



E-Legis

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**V. 15 – Special Edition – Sports Research and
Policy IV**

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V. 15 - Special Edition – Sports Research and Policy IV

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The actions of the Sports Committee to promote scientific development in the context of sport in Brazil continues with the fourth edition of the Scientific Articles Contest organized by the Sports Committee of the Chamber of Deputies. In 2020, the permanent committees of the Chamber of Deputies were not installed, due to the pandemic caused by Covid-19, and, for this reason, the contest was not held.

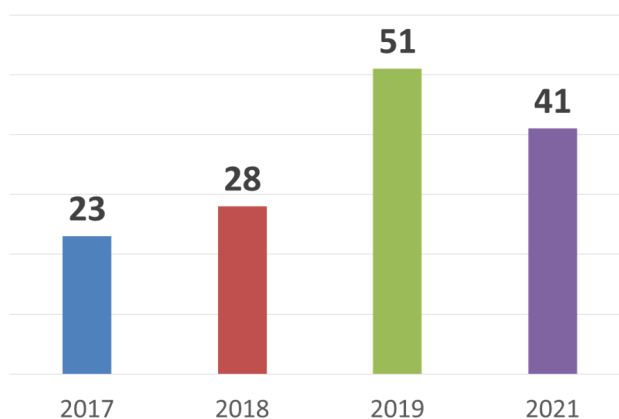
In 2021, the event was resumed, instituted by Application No. 40/2021, authored by Deputy Dr. Luiz Ovando, and approved at the Ordinary Deliberative Meeting of the Sports Committee on August 10, 2021. Three themes were covered:

1. **Educational sport and social inclusion:** sport in the education system; sport as the social inclusion of youth and adults; sport in the elderly; sport and health promotion; gender and sport; social legacy of the Olympics.

2. **Performance sport and sports industry:** training for sport; research on performance in high-performance sport; sporting legacy of the Olympics; sports management and marketing; sport production chain; electronic sports and the mind.

3. **Public sports policies:** public management of sports, sports incentive programs; sport funding; role of entities in national sport.

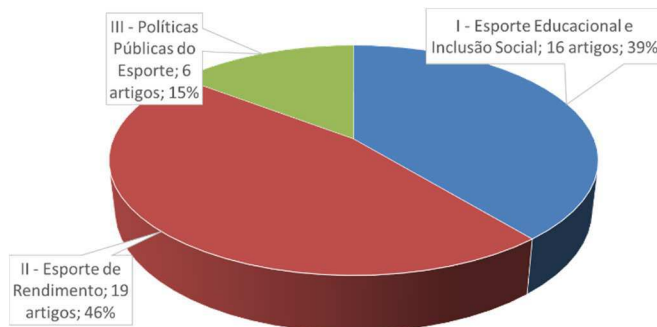
After the deadline for submission of all works on October 20, 2021, 41 articles were presented and approved, a mark that shows that the contest is solidified every year and encourages sports scientific production in our country. Graph 1 below demonstrates this solidification.



Graph 1: Number of Submitted and Approved Articles

Source: Own elaboration

Of the 41 articles submitted, 16 were on Educational Sports and Social Inclusion, 19 on Performance Sports and Sports Industry and 6 on Public Sports Policies, as shown in Graph 2.



Graph 2: Number of Articles per Theme
Source: Own elaboration

Another interesting aspect to be observed is the distribution of articles submitted by Brazilian states. In 2017 and 2018, 11 federation units were represented; in 2019, there were 15; and this year the number increased to 16, which points to an increase in the regional diversity of participants. Table 1 below represents this distribution:

	2017	2018	2019	2021
States	11	11	15	16
BA	1	0	5	0
CE	0	0	0	2
DF	5	3	6	2
ES	0	1	1	3
GO	0	1	2	2
MG	2	5	4	6
MS	0	0	0	2
MT	1	0	2	0
PA	1	1	2	0
PB	0	0	2	2
PE	0	1	1	2
PI	1	2	1	0
PR	1	0	4	1
RJ	3	4	3	4
RN	0	0	0	1
RO	0	0	0	1
RS	1	2	3	1
SC	1	1	0	1
SE	0	0	2	0
SP	6	7	13	10
TO	0	0	0	1
Total	23	28	51	41

Table 1: Distribution of Articles per State
Source: Own elaboration

In the four editions of this contest, 21 federation units were represented in the competitions. Figure 1 below demonstrates this distribution, with the federation units in yellow representing those that entered the contest in this last edition.

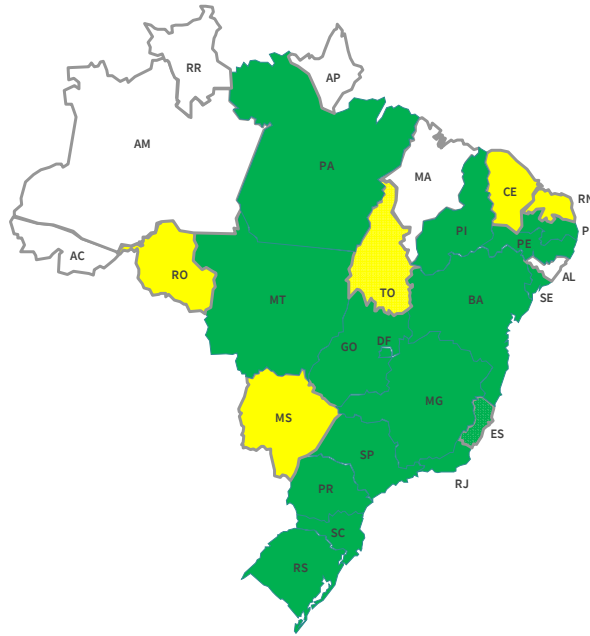


Figure 1: States representation during all editions
Source: Own elaboration

Thus, opening this edition, we present the winners in the theme Educational Sports and Social Inclusion. The work prepared by **Rafael Marques Garcia**, from Rio de Janeiro (RJ), brings a relevant contribution in the text entitled **“TRANSEXUAL BODIES IN SPORT: DEVELOPMENTS FROM VALKYRIA MONTES' CASE”**, gold medal in the theme. Next, the silver medal goes to author **Nancy Edith Pinilla Cortes**, from São Paulo (SP), with the article **“QUALITY OF LIFE AT SPORT AS WORK OF BRAZILIAN PARALYMPIC ATHLETES”**. The third place in the theme went to **Otávio Nogueira Balzano**, from Caucaia (CE), with the work **“SEXISM IN FOOTBALL: A COLONIAL HERITAGE”**.

Continuing the publication with the theme Sport for Performance and Sports Industry, the gold medal went to the work of **Rene Vinicius Donnangelo Fender**, from São Paulo (SP), presenting research on the **“EVOLUTION OF THE NUMBER AND VALUE OF SPONSORSHIPS OF BRAZILIAN SPORT ADMINISTRATION ENTITIES IN THE 2014-2018 PERIOD”**. The silver medal went to **Francisco Zacaron Werneck**, from Juiz de Fora (MG), who analyzed the **“ATLETAS DE OURO PROJECT®: AN INNOVATION TO SPORTING TALENT DETECTION”**. In this year's edition, there was a tie in the decision for third place and the Organizing Committee chose to award both works. Therefore, third place goes to **Sayonara Cunha de Paula**, from Vitória (ES), who addresses **“TRAINING FOR SPORTS IN AN INTERNATIONAL CONTEXT: WHAT DO THE**

STUDIES SAY AND WHICH IS THE PLACE OF BRAZIL?” and for the work of **Leonardo Herrero Domingos**, from São Paulo (SP), which deals with **“THE REMUNERATION OF THE PROFESSIONAL FOOTBALL ATHLETE’S IMAGE IN THE SPECTACLE SOCIETY”**.

