160 - EDUCATION AND SPORT: THE VASCO GAMAS' SCHOOL

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Introduction

The sport, especially the soccer, has great influence in the society as a completely. However the athletes' education is a subject that doesn't receive many investments and nor it has been researched.

Institutions (Fugap and Agap) that they were created to give education and social attendance to the athletes, exist though for they depend on public budgets don't get to reach their objectives.

In Rio de Janeiro, however a club that invests directly in their sportsmen's education exists. The Club of Regatas Vasco of Gama possesses a school of fundamental and medium teaching in their dependences with the objective of facilitating the access of their athletes to the education. Therefore, these studies concentrate on the observation of the operation of Gama's College Vasco, and it still intends to verify the need of a school differentiated for athletes.

In Brazil they just exist other experiences as the one of Gama's Vasco.

Objective

To analyze the operation and the structure of the school Vasco of Gama that has as white public the athletes of the club.

To verify the importance of the education for the soccer player's formation, in other words, to try to understand that sorts out the school formation can increase in the sportsman's life (professional, social and family).

To research about the need of a school differentiated for athletes seen that the same ones have a routine many stressful times and little time to study.

Methodology

The course of this study happened through the participant observation, field research once a week, analysis of documents (of the school and of the club), besides the bibliographical analysis. We made field umtranalho and we passed a questionnaire for the students.

Vindicative

To reveal new experts is not just to present new players to the spectator is, above all, to form athlete-citizens capable of if they turn examples and they be following.

For that, it is fundamental that is invested in the education returned to that public that has a differentiated routine and that for that needs a school that adapts the that reality.

Thinking about that, and also in the absence of specific bibliography on this theme, I look for to contribute through of those studies with other futures that want to approach the athletes' education.

Liteatura revision:

1. Social aspects of the sport

It is very narrow the relationship between sport and society. Now the sport is observed taking a great social dimension, that can be noticed by the constant growth of his/her space in the media and in the everyday.

Every day, it increases the number of sports, and also, which practice them. Only to have an idea of the complex and wide relationship that involves the societies and the sport, according to Helal (1990), more countries exist affiliated to Federation International Football Association (FIFA) than to the Organization of the United (UN) Nations.

Murad (1990) updating this information, he/she affirms that in February of 1996, FIFA gathered 198 country-members, while UN gathered 189. Another interesting die is that FIFA was founded in 1904, while UN, only in 1945.

The sport, in a general way, it can serve to a lot of functions and to have several meanings that they vary of a society the other, or still, inside of the same society. For the social scientists, physical education teachers and other researchers, that he/she has him/it as study object, he offers an analysis opportunity and interpretation of several aspects of the (Vieira, 2001) social life

Costa (1992:101), gets to affirm that: "The sport is such a linked human phenomenon to the origin, to the structures and the operation of the society that we can affirm that is possible to analyze any society through the sports that she practices."

Regarding this perspective of using the sport in social analyses Norbert Elias and Pierre Bourdieu, each one with his/her own perspective, they seem to offer two great referenciais for the constitution of a sociology of the contemporary sport, at the same time in that proceed and they strengthen their general sociological theories.

Elias (1992) when thinking the sport, sees him/it how an example being of or a civilization form, in other words, it looks for the relationship of the sport with the process civilizatório&#2; that it implicated, among other things, in a larger sensibility of the society regarding violence and also in a solemnity-control regarding violent pulses: the sport serves as a place where those pulses can be treated or acted inside of parameters, sometimes, controlled and accepted by the society.

Like this, Elias develops works returned for the sociogênese of the esporte;, in other words, for analysis of the appearance and consolidation of the sport as an institution. Their themes in the area of sociology of the sport concentrated on the hooliganismo and in the explanation of his/her aggressiveness. This author gives important contributions for the study of the social of the sport.

Bourdieu, for his/her time, when analyzing the contemporary sport, leaves of his/her appearance join the high English schools to argue that the same is to diffuse the ideals of the bourgeois elite; in other words, the sport would be for essence an elitist activity. Like this, Bourdieu, applies his/her theory of the reproduction, for the which the school had reproduced in the symbolic plan the material violence lived by the class trabalhadora&#2;. In his/her vision, the sport would be so committed with the values of the elite as the school. For Bourdieu, the main focus of the sociology of the sport it should be exactly this relationship between the sport and the social classes, so much at level of analyzing to what extent the sport socializes for the reproduction of

the elitist structure, as to look for the reasons that take the social groups they prefer her/it a sport and no other, in other words, to notice them meant of each sporting modality for each social class. The sports like this, would offer good possibilities of analysis of the social structure.

