country and these with those of other nations.

IV - Training sports, characterized by the promotion and initial acquisition of sports knowledge that guarantees technical competence in sports intervention, with the objective of promoting the qualitative and quantitative improvement of sports practice in recreational, competitive or high-level competition terms. (Brazil, 1998).

Thus, the sports purposes defined by law are present in our society in various formal and informal educational spaces, such as educational sports in formal school education with physical education classes; within the informal educational space with various sports schools that may or may not have a bias towards high-performance competitions; and finally in spaces focused on participation sports that aim to provide leisure opportunities in clubs; sports arenas and other spaces where practices will be carried out according to the interests of the participants.

Around the conceptualizations of the purposes of sports, there are sports competitions inserted in this context as well, with the most portrayed and most well-known model due to the dissemination of information through the media being high-performance sports, with the main

objective of these competitions being victory in the end, requiring team effort when the sport is collective and a single effort often when this sport is individual.

There are also other types of sports competitions that are present in the daily lives of those who attend formal and informal sports venues, which are sports competitions with educational objectives. According to the authors they believe that sports and educational competitions must be balanced, so that all participants have effective conditions to succeed (Reverdito et al., 2008)

Corroborating this characteristic, according to Reverdito et al. (2008), the reason for holding sports and educational competitions is to offer all those involved challenging experiences that can contribute to the affirmation of their skills. The reference point is the student himself, playing with someone else and with himself, as a milestone for his self-evaluation.

In this way, when comparing high-performance sports competitions and educational sports competitions, they demonstrate different characteristics and objectives and, therefore, also have dissimilar expectations from those who will experience the process.

About Sporting Events

Since the work aims to understand the organization of sports event management, it is necessary to delve deeper into the literature on how these events are organized and carried out. However, when researching the topic in the literature, there is still a lack of productions around the specific area of organizing sports events, making it necessary to resort to concepts of event organization in general that will support and provide support for the understanding of how such events of a sporting, educational, cultural and solidarity nature are carried out.

The supporting work for the foundation of the concepts of Event Organization is "Event Organization: Procedures and Techniques" by the author Marlene Matias. According to Matias (2010), the Events area is a dynamic and broad space, the nomenclatures of the area are constantly updated, but it is possible to conceptualize the word Event as, being the sum of actions previously planned with the objective of achieving results established for the target audience.

By seeking to conceptualize and classify items that are part of the structure of an event, Matias (2010) defines some stages, which are: In relation to the public; In relation to the area of interest and In relation to the number of participants. In the stage in relation to the public, the space where the events take place is designated, whether they are in open spaces or closed spaces.

Open spaces are those in which they are intended for the public through adherence to a registration method, which may or may not be free, and the event may also be open to the general public. Closed events are those in which they take place in a pre-established location with a defined target audience who are invited or summoned, and attendance is mandatory. In the stage in relation to the area of interest, the types of events that exist, of which there are several, but we will stick to the classifications of the object of the study that we are investigating, which are educational; sports; cultural and solidarity sports events.

According to Matias (2010), a sports event can be one that has a link with the practice of sports, regardless of the modality. Regarding Cultural Matias (2010), he says that for an event to be cultural, it must highlight the aspects of a certain culture for the knowledge of those involved in a general or promotional way.

Finally, regarding the number of participants in an event, it involves classification according to the number of participants who will be present at the event. According to Matias (2010), there are the following events: Small-scale with up to 150 participants; Medium scale with up to 500 participants; Large-scale with over 500 participants and Mega-event with an audience of over 5 thousand participants and having characteristics of a social production that often involves political and economic factors linked to the events such as the Olympic Games or World Fairs.

Within the elaboration and execution of an event, there are several phases of the planning process, according to Matias (2010), these phases are Conception; Pre-event; Trans-event and post-event.

Within these stages, each one has its own characteristic and importance. Conception, according to Matias (2010), is the stage responsible for the idea of what the event will be, where data collection of pertinent information occurs so that the event can be executed, in addition to the objective that is desired with the event.

In the Pre-event stage, according to Matias (2010), it is the moment after the entire conception of the planned event has already been planned and when the phase of seeking to develop a plan for various sectors to be carried out begins, such as: executive coordination; financial controls; administrative services and the social part of the event, seeking to develop plans for the services to be provided at the event.