The unit that closes the edition is the theme Public Policies for Sport. The article **“THE ORGANIZATIONAL INTEGRITY IN ENTITIES RESPONSIBLE FOR ANTI-DOPING IN BRAZIL”** takes the gold medal and its author is **Emily Kohler**, from Guabiruba (SC). The silver medal in the theme goes to **Jean Carlos Freitas Gama**, from Vitória (ES), with the article entitled **“THE MANIFESTATIONS OF SPORT IN LATIN AMERICA AND THE PLACE OF BRAZIL: APPROACHES, DISTANCES AND CONTRIBUTIONS”**. Finally, on this topic, there was again a tie in the decision for third place and, again, the Organizing Committee chose to award both works. Therefore, the bronze medal on the theme of sport policies went to the article **“COMPREHENSIVE TRAINING, SPORTS AND PUBLIC POLICIES: AN ANALYSIS OF PROGRAMS MORE EDUCATION, NEW MORE EDUCATION AND SECOND TIME”**, by **Thaise Ramos Varnier Antunes**, from Serra (ES) and for **“THE MINOR ATHLETE EMPLOYMENT CONTRACT”** by **Carolyne Ferreira de Souza**, from Itaboraí (RJ).

Good reading!

Deputy DR. LUIZ OVANDO

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**TRANSEXUAL BODIES IN SPORT: DEVELOPMENTS FROM VALKYRIA
MONTES' CASE**

**CORPOS TRANS NO ESPORTE: DESDOBRAMENTOS A PARTIR DO CASO DE
VALKYRIA MONTES**

**CUERPOS TRANS EN EL DEPORTE: DESARROLLOS DEL CASO VALKYRIA
MONTES**

Rafael Marques Garcia¹
Erik Giuseppe Barbosa Pereira²

Abstract: The objective of this work is to understand the historical path of Valkyria Montes in sport and, from there, to problematize the participation of a trans women in sports competitions, whether they are official or not. To this end, we developed a case study characterized as descriptive and qualitative. For data collection, we conducted an interview with a semi-structured script that was later transcribed and analyzed by the content analysis technique. As a result, we found that, although Valkyria's participation in volleyball is hybrid, since she participates in competitions for both male and female, she still finds significant resistance to be able to act among cisgender women, based on legal aspects, moral and ethical aspects that circumvent the premises of equality and justice in the spheres of sport.

Keywords: Human body; Sport; Gender; Transgender persons; Case study.

Resumo: O objetivo deste trabalho é compreender o percurso histórico de Valkyria Montes no esporte e, a partir daí, problematizar a participação de mulheres trans em competições esportivas, sejam elas oficiais ou não. Para tanto, desenvolvemos um estudo de caso caracterizado como descritivo e de cunho qualitativo. Para coleta de dados, realizamos uma entrevista com roteiro semiestruturado que foi posteriormente transcrita e analisada pela técnica de análise de conteúdo. Como resultados, encontramos que, embora a participação de Valkyria no voleibol seja híbrida, já que ela participa de competições tanto pelo naípe masculino quanto feminino, ainda encontra resistências significativas para poder atuar entre as mulheres cisgênero, com base em aspectos legais, morais e éticos que contornam as premissas de igualdade e justiça nas esferas do esporte.

¹ PhD in Physical Education from the Federal University of Rio de Janeiro/UFRJ. Professor of Physical Education in the city of Volta Redonda/RJ and substitute professor at the State University of Maranhão/UEMA. Research interest and affinity are focused on the following areas: body, gender relations, sexualities, sport and society.

² PhD in Exercise and Sport Sciences from the State University of Rio de Janeiro/UERJ. Adjunct Professor at the Federal University of Rio de Janeiro/UFRJ. Leader of GECOS - Group for Studies in Body, Sport and Society and of the Laboratory for Body, Sport and Society Studies, LabCOESO.

Palavra-chave: Corpo humano; Esportes; Gênero; Pessoas transgênero; Estudo de caso.

Resumen: El objetivo de este trabajo es comprender la trayectoria histórica de Valkyria Montes en el deporte y, a partir de ahí, problematizar la participación de mujeres trans en las competencias deportivas, sean oficiales o no. Por lo tanto, desarrollamos un estudio de caso caracterizado como descriptivo y cualitativo. Para recoger los datos se realizó una entrevista con un guión semiestructurado que posteriormente fue transcrito y analizado mediante la técnica de análisis de contenido. Como resultado, encontramos que, si bien la participación de Valkyria en el voleibol es híbrida, ya que participa en competencias tanto masculinas como femeninas, aún encuentra una resistencia significativa para poder actuar entre mujeres cisgénero, basada en aspectos legales, morales y éticos que eluden las premisas de igualdad y justicia en los ámbitos del deporte.

Palabras clave: Cuerpo humano; Deportes; Género; Personas transgénero; Estudio de caso.

1 Introduction

In contemporary times, bodies escape from shallow framing and vanish into the fixed categories to which we are used to arbitrarily framing them to be social recognized. Le Breton (2014) highlights that it is no longer appropriate to think about the category of “body” in the singular or ignore the historical, value and moral processes that permeate the sociocultural representations of this embodiment today. Being essential for the constitution of the subject's identity, bodies are marked by enunciative mechanisms of gender, race, ethnicity, class, creed, generation, nationality, sexual orientation, among others, becoming entangled in revocable proposals of the subjects, being crossed by numerous processes that recognize and, above all, validate people's social attendance.

In this article, we will pay special attention to the case of Valkyria Vonshiroder Pedroso Montes, a transsexual woman, born in Bariri, a city in the interior of São Paulo, in her third year of gender transition³. She is currently twenty-one years old and is studying Physical Education at the São Paulo State University Júlio de Mesquita Filho – UNESP, Bauru campus, also in the interior of the state of São Paulo. Valkyria plays for men's volleyball in the city of Itapuí (bordering city of Bariri) in regional and state competitions, participating in the women's team as well, but only for training composition.

Based on Le Breton (2014), we establish the differentiation between the concepts of transsexuality and transgenerity which, although they can be united in a common circle – together with transvestites – in the expression of trans people, differs in the sense that the first adopts for itself and underpins a position of sex/gender, while the second refuses these positions, especially those of a binary order, and emerges as a problematizer of differences.

³ The information refers to the interview period with the athlete, comprised in 2019.

In sport, the presence of trans people represents a problem that is far from being solved. Driven by the publication of the International Olympic Committee (IOC) of 2015, discussions on the subject address social and physiological aspects that aim to analyze and assess whether participation is possible, legal and fair in the face of the current scenario of modern sports competitions (CAMARGO; KESSLER, 2017). The recommendations of the IOC (2015) suggest:

1. Those who transition from female to male are eligible to compete in the male category without restriction.
2. Those who transition from male to female are eligible to compete in the female category under the following conditions:
 - 2.1. The athlete has declared that her gender identity is female. The declaration cannot be changed, for sporting purposes, for a minimum of four years.
 - 2.2. The athlete must demonstrate that her total testosterone level in serum has been below 10 nmol/L for at least 12 months prior to her first competition (with the requirement for any longer period to be based on a confidential case-by-case evaluation, considering whether or not 12 months is a sufficient length of time to minimize any advantage in women's competition).
 - 2.3. The athlete's total testosterone level in serum must remain below 10 nmol/L throughout the period of desired eligibility to compete in the female category.
 - 2.4. Compliance with these conditions may be monitored by testing. In the event of non-compliance, the athlete's eligibility for female competition will be suspended for 12 months (IOC, 2015, p. 2-3).

Given the above, our objective is to understand Valkyria's historical path in sport and, from there, to problematize the participation of trans women in sport competitions, whether official or not. Our guiding questions are: how does the performativity of a trans woman in sport materialize? How does Valkyria react to the responses that her presence and performance trigger in the spaces in which she circulates?