"...O trabalho do sociólogo consiste em estabelecer as propriedades socialmente pertinentes que fazem com que um esporte tenha afinidades com os interesses, gostos e preferências de uma determinada categoria social..." (Bourdieu, 1990:209)

This way, the soccer offers a privileged field of analysis of aspects of the culture, of social organization, of the dilemmas and of the social life of the Brazilian. DaMatta (1982), affirms to be this one locus of social dramatization, where we would have the theatrical staging of the values, norms and social conducts.

The soccer would have the possibility to allow the people to try sensations and values that not always they are offered in the everyday life; among these values we would have, according to DaMatta (1994), outstanding the following ones: a collective organization with which we can identify; the experience of the victory, of success with the teams that we are fans; and, the experience of the equality and of the social justice, what would be a true democracy lesson. This way, the soccer is the place propitiate for her to affirm to live the famous hierarchy inversion, to example of what happens in the carnival.

2. Historical aspects of the Club of Regatas Vasco of Gama

The Club of Regatas Vasco of Gama was founded on August 21, 1898. In 1904 Vasco chose the first president no white of the State of Rio de Janeiro. The first manifestation in favor of that subject it put the club in the vanguard of the fight against the racism. That fight culminated with their black athletes' of the soccer defense when it faced, starting from 1923 the leaders' of the other clubs of Rio de Janeiro racism.

Another pioneering initiative was the habit that the club had in presenting to their players: chickens, pigs and ducks as award form when it won the games. This attitude would end nicknamed of bug.

They are Januário was not just a sporting stadium, up to 1942 he/she was the largest from Brazil. It was also there that Getúlio Vargas announced the labor laws and where Villa Lobos governed students' corals for authorities. His/her thirst stage of parades of samba schools and soldiers' lodging that went to war was already.

Even in the supporters the vanguard spirit accompanies Vasco, since the first president of organized supporters of Brazil was Dulce Rosalina that commanded TOV, a twisted vascaína.

3. Historical of Gama's Colégio Vasco

The idea of the creation of the school appeared after the verification of the difficulties faced by the athletes to get to reconcile the sport with the studies (schedule of games, trainings, trips, concentration). The objective was to facilitate the sportsmen's of the club education life and, at the same time, to accompany them integrally.

In 2003 it was made an agreement between Vasco and the school Pious American so that the idea of the school inside of the club it was tested. After that year of experience, in 8 of Março of 2004 the school of Vasco was authorized to work and it began their activities.

The club maintains the school and all their expenses, besides supplying uniform and didactic material. The students don't have any expense type in their school lives, and still at the end of the fundamental and medium teaching he/she has a graduation offered by Vasco.

The school is atypical, that is justified for their students, all are athletes and some live in the own club and far away from their relatives. To work with that reality, the calendar of the school is quite differentiated, therefore the beginning of the classes, as well as the planning of proofs and activities extra-class are based on the cronograma of competitions and these sportsmen's vacations. Being like this, none of these activities commits the student's income.

4. Characteristic of Gama's Colégio Vasco

In the year of 2004 the school Vasco of Gama began their activities with 80 athletes, the following (2005) year that number increased for 119 students; in 2006 the amount of students of the school arrived to 144 and this year (2007) is with 210 enrolled students.

The data show that the amount of students arose every year, this because at first the priority of the school it was to assist the resident soccer athletes in the club and the ones that lived more distant, tends in view the difficulty of arriving to the schools in skilled time for the beginning of the classes.

Starting from 2005 the physical space went being increased, the school went acquiring larger credibility, new groups were created and other sporting modalities went atraídas to the school. All this contributed to the crescent number of students.

Picture 1: Transferred athletes x Year

Year	2004	2005	2006	2007
Transferred students	12	11	20	24

In the first year (2004) the amount of transferred of the school arrived to 12 students, the following (2005) year the number of having transferred belonged to 11 students. Already in 2006 that number increased for 20 athletes and on this year (2007) it already arrives to 24 adolescents.

The transferred students of the school are athletes that they were released by the club, in the several categories or modalities. However few cases exist in that the own student and/or their responsible request his/her liberation of Vasco.

Another situation that causes the transfer is when the parents prefer that the frequent student a closer school of his/her residence.

Picture 2: Drop-out athletes x Year

Year	2004	2005	2006	2007
Drop-out athletes	7	15	6	12

In this table, the data show that in 2004 the number of drop-out belonged to 7 students; already the following year this amount increased for 15; in 2006 it fell for only 6 students and on this year the drop-out ones already arrive to 12 athletes.

The drop-out students, in general, are professional athletes that don't get to reconcile the schedules in function of the trainings, games and trips, and for that they end for not getting to assimilate the content that was given in the period of his/her absence. This fact carts an indifference of the student making him to give up the studies.