Moving on to the Trans-event stage, which refers to the execution during the event, Matias (2010) says that it is the stage where the activities to be carried out during the event take place; these steps that were previously planned are monitored by the organization through a

checklist based on the completion of the tasks as a way of being able to evaluate and monitor the event for possible necessary corrections. Finally, the post-event stage, which is the moment when the organizing team meets to discuss the processes carried out at the event. According to Matias (2010), this stage consists of technical, administrative and participant evaluations, evaluating the results previously expected with the results obtained from the event, seeing if the attitudes were correct and whether possible adjustments should be made for future events.

In general, classifications, procedures and event techniques are vital for a good conception, preparation, execution and monitoring of future events and are terms and techniques that can possibly be adapted to the context of sports event management, being a great support material for the feasibility of events with this characteristic.

Therefore, to continue the study, we will address how TECSESP, an event of an Educational, Sports, Cultural and Solidarity nature, seeks to hold this competition around the values that the organization of the TECSESP event seeks to achieve with this proposal.

Event Description

There is much debate about the concept of events, such as their typology and intentionality. That said, goals and objectives are set by the organizers, and according to Senac (2000), events are characterized by the following aspects: size, date of the event, profile of participants and the objectives they intend to achieve.

TECSESP, the Educational, Sports, Cultural and Solidarity Tournament, an event conceived by one professor of the Curt Walter Otto Baumgart Etec of Sports Technical School, in 2013, came up with the idea of providing an event that would have a beneficial and subtle interaction between the people who are part of TECSESP, especially students from other state technical schools related to Paula Souza Center. One of the proposals is to improve the socialization aspect among participants, athletes and visitors, to raise citizenship among those involved and also to help in the better training of the people who are participating, and above all, to consider the cooperative aspect before the competitive aspect. The competition is organized and promoted by students of the technical course in Sports Organization at Etec. Being a great opportunity for students of the course, the organization of TECSESP is the moment for future technical graduates in Sports Organization to explore and put into practice the theoretical knowledge and experiences obtained during the course.

In the last edition of TECSESP, held in 2022, TECSESP brought together more than 12 thousand registered participants, belonging to 52 Etec´s. The event is conceived at least three months before the initial start, where an organizing committee is formed with teachers and

students who make up the "model office" group belonging to Etec of Sports.

In the group, proposals and solutions for the new editions of the event are discussed, in addition to meetings with the school community of the other participating Etec´s for a Technical Congress around the rules of the modalities and the competition model. Subsequently, meetings are held between the event's organizing committee and the representatives of the participating Etec´s, where they are instructed on how the event will be developed, from the delivery of documentation, objectives and general guidelines of the event, as well as the regulations.

In general, the TECSESP event can be divided, as previously seen in the literature, into three stages of event organization, namely: pre-event; trans-event and post-event.

The Pre-event is the stage in which guiding questions about the event are discussed, starting with what the objective is or what the event seeks to achieve. Once the objective is defined, the theme is developed, the target audience is identified, the location where the activities will take place is chosen, the dates are defined, and also the work schedule is defined. Above all, training is provided for the reception of guests and the officials of the sports activities.

Then, in the Trans-event, when the activities planned for the pre-event are implemented, the students organizing the event, together with the organizing committee and the model office, hold an initial meeting before the official opening, to align the final details and direct the students to their respective work groups, so that they can then begin their professional activities.

Finally, in the post-event, a general meeting is held between the organizing committee, where the feedback is put into practice, that is, the organizing participants of TECSESP present their ideas and impressions, in addition to the mistakes and successes that occurred during the main event. Therefore, in the subsequent edition, new implementations of improvements can and should occur, providing better use and ambiguous entertainment, both for those who are organizing the event and for those who are participating.

So, this event, it aims to meet the educational aspect that According to Paes (1996), the first contact that children have with sports occurs in educational environments, where motor skills and abilities are developed, including in collective and individual sports, creating a primary motor repertoire, which will develop as the individual matures. It is worth noting that affective, cognitive and social aspects interfere in the development of the individual. Furthermore, from a very early age, play in the child's life is of fundamental importance, because when they play, they explore and handle everything that is around them, through physical and mental efforts (Araújo, 1992). In addition to this aspect, it contemplates the sports

aspect. This means that, although TECSESP encompasses collective sports, such as soccer and volleyball, they are undoubtedly not organized to be played at a high level by the participants, but rather as a competitive physical activity. Furthermore, if a runner challenges another runner to a race, this race becomes a form of competition or contest. It is competitive, but it develops in a more or less informal manner. Only when the two runners follow the formalized rules and compete under standardized conditions can we say that they are practicing sport (Barbanti, 2006).