Of a political nature, we hope to contribute to the studies of gender and sexualities in sport, valuing the criticality of the theme in question, in addition to demystifying prejudices and knowledge already ingrained in common sense with little scientific evidence. Thus, we hope that this research becomes another powerful opportunity to question the norms that permeate the sports sphere, enabling reflections that aim to subvert the problem involving trans people and sport today.

2 Methodology

The present work⁴ is characterized as a case study, descriptive and qualitative (TRIVIÑOS, 2015). The subject of our research is Valkyria Montes, a transsexual woman who studies Physical Education at the São Paulo State University Júlio de Mesquita Filho – UNESP,

⁴ This work comes from the project "The trajectory of trans athletes in sport", approved by the Ethics and Research Committee of the University Hospital Clementino Fraga Filho of the Federal University of Rio de Janeiro - HUCFF/UFRJ -, with the Protocol number: 098-19; CAAE number: 10289419.5.0000.5257; and opinion number: 3.387.888.

Bauru campus. The student is a volleyball athlete and defends the men's team of Itapuí/SP, having already played for the female representative team of UNESP/Bauru.

We conducted an interview with a semi-structured script (TRIVIÑOS, 2015) containing questions about Valkyria's life story, such as aspects related to the social environments in which she was/is inserted (family, school, clubs, university), sport and their technologies (media, fans, locker rooms). The survey was carried out in 2019 via video link through the WhatsApp Web application, being recorded with live screen capture. All data were later transcribed in a notebook.

To analyze them, we refer to the Content Analysis (CA) technique proposed by Bardin (2011). According to the author, this process is divided into three stages with interconnected functions, namely: pre-analysis, followed by referential interpretation and later on with amplification of the discussions.

In the pre-analysis, we read the data and preliminarily build the indicators that will be fundamental for the analysis, thus defining the registration units; in the referential interpretation, we reference our indexes and indicate our notes through text clippings and categorizations, ordering our material for a more specific exploration; and in the amplification of the discussions, we weave our analyzes in dialogue with the most significant literature and scientific evidence according to the target object of the research in question (BARDIN, 2011).

Our results were divided and grouped in blocks according to Valkyria's testimony. In the first one, called "Memoir", we talk about the trajectory of the student/athlete since Physical Education at school; in the second, called "Absorbed by the university", we discuss her sporting participation at UNESP in Bauru and in competitions representing the university; in the third, called "The current sporting work", we situate Valkyria's performance nowadays, analyzing her process of gender transition and; in the fourth, called "Spaces/publics (in)hospitable and inspections", we investigate how the social treatment of Valkyria is, wherever she circulates and what parameters are used to justify or not her participation in sporting events.

3 Results and discussion

3.1 Memoir

Valkyria reports having started in the sport at an early age, first in the futsal modality, then in volleyball, both in school Physical Education. At first, her insertion took place among boys due to her identification as a boy at the time.

I think sport has been in my life since ever, I've always played futsal in the first place, then I got to know volleyball, which was the sport I fell in love with, at school, and I started attending men's training, I've always liked of being together with the boys, always playing and going to school championships.

During elementary school, Valkyria says that because she attended a school where she was known by several people, including some members of her family who had already worked at

the institution, the prejudice against her behavior that deviated from the norms expected for a boy of her age was always repelled:

I made a lot of mess (laughs). Everyone at school here knows me, I didn't care, if it was futsal, if it was basketball, if it was volleyball, if it was dodgeball, if it was a game, if it was in the classroom, I was the queen... I had a lot of fun, imagine a faggot, I was Vera Verão playing futsal. And here we always had a policy of zero support for prejudice, so any and all situations that happened, it was taken to the direction, pedagogical coordinator, educational psychologist, make a scene and it was already resolved, it was always like that, you know.

However, her bodily rebirth was not easy. Valkyria says that she was very cautious and carefully evaluated the situations present in her life, and to take the decision about gender transition, even using bodily modifications, she needed to mature a series of individual norms against social norms, in a gradient of intervention: first, she changed her visual expressions; then, realizing that she was convinced, she started treatment with antiandrogen hormones, as she reports:

I tried, firstly, to change my gender expression, clothing, everything just right, the textual part, all the aesthetic [...] to start all the treatment, the HT, hormone therapy, I had to figure it out, I thought and rethought the pros and cons [...] because it's not a joke to take a hormone and mess with all the physiological and hormonal aspects, mess with parameters, lean mass, adipose tissue [pause] there are many risks in hormone therapy, especially to girls who do it on their own.

Le Breton (2014) discusses the mutable processes of these new identifications (whether they are fixed or mutable), stating that trans people can use various devices that will help in this process, one of the main ones being hormonal reassignment⁵ (HT). In short, this process consists of the “pharmacological interruption of the production of hormones specific to the sex of birth and, conversely, the use of hormones with the concern of remodeling the body” (LE BRETON, 2014, p. 21, our translation).

As social responses to these performative changes, there is a discomfort on the part of those “whose sense of identity is deeply rooted in an old view of gender, frees others, who have difficulty recognizing the need to find their place in duality, and practically does not affect most of our contemporaries” (LE BRETON, 2014, p. 20, our translation).

Valkyria, however, claims that she doesn't mind the criticism her image unleashes and that her current inspiration is the athlete Tifanny Abreu⁶, transsexual woman who defended the

⁵ Anchored by biologists, including Fausto-Sterling, Le Breton (2014) rejects the “sexual” qualification for hormones used in hormonal reassignment, as they play several roles in the human body. To avoid the ambiguity of the sexual metaphor, Le Breton turns to Fausto-Sterling to classify them into steroid or growth hormones.

⁶ Tifanny's case has already been investigated by Prado and Nogueira (2018) and Garcia and Pereira (2019). For greater knowledge, we recommend reading the authors.

SESI/Bauru women's volleyball team. Valkyria became aware of Tiffany's case in 2016, when she was finishing her transition process and was still playing among men:

I read on the internet on a transgender forum [...] about a trans player who participated in competitions in a men's team in Italy [...] then I went to know Tiffany's history, who she is, her trajectory, and I was enchanted by the fact that she continued to participate in competitions for the men's team. After this historic feat she managed to make room for trans athletes in national sport in their identification teams, you know? It's wonderful [...] I think it's my biggest reference, actually [...] my muse in volleyball [...] it's palpable, she plays in Bauru, we have this contact [...] my biggest inspiration in volleyball, without a shadow of a doubt, and as a woman too.

3.2 Absorbed by the university

Already in her first year, she faced a problem: she was starting her gender transition and wanted to participate in volleyball training at UNESP/Bauru. She asked herself: "Would college sports accept a trans girl?" From this particularity came the idea of training in both suits and act in events as the regulations pay attention to the theme.:

So, since my first, second and third year at college, going through this transition, I've always trained with both the men's and women's volleyball teams, but only at the last year [2018] I managed with the League people, by regulation, the possibility of playing in women's college sports. I played the Inter and the Desafio de Gigantes, the two volleyball championships by UNESP in the women's team, with the assumed name assured, and in general the acceptance by the team was very good.

In the midst of training and games, there was their doubt: how to treat her? How did Valkyria recognize herself? How to deal with that body in college sports? Valkyria tells her strategy to be able to demystify the suspicion that haunted the imagination of her colleagues:

My role was to explain to girls, boys, coaches and people at Atlética, who had never had a trans athlete before, so they didn't really know how to act [...] and what was my main approach, breaking with this idea on the biomedical side, of the male-female duality, working a little bit of that common sense and false moralism that existed as one of the team's values until then.

The support of the partners was never lacking and it was essential at that time, since Valkyria reports that she has always had the disapproval of the technician responsible for the female team, who disagreed with her work with cisgender women⁷:

I think the team was supportive, because whether I wanted it or not, I learned a lot of new things [...] from the little things about positioning on the game to conversations outside of training, I think the girls were very supportive, although the technique had been openly against me since the beginning, but college Athletic didn't give her much choice.

