115 - CLAIMED CITIZENSHIP ON SOCIAL PROJECTS: THE CASE OF "GORDINHO´S" BODYBOARDING SCHOOL

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1 - Introduction

A state´s inefficiency in relation to the community needs, especially in those that makes up the poorest sectors of the population, has raised discontent, strife, claims and vindication of those sectors since the 1980´s. These movements organized by the civil society, with or without government participation, act collectively and autonomously in search of fulfilment of their interests,desires and needs. Members of the society organize democratic manifestations in open spaces and not only fight for their political and economic rights, but also for the construction of people´s identity. (TEIXEIRA, 2000.)

The proliferation of these movements has altered the existing social contract model diluting the state´s power in its attibution to grant the population the right to exercise their citizenship, especially among those groups, culturally and economically excluded. Based on this new ontology, several sectors of the civil society organized movements that materialized in social projects. ONGs and OSCIPS have given a different meaning to the concept of citizenship. Now, the acquisition of rights to exercise ones citizenship is no longer the state´s exclusive attribution, but also the rights for reinvidication of those groups that fight for the affirmation of their specific needs. Based on this context, individuals take upon themselves the right of self expression and to take actions which emerge from the identification of questions raised in what Stoer, Rodrigues e Magalhães (2004) called " claimed citizenship."

The existence of this social phenomenon raises a question as if these social projects are really promoting to the groups the right to claimed citizenship. To achieve that, it is necessary that some evaluation mechanisms - for verifying the efficacy of different projects as from their own reality - be put into place. In a rigorous study of 240 projects distributed to 26 countries, Roche (2002) concluded that the project´s impact was not clear because it did not present adequate methods and tools to determine it. Viana (2007) stated that the evaluation of social projects are generally conducted by their own promoters under the generous viewpoint and that they only focus on the project´s realization and never on the problems.

In this study it was posible to verify the impact that a social project, linked to physical education and sports activities, has on the participants claimed citizenship. It is understood by impact when "sistematic analysis of long term and significant changes - positives or negative occur; the effect they have on peoples´ lives and if that happened as a result of an action or a series of actions." (ROCHE 2002.) The study used a method of evaluation which focus on the partipants´s representative on a social project, regarding the development of their claimed citizenship. The project in question is: "Gordinho´s Bodyboarding School ", located in Barra do Jucu, municipality of Vila Velha/ES. This school uses sports as instrument of social inclusion and the promotion of participant´s rights for claimed citizenship. The youngsters who practice the school´s activities come, in its majority, from poor communities of "Terra Vermelha" region where violence, drug dealing and prejudice are an inherent part of the community daily life.

Based on this reality, there was a need to conduct this study regarding "Gordinho´s Bodyboarding School." At this point a question was raised: Does the school contribute for the promotion of claimed citizenship by its participants? To answer that, the study focused on: a) identify the impact of actions undertaken by "Gordinho´s" school on its representation in its student´s projects; b) analyse if in these representations there are indications of citizenship claims; c) verify, by means of a critical analysis discourse, the factors that inhibit the manifestation to claim for citizenship made on behalf of the participants of this project.

2 - Methodology Proceedure

A qualitative case study investigated if there was evidence that the construction for claimed citizenship by the participants´s representative with the "Gordinho" Bodyboarding School had taken place. A case study´s goals is to supply information about a person, institution or a community. Its objective is to determine the unique characteristics about its individuals or the context for their insertion on projects: THOMAS & NELSON (2002). The qualitative character is determined through long and intensive observation of a natural environment; by keeping precise and detailed records of what happens in this environment; interpretation and analysis of data by means of descriptions narrations, citations, graphics and tables.

To achieve that, several, reasonably structured, interviews with the participants of "Gordinho´s" school were conducted. The results were analysed and grouped according to socially delayed categories as per Thiollent (1987).Under this perspective, the category analysis is only determined after preliminar reading of data. Its objective is to overcome ideological views towards which the researcher leans to, thus avoiding that such data be produced to approximate pre-determined analytical categories.

The data collected were interpreted by Critical Analysis of the Discourse (ACD). ACD considers the discourse as social practice in which, on one side, organizations plan the discourse in society and, on the other hand, each individual opinion may contribute for the continuity or for social transformations. ACD sees language as a space for debate and to fight for the maintenance of homogeinity among social groups. Its main function is to reveal hidden ideologies which are implicit in discourse delivery. ACD acts on domineering loopholes in order to overcome all types of oppression. Under this perspective, the analysis does not attain to paraphrasing the discourse, but looks carefully for clues leading to an interpretation that goes far beyound what is said by interviewees.

