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## EDUCATION IN NON-FORMAL SPACES: PERSPECTIVES OF FOOTBALL TEACHING WITHIN THE SCOPE OF THE ACADEMY & FOOTBALL PROGRAM IN THE CENTRAL KARITIANA VILLAGE, PORTO VELHO/RO

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### ABSTRACT

Professional and Technological Education aims at training for the exercise of professions, and should train people capable of working in the world of work and in life in society, as ethical and responsible professionals and citizens. This education takes place in formal spaces, such as schools and universities, and also in formal spaces, designed for different uses, but which are crossed by pedagogical intentions. The on-screen article aims to analyze the Academy & Football Program (BRASIL, 2020a), of the Ministry of Citizenship, and the challenges of soccer teaching under the homonymous project, developed by the Federal Institute of Rondônia, in the wake of this program. The preliminary results point to the commitment of this institution to an omnilateral formation, based on the body culture of movement.

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## INTRODUCTION

Football is a "total social fact" (Damatta, 1982), through which it is possible to access the way Brazilian society speaks, presents itself and dramatizes its conflicts and its ethnic-racial, class and gender configurations. It is, therefore, a privileged access route for the study of social relations established in this country. Unlike in other countries, Football, in Brazil, is not a mere object of leisure (although it also exercises this function), but it is a modality around which expectations of professionalization, social ascension, "life change" are projected, besides being an important element of formation of national identity. In view of these expectations, and considering the field of Professional and Technological Education, the following problem presents itself: how should the teaching of Football in non-formal spaces, within the scope of the Academy & Football Project, of the Federal Institute of Education, Science and Technology of Rondônia?

The Ifro 'Academy & Football' project was approved in Notice Number 1 of August 3, 2020, of the Ministry of Citizenship, which aimed to select projects to support the structuring and operation of the

Academy & Football Program - Football Development Centers and Supporter's Rights Defense. Ifro's "Academy & Football" project is a macro-project, which presents as a general objective to analyze Rondônia's football in terms of promoting public policies of sport and leisure. Among the specific objectives, the perspective is: (1) To research the process of implementation, development and evaluation of programs, projects and actions related to professional football, non-professional, and to the defense of the rights of fans in the state of Rondônia; (2) Diagnose the situation of professional and non-professional football, with regard to infrastructure, financing, management, social projects, schools and soccer workers in the state of Rondônia, and carry out the cadastral mapping of spaces intended for soccer practice; (3) Describe the situation of women's soccer, professional and non-professional, in the state of Rondônia, in terms of participation, infrastructure, financing, social and professional projects; (4) To highlight the perceptions of soccer coaches regarding public sports policies; (5) To analyze the contributions of the Academy & Football Program in the promotion of sport, the development of women's football and research in the area of public policies of sport and leisure; (6) To study the behavior of body composition, flexibility, muscle strength and endurance, speed, caloric expenditure and heart rate of children, adolescents and young

people during the realization of the project at the Karitiana Football Center. For the development of this macro project, subprojects and specific work plans were elaborated and distributed to a multidisciplinary team composed of teachers of Physical Education, Sociology, History and Law. Among the subprojects under development, there is the entitled “The implementation of the Academy & Football Program at IFRO”, developed in the line of Research Organization and Memories of Pedagogical Spaces in Professional and Technological Education, of the Master’s degree in National Network in Professional and Technological Education. This, in particular, turns to monitoring the implementation of the Academy and Soccer Program in IFRO, evidencing the actions of institutional organization for the development of the macro project. In its scope, it aims to collaborate, in the fields of Football Pedagogy, for orientations directed to an omnilateral formation. This article aims, therefore, to analyze the Academy & Football Program (Brasil, 2020a), of the Ministry of Citizenship, and the challenges of soccer teaching within the framework of the homonymous project, developed by the Federal Institute of Rondônia, in the wake of this program.

## MATERIALS AND METHODS

The research reported here is classified as nature, as Basic Research, as type, as Documentary Research, as objectives, such as Exploratory Research, and in relation to the procedures used, such as Action Research (Thiollent, 2011), since it is a participant study, developed in close association with the professional community responsible for the development of the Academy & Football project in IFRO. Regarding the data sources, the following documents were considered: the guidelines of the Academy & Football Program (Brasil, 2020a), Notice Number 1 of August 3, 2020 (Brasil, 2020b), Ordinance Number 4 of December 16, 2020 (Brasil, 2020c), the list of partner entities (Brasil, s.d.), and the Academy & Football project, IFRO, approved in Notice Number 1 of August 3, 2020. It is understood that documents should be analyzed as ‘methodologically developed communicative devices in the construction of versions of events’ (Flick, 2009, p. 234), that is, as an expression of a power that denotes choices “made both by the forces operating in the temporal development of the world and humanity, or by those dedicated to the science of the past and of the time that passes, historians” (Le Goff, 1990, p. 535). The selected documents were applied to the procedures of hermeneutic criticism, and then were recorded in electronic text editor.