⁷ Viviane Vergueiro defines cisgenderness as: "[...] can be summarized as the gender identity of those people whose "internal and individual experience of gender" corresponds to the "sex assigned at birth" to them. In other words, the term "cisgender" is a concept that encompasses people who identify with the gender assigned to them at birth" (2015, p. 44, our translation).

Another obstacle in this process was the number of measures she had to adopt to be able to act among cisgender women and achieve her social recognition in university competitions:

Bureaucracy, because it's bureaucracy [...] a huge bureaucracy, I was like 'I can't believe I'm doing this, so much work just to be able to play' [...] the importance of rectifying the name [...] the reception for a trans woman while she is in this period of her life of transition, it is a difficult period, it affects the psychological, the emotional, we get shaken, it was difficult for me to have all this flexibility to balance all these little problems.

In addition, her biggest motivators were, precisely, her biggest difficulties. Driven by challenges, Valkyria always felt urged to overcome what bothered her, making her adversity her most advantageous benefit: "It's complicated to understand, but my biggest motivation, what drives me, is to be able to overcome the challenges that the day by day offers me, to be able to dodge all the stray bullets that life sends".

Today, however, she left the university's women's team due to a disagreement with the technique. To preserve her mental health, according to her, she preferred to leave that space: "I left the team at UNESP, I had a small problem, a small disagreement with the technique and I chose to leave. It was kind of costing my health, my psychological sanity, my mental sanity, so I put a stop on it."

Camargo and Kessler (2017) reflect the trans coexistence in sport when approaching, based on the philosopher Paul Preciado, about the bodies of trans women (techno-women, as they are identified, since Preciado adopts this nomenclature to designate non-bio people – that is, not-cis). For the authors, there are artifacts that are part of a web of norms that are imputed to trans people to "adapt them" to the sports phenomenon, thus exempting the opposite process and absolving the sport from reformulations: "Sexual normalization would be the price to pay to legitimize sports participation. The destabilization caused by dissonant bodies is calmed with normative determinations that regulate what is outside of the established standards" (CAMARGO; KESSLER, 2017, p. 200, our translation).

In these ways, alternative competitions to traditional models were created, such as exclusive competitions to LGBTI+ people which, although they are an alternative for those who flee from the stigmas and prejudices of cissexual⁸ and/or heteronormative competitive spaces, are configured as places of exclusion of this portion of people, as they segregate bodies due to their differences and legitimize the sport as a straight practice through social/sexual knowledge/power conflicts, extending even to university competitions.

Camargo and Kessler (2017) highlight that although the LGBTI+ public has grown in participation and performance in sporting events, the 'T' people in the acronym are still invisible

⁸ To Vergueiro (2015, p. 15, our translation), cisgenderness and cissexuality are part of what the author calls the "world-system, westernized/Christiancentric modern/colonial capitalist/patriarchal" that produces "epistemic hierarchies" in which [...] non-cisgender perspectives are excluded, minimized, or silenced.

and overlooked in this scenario, even in competitions that are targeted to diversities. The authors defend that this is a new agenda for inclusion in the debates on the causes of social/sexual power minorities, since, compared to their colleagues in the cause, there have no equal possibilities of presence, recognition and participation. We recommend that it is also a discussion to be debated in university sports, as it is also a space for the consolidation of knowledge, power and, above all, the biopolitics of the modern trans body.

Finally, in this unit, it is worth noting that in a bibliographical research, we did not find even a result that addressed the topic of trans students/athletes in university sports, which is a promising area for conducting studies on the topic at hand. We recommend that the way in which the Brazilian Confederation of University Sports (BCUS) deals with the situation should also be investigated, since the number of trans students in Brazilian universities has been growing year after year, as a result of student assistance programs (MESQUITA; RODRIGUES, 2019).

Trans students/athletes in university competitions is already one more reality that needs to be discussed, considering that some of these student assistance programs, such as the PNAES, for example, guarantee, among others, the right to participate in sports activities with the institution of higher education to which the student is regularly enrolled (MESQUITA; RODRIGUES, 2019).

3.3 The current sporting work

What for many trans women is a problem, for her it's just another situation that, with time and the rectification of her documents, will be resolved. Due to the fact that her birth name still appears in her valid documentation (the assumed name was obtained from UNESP in student ID only), Valkyria cannot act among women in the municipal competitions she disputes:

I don't feel uncomfortable playing on the men's team because I'm well resolved with myself and know that it's not necessarily the team I play that will put me in a little labeled pot, I'm aware that I'm just not playing on the women's team because I have a problem with my documentation with my assumed name, rectification of documents, reservist, voter registration, CPF registration, you know, so I'm just not playing for women because of this fact.

However, she reveals that after rectifying and updating her data, she prefers not to act anymore in men's competitions, restricting herself to women's competitions, and recognizes that if any obstacles arise and prevent her from playing in this suit, she will have to be content to participate among men so as not to stop playing volleyball:

When I get everything, all this documentation, all this tangle of documents with all the rectification of the social name, without exception, I would like to play only for women's teams, because it would be ideal [...] as I said, I am well resolved with that, what's important is that I never stop playing.

Another item pointed out is the number of adaptations that your body promoted after

starting HT. Valkyria claims that her performance decreased due to physiological changes, such as increase of fat mass and decrease of lean mass; different responses in speed and agility; and psychological, such as those related to mood. For her, having started HT after puberty decisively influenced these adaptations:

I'm fat, a lot, in addition to being fat I became slower (laughs) at one point I turned to the side and there was a ball passing my nose [...] speed, reaction time, my lean mass decreased a lot, a lot, I was much more stronger, I started to accumulate more adipose tissue, I lost a little bone mineral mass, for some time now I decided to do all the treatment accompanied by an endocrinologist [...] increased accumulation and water retention, accumulation of localized adipose tissue [...] And now what really caught me was the psychological and emotional effects of the therapy [...] I can call it PMS [pause] it's strange and it's difficult, I don't know how women stand it [...] I started when I was old and I can't stand it. I cry a lot [...] become very angry, then I get a crybaby [...] So I think the biggest impact for me is the psychological and emotional part.

Although her comment above sticks to the unwanted effects that HT to MtF (male to female) promotes on the body and on sports performance, Valkyria recognizes that HT enabled the aesthetic changes she desired, such as the development of breasts and changing hair, nails and skin:

Aesthetically, I'm much better, because I'm accumulating more adipose tissue, characteristics such as breasts, they are growing due to the hormone, the body shape changes, the texture of the hair, the nails, the skin [...] I'm loving it [...] It takes time, it takes a lot of time, especially because I started it [HT] in a way, we can say late, I've already had an exposure over a period of time to testosterone, so to have this return, which for me is a progress, takes a little time. This hormonal action [...] is severe in the body, so I won't say that it's easy for you to adapt to your new body, but it's wonderful.

During HT, the body of a trans person undergoes considerable changes due to the adaptations promoted by this intervention, ranging from physical to mental aspects, directly reflecting on the integration and social coexistence of the trans person (BRASIL, 2015).

Expected physical effects of FtM (female to male) are voice thickening, clitoris enlargement, hair growth on the face and body, end of menstruation, breast tissue atrophy and redistribution/decrease in fat percentage body compared to muscle mass. As for MtF, there is breast growth, decreased erectile function and testicular tissue, and increased percentage of body fat compared to muscle mass (COLEMAN *et al.*, 2012).

These changes mostly occur over the course of two years, however, the exact number of effects to the physical changes can vary considerably. Coleman *et al.* (2012) describe these variations according to the estimated time for physical changes in frames 1A (masculinizing hormones) and 1B (feminizing hormones) below:

Frame 1A- Effects and expected timing of masculinizing hormones ^a

Effect	Expected start ^b	Maximum expected effect ^b
Skin oils/acne	1-6 months	1-2 years
Facial/body hair growth	3-6 months	3-5 years
Androgenic alopecia	> 12 months ^c	varies
Increased muscle mass/strength	6-12 months	2-5 years ^d
Body fat redistribution	3-6 months	2-5 years
End of menstruation	2-6 months	n/i
Clitoris enlargement	3-6 months	1-2 years
Vaginal atrophy	3-6 months	1-2 years
Voice deepening	3-12 months	1-2 years
a – Adapted with the permission of Hembree <i>et al</i> (2009). Copyright 2009. <i>Endocrinology Society</i> . b – Estimates represent published and unpublished clinical observations. c – Highly dependent on age and heredity; can be minimal. d – Significantly depend on the routine of exercise.		