3 - Physical Education and claimed citizenship

The 1980s represented the rupture of references based on which the Brazilian physical education approach had been stablished. The "identity crisis" of physical education generated a process of reflexion and discussion regarding this area, breaking off the paradigm of physical and social aptitudes historically structured. According to Lima (2000), this crisis went through interdependent moments. The first, evidenced by a crisis of politically and ideologically Marxist orientation - the result of the political opening in the country - questioned the social function of physical education in capitalist societies. The second, of epistemological character, questioned the scientific statutes of this area.

This crisis, whithin the Brazilian physical education approach, associated itself to a fertile movement, culminating with the production of numerous propositions for this area. Some propositions conceive physical education as autonomous science, with its own objectives and scientific statutes (vertentes científicas); others,as an area for pedagogic intervention that appropriates of knowledge resulting from other sciences to, pedagogically, treat human movements in its different possibilities of social manifestation (vertentes pedagógicas.)

Such propositions, guided by different epistemologic matrix, stablished the tendencies which characterize the

pedagogical practice of teachers, attributing different meanings and objectives to physical education. In the past 20 years, movements regarded as Brazilian physical education innovators, observing Brazil´s redemocratization process, questioned the validity and legitimacy of the models on which physical education had been based. They brought about discussions related to different pedagogical dimensions of physical education, following a development and learning example of automatic learning, of the psychomotrocity and the dimensions of political and social movements.

Among the propositions emerging from pedagogical thinking of the Brazilian physical education approach, there are those compromised to surpass the existing social structure. Based on a socio-historic matrix , they try to structure its contents with a social reality to promote its critical interpretation for future applications. In this sense, the manifestations of body culture - playing games, sports, dance and fights - are new representations whose aims are to attend the interests, needs and possibilities of their performers. Valla (2000), checks the validity of the objectives of these propositions in which pedagogical interventions, stablished from top to bottom, try to overcome social problems.. Such propositions disregard the particuliarities of each context and the desires and interests of related individuals.

As opposed to that, the pedagogic thinking of the Brazilian physical education approach has bought forward propositions that give an active role to individuals,valorizing their experiences, critique and suggestions. The system conducts an open type of pedagogical process from the point of view of collective understanding between teacher and students. Based on this process, there is a widening of competence to reason at all stages of the teaching-learning process where objectives, methodology proceedures and evaluation are collectively built.

Considering the relation that individuals stablish with knowledge, combined with physical and sports activities, and the relation that can manifest in different ways of learning (CHARLOT, 2000), is a form of conducting these activities under the participants viewpoint. This approach serves to overcome intervention models that acts with pre-stablished pedagogic objectives usually formulated by external agents. In accordance with this model, interests can be idenfied and built in the relations among participants, intervention agents and the community. Each participant community is able to establish its own priorities.

Physical education pedagogy that considers the individual as a plural-person (LAIRE,2002) and the relation that it establishes with physical and sports activities, in order to plan its intervention, is associated to the model of claimed citizenship. Under this pedagogic method, the individuals take upon themselves the role to act and discourse, which blends in answers to questions of identity (STOER, RODRIGUES & MAGALHAES, 2004.) As a result, long narratives are abandoned, leaving the way open to shorter ones, applied to local knowledge and legitimized by its own competence criteria.

4 Data Analysis

The analyzed data were based on semi-structured interviews with 12 participants of the project " Gordinho ." This sample represents 10% of the total population. The average age of respondents is 19,6 years; The average stay in the project is 4,2 years. There were interviewed 10 (ten) males (83%) and 02 (two) females (17%).These percentages regarding sex, match the proportion of the total population investigated in this project.

4.1 Reasons for Membership

Data collected indicates that 75% of respondents came to the project with the intention to follow careers in sports, to compete and to become athletes. There are some quotes of the interviewees, which reinforce this idea: "My goal is to be a champion"; "I will always improve my skills ...to become professional";"... I joined with the goal of becoming a professional." From the Critical Analysis of Speech (CAS), it was possible to notice that the verbs used in their speeches (become, turn, be, make ...) represent their degree of identity with what they produce in their speeches. The use of these verbs is associated with the category "mode," which indicates how much individuals are committed to what they say. For CAS, the mode:

"...Is relevant in identities constructions, because "how much one is committed is a significant part of what one is- then choices of modality in texts can be seen as part of the process of texturisation of self-identity "(Fairclough , 2003, p. 166).