Still on the process of characterizing sporting events, a better understanding of the term "Culture" is necessary. So, when we refer to culture - a term widely used in anthropological areas of academic and social studies, culture here relates to sport in the way that it is called body culture of movement. That said, we realize that the body is capable of expressing gestures and sounds, for example, and according to Koffes (1985), the body is the expression of culture, therefore, each culture will express itself through different bodies.

Finally, the solidarity aspect. As can be seen in De Melo (2005), when he mentions the Four Competencies for the Development of Potentials idealized by UNESCO, in these four competencies it is possible to observe that the following are present: learning to be; learning to live together; learning to do; learning to know. However, this issue can be resolved in the next editions of TECSESP due to the change in the competition model, making teams advance to new phases of the competition as they win the disputes and continue this process of coexistence with the other participating teams, thus making it possible to create friendships and experience the spirit of solidarity through the games, both internally and externally.

Based on the premise of the values that TECSESP understands in its tournaments as: Educational; Sports; Cultural; and Charity Tournament, we consulted through the events that had available regulations to determine which characteristics the events studied fit.

The research also observed the possible sporting purposes of the events held, that is, whether these competitions were for participatory or educational sports. Then, we tried to observe the type of competition in which these events were held, sometimes a tournament or circuit, sometimes a festival.

In the same way, the number of participants can also be verified, as the events that bring together a greater number of participants are those that have a variable frequency, in other words, those celebrations that happen all the time, but not on a fixed date. Based on this, Table 1 was prepared.

Table 1.

Educational, Sports, Cultural and Solidarity Events in the southeast region of Brazil

Event	number of participants	type of competition	frequency	local
1 Copa of futsal of São Paulo City	>400	tournament	itinerant	São Paulo-SP
Interceus-Sp	>500	tournament	itinerant	São Paulo-SP
Olimpiadas Estudantis-SP	>500	tournament	itinerant	São Paulo-SP
Festival jogos estudantis-SESISP	400	festival	itinerant	São Paulo-SP
Torneio esportivo Paraisopolis	60	tournament	fixed	Parisopolis-SP
Festival de Verão de Bragança	<50	festival	itinerant	Bragença Paulista-SP
Esporte Solidário Itaguara	<50	tournament	itinerant	Itaguara-MG
Campeonato e orrevoada de pipas	>50	tournament	sporadic	São Paulo-SP
Torneio esportivo Solidário Itupeva	>50	tournament	sporadic	Itupeva-SP
Torneio Handebol Solidário Cabreúva	50	festival	sporadic	Cabreuva-SP
Xadrez Solidario	60	tournament	sporadic	Araraquara-SP
Festival de voleibol misto SESCSP	300	festival	itinerant	São Paulo-SP
Circuito pé na areia Caraguatatuba	1200	circuit	itinerant	Caraguatatuba-SP
Cirtuito esportivo do litoral norte	1000	circuit	itinerant	São Sebastião-SP
Festival de volei para idosos-SESC	50	festival	itinerant	São Paulo-SP
Festival ginastica para todos-SESC	100	festival	itinerant	São Paulo-SP
Futebol society bola na rede comida na mesa	70	festival	sporadic	São Paulo-SP
Copa volei feminino SESCSP	80	tournament	itinerant	São Paulo-SP
Festival de Futsal SESCSP	70	festival	itinerant	São Paulo-SP
Circuito pé na areia Bertioga	300	circuit	itinerant	Bertioga-SP
Campeonato municipal de futebol	150	tournament	itinerant	Santana de Parnaíba-SP

After composing the Table prepared by the authors, it can be observed that these events were separated according to some characteristics, such as: number of participants; types of competitions; frequency and location of these.

In relation to the number of participants, 11 of the events surveyed had less than 100 participants; 7 of them had 100 or more participants and 2 of the events had 1000 or more participants, with only one of the events for which no information was found regarding the number of participants.

Regarding the types of competition of the events, the following were: 10 events in tournament format; 8 in festival format and 3 in circuit format. Regarding the frequency of these events, the following were: 15 events with variable frequency; 3 events with sporadic frequency and 1 event with fixed frequency. Based on this information, we sought to contact the organizing committees of the events in order to interview the people responsible for organizing the events. However, we did not receive any feedback or contact with them, and we were only able to discuss this work based on the findings available on the websites and news about these events.

