11 - THE ROYAL COMITÉ LIÉGEOIS DE VOLLEY-BALL OF BELGIUM

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This paper reports the experience gained in the internship exchange between the Doctoral Program in Education at the Pontifícia Universidade Católica de Goiás (PPGE/PUCGO) and the Service Intervention et Gestion en Activité Physiques et Sportives du Département des Sciences de la Motricité de la Université de Liège (ISEPK)) in the city of Liege, Belgium . The internship was funded by the Doctoral Program sandwich Coordenação de Aperfeiçoamento de Pessoal de Ensino Superior – Brasil (PDSE/CAPES/BR) from September 2012 to January 2013 and walked in Brazil by teacher PPGE / PUCGO Dr. José Carlos Libâneo and Belgium by co -supervisor teacher of ISEPK Dr. Marc Cloes. The focus of the exchange was the in situ monitoring of activities aimed for volleyball, more specifically with the French community of Belgium. Thus, the aim of this paper is to present our observations and perceptions arising from participation in the practical field development Volleyball liégeois characterizing the organization and activities provided especially Volleyball Pole Liégeois Development.

In our analysis starts with a fuller description of the context of the development of Belgium to contextualize the sport especially south of the country along the community valonesa the region of Liège Thus, we elected some observational aspects characterizing this process to structure the information that we abstract from reality which were inserted: Historical aspects, and political cult of Belgium , the Education of Belgium; development of sports and volleyball Liégeois.

DEVELOPMENT

In this approach suggest that the comparative analysis of the resulting descriptions that present consider that cultures form a network of meanings usually very particular context of each life. Thus, the reader to make his reflection, is the comparison or a prospect for his reality he should be attentive to situational differences that are present in the data reported, either by history, culture, politics, ethnicity, geography, climate, economy or others. Therefore, the state volleyball Belgium / Liege should be a reflection of their history and the processes of transformation that this nation has faced along time.

Historical aspects, cultural and political of Belgium:

The name 'Belgium' had its origin in the name of mighty tribes who lived in the northern part of Belgium and Gallia was given by the Romans shortly before the Christian era when the conquest of Július César. During the Middle Ages the country was divided into fiefdoms County of Flanders (on the coast), the Duchy of Brabant and the Principality of Liege along the Meuse . In the period from 1337 to 1453 during the Hundred Years War Belgium was the scene of several battles in Europe. In 1792, soon after the French Revolution France invaded and annexed the Austrian Netherlands (including Belgium) the Napoleonic Empire. In 1815 these were gathered Netherlands to Holland after the battle of Waterloo. Finally em1830 Belgian people revolted against Dutch rule and won their independence. From 1850 the country began a dynamic industrial development (chemistry) and economic (trade) by coal mining and steel hitherto very abundant in the region of Liège During the second half of the nineteenth century Belgium was among the world's major economies having a Gross Domestic Product (GDP) compared to the United States at the time (Embaixada, 2012) .

During the first major World War (1914) , Belgium remained neutral , but when it was invaded by Germany wanted to attack the defenses of the French army flanks she reacted and managed to keep vacant a small part of its territory (north of Ypres) getting alongside the British and French armies . In the postwar period, Belgium under King Albert I got great international prestige. In 1940, Belgium was again invaded by Germany and during the four years of occupation the population struggled to survive as it happened in other occupied countries such as Denmark, Norway, France and the Netherlands (EMBAIXADA, 2012).

After World War II, about 87,000 Belgians were charged with treason, war crimes or helping the enemy somehow. Approximately 4000 people were sentenced to death and executed. After this event Belgium became one of the first countries to work for the unification of Europe harboring various European institutions in Brussels. Including the Organization of the North Atlantic Treaty (OTAN) (EMBAIXADA, 2012).

In 1830, so was created the Constituent Assembly adopted the Belgium political regime constitutional parliamentary monarchy and hereditary. Even today the initial concept of the scheme is maintained, even with all the development that the country obtained. In this model Monarchy King is considered the head of the Belgians, so no need to vent publicly about their views. The idea formed on the sovereign is he reigns Belgians and not Belgium, soon finds that the present King Albert II is the head of a company and not a territory (PRIMEIRO MINISTRO, 2005).