The speeches of the majority of interviewees emphasize the career sports as a main factor of joining the Project's activities. The same idea was also noticed in Vianna (2007).His research took place in the "School Clubs" Cidade de Deus / RJ and the ones investigated also considered the sport as an alternative to social ascent. Vianna highlights the difficulty of social mobility through education faced by the ones of the popular classes and emphasizes that these subjects seek the rise in activities that depend on the individual talent, such as sports and the arts.

However, many social projects accept criticism of physical education as a model for intervention.

Such prospects consider the sport of competition as a factor of social exclusion, therefore feel that there is privilege of the most capable and talented and exclusion of those who do not show sporting talent.

This argument seems not be sustained, when confronted with the social reality itself. Mello and Votre (2007) found out that the evasion rate of Project Citizen Sports, during the period 2001 to 2005, was over 90%; And when the interviewees were questioned the reason why they dropped out the project, mostly claimed the lack of sports competitions.

The words of the interviewees reinforce the view that we must give "voice" to the social projects´ participants, so that they can establish their priorities. Quoting Valla (2002): "is not our wish that meets the popular classes´ interests." Two interviewees (16.7%) reported that they joined the project by entertainment, as quoted "... I joined the project only to surf." Although it may seem a shallow cause, if compared to the previous reason, to become professional, we know that the entertainment is a key dimension to human existence.

For Elias and Dunning (1992), in complex societies, leisure carries a function extremely important for the social balance in terms of moral education of individuals. According to the authors, in order to incorporate social standards, individuals must remove wishes and dreams.

The leisure, in these societies, has a function of externalizing the acts prosecuted by the dominant class. The search of excitement, the adrenaline caused by the bodyboard, is as a way of relieving the repression caused by social standards. According to Elias and Dunning (1992), the excitement arising from leisure is a social need, a way to relieve the repression caused by social standards. Without that excitement, a collective neurosis would cause the implosion of life in society. Studies show the lack of choice for leisure as a major cause of violence among young people living in the peripheries of large urban centers. In the current context, although it is a social right, leisure has become a commodity for consumption, accessible only to those who have money to enjoy its benefits (cinemas, clubs, theaters, shows, sports shows etc.). , and large portion of the Brazilian population is no accessibility to leisure activities. In this context, the social projects play an important social role to facilitate access to leisure practices of individuals belonging to the economically disadvantaged sections of the population.

One interviewee (8.3%) joined the project for a new style of life: "I joined the project because it is a way of living." Vianna (2007) notes that individuals from the popular classes are "sentenced" to a way of life imposed by the socio-economic situation, leaving them few alternatives to choose. Being in a social project can open a new perspective of life to these individuals, a chance to re-mean life itself in a context extremely adverse. Even if the activities do not guarantee a promising future, at least it is an opportunity for the individuals to be in an environment less damaging of human life. This is an opportunity to individuals experience values such respect, solidarity and unity, increasingly scarce and damaged in contexts where poverty prevails.

4.2 Reasons for retention in the project

Data collected show different reasons that lead to the retention of participants in the project. Among them, we can highlight: a) interpersonal relations ("friends that I met here"); B) sport achievements ("... the championships I won "); C) respect from the others ("... respect that many have for me "); d) respect for the others ("I started obeying my parents more"); e) financial aid ("I got a sponsor, which helps me travel"); f) acquisition of techniques ("The project taught me how to surf"); g) moral values ('... gave me a basis of character "). The various reasons reinforce the thesis of the "Plural Man" by Bernard Lahire (2002). For this, human beings go through various agencies of socialization (school, church, family, community, work etc.). And that means that individuals are different determinants for action. According to Lahire:

"Every man is immersed at the same time or consecutively, in several groups and the groups are not homogeneous or immutable. These groups, which are the managers of our social memory, are therefore heterogeneous, and individuals that the cross them during the same period of time or at different times of their life are, thus, always varied results of the heterogenic points of views, of the memories and types of experience. "(Lahire, 2002, p.31).