From this, an interview was conducted with a member of the TECSESP organizing committee, in which this work sought to answer some concerns about the organizations of these sporting events regarding the procedures for designing and holding events that seek to bring

ideals different from the practices of high-performance sports.

The questions to be answered addressed the following topics: event objectives; organizational models of events; intrinsic values in relation to the events; what the participants' interests in relation to the events are; what is the participants' view of the event and the opinion of the TECSESP Organizing Committee (COT) regarding the relevance of the study presented here. For the purposes of maintaining anonymity, the member of the TECSESP organizing committee will be referred to as COT.

Regarding the event's objectives, COT says:

"In order to achieve this, when developing a sport, cultural and solidarity tournament, we have to think first about the social and cooperative aspects before thinking about the competitive aspects. So, the objectives we are aiming for are interaction between people, improving the socialization aspect, among participants, athletes and visitors, improving citizenship among those involved and also helping to improve the education of the people who are participating".

According to the organizing member of TECSESP, the event was structured with the objective of promoting interaction between people, improving the socialization aspect among participants, athletes and visitors, improving citizenship among those involved and also helping to improve the education of the people who are participating.

Therefore, with the objective of demonstrating the value of solidarity as cited by De Melo (2005), regarding the Four Competencies for the Development of Potentials idealized by UNESCO, it is possible to observe that these four competencies are present: learning to be; learning to live together; learning to do; learning to know.

According to the organization of this event, the professor believes that TECSESP participants are interested in cooperating in the editions, with the objective of socializing as a whole and "There is also a form of leisure among direct and indirect participants who are those who do not play, but are here at the event to be able to participate in the activities that take place or just cheer, meet people and interact with the rest of the public". Not only that, but this affective and optimistic exchange is present in the culture, one of the values proposed by TECSESP and according to the Ministry of Education, 2001, one of the central objectives of Culture is to "Use different forms of language to communicate and express oneself".

Also, according to the structuring of the stages of conception: pre-event; trans-event and post-event, the interviewee and the importance of using organizational models of events for this, COT responds that:

''To hold any event, I believe that a guideline needs to be followed, and throughout these 10 years, what I used at TECSESP was both theoretical knowledge, which is very important, and practical knowledge. The theoretical knowledge involves the three stages of the event - Pre, Trans and Post, in which, before thinking about the Pre, we must think about the feasibility of this event, what goal we want to achieve with it. After this part of planning, of structuring the event, and if approved, as it was, we go to the Pre part. So, I believe that, within these three stages, we must think about two beforehand, such as the conception and feasibility of this event. After these two stages, we must think about the Pre-event. In the Pre-event, this is where we are structuring everything that was thought of and following the manual or organizational models, which will make us think about and minimize the negative impacts that the event may have at a given moment. During the Trans-event, this is the execution part, and the execution does not start, it is not restricted only on the day of the event, but from the moment we finish the Pre-event part, the Trans-event begins one month or 15 days before the event. And the post-event begins from the moment the event began, because the post-event is not only about the feedback, but also about everything that will occur during that stage, where the event first "started" and its operational organization.

In the interviewee's speech, it is possible to see that he is supported by what the literature on the events area conceives for the idealization of events in all the necessary stages, as shown by Matias (2010), with the Events area having the sum of previously planned actions with the objective of achieving established results for the target audience. Regarding the values that the event wants to convey as a message, the interviewee mentions that:

''When we thought about TECSESP as an educational, cultural and solidarity tournament, the first values we thought about were the training of students, the social interaction between people, the appreciation of sports, culture and also the social aspect, and showing that sports are also a place for social interaction where people can have their leisure time and also harmony among people''.

The interviewee's statement is very clear and corroborates what Matias (2010) says about the dynamism of the conception of events, linking each one's definition to its own. However, what stands out in COT's statement is that there is a mission to hold the event that includes everyone involved and, therefore, the issue of values is to include this diversity of people involved who are working to organize the event and those who are there to celebrate the event by participating, demonstrating the diversity of TECSESP, as is evident in Table 2, that among the events researched in this study, only this one includes the various values.

Table 2.