Source: Coleman *et al.* (2012).

Frame 1B- Effects and expected timing of feminizing hormones ^a

Effect	Expected start ^b	Maximum expected effect ^b
Body fat redistribution	3-6 months	2-5 years
Decrease in muscle mass/strength	3-6 months	1-2 years ^c
Skin smoothing/decreased oiliness	3-6 months	unknown
Decreased libido	1-3 months	1-2 years
Decrease in spontaneous erections	1-3 months	3-6 months
Male sexual dysfunction	varies	varies
Breast growth	3-6 months	2-3 years
Decrease in testicular volume	3-6 months	2-3 years
Decreased sperm production	varies	varies
Loss and slow growth of body or facial hair	6-12 months	> 3 years ^d
Male pattern baldness	No regrowth, loss stops 1-3 months	1-2 years
a – Adapted with the permission of Hembree <i>et al</i> (2009). Copyright 2009. <i>Endocrinology Society</i> . b – Estimates represent published and unpublished clinical observations. c – Highly dependent on age and heredity; can be minimal. d – Significantly depend on the routine of exercise.		

Source: Coleman *et al.* (2012).

Physical changes, however, are not unaccompanied by the possible risks that HT can cause. A serious adverse event resulting from this treatment depends on several factors, such as self-medication, dose, route of administration and clinical-individual characteristics of the service user, such as age, presence of concomitant diseases, history family members, health habits, etc. Risks can be classified into three types, as follows: “(i) likely increased risk with hormone therapy, (ii) possible increased risk with hormone therapy, or (iii) questionable or undocumented increased risk” (COLEMAN *et al.*, 2012, p. 44, our translation). Below, in frame 2, the risks associated with hormonal therapy are described⁹:

Frame 2- Risks associated with hormone therapy

- Items in **bold** are clinically significant

⁹ In Coleman *et al.* (2012), the authors describe in detail the overview of the medical risks of hormone therapy, in annex B of the document, pages 108-114. We recommend reading for further details.

Risk level	Feminizing hormones	Masculinizing hormones
Likely increased risk	Venous thromboembolic disease ^a	Polycythemia
	Gallstones	Weight gain
	Elevated liver enzymes	Acne
	Weight gain	Androgenic alopecia (baldness)
	Hypertriglyceridemia	Sleep apnea
Likely increased risk in the presence of additional risk factors ^b	Cardiovascular disease	Destabilization of certain psychiatric disorders ^c
	Type 2 diabetes ^a	Cardiovascular disease
		Hypertension
Possible increased risk	Hypertension	Elevated liver enzymes
	Hyperprolactinemia or prolactinoma	Hyperlipidemia
No increased risk or evidence of non-completing or undocumented risk	Breast cancer	Loss of bone density
		Breast cancer
		Cervical cancer
		Ovary cancer
		Uterine cancer
a – The risk is larger with the administration of oral estrogens than with the administration of transdermal estrogens. b – Other risk factors include age. c – Include bipolar disorder, schizoaffective and others that can include manic or psychotic symptoms. This adverse event appears to be associated with higher doses or supraphysiological concentrations of testosterone in the blood.		

Source: Coleman *et al.* (2012).

Given this scenario, it's clear that the Valkyrie's body presents a differentiated functional and/or sporting performance due to the new alterations promoted in her morphophysiological structure. This discussion will be expanded in the next topic.

3.4 Spaces/publics (in)hospitable and inspections

Valkyria states that in all spaces that identify and separate people by sex/gender, she attends that destined for the feminine. Thus, every place where the body is intimately treated, such as locker rooms and bathrooms, for example, she enters: “All women's, women's locker rooms, women's bathrooms. Even playing in the male, as is the case, locker room, bathroom, sauna, any space guarded by gender, I only attend the female one”.

She identifies a certain recognition and legitimacy of her body in these spaces, but highlights that sometimes some surveillance and control mechanisms escape, especially the looks of older women, as she reports:

Occasionally there's a different look or two, you know, usually from the older folks [...] But then, in general I never had the idea of allowing myself to be shaken by this [...] I'm a woman, so independent what others think or not about me I'm a woman and I'm going to enter into the ladies' room, I have no choice, there's no other there [...] With younger girls, at my age, at university level, I never had problem with that [...] I've never had anything uncomfortable about

using the bathroom.

Bathrooms and locker rooms are problematic spaces for LGBTI+ people in general, but is the 'T' public that faces greater processes of denial and deprivation of the use of these places in the way the person believes they should use it.

In his thesis, Wagner Camargo (2012) discusses the symbolization of the locker room space in LGBTI+ competitions, stating that this environment is built in the light of heteronormativity as a sphere of acceptable homosocial relationships, as it is built in male and female, becoming an open question for transgender people.

Once in these spaces, bodies become more visible to others, especially naked, evoking feelings concerning the desires of their users: to men, the desire to satiate their male impulses in a public extension of aspects of masculinities, and to women, a space of reclusive and restrained desire, both, however, much more present in the field of ideas and which hardly embody in actual ways (CAMARGO, 2012).

On another occasion, Camargo (2014, p. 62, our translation) expands his ideas by stating that locker rooms are “contingent spaces, so to speak, where dressing/undressing happen together, inseparable, almost simultaneous”. In this perspective, they differ from bathrooms, as their use is collective, different from these, of individual use. However, these structures are similar as gender discriminatory places, surrounded by an “atmosphere of secrecy”, of multiple, intimate and veiled desires (CAMARGO, 2014).

It is under this premise that we understand that the presence of trans people can trigger a series of conflicts and estrangement from other people in these spaces, because due to the lack of knowledge and difficulty in deciphering the enigmas of the bodies in the bathrooms/locker rooms, the identification outside of the norm is denied, assuming it as a personality deviation and far from the real need for what one wants to do in the place: not using it for its proper purposes, but to satisfy the body's impulses that, biologically, are endowed with another sex, intransigent and impossible to decode outside the heteronormative molds that architect these environments. In short, it would be the perversion of the desire of an intransigent and immoral body, unworthy of assimilation, recognition and, therefore, enjoyment in these atmospheres.

In this way, based on Camargo (2014, p. 69, our translation) who understands the locker room “as a space for “regulation” of bodies and a producer of “obedient” subjectivities, consonant with the heterosexual world”, we also point out a cissexual regulation of this structure, since the trans body echoes a double social negation in this logic, being unable to use that destined to his/her gender of identification, and also unable to visit that of his/her biologically assigned sex. Therefore, a body that is hated, repelled, that is sometimes confronted and constantly watched by the other, who tries to massacre his/her rights and possibilities of (co)existing in sports atmospheres.

As for the other people who are present at the events in which she works, Valkyria says

that she doesn't care about anyone's opinion outside the court, because for she the role of these people is to affect the player's performance. Still, she reinforces once more that it's in adversity that she finds strength to fix her identity and performativity:

I'm playing and sending kisses. I'm like that, if someone said something, I make a point, call me a transvestite, I make a point and send a kiss, call me whatever, anything I deem pejorative or something like that [...] I like to deal with humor [...] I always heard things on the court [...] I think that what I do as a trans woman, and all girls should do, was to use it not to get down, but use these words, everything, as something to make us stronger.