The experiences from concrete relations that participants established in the bodyboarding school are up in different ways. Charlot (2000) states that all knowledge is a related to knowledge , it means that it is from the empirical relationship that the individual states with the object of knowledge. This relationship is mediated by the experience. So, to know is knowledge, not information. Information is what is passed on people", while knowledge is what is happening "with the people." The knowledge is a process built through experience and manifests itself in different ways of learning. One of the ways is what Charlot (2000) called for "a self-knoledge of oneself." This kind of knowledge has as mainly means of expression the body. It is a way of knowing that is manifested in action, in a technique or an action. In the data collected, they show this way of learning into two categories: acquisition of technical and sporting achievements. Another way in learning, arising from the relationship that individuals establish with its object of knowledge, they are the "relational forms."

It is a figure of the learning that has an interpersonal relationship intake, in which individuals prioritize the acquisition of values such respect, friendship, solidarity and character. These values were highlighted by interviewees as important knowledge acquired in the project. It´s indicated by the already mentioned categories: respect from the others, respect for others, moral value and interpersonal relations. A fact that draws attention is that the respect acquired is not only in relation to the other, but also of the other. The more young participants manage to stand out themselves in the project, the more recognition they win, of the effort and the other talents, which enhances their self-esteem and motivates to continue in the project.

One interviewee emphasized the financial benefits arising from obtaining sponsorship. This interviewee's example reinforces the thesis of the sport as a means of social arise for individuals from poor classes. As Vianna (2007) stands, sport is a way for young people from poor classes to prove their talents and skills, forming themselves into alternative of progress towards social immobility resulting from the studies.

4.3 Importance of the project for young people

The social emancipation category appears in the interviewees´ speeches as a dominant representation on the importance of the project for the life of young people (91.7%). In those speeches, there were a high density of objective methods, in which the author of the statement does not explicitly subjective base of his speech. There is a wide perspective defended, turning this tacitly as true, since there are no particular characteristic in those speeches. The “I” is exchanged by “They”: "... if I ask them if they want to go back to where they were before ... they say they prefer to be among themselves"; "... Because it draws young people of idleness"; "for these people do not get involved in the world of drugs."

You can see that there is an ideological discourse in the words of this subject, in which is established and maintained relationships of domination. In the words of the interviewees, there is a building symbolic of unity, a universal perspective of individuals. According to Gramsci (apud Fairclough, 2001a), ideology is the area exercised by the power of one group over the other, based more on consensus than in the use of force. You can identify interviewees´ words in a ideological construction of reality, which contributes to the reproduction of existing social structures. The interviewees reproduce, in their speeches, a speech that circulates in the dominant social imaginary about the social projects, whose function is to exclude children and young people at social risk situation. When compared to other situations, the earlier-related about the function of social projects in people's lives - is out of the pattern above. In the analysis of the others situations, there is a high presence of the category mode, it means, personal marks in speeches that indicate how the subjects are committed to what we are saying. We understand that it is essential to identify and overcome the ideological issues that related to social projects. Whereas humans beings as " plural" (LAHIRE, 2002), owning different conditions for the action, the social projects may not be from a single premise to define their strategies for intervention. We must overcome the narratives in speeches social establishing a single true for a reality as complex and diverse. The fact that children and young people are living in poor communities does not mean that everyone has the same needs and expectations with respect to physical activities and sports.

Data collected in this work, indicate that the social projects need to consider the relationship that the individuals establish with the knowledge arising from physical activities and sports to define their action´s goals. It is essential that projects give voice to its participants so that they can explain what they consider their specificity, transforming, Thus, this concept of claimed citizenship.

5 Final Considerations

The social projects must adopt instruments of evaluation to verify if their goals have actually been achieved. The usual models of assessment, focusing on quantitative data (number of participants) and developed by the managers of projects, rather contribute to a real assessment of the impact of the project on its audience. Without the experiences of a daily life and without the representation of their users, the projects may reach inaccurate conclusions and then strategize inappropriate action. In order to overcome the framework described in this study, intended to be identified and analyzed the representations of the participants of a social project, whose main objective is to promote claimed citizenship to their users.

Data collected suggest that there was a positive impact of the project on the representation of its participants in regards to the development of claimed citizenship. Through Critical Analysis of Speech, it was possible to identify textual elements that indicate that the activities were appropriate and re-meant according to the interests and peculiarities of its participants. From relationships mediated by the experience they have with bodyboarding, the individuals built representations on this sportive modality, based on questions about identities, making use of them. They used their own valid criteria.