Classification of Events regarding: Educational, Sports, Cultural and Solidarity in the southeast region of Brazil

Event	educational	sporty	cultural	solidarity
1 Copa of futsal of São Paulo City		X	X	
Interceus-Sp	X	X	X	
Olimpiadas Estudantis-SP	X	X	X	
Festival jogos estudantis-SESISP	X	X	X	
Torneio esportivo Paraisopolis		X	X	
Festival de Verão de Bragança		X	X	
Esporte Solidário Itaguara		X	X	
Campeonato e orrevoada de pipas		X	X	
Torneio esportivo Solidário Itupeva		X	X	X
Torneio Handebol Solidário Cabreúva		X		X
Xadrez Solidario		X		X
Festival de voleibol misto SESCSP		X	X	
Circuito pé na areia Caraguatatuba		X	X	
Cirtuito esportivo do litoral norte		X	X	
Festival de volei para idosos-SESC		X	X	
Festival ginastica para todos-SESC		X	X	
Futebol society bola na rede comida na mesa		X		X
Copa volei feminino SESCSP		X	X	
Festival de Futsal SESCSP		X	X	
Circuito pé na areia Bertioga		X	X	
Campeonato municipal de futebol	X	X	X	

In relation to Table 2 prepared by the authors, it can be observed that the sports events organized in the southeast region, in their great majority, have characteristics that are like TECSESP insofar as they are all inserted in the Sports context.

However, the School Value of the events researched was not so widespread, perhaps explained by the fact that majority of the events occur outside the school environment and because the school events are held and organized by agencies linked to education in which there is a strong dissemination within the school community, but there is not much information externally.

Another characteristic of these events is that in the majority of them, many have a cultural value permeating them through the research carried out, however, as seen previously, it is worth noting that the concept of Cultural is very broad and according to Matias (2010), says that for an event to be cultural, it must highlight the aspects of a certain culture for the knowledge of those involved in a general or promotional way.

Another factor when observing Table 01 is that the value of solidarity is usually implicit in the very name of the events researched and that the other events do not encompass the sphere of solidarity value, in addition to the fact that these events also have fewer participants

compared to the other events.

However, thinking about this, it is important to understand how these values are worked on within the event and what characteristics they are present. According to the interviewee, the cultural value is portrayed as:

"When thinking about an event, at a school, and a sports event, I thought about the conception of this event, to include cultural modalities, for a simple reason, which would be to bring more people and make those people who do not practice, who are not used to practicing conventional sports, be present at the location. So, it is to give the opportunity to children, adults, students, athletes, to show the other skills they have, not only in the game part. So, the dance was, the dance and the singing, it was with the idea of showing talents and not discovering talents, but rather showing that such a person has and, successfully, we brought the cheerleaders there, we noticed that, over the time that TECSESP was happening, the dance was already consolidated there, many other people did not participate in the cultural part, and the cheerleaders, it was something that I saw in North American schools and in movies and such, and I brought this modality to TECSESP to make it include even more people within the Etec´s, so that people could have a chance to act and also be protagonists of the school by performing here at the event".

Regarding the value of solidarity, the interviewee says that:

"So, with the, when talking about the solidarity part, the sporting-cultural event, it comes a lot from this basis of the smaller social events, which is helping others. So, at certain times, when organizing an event in a certain community or in a needy region, charging for admission or participation makes it harder for people to participate. So, we found this social aspect, a way to get people to participate directly and to be able to contribute with their participation, and to know that that person has helped or will be helping someone by donating food or clothing. So, the idea when we proposed this solidarity aspect is to make the art of donating something that they do willingly and that this can happen at various stages of their lives, not just at this event".

In the speech of the member of the COT, it is clear that the event was concerned with portraying these values in a way that relates to the cheerleading modalities, which are part of American school culture, but which manages to enable the participation of students who would not previously have been included in other more competitive modalities. In addition, there is a solidarity factor linked to the cultural factor when considering that the cheerleading practice itself is mixed during the presentations, requiring the involvement of boys and girls to perform

the choreographies in the best way.