All the drop-out ones are larger of 18 years. The smallests of age are forced by law (ECA, legislation sportsman and it

would carry n° 7do juizado of the childhood and youth) stay studying her until they conclude the medium teaching.

Picture 3: Reproven athletes x Year

Year	2004	2005	2006	2007
Reproven athletes	0	0	24	-

In the first years of the school (2004 and 2005) there was not any reproven student; already in 2006 that amount arose plenty arriving the a total of 24 students, and on this year the information are not still available seen that those data were collected in September, remaining two months for the conclusion of the school year.

The disapproval inexistence in the first two years has to do with the small number of students for group, what did with that the teacher could detect the difficulties more easily and to work them.

Starting from 2006, with the increase of the number of students for group and the athletes' arrival during the whole period school, a lot of times with great discrepancy, he/she did with that the disapproval index was increased.

Picture 4: Origin state x Year

	Year			
Origin state	**2004**	**2005**	**2006**	**2007**
Rio de Janeiro	47	73	92	132
Spirit Saint	11	17	26	26
Minas Gerais	7	9	4	5
São Paulo	7	3	3	3
Bahia	3	5	3	10
Maranhão	2	2	6	3
Center - West	1	2	-	-
Northeast	1	2	7	4
South	1	-	1	1

In the year of 2004 the amount of athletes that you/they studied at the school Vasco of Gama and they were originating from of Rio de Janeiro arrived to 47, the ones that came from the Espírito Santo were 11, the one of mining origin were 7, 3 were original of Bahia, 2 of Maranhão, beyond of those 1 it was of the area Center-west, 1 of the Northeast and 1 of the South.

The following year, 2005 the born athletes in Rio de Janeiro were 73, the original of the Espírito Santo were 17, the one of São Paulo were 3, 9 were from Minas Gerais, 5 of Bahia, 2 of Maranhão, 2 were originating from of the Center-west and other 2 of the Northeast.

In 2006 the coming athletes of Rio de Janeiro were 92, the one of the Espírito Santo were 26, 4 were from Minas Gerais, 3 of São Paulo, 3 of Bahia, 6 of Maranhão, 7 came from the Northeast and only 1 of the South area.

In 2007 the original athletes of Rio de Janeiro arrived to 132, the one of the Espírito Santo were 26, the one of Minas Gerais were 5, 3 were originating from of São Paulo, 10 of Bahia, 3 of Maranhão, and besides, 4 were of the Northeast and 1 of the South.

The athletes originating from of other states or of municipal districts of the interior of Rio de Janeiro they live in the concentration of the club and they study, obligatorily, in the school Vasco of Gama. Already the ones that live in the capital of the State can choose the school in that will study. However the club, for supplying the studies, no he/she pays another school.

Picture 5: Modalities x Year

		Year		
Modalities	**2004**	**2005**	**2006**	**2007**
Soccer	78	109	131	174
Athletics	2	8	11	16
Basketball	-	-	2	3
Futsal	-	2	-	1
Oar	-	-	-	15

In the first year, they only had two modalities enrolled in the school, 78 students of the soccer and 2 of the athletics. In 2005, 109 were of the soccer, 8 of the athletics and 2 of the futsal. In the year of 2006 the students had origin in the soccer 131, in the athletics 11 and in the basketball 2. On this year (2007), the modalities increased. 174 they were of the soccer, 16 of the athletics, 3 of the basketball, 1 of the basketball and 15 of the oar.

With the appearance, growth of the school and stop of payment of other teaching institutions on the part of Vasco, the search for the school of the club increased, and with that the number of modalities also.

5- Final considerations

Starting from this we can consider that aspects identity is more related to modalities than to clubs (all belong to the same club); the existence just of two girls it transforms the school universe in extremely macho; finally, in spite of just to exist to four years is noticed that the school is extremely sensitive the situation of the club, in other words, if the club this well, with success, this scenery contemplates a calm academic year and without larger problems in the school, if the club goes by difficulties the school also reflects these difficulties in their students' income. The school Vasco of Gama offers a rich place to think the existent relationship between education and sport.

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EDUCATION AND SPORT: THE VASCO GAMAS' SCHOOL

ABSTRACT

This article has for objective to analyze the relationship between education and sport. For so much, he/she will make an exhibition of the characteristics of the school Vasco of Gama. The school Vasco of Gama is a regular school that works inside of the dependences of the Club of Regatas Vasco of Gama and it is offered exclusively for the sportsmen of this club. One of their characteristics is the adaptation of the schedules and calendar the needs of the sport teams of the club. For besides, expected sociability relationships in school atmosphere are differentiated at this school once all of the children are sportsmen of Gama's Vasco. Starting from this we can consider that aspects identity is more related to modalities than to clubs (all belong to the same club); the existence just of two girls it transforms the school universe in extremely macho; finally, in spite of just to exist to four years is noticed that the school is extremely sensitive the situation of the club, in other words, if the club this well, with success, this scenery contemplates a calm academic year and without larger problems in the school, if the club goes by difficulties the school also reflects these difficulties in their students' income. The school Vasco of Gama offers a rich place to think the existent relationship between education and sport.