Internally, the political dominance of Belgium is marked by the contrast between the Flemings that are positioned geographically to the north and south that are valoneses . There is a relationship somewhat polarized between these two communities on the basis of the historical , cultural and economic factors , but measures and creative constitutional government giving autonomy to develop peaceful have given results within the expected for a unit of government. Today Belgium has a population of approximately 10.5 million people and is the 15th largest GDP in the world. Data from the United Nations indicate that the country has one of the highest living standards in the world, taking into consideration that the average life expectancy at birth of 79.6, while for men and 76.5 for women 82 9 years (EMBAIXADA, 2012).

Education in Belgium

Belgium is part of the considered countries with rates of development of the First World. This classification of countries into first, second and third world is part of the Worlds Theory first developed by Chinese Mao Zedong during the Cold War period. According to the Theory of the Worlds, the First World is the name used to designate a group of capitalist countries developed economies. Are considered First World countries those with common characteristics, such as strengthened economies, high levels of industrialization, high technological level, and their populations present high social indicators, such as quality of life, good yields, low levels of literacy, good expectation life, among others (DRM 2012).

Genuinely, in First World countries, democracy tends to be practiced, since the State suffers claims of citizens and

recognizes, seeking execute them. Thus the European Union (EU) to have a developed economy and strengthened with an economically active population included, especially in the secondary and tertiary sector, with qualified manpower and technology in all sectors and activities have sought educational program measures capable to meet this demand. In 2002, the ministers responsible for education and training in the EU countries and the European Commission set themselves several goals for the decade: to achieve maximum quality in education and training and ensure that Europe is recognized worldwide as a reference for the quality and relevance of its systems and institutions of education and training; ensure that education and training in Europe will be compatible enough to allow citizens transiting from one system to another and take advantage of their diversity, ensuring that holders of qualifications, knowledge and skills acquired anywhere in the EU will be able to get your effective recognition in all Member States for the purpose of career and further learning; ensure that Europeans of all ages have access learning throughout life; open Europe cooperation, mutual benefits with all other regions and ensure that it is the preferred destination of students, scholars and researchers from other world regions (COMISSÃO EUROPÉIA, 2002).

Thus the development of education and training in the context of the EU is based on diverse systems that share common goals. These common goals have guided reforms and fostered progress in each country. In this context education of Belgium is divided and four school systems, as follows: a) The school official (public) organized and funded by and for the French community. b) The school official (public) subsidized and non denominational (non-religious) for the French Community Commission (COCOF), Common School and Provinces. c) The school free (private), subsidy free for the schools of the Federation of Independent Institutions (FELSI) d) A school free (private), confessional inspired by a particular denomination (Catholic, Protestant, Jewish, Muslim and Orthodox). (FWB, 2012).

In summary education is regulated by the Belgian government and financed mostly by the three communities that make up the state: the Flemish, French and German-speaking. The schools are part of a unified system of each community, but with a few differences in their operating structures. The government gives a lot of autonomy and restricted to the role of deciding the age of compulsory education and fund indirectly all communities.

The development of sports / volleyball Liégeois

The development of the sport in the practical field in Belgium shows that the philosophy of government has an interest in the broad community participation in sports activities, including induction programs, training and events for various age groups and suits. The most practiced sports in Belgium are Volleyball, Football, Cycling, Equestrian Sports, Tennis, Motocross, Triathlon, Golf and minigolf, Swimming, Basketball, Canoeing, Climbing and Rugby (FWB, 2012) .

Within the province of Liège Service Sports University of Liège (RCAE) has a very important role in promoting the sport in the university environment and involving the whole community. The RCAE annually offers about 66 sports with a quality infrastructure that provides excellent conditions for sports . There are more than 200 experienced and dedicated instructors who rely on the support of an active and effective secretariat in organizing and sports management. In 2012 there were over 6,000 people who have benefited from the provision of sports services. Thus the goal of RCAE is to provide members of the university community (students and staff) and students of higher education in the area of Liège, the opportunity to learn and practice any kind in a university environment and conditions favorable sports centers Sart - Tilman . The annual cost to the participant ranges from 30 to 55 euros depending on the profile specified in the regulation (RCAE, 2013). The modes available are:

a) Individual sports: Aerobics, Step aerobics, athletics, Bridge, Physical Conditioning 20/40/60, Race Guidance, Social Dance, Bellydance, Golf, Gymnastics, Fitness Wellness, I run my form, Juggling & Circus swimming, Pole Dance, strength Training, Relaxation, saves lives, Tai Chi Chuan, Triathlon, Yoga, Zumba .