## RESULTS AND DISCUSSION

Football is the most popular sport in Brazil, a sport that catalyzes complex relationships and unique social feelings and representations. It is considered a national passion, and can be seen as a phenomenon that mobilizes the attention of even those who do not practice it, do not appreciate it, or do not identify with any team. The popularity of this sport, according to Damatta, stems from the fact that it allows to express a series of national problems, alternating perception and intellectual elaboration with emotions and feelings concretely felt and lived.

In a society internally divided into multiple spheres, each with a differentiated ethics, and even opposite (although complementary to each other), institutions that allow these junctions of the house with the street, the citizen with the father-of-the-family, the member of the government with the mass of people of the city, of the gods who know everything and can with the men who ask down here, they are institutions doomed to success and to serve as privileged means by which life is defined with its strength and its fullness in societies such as the Brazilian one (Damatta, 1982, p. 40).

In a country marked by instability in politics, the economy, democracy, access to rights, and a society of exchangeable values, as is the case in Brazil, football appears as a form of contact with the permanent of our social world. In football, the rules are clear and do

not change at the mercy of those who have power. In football, individuality and personal talent stand out, giving the feeling of sublimating class barriers, and making it believe that such barriers do not exist, or that they are suppressed at least during the moment of the game: that blacks and whites, rich and poor are brothers, that personal merit overlaps with class prejudices, of color, ethnicity, and even gender - when looking at professional women’s football. That justice, reparation and compensation for the struggles and defeats of daily life are possible. Faced with these elements of strength, which act in social cohesion, football has become one of the main symbols of Brazilian identity, an identity that is characterized as fluid, dynamic and in constant negotiation (Hall, 2006). This identity built around football is a product of historical relations processed since the end of the 19th century, when the sport was introduced in Brazil. Regarding the introduction of this sport in Brazil, the sources are controversial: Trampowsky (1922) indicates the young Charles Miller, son of a Scottish engineer living in São Paulo, as the main diffuser of British sport in Brazil. This diffusion process would have started in 1894, when Charles Miller returned from a trip to England bringing a book of rules, balls and uniforms. Freitas and Trigo (2019) inform about reports of experiences prior to 1894: English sailors would have played a match near the residence of Princess Isabel in Rio de Janeiro, in 1878, in 1880 the game would already be played in schools in São Paulo, Rio de Janeiro and Rio Grande do Sul, and in 1890, a friendly between caboclos<sup>1</sup> and employees of English companies had stage in Belém, in Pará. Mascarenhas de Jesus (2001), denies the thesis that the introduction of football would have occurred through Charles Miller, evidencing its introduction in southern Brazil from beautiful countries that already practiced the sport in the mid-nineteenth century, such as Uruguay and Argentina. The author highlights the popular contribution to the diffusion of sport, contrary to the thesis that indicates that this popularization is the result of the effort of the elites. It is worth mentioning that, in its early days, football was an activity reserved for the elite and restricted to clubs, and only progressively the workers of the popular classes were able to access it. Ethnic-racial and economic prejudices are at the origin of the elitist character of the first formal practices of football in Brazil. However, in parallel to the sport practiced in clubs, from an early age “lowland football” gained fans. In improvised fields were installed beams, even without nets, and improvised balls rolled impressively, revealing the talent of thousands of workers throughout Brazil, who in their spare time chose the game of football as a favorite leisure activity.

According to Franco Junior (2007, p. 63-64),

The social boundaries of football began to be transported from an early age with the formation of improvised teams by the popular sectors, which went from curiosity to mimicry. Without adequate equipment and playing with worn and even improvised balls, on land not yet occupied by the urbanization process, the soccer of the subaltern groups became a mode of representation of the existence denied in other social fields.

Some of these players, who did not just want to “play” football, were decisive for the professionalization of the sport in Brazil, having fought an steamy struggle to obtain recognition, incorporation in clubs and access to labor rights, as we can see in Tonini’s studies (2011; 2016). Brazilian football is a way of access to the social system of this society, therefore, a point of contact of special relevance for a Professional and Technological Education committed to an omnilateral formation, that is, committed to an educational proposal that aims to “train people in its entirety”, stimulating the various aspects of human and social development.