In relation to the solidarity value, the organizing committee of the event is concerned with seeking to highlight the participants' collaborative practices within sports, but also in the act of donating as a gesture that is remarkable there in the youth, but that this represents something beyond being an act carried into the lives of the students participating in the event. An important factor in event design is understanding what the target audience wants in relation to the event, in the case of TECSESP, what makes participants attend the event and come to it, according to the COT:

"In the opinion of the organizing committee, I can say that over the last 10 years, people have become interested in sports and cultural events, with the aim of interacting with other people. When it comes to a sports and cultural event of a cooperative nature, and not so competitive, people want something more that the event can provide, which is the so-called viability and socialization in different aspects, and of course, even the main objective of the event is the practice of sports and the presentation of cultural modalities, which is not restricted to just dancing and singing, but to all its interventions. And the objective that people have and I could observe within the school environment was that there is interaction and also a form of leisure among the direct and indirect participants, who are those who do not play but are here at the event to be able to participate in the activities that take place or just cheer, meet people and interact with the rest of the public".

Another important factor is the perception of the participants regarding the competition within the event, whether TECSESP is a traditional sports tournament or a tournament different from the traditional ones, and according to the interviewee:

"So, in fact, in my opinion, I believe that they see TECSESP as something that they have to win, not a high-performance event, because it is easy to say that the rules are not the same as other events, so it can no longer be a high-performance event or tournament. And yes, they want to win, they want to be among the best, because they do not have this within the school and there, they have greater recognition among the participants and the protagonism among the Etec´s. So, I understand that participants do not see the event as high performance, but rather as a more competitive than cooperative event, and the competition is within what the event can provide for them".

During the years of the event, according to the interviewee, although participants come to compete and seek to win the competitions, they are still excited about being in a different environment and being able to meet new people and socialize through the sports environment.

In general, the feeling of belonging to the group of young participants involved in the TECSESP environment permeates what is said in Da Silva (2022), in a country with alarming rates of social inequality, the belonging of citizens to a certain area or place determines their potential in the face of the hegemonic class.

Finally, in the view of the event's organizing committee, what is the vision around a study like this that seeks to understand the organization of sports events with characteristics different from those already advocated by traditional sports event models? COT says that:

"I believe it is a redefinition of the proposal that the events are bringing there for some actions. And with this study, it can even serve as a basis for some event organizers who already develop their events and do not have any of these actions conditioned in their operation, so that people can review some points and start working in a possible way, always with the help of trained sports organizers, who have knowledge for certain actions".

Therefore, the study of the area of sports events still needs to be explored and further disseminated so that events that seek to differentiate themselves from the logic of high-performance sports can have other parameters to support diverse events that seek to explore through values and actions how the Educational, Sports, Cultural and Solidarity tournament seeks and has been carrying out throughout the editions with the involvement and belonging of the participants.

Final Considerations

This study was motivated by the exploration of the area of sports events, of those events that seek to differentiate themselves from the formal logic of high-performance sports events and, through this bias, sought to find events that have such different characteristics around mission and values. For this, it found inspiration in the Educational, Sports, Cultural, and Charity Tournament under the light of sports management, to glimpse something different in the way of holding events.

Based on the articulation of the literature in the area of events; with the support of the Educational, Sports, Cultural, and Charity Events Board in the Southeast region and together with the interview with the organizing committee of TECSESP, it was possible to glimpse that there is a concern in holding sports events that are not merely tied to the dogmas of competition, where the winner is rewarded, recognized as the best, and the loser recognized as the loser.

It is evident that there is a concern about the values expressed in the name of the Educational, Sports, Cultural, and Charity Tournament. and Solidarity not only in being a name but in giving meaning to these values through actions, whether by the participants being

protagonists exercising these values during the playing of the sports modalities but also in external actions outside the courts symbolized by the fans who celebrate with the other participants from other spaces as well as those involved in organizing the event, symbolizing cooperation in other sectors, highlighting the spirit of solidarity in this environment.

In other words, in general, the vision of the TECSESP Organizing Committee in relation to the participants of the event is experienced in the day-to-day succession of the competitions in a way that socialization occurs with different people who meet for the educational, sports, cultural and solidarity celebration.

However, it is necessary to say that there is a need to identify the speech of the other organizing committees mentioned in the work as well as the vision of the participants of the events, observing if there is a relationship between what the organizing committee sees from their perspective with the event and what the target audience of the event sees. Guiding new studies on this topic, the study of the target audience of these events, recognizing their opinions and whether these are in fact understood in the elaboration of events with these characteristics that seek to differentiate themselves from traditional sporting events.

For all these reasons, it is considered that the area of sporting events, as well as the organization of sports, must continue to be studied in order to expand the field of knowledge, enabling new studies and new practices to be known by society and for them to benefit from and experience this environment of belonging that such spaces can provide for those involved in the process.

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