KEY WORD: education, sport, soccer

ÉDUCATION ET SPORT: L'ESCOLA VASCO DE LA GAMME

RÉSUMÉ

Cet article a pour objectif pour analyser le rapport entre éducation et sport. Pour tant, il/elle fera une exposition des caractéristiques du Vasco scolaire de Gama. Le Vasco scolaire de Gama est une école régulière qui fonctionne dans les dépendances du Club de Regatas Vasco de Gama et il est offert exclusivement pour les sportifs de ce club. Une de leurs caractéristiques est l'adaptation des programmes et note les besoins des équipes du sport du club. Pour en plus, les rapports de la sociabilité attendus dans l'atmosphère scolaire sont différenciés une fois à cette école tous les enfants est sportifs du Vasco de Gama. Commencer de ceci nous pouvons considérer que l'identité des aspects est mise plus en rapport avec modalités qu'à clubs (tout appartiennent au même club); l'existence seulement de deux filles il transforme l'univers scolaire dans extrêmement macho; finalement, malgré seulement exister à quatre années est remarqué que l'école est extrêmement sensible la situation du club, en d'autres termes, si le club ce bien, ce décor contemple une année académique calme avec succès, et sans plus grands problèmes dans l'école, si le club va aussi par les difficultés l'école reflète ces difficultés dans le revenu de leurs étudiants. Le Vasco scolaire de Gama offre à une place riche de penser le rapport existant entre éducation et sport.

MOTS CLÉS: éducation, portez, football

LA EDUCACIÓN Y EL DEPORTE: EL ALCANCE'S ESCOLA VASCO

RESUMEN

Este artículo tiene para el objetivo que analizar la relación entre la educación y el deporte. Para so much, él / ella harán una escena de las características del Vasco de la escuela de Gama. El Vasco de la escuela de Gama es una escuela regular que trabaja dentro de los dependences del club de Regatas Vasco de Gama y es ofrecido exclusivamente para los deportistas de este club. Una de sus características es la adaptación de los programas y el calendario loss necesidad de los equipos del deporte del club. Para la sociabilidad además, esperada las relaciones en la atmósfera de la escuela son diferenciadas en esta escuela en cuanto todos los niños son deportistas de Vasco de Gama. Empezar de esto que podemos considerar ese identidad de aspectos está sólo más relacionado con lo modalities que a clubes (todos son miembro(s) del mismo club); a la existencia de dos niñas en las que transforma el universo de la escuela sumamente machote; definitivamente, a pesar de sólo existir a cuatro año ser notado que la escuela es sumamente susceptible la situación del club, en otras palabras, si el club tan bien, con el éxito, este paisaje considera un año académico en calma y sin los problemas más grandes en la escuela, si el club se va por los apuros la escuela también refleja estos apuros en las ganancias de sus estudiantes. El Vasco de la escuela de Gama brinda un lugar abundante de pensar la relación existente entre la educación y el deporte.

PALABRA CLAVE: la educación, el deporte, el fútbol

EDUCAÇÃO E ESPORTE: A ESCOLA VASCO DA GAMA

RESUMO

Este artigo tem por objetivo analisar a relação entre educação e esporte. Para tanto, fará uma exposição das características da escola Vasco da Gama. A escola Vasco da Gama é uma escola regular que funciona dentro das dependências do Clube de Regatas Vasco da Gama e é oferecida exclusivamente para os esportistas deste clube. Uma de suas características é a adequação dos horários e calendário as necessidades das equipes desportivas do clube. Para além disto, relações de sociabilidade esperadas em ambiente escolar são diferenciadas nesta escola uma vez que todas as crianças são desportistas do Vasco da Gama. A partir disto podemos considerar que aspectos identidade são mais relacionados a modalidades do que a clubes (todos pertencem ao mesmo clube); a existência apenas de duas meninas transforma o universo escolar em extremamente machista; por fim, apesar de apenas existir a quatro anos percebe-se que a escola é extremamente sensível a situação do clube, ou seja, se o clube esta bem, com sucesso, este cenário reflete um ano escolar tranqüilo e sem maiores problemas na escola, se o clube passa por dificuldades a escola também reflete estas dificuldades no rendimento de seus alunos. A escola Vasco da Gama oferece um local rico para se pensar a relação existente entre educação e esporte.

PALAVRA-CHAVE: educação, esporte, futebol.