Professional and Technological Education, in this perspective, aims to

[...] effectively contribute, through work, to the formation of subjects who have technical-scientific competence, a necessary condition for the material production of life, who understand

<sup>1</sup>Caboclo is the designation given in Brazil to the individual who was generated from the miscegenation of an Indian with a white.

social and production relations from a socio-historical-critical perspective and who have an ethical-political commitment to the interests of the class that lives from their own work and, consequently, their formation as emancipated citizens (Moura, 2014, p.94).

To this end, this education has been carried out both in formal spaces, such as the Federal Institutes of Education, Science and Technology created in 2008, as well as in non-formal spaces, understood as distinct places of the school, but which can also house educational activities (Jacobucci, 2008). According to the author, these spaces may or may not be institutionalized spaces. In the category of institutional spaces are those regulated and have technical team responsible for the activities performed, such as museums, science centers, ecological parks, zoos, botanical gardens, planetariums and aquariums, among others. Among the non-formal spaces of education, but which can also systematically or sporadically host educational activities, are parks, caves, rivers, streets, squares, fairs, cinemas and soccer fields, among others. For Silva (2021), these spaces reverberate the construction of the citizenship process and should be better known by teachers and serve as an internship field for undergraduate students. By being appropriated for pedagogical uses, they expand the possibilities of reaching audiences who are often distant from formal school spaces or who have never had access to them, opportunistic interaction and joint learning.

Education in non-formal spaces does not aim to compete or replace official education, offered in formal teaching spaces, but its objective is to complement school education through pedagogical actions to promote autonomy, freedom and solidarity, as well as reach specific audiences, often excised from school and academic and formal spaces. This educational perspective is based on freirean assumption that “wherever there are women and men there is always what to do, there is always what to teach, there is always what to learn” (Freire, 2000, p. 85). Thus, the educational actions concatenated to the IFRO Academy & Football project target children, adolescents and young people of the Karitiana ethnic group and operate from the perspective of omnilateral formation, with a view to promoting autonomy and freedom and engaging indigenous students in their own cognitive, physical, intellectual, social and human development. The Academy & Football project, developed by the Federal Institute of Education, Science and Technology of Rondônia, in the field of the Academy & Football program of the Ministry of Citizenship, has in the formal spaces, in space in the football field of the village Central Karitiana the privileged locus of development of the educational actions provided for in it. Before analyzing the challenges of football teaching in the wake of this project, we will make brief considerations about the program that subsidizes it. The Academy & Football Program aims to guarantee Brazilians and Brazilians access to the practice of soccer, futsal and beach soccer, and to promote the production and dissemination of knowledge about these sports at the national level. The Program is based on three pillars: offering football, beach soccer and futsal to children, adolescents and young people from 06 to 23 years; support the structuring of research groups and research on football, futsal and fan rights; and hold courses and scientific events on football, futsal and fan rights. These pillars were designed with the purpose of qualifying and expanding scientific production in the area, contributing to the dissemination of knowledge and the continued training of professionals to work in the management and other sectors of football (BRASIL, 2020a).

Although the guidelines mentioned above establish the age group from 06 to 23 years, in Notice Number 1, of August 3, 2020, aimed at the Selection to support the structuring and operation of the Academy & Football Program- “Football Development Centers and Defense of Fans’ Rights”, the service was established until the age of 25, but at least 70% of the beneficiaries must be between 06 and 17 years old (Brasil, 2020b). The Program operates by fostering the installation of soccer development centers in public universities and federal institutes. The initiative is funded with federal government resources, but encourages the establishment of local partnerships and use of resources from parliamentary amendments to strengthen actions. It

was created in 2019 by the National Secretariat of Football and Defense of Fan Rights, linked to the Ministry of Citizenship, with the objective of implementing and developing football and its derivations, through the promotion of federal institutes and universities. It is currently present in more than 30 institutions. Six decentralized implementation terms were signed in 2019, serving the five regions of the country. In 2020, 25 more terms and two agreements were signed, which allowed the program to be taken to all regions of the country. The Federal Institute of Education, Science and Technology of Rondônia (IFRO) had a project approved in Notice Number 1, of August 3, 2020, through Ordinance Number 4, of December 16, 2020 (Brasil, 2020c). The proposal called “Academy & Football no IFRO” involved the implementation of a Center of Excellence in Football Studies at IFRO Campus Porto Velho Calama; development of five continuing education courses for teachers, physical education students and professionals of social football projects in the state of Rondônia; and the implementation of a football training center in the Central Village of the Karitiana people. The project foresees the integration between teaching, research and extension, through activities based on the curricular documents that guide the teaching of Physical Education at the Federal Institute of Rondônia and in the Karitiana knowledge of body culture, for the reflection and organization of the pedagogical work of physical education teachers and other professionals of the social project “Academy & Football in IFRO”.