Currently, in order to compete in these women's events, Valkyria says that the regulations of most competitions require her to send to the event's organizing committee, in advance, hormonal testing based on what prioritizes the IOC (2015) and a document with the assumed name (the university ID is used for this purpose, as it's the only one updated):

Yes, they ask for hormonal testing and, primarily, documentation with the assumed name [...] Of the IOC, International Olympic Committee, yes, except for one or another championship [...] but a priori yes, most of them follow the parameter of the IOC.

With regard to the participation of trans women athletes in sports, Valkyria talks about how would be the ideal sport model to her:

I think it is important for all trans girls to be able to practice their physical activity, their sport, their profession, in the case of high-level players, sport spectacle, and at the same time they are doing all of this to be well about themselves [...] there is a trans who plays for high performance, we have a trans on TV, at home, in college sports, we always have this body for those who look, which I think is to show a lot the achievements that we've had it until today, and it emphasizes the importance of this social side for us.

Finally, Valkyria reports that she is unaware of any evidence of biological advantage that a trans woman may have against a cis woman in sports competitions, since, in her opinion and personal experience, the adaptations and changes promoted by HT are so large that make this achievement impossible:

On the contrary, I think that a trans woman in sports is... [pause] to make an analogy here... think of an S10... ok? Take the motor... Put a VW Beetle motor. And go out with its on the street. This is an analogy I can make to try to illustrate what a trans woman is [...] it's changed even my center of gravity, because of the adipose tissue, accumulated fat, the drop in bone mineralization, the drop in the rate of lean mass, accumulation, water retention, I had an increase in my reaction time, I became a little slower, my agility also dropped, strength [...] is what basically underlies our participation, the idea of that we do not have an advantage, on the contrary, we even have to make more efforts, in the case of the axis, the body, the center of gravity, with all this change that we are not used to, because it is a completely different body.

Discussions that tend to debate the ethical, moral, justice and equity principles in sport competitions focus mainly on the sexual variations of athletes. The human sex is not binary, but

only two of them are accepted in sport, male and female (CAMPORESI, 2019). Over the years, several steps have been taken by the IOC and International Federations to guarantee the eligibility of athletes in these categories, such as the sex verification test, which was abolished in the late 1990s but rescued by the International Association of Athletics Federations (IAAF) in 2009 due to the surprising performances of the South African midfielder and two-time Olympic champion in the 800m, Caster Semenya (BETANCURT *et al.*, 2018; CAMPORESI, 2019).

Semenya has since 2009 been waging a relentless battle against the IAAF. That same year, she underwent a gender test for her physical appearance during the World Athletics Championships in Berlin. The argument given by the IAAF was that “[...] the suspicion was not that Caster was deliberately carrying out a drug doping, but that she would have a “rare medical condition” that could guarantee an “unfair advantage” (PIRES, 2016, p. 230, our translation).

Due to the results of her sex verification, which were never released, the athlete was suspended from competing for one year. In 2011, at the edition of the World Athletics Championships in Daegu, Caster won silver in the 800m, behind the Russian athlete Maria Savinova. The same result was repeated at the London Olympic Games (2012), however, after investigation by the World Anti-Doping Agency (WADA), it was found that Savinova used prohibited substances for performance, falling in the doping test, which bequeathed to Semenya the title of these two competitions. At the Rio Games (2016), Caster was champion in the 800m and, at the Athletics World Championship in the following year, in London, again champion of the 800m, and third place (bronze) in the 1500m (PIRES, 2016; BETANCURT *et al.*, 2018; KARKAZIS; JORDAN-YOUNG, 2018; CAMPORESI, 2019).

Constantly watched, especially physically controlled by having to undergo constant tests¹⁰ and hormonal therapy¹¹ to decrease her endogenous testosterone levels, as the athlete received a message from the IAAF that she had an unknown “sexual anomaly” (CAMPORESI, 2019), Semenya is considered “[...] the world’s most scrutinized and violated athlete despite having done nothing wrong. She has neither doped nor cheated” (KARKAZIS; JORDAN-YOUNG, 2018, p. 2).

Caster's participation enabled discussions about intersex bodies in sport to be stimulated and to be studied on a larger scale. Historically, since the beginning of the 20th century, “[...] sports institutions are concerned with ensuring a level of “sports equity’ in the female category,

¹⁰ “In 2011 and 2012, respectively, the IAAF and the IOC announced a new resolution to regulate the eligibility of athletes, called ‘hyperandrogenism’. This resolution seeks to guide an investigation to discover whether a certain athlete has high levels of androgenic hormones for a female hormonal scale, which would supposedly confer some advantage on this woman's sports performance” (PIRES, 2016, p. 224, our translation).

¹¹ Since November 1, 2018, the new IAAF resolution requires that sexually differentiated female athletes undergo mandatory androgen suppression therapy to lower their testosterone levels below 5nmol/L, in order to compete in the female category for events of running between 400m and 1500m (KARKAZIS; CARPENTER, 2018; CAMPORESI, 2019).

as it scrutinizes and regulates certain bodies” (PIRES, 2018, p. 557, our translation), establishing basic principles and criteria for this purpose.

Karkazis *et al.* (2012) signal the basic points of the IOC that guide these principles with regard to hyperandrogenism, that is, a physiological condition in which women produce androgen hormones, especially testosterone, above the typical range for females, namely: 1- Eligibility and compliance; 2- Evaluation; 3- Justice; 4- Health and; 5- Privacy and Confidentiality.

With regard to the first, it guarantees that every woman recognized by law must be eligible to compete in women's events, as long as she has androgen hormone levels below the men's range. If the athlete fails the test, or refuses to submit to the eligibility test, which is her right, she is prevented from participating as a competitor in the chosen modality.

Regarding the evaluation aspect, Karkazis *et al.* (2012) explain that a panel of specialists in hyperandrogenism is composed to issue the recommendation for eligibility for the sport, which will anonymously assess the tests requested and issue its opinion. If the athlete is considered ineligible, she must be notified for what reasons and informed of the conditions she must fulfill if she wishes to qualify again.

Based on the precept of justice, the IOC suggests the elaboration of rules that guarantee the essence of the male/female classification and the fairness and integrity of female competitors for all female athletes. It recognizes that some women develop their bodies with high endogenous androgen rates, and these hormones, according to the IOC, are the justification for why men perform better than women in most sports and are, in fact, the real reason for the distinction between male and female competition, in addition to stipulating a control for women, since it is assumed that those with higher levels of androgens outperform those with lower levels of these hormones (KARKAZIS *et al.*, 2012).

Regarding the health aspect, in order to preserve it for athletes under their jurisdiction, sports authorities must have the responsibility to ensure that any case of female hyperandrogenism receives proper medical care (KARKAZIS *et al.*, 2012). Pires (2018) highlights that this condition is hostage to a debilitating process, which aims to reintegrate the intersexual body through sociomedical weakness in a state of deeply biopolitical chronicity, that is, disabling what is taken as excessive for a body typically considered female.

Finally, with regard to privacy, the investigation of a specific case must be conducted under strict confidentiality, to preserve the integrity of the athlete in question (KARKAZIS *et al.*, 2012).

According Devine (2019), eligibility in adult sport is largely supported by two premises: 1- “clean” or “doped” and; 2- male or female. The author recognizes that age, (in)capacities and physical performance also guide this arrangement, however, he focuses efforts on the adult category, for bodies without disabilities and that have sufficient performance levels as selection criteria to compete in major events, which is not an eligibility criterion. This mechanism to certify

eligibility, however, would be problematic for ex-dopers (athletes who have used steroids in the past but no longer use them and wish to return to competition after the doping suspension period) and for trans women athletes who do HT to be able to compete in the women's suit.

Devine (2019) points out that the key point of this discussion is the biological advantage that ex-dopers can retain even long after they stop using anabolic steroids, extending this objection to the case of trans women. This process is called “muscle memory”, where a body that had at a certain moment high stimulation of anabolic steroids, adapts its muscle physiology, increasing the responsiveness to training, suggesting that this effect does not dissipate for years, even after the suppression of these hormones¹² (DEVINE, 2019).