b) Sports collectives rackets and snow: Badminton, Baseball / Softball, Basketball, Soccer, Football en salle, Handball, Ice Hockey, Rugby, Squash, Tennis, Table Tennis, FrisbeeVolley-ball, Water polo.

c) Outdoor Sports: Horse Riding, Rock Climbing, Great hikes, Alpine Skiing, Cross Country, caving (spelunking).

d) Water Sports: Apnea, Rowing, Kayaking, Windsurfing sailing, diving, sailing.

e) Defense and Combat Sports: Aikido, Boxing, Capoeira, Fencing, Hapkido (Korean defense), Judo, Ju - Jitsu, Karate, Kodubo (art weapons), Self défenseTaekwondo, Vovinam Viet Vo Dao (flying scissors applied in neck).

f) Education for children: Social Dance, Karate, Swimming, Diving, Tennis.

g) Sports air: Hang-gliding, parachuting, Paragliding, Gliding.

In the context of supply and prominent sports participation Volleyball is one of the most widely practiced by young and adults. The Interprovincial Association Francophone (AIF) currently has a list composed of 13 clubs, they are: JS Chapelle - Thuillies; Barbar GIRLS; Skill VC Tournai; Limal ottignies - SG; Mosan Yvoir VC; Bevc; VC Gembloux; VCO Sodraep Farciennes, BW Nivelles; JS Baudour; Axis Shanks Guibertin; VBC Aubel and VC Walhain. (RCLV, 2013).

The member clubs of the AIF are divided into three groups: West Zone, Central Zone and East Zone. Areas with their associated clubs form the poles Development. The Provincial Development Cluster Liège (PDL) offers free events for members and aim for spotting talent then invite them to participate in the selection provincial. That is, beyond the annual championships, beyond the annual championships , groups promote an alignment job level that involves the participation of all coaches and students in regular meetings monthly and are developed where previously scheduled sessions to develop specific skills of the students. As an example we describe the activities of the PDL in the West Zone on 10/10/2012 Hall Omnisport de Flémalle from 18:30 to 20:00 hours for children 10-12 years old. Attended by about 20 students from various clubs with the presence and participation of their teachers. The session was coordinated by technical director Francis Devos.

- Theme: Line of defense

- Objectives: Technical defense, playing the position of forward extending the area of intervention in the balls; induce displacement steps to take the defense line, position themselves in the direction of passage of the ball.

- Material: Quadra and ball

- Sequence driving: Wing to right and left, starting in the sitting position without the ball and progressing to standing position with ball. Note: At the end of the session the coaches did an analysis of the objectives achieved and forwarded new ideas to contribute to the optimal development of students.

Therefore, the meetings of coaches and student clubs seek to improve the technical and tactical individual to produce a qualitative reflection mode playing the students that usually consists in the practice of mini - games. Thus, the basis for the development of volleyball for children is the Mini - volleyball with games 3 against 3 and 4 against 4. There are specific rules which are organized practices and games.

- Play mini - volleyball 3/3: block 6 meters wide and 12 meters long , must be played with a smaller ball mini volleyball (brand Trial or key 4) The offensive line should be at 4.5 meters bottom line, all moves generate points; has no libero, and won the match for the best of 3 sets, the net height is 2.10m .

- Game super mini volleyball four quarters: block with 7 meters wide and 14 meters long, the ball is number 4 in the

games initial and number 5 in the final games (brands Mikasa, Molten and Gala) and the height of network is of 2.15 meters for men and 2.10 meters for women, it is not allowed libero player.

Finally, we observe that the real volleyball committee of Liège is part of a government program of sports development. Shares of practical field are initially designed in order to consider the purposes and public interests. Thus, the annual reports are prepared by the responsible institutionally accredited and results by doing sports are available to the community, becoming an open channel for dialogue and possible to make major adjustments.