Based on the national Curriculum Parameters:

The conception of body culture expands the contribution of physical education to school education for the full exercise of citizenship, to the extent that, taking its contents and the capacities it proposes to develop as sociocultural products, it affirms as everyone’s right access to them. In addition, it adopts a methodological perspective of teaching and learning that seeks the development of autonomy, cooperation, social participation and the affirmation of democratic values and principles (Brasil, 1997, p. 24).

From this starting point, the didactic work of teaching and learning football is organized in formal and non-formal spaces, with the cooperation of the knowledge of body culture in the search for the omnilateral formation of children, young people and adolescents stimulating the development of sociocultural values fundamental to the formation of the citizen. The teaching of sports in federal institutes is currently structured with objectives that go beyond the training of physical capacities, seeking to make it reflective “aiming at overcoming the Brazilian educational dualism between propaedeutic training and professional training,” (Sobrinho; Azevedo; Stefanatu, 2018) with the perspective of body actions transforming and improving sports techniques promoting citizenship, autonomy and class awareness to act in the world of work.

The project serves children, adolescents and young people living in the Karitiana Indigenous Land and is in the initial phase of structuring the Training Center. The formative activities in the area of soccer were planned in order to meet six classes, defined by age criterion:

**Table 1. Age group and number of participants**

Class	Quantitative
Girls from 06 to 11 years	22
Boys from 06 to 11 years	22
Girls from 12 to 17 years	22
Boys from 12 to 17 years	22
Women from 18 to 25 years	22
Men from 18 to 25 years	22
Total	132

Source: Iranira Geminiano de Melo (2021)

Among the main elements that challenge the teaching of football perceived in the project are: the diversity of audiences; age diversity – which to some extent determines developmental stages and cognitive abilities (Piaget, 1970; 1976); the linguistic barriers, with regard to the teaching of the sport to the participants of the Karitiana ethnic group,

who have the Portuguese language as the second language. These factors make up the central challenge, which is to promote, from the experiences with football opportunistic by the Project, an omnilateral education, which enables adequate and transformative learning to the public. Thus, for children aged six to 11 years, the challenge is to reconcile the playful dimension of socialization and motor development with the expectations of professionalization. In this sense, it is essential to stimulate a healthy behavior, based on the consumption of healthy foods, the practice of physical activity and the reconciliation of sports activity with school life in Basic Education. For adolescents aged 12 to 17, the challenges are to reconcile the project's activities to school, family and community responsibilities; improve motor skills and physical abilities; motivate to consider football as an important tool in health promotion and, in addition to play, thinking about possibilities of professionalization. As far as adults are concerned, the challenges are outlined in the optimization of motor skills and physical abilities; reconciling training with work, family and community activities; recognize football as important health promotion strategy, strengthening the socialization process with other communities and with possibilities of professionalization. To overcome the challenges, the project's management team has adopted the following strategies: rapprochement with the Karitiana Indigenous People's Association, which has acted as a mediator between the team of researchers, indigenous students and the community in general, visits the community, development of extension projects and workshops. The project has strengthened the link between IFRO and the indigenous community and the development of research, since the monitoring of body composition behavior, flexibility, muscle strength and endurance, speed, caloric expenditure and heart rate of children, adolescents and young people participating in the Karitiana Training Center enable data for multidisciplinary analyses.

## CONCLUSIONS

Football is a sport of great support by Brazilians, one of the constituent elements of Brazilian national identity and a fact of social life, through which it is possible to access elements relevant to the understanding of social relations established in this country. The Special Secretariat of Sport, the National Secretariat of Football and Defense of Fan Rights, through the Academy & Football Program, have strengthened the development of football and its derivations throughout Brazil and supported the consolidation of research groups in the area, and the Federal Institute of Rondônia is one of the two institutions in Rondônia benefiting from the Program. On the other hand, the process of firming the decentralized execution terms is time-consuming, which may be related to the Institutional budget and/or few servers in the Secretariat to meet the demands of the Program. In Rondônia, the Academy & Football Program has contributed significantly to the development of research on soccer and its derivations, strengthening the participation of women and the continuing training of professionals and physical education students interested in working with sports. Through the IFRO Academy & Football Project, this institution has developed research and articulated actions for the teaching of football, in a critical, emancipatory and dialogical perspective with the knowledge and corporalities of the Karitiana indigenous people, in Porto Velho/RO, through the Karitiana Football Center, in implementation in the Central Village of this ethnic group. The actions of soccer teaching have been oriented both to the field of sports training and monitoring of the physical-motor development of the indigenous participants of the project, as well as in the initial and continued training of physical education professionals and soccer workers, based on the assumptions of the Pedagogy of Liberation, by Paulo Freire.

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