Although discontinuing the use of steroids results in reduced muscle mass, Devine (2019, p. 163) points that “[...] this reduction does not level the playing field with clean athletes, because steroid dopers retain this elevated capacity for muscle growth long after their period of doping”. These effects suggest the existence of a biophysiological legacy that needs to be monitored based on eligibility rules, in order to safeguard fair competition.

After weaving this argument, the author extends his explanation to the group of trans women athletes, questioning whether the new IOC recommendations (2015) for them to compete in women's events would be ethically justifiable, or whether they are adequate to ensure equity of competition between trans and cis female athletes (DEVINE, 2019). For the author, trans athletes who started HT in adulthood can enjoy lasting physiological gains due to the adaptations obtained during training with higher levels of endogenous testosterone, compared to their cis competitors, whose testosterone level has always been typically lower.

In contrast, Devine (2019) recognizes the potentially harmful effects of HT on the performance of trans women competing in elite sport, and warns that these effects can mitigate any advantage gained from muscle memory. When situating the limitations of the scientific studies on which he is based, as well as the still unknown effects that HT causes on the performance of elite trans women athletes, the author admits: “[...] my argument is necessarily speculative” (p. 165).

The possible and continuous objection to the injustice applied to the cases of ex-dopers and trans women could dictate three important implications for sports policy, namely: 1- for ex-dopers, suspensions varied according to the substance that was ingested and according to administration time; 2- for trans women, a readjustment period longer than the twelve months suggested by the IOC and; 3- a new adoption to guide the principle of fairness in sports

¹² As a limitation, Devine (2019) recognizes that when making his argument, he used as a basis a research that analyzed the continued benefit of using steroids in mice and not in humans. Although there are similarities between the muscle development of mice and humans, the author states that more research needs to be conducted, in humans, to verify whether the effect would be similar to that found in mice.

competitions, based on the eligibility criteria for each sport, which go far beyond just testosterone rates (DEVINE, 2019).

According to Sónksen *et al.* (2018), the cross-sectional studies that analyze the relationship between the concentration of testosterone in the blood and athletic performance point to the existence of a relationship between the levels of this hormone and physical performance, however, they do not prove a causality and do not consider the possible importance of the insensitivity of certain bodies to androgenic hormones, which may even need exogenous assistance in order to obtain the typical expected performance. Camporesi (2019) confirms this information.

Still according to Sónksen *et al.* (2018), the absence of this statistically significant causality between androgens and performance does not support the evidence that total or free testosterone predicts performance in women, as some of them have androgen insensitivity syndrome (SÓNKSEN *et al.*, 2018).

Given this panorama, Karkazis *et al.* (2012) question why some characteristics, such as hyperandrogenism, which is a natural condition like any other exceptional biological variation in the human body, has various control and inspection mechanisms for the participation of athletes, when there are actually numerous other biological qualifications that are not considered, not even evaluated, to verify advantages in sports competitions, such as mitochondrial variations, acromegaly, Marfan syndrome, mutations in growth genes, muscle efficiency and blood supply to skeletal muscles, among others.

Besides, according to Betancurt *et al.* (2018), it is not scientifically proven that hyperandrogenism provides a sufficient difference in the percentage of performance between men and women. Therefore, the ineligibility of women with hyperandrogenism cannot be justified based on their supposed competitive advantages that would reach male performance levels. Due to the lack of statistical power, the analysis developed by the authors can only be considered as indicative of the difference in performance between women with and without hyperandrogenism (BETANCURT *et al.*, 2018).

Above all, Pires (2016, p. 231, our translation) highlights: “[...] the eligibility of “woman” as a sporting category is not just a job to promote fairer competition, without unfair advantages among female athletes, but it is mainly a work of classification and labeling of bodies and lives”. From this problematization, the bi-gendered way that sustains the pillars of the sport emerges. This division, as highlighted by the IOC itself, is based on the premise of justice that by dividing competitors into male/men and female/women, it would be promoting the equity of athletes for an ethical, moral and, above all, fair competition. Little is questioned about this polarization, which, in fact, only reflects a discursive fallacy about the principle of justice.

In this sense, we pay attention to the biophysiological variability among cis athletes themselves. Prado and Nogueira (2018) question: among cis, would they all be equal in their

biological dimensions? Wouldn't variables such as height, weight and hormone production also be different from each other?

In contrast, Anderson, Knox and Heather (2019) suggest that some of these advantages may be considered tolerable, such as height in basketball, for example, which would be part of a genetic lottery, as opposed to an intolerable advantage, such as a weight lifter heavy competing in the bantamweight division, for example.

In his research, Devine (2019) explores the effects of muscle memory in bodies subjected to the presence of anabolic steroids, pointing out data obtained from this intervention in mice. Although this effect can be similar in humans and generate an injustice in the competition, the author claims that it could be considered tolerable, as it is not morally problematic to the point of justifying the elimination and/or exclusion of the competitor.

Still according to Devine (2019), there seems to be a moral sensitivity to the injustices existing in gene doping, pharmacological doping and prostheses, which suggest a partiality to the injustice that arises through the “artificial” manipulation of someone's physiology. Another factor would be that the principle of justice should make use of the moral imperative to prevent injustice, evaluating cases that configure themselves as unfair conduct, such as some dopers, who use a type of cheat to achieve better results. This claim could not be extended to trans women, as their supposed advantage would arise from gender identity rather than cheating of any kind. Recognizing oneself as a woman, cis or trans, does not constitute an abject moral deviation from justice (DEVINE, 2019).

Devine (2019) also points out that the principle of justice should not be the only one to be used in this discussion, but also the aspects of impartiality in competition and the principle of inclusion. A possible argument that can be inferred from this is that trans women should have protected the rights to compete and act in the male category, or even a trans category, however, this adoption violates the principle of equal opportunity: “[...] they would not enjoy an equally valuable opportunity to compete as those who have the opportunity to compete in a category that is consistent with their gender identity” (DEVINE, 2019, p. 166).

As Karkazis and Carpenter (2018) argue, women recognized in this way must be supported by the recognition of this identification. Forcing them to compete in categories other than women violates this legal and social identity, in addition to redefining the sex of athletes who compete in categories other than women and once again reaffirming the identity past of a body that is no longer recognized in that individuality (KARKAZIS; CARPENTER, 2018).

Also, trans women who compete in elite sport are supported by the recommendations of the “IOC Consensus Meeting on Sex Reassignment and Hyperandrogenism”, from IOC (2015). Questioning these instructions, Anderson, Knox and Heather (2019) problematize the extent to which these guidelines are in fact safeguarding ethical principles of justice and equity for trans men and women.

These authors criticize the testosterone level established for trans women (10nmol/L), as it is five times higher than that common for healthy cisgender women. Although hormonal treatment with estrogens promotes a decrease in muscle mass and blood oxygen-carrying capacity, the therapy does not remodel the musculoskeletal and/or cardiovascular and respiratory systems qualitatively and quantitatively to the primary characteristics of elite cis female athletes (GOOREN *et al.*, 2014), which may suggest a difference in performance of trans when superimposed on cis: the IOC recommendations (2015) “[...] afford elite transwomen athletes a performance advantage [...] unfair because high testosterone levels and prior male physiology are (a) not attainable by ciswomen and (b) provide an all-purpose benefit” (ANDERSON; KNOX; HEATHER, 2019, p. 760).

Based on this premise, Anderson, Knox and Heather (2019) also criticize the recommendations made to trans men, triggering an inconsistency on the part of the IOC: although it allows them to compete without any restriction, granting the use of testosterone as a therapeutic/exogenous purpose to increase muscle mass, strength and oxygen-carrying capacity by blood cells, HT with this hormone also does not transform the musculoskeletal, cardiovascular, and respiratory physiological systems of transmen in the same way as those of cismen. So, “[...] elite transmen athletes may have a performance disadvantage relative to elite cismen athletes” (ANDERSON; KNOX; HEATHER, 2019, p. 760).