CONSIDERATIONS

The Belgian sports development observed in situ by a Brazilian researcher inserted into a well- differentiated reality of the constituent elements of a nation, especially in the economic and educational initially causes some glare depending on the conditions and organization of the work provided for by public and private bodies. The records that we had as references observations occurred in the course of physical education at the University of Liège and the clubs which work with children of volleyball regions Embourg, Flémalle, Waremme and Soumagne, surrounding all of Liège Roughly speaking, the perception that we had within the everyday context of educational institutions we observed were related to appearance, that is in fact what we see from our observation site. Consider that: teachers are assiduous and punctual; demonstrate a high degree of responsibility and consideration for students , teachers invariably work within a broadly collective teaching plans, teaching methodology follows the same trend paradigmatic; students are extremely disciplined regarding schedules, attention to teachers and their assignments, students invariably play roles as organization of materials available for lessons, they seek the materials and then keep the materials very naturally restricting the focus of teachers in teaching themselves; the availability of materials, equipment and facilities for classes are very adequate, usually sophisticated and specific. Exemplifying the gymnasiums provide security to explore the movements; balls are appropriate for different age groups; materials are adapted to the needs of use, sturdy, lightweight and in good condition. There is also a quality transportation in the country to facilitate the mobility of children and youth through school towards the appropriate spaces for physical education classes.

Despite Belgium meet only in 44th position in the world rankings of the International Volleyball Federation (FIVB) could never falling into the trap of thinking that this nation has an outstanding job in volleyball especially if compared with Brazil. Well, it is a country with just over 10 million inhabitants where people can practice various sports massively that are well organized in order to provide popular participation. The offer sport / volleyball, in turn, includes the various age groups, different tastes, with low cost and has large input technical / technology that gives safety and health perspectives, interactivity and self-esteem for the practitioner (the example of apparatus external defibrillators we observe in various gyms for use in emergencies casual). We observed that the volleyball income is encouraged by the government, but regardless of the results of selections in international events is not excluded children, young people and adults of sports experiences, either at initiation or training.

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ABSTRACT

This text describes the experience developed during the interchange between the Doctorate in Education Program from PUC-GO and the Service Intervention et Gestion en Activité Physiques et Sportives du Département des Sciences de la Motricité de la Université de Liège, in Liège, Belgium, in the area of volleyball. The purpose was to describe the organization and the activities provided specially in volleyball within the Pólo Liégeois of Development. It was concluded that sport/volleyball In Belgium is available with quality for a great part of the population interested in learning ang playing it, being inclusive and contemplative for different age groups and levels of learning.

KEYWORDS: Sports, Volleyball; Organization; Liège / BE.

RÉSUMÉ

Cet article présente l'expérience acquise dans l'étape d'échange entre le programme de doctorat en éducation à la PUC-GO et Service Intervention et Gestion en Activité Physiques et Sportives du Département des Sciences de la Motricité de la Université de Liège, la ville de Liège Belgique, terrain de volley. L'objectif était de caractériser l'organisation et les activités prévues notamment dans le volley-ball Pôle Développement Liégeois. Il a été conclu que le sport / volley-ball en Belgique est disponible à la pratique avec la qualité d'une grande partie de la population intéressée à apprendre et pratiquer ce sport, en étant inclusif et contemplative de différents âges et niveaux d'apprentissage.

RESUMEN

Este artículo presenta la experiencia desarrollada en la etapa de cambio entre el Programa de Doctorado en Educación de la PUC-GO e Service Intervention et Gestion en Activité Physiques et Sportives du Département des Sciences de la Motricité de la Université de Liège, la ciudad de Liège - Bélgica, zona de voleibol. El objetivo fue caracterizar la organización y las actividades previstas, especialmente en el polo de desarrollo Liégeois voleibol. Se concluyó que el deporte / voleibol en Bélgica está disponible para practicar con la calidad de gran parte de la población interesada en aprender y practicar este deporte, siendo incluyente y contemplativa de diferentes edades y niveles de aprendizaje.

O ROYAL COMITÉ LIÉGEOIS DE VOLLEY-BALL DA BÉLGICA

RESUMO

Este texto relata a experiência desenvolvida no estágio de intercâmbio entre o Programa de Doutorado em Educação da PUC-GO e o Service Intervention et Gestion en Activité Physiques et Sportives du Département des Sciences de la Motricité de la Université de Liège, na cidade de Liège, Bélgica, na área do voleibol. O objetivo foi caracterizar a organização e as atividades proporcionadas especialmente no Voleibol dentro do Pólo Liégeois de Desenvolvimento. Concluiu-se que o esporte/voleibol na Bélgica é disponibilizado com qualidade para a prática de grande parte da população interessada em aprender e jogar a modalidade, sendo inclusiva e contemplativa das diferentes faixas etárias e níveis de aprendizagem.