This fact show sings of the beginning of the claimed citizenship.The individuais assumed their speeches and actions on themselves.

However, it could also be identified in the individuals' speeches the presence of ideological discourses, in which individuals reproduce the idea thought by the society about some social projects. These representations, externally oriented, give social projects the role of keeping the youth away from the social risk, not focusing on the their personal whishes and interests.

To promove claimed citizenship, is crucial this situation to be overcome, so that the projects´ activities will be carried by symbolic agreements in the local area.

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CLAIMED CITIZENSHIP ON SOCIAL PROJECTS: THE CASE OF "GORDINHO´S" BODYBOARDING SCHOOL

ABSTRACT

A study conducted with the objective to verify if , in cases of representations of participants on social projects, there are indications of claimed citizenship. The study analyses the results of data produced by 12 semi-structured interviews with the project participants . The results obtained were interpreted by a Critical Discourse Analysis. There were indications of rights to claimed citizenship after identification of some characteristics present on the discourses which demonstrated the degree of commitment, and the identification of the interviewees with what they say . However, part of the discourse reveals extremely objective representations which provide clues that the discourses are permeated by ideological opinions present in society understanding.

KEY WORDS: Claimed citizenship; social projects; physical education.

LA CITOYENETÉ RÉCLAMÉE DANS LES PROJETS SOCIAUX: LE CAS DE L'ÉCOLE DE *BODYBOARDING* DE GORDINHO

RÉSUMÉ

Étude de cas qui a pour finalité vérifier si dans les représentations des sujets participants d'un projet social, il existe des indices de construction de la citoyeneté réclamée. Sont analysées les données recueillies dans 12 questionnaires semi-structurés, appliqués aux participants du projet. Les données recueillies on été analysées au moyen de l'analyse critique du discours. Par le caractére d'identification présent dans les déclarations il a été relevé des indices de citoyeneté réclamée qui mettent en évidence le degré de compromission et d'identification des interviewés avec leurs déclarations. D'autre part, une partie des déclarations révèlent des représentations extrèmement objectives, qui indiquent qu'elles sont imprégnées des discours idéologiques présents dans l'imaginaire social.

MOTS CLÉS: citoyeneté réclamée; projets sociaux; éducation physique.

LA CIUDADANIA RECLAMA EN LOS PROYECTOS SOCIALES: EL CASO DE LA ESCUELA *BODYBOARDING* DEL GORDITO

RESUMEN

El estudio de este caso tuvo como finalidad verificar si, en la representación de los participantes de un proyecto social, hay indicios de construcción de ciudadanía reclamada. Para el objeto se analizaron los datos provenientes de 12 entrevistas semiestructuradas con los participantes del referido proyecto. Los datos recogidos fueron interpretados por el Análisis Critico del Discurso. Se Constatan indicios de ciudadanía reclamada por medio del carácter discernido presente en los discursos, que denota el grado de comprometimiento y de identidad de los entrevistados con aquello que dicen. Entre tanto parte de los discursos revela representaciones extremadamente objetivas, que dan pistas de que los diálogos están intercalados por discursos ideológicos presentes en la imaginación social.

PALABRAS - CLAVE: Ciudadanía reclamada; proyectos sociales; educación física.

A CIDADANIA RECLAMADA NOS PROJETOS SOCIAIS: O CASO DA ESCOLA DE *BODYBOARDING* DO GORDINHO

RESUMO

Estudo de caso que objetivou verificar se, nas representações dos sujeitos participantes de um projeto social, há indícios de construção da cidadania reclamada. Para tanto, analisa os dados provenientes de 12 entrevistas semi-estruturadas com os participantes do referido projeto. Os dados coletados foram interpretados pela Análise Crítica do Discurso. Constatam-se indícios da cidadania reclamada por meio do caráter identificacional presentes nos discursos, que denotam o grau de comprometimento e de identidade dos entrevistados com aquilo que falam. Entretanto, parte dos discursos revela representações extremamente objetivas, que dão pistas de que as falas são permeadas por discursos ideológicos presentes no imaginário social.

PALAVRAS - CHAVE: Cidadania reclamada; projetos sociais; educação física.