Another point, highlighted by Harper *et al.* (2018) denounces the controversy over the participation of transgender men in competitions with cisgender men, as the first are allowed to use exogenous testosterone, which for cisgender men is a forbidden option. Furthermore, Anderson, Knox and Heather (2019) also discuss how physical properties may or may not be considered advantageous in certain modalities, allowing young athletes to select a sport according to their body attributes. Thus, they infer that, since the advantages between cis male athletes is established over cis female athletes and is considered unfair, for consistency, this scenario would be replicated in competitions involving trans athletes.

This way, the authors recognize that the direct inclusion of trans athletes in sport based on their gender identity is problematic, as it conflicts with the principle of tolerable sport justice or not. Thus, they suggest the replacement of gender binarism in sport by something that recognizes the differences between people/athletes (bypassing the precepts of justice) and creating space for insertion/action for all athletes (satisfying the inclusion). The adoption of a multifaceted algorithm, similar to that used in the Paralympic Games, based on philosophies of skill, aptitude, power, endurance, tactical ability and mental focus, rather than physical capacity, would be a possible solution, as it considers its function and not its diagnosis (ANDERSON; KNOX; HEATHER, 2019).

5 Conclusion

Initially, we can conclude that Valkyria's path was different from what is expected for people who deviate from cisheteronormative norms, since her insertion in the sport was not very conflicting and well managed by her. During her identity recognition processes, she migrated from futsal to volleyball while promoting the processes of transgenering in her body.

In this way, she dealt with the conflicts of action for the existing suits in the sport, precisely because it is not possible to be absorbed neither by the male nor by the female. One way out was to participate in both, with particularities to the modality (in the male, she is libero; in the female, she is a hitter spiker).

In the meantime, your body no longer determines your identity, but is at your service. In this context, biology becomes a political artifact, being used to justify sex as a crystallized construct of social meanings, incapable of deviating from its senses and values (LE BRETON, 2014).

The transsexual and the transgender are post-modern individuals, insofar as they intend to place themselves in the world by themselves, to rectify their origin, deciding on their rebirth under an appearance that only belongs to them. Your body is a technological artifact, a surgical and hormonal construction, a plastic and technological modelling. They assume a fluid, nomadic identity, always ready to renew itself (LE BRETON, 2014, p. 32, our translation).

The presence of trans people completely displaces all the cissexual and heteronormative meanings that guide the sporting phenomenon today. Although Valkyria's participation is hybrid, as she participates in competitions both for men and women, she still encounters significant resistance to being able to act among cisgender women, based on legal (civil documentation and competition regulations), moral and ethical aspects (recognition of diversities and difference, inclusion of trans women in women's sport based on biophysiological and performance advantages and disadvantages) that circumvent the premises of equality and justice in the spheres of sport.

We recommend carrying out new studies that focus on the theme, investigating both empirically and epistemologically the cases of trans athletes in sports, recognizing that in the current era in which we live, it is impossible to maintain the classic division of sports by sex. As highlighted, new ways need to be devised by sporting Federations and Confederations taking into account much more than just the sexual qualities of athletes, both in the amateur (including here the university) and professional spheres.

The development of a new algorithm, as proposed by Anderson, Knox and Heather (2019) is a powerful and instigating solution to the problem, as it considers physiological and social factors to ensure that the most skilled athlete wins, and not the luckiest, characterizing itself as fair for circumventing unfair advantages and inclusive as it can be applied to all athletes.

Extremely complex, the development of this algorithm requires robust and specific scientific research on elite athletes, possibly generating new and challenging normative dilemmas.

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**QUALITY OF LIFE AT SPORTS AS A JOB OF BRAZILIAN PARALYMPIC
ATHLETES**

**QUALIDADE DE VIDA NO ESPORTE COMO TRABALHO
DE ATLETAS PARALÍMPICOS BRASILEIROS**

**CALIDAD DE VIDA EN EL DEPORTE COMO TRABAJO DE ATLETAS
PARALIMPICOS BRASILEÑOS**

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Abstract: This research is about the investigation and discussion about quality of life at work in the context of sports, understood here as a work activity for a group of individuals with a specificity: “disability”. The study aims to comprehend what is quality of life in the sports as a job of Brazilian Paralympic Athletes of the track and field modality, who are in preparation for the next edition of the Paralympic Games. This is an exploratory-descriptive research with a qualitative approach. Interviews were conducted with a semi-structured script to 11 para-athletes. Four categories were identified that allowed to retrieve evidence from the para-athlete perspective about their conception on the sports as a job. The achievements and fulfillment achieved through sports brought a new meaning to their condition of disability, allowing a professional identification, pointing out that the work activity carry out a social purpose.

Keywords: Sports as a job. Quality of life at work. Activity-Centered Ergonomics. High-performance sports. Paralympic sport

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Resumo: Esta pesquisa trata da investigação e discussão da temática de qualidade de vida no trabalho a luz do esporte entendido aqui como atividade de trabalho para um grupo de indivíduos com uma especificidade: “a deficiência”. O estudo objetiva compreender o que é qualidade de vida no esporte como trabalho de atletas paralímpicos brasileiros da modalidade de atletismo, que estão em preparação para a próxima edição dos Jogos Paralímpicos. Trata-se de uma pesquisa exploratória-descritiva, com abordagem qualitativa. Foram conduzidas entrevistas com roteiro semiestruturado com 11 paratletas. Foram identificadas quatro categorias que permitiram resgatar evidências sobre como o paratleta concebe o esporte como trabalho. As conquistas e realizações alcançadas por meio do esporte trouxeram novo sentido à sua condição de incapacidade, apontando que a atividade de trabalho cumpre uma finalidade social.

Palavras-chave: Esporte como trabalho; Qualidade de vida no trabalho; Ergonomia da atividade; Esporte de alto-rendimento; Esporte paralímpico.

Resumen: Este estudio aborda la investigación y discusión del tema de la calidad de vida en el trabajo en el contexto del deporte, entendido aquí como una actividad laboral para un grupo de personas con una especificidad: la “discapacidad”. Tiene como objetivo comprender la calidad de vida en el deporte como trabajo de los atletas paralímpicos brasileños de la modalidad de atletismo, que se encuentran en preparación para la próxima edición de los Juegos Paralímpicos. Se trata de una investigación exploratorio-descriptiva con enfoque cualitativo. Entrevistas con guion semiestruturado fueron realizadas con 11 paratletas. Se identificaron cuatro categorías que nos permitieron rescatar evidencias sobre cómo el paratleta percibe el deporte como un trabajo. Los triunfos y logros alcanzados a través del deporte dieron un nuevo significado a su condición de incapacidad, señalando que la actividad laboral cumple una finalidad social.

Palabras-clave: Deporte como trabajo; Calidad de vida en el trabajo; Ergonomia de la actividad; Deporte de alto rendimiento; Deporte paralímpico.

1 Introduction

The theme of quality of life at work is strongly present in contemporary society. It became a topic of debate and social interest, and can be found in the discourse of managers and leaders within organizations (FERREIRA, 2012; MEDEIROS; FERREIRA, 2015; LIMONGE-FRANÇA, 2015). In Brazil, since the 1990s the theme of quality of life at work has raised a growing interest of researchers and professionals working in organizations. Many studies have

been conducted about this topic, mainly in the field of Administration and Organizational and Work Psychology (FERREIRA, 2011, 2012).

Considering the multitude of concepts and approaches to quality of life at work found in the literature, these can be summarized into two types: one hegemonic of individualistic and essentially welfare nature; and another of counter-hegemonic orientation, of preventive nature and interested in the worker's role and the meaning of work (FERREIRA, 2012). This paper adopts the second type from the perspective of activity ergonomics for quality of life at work, focusing on the removal of the causes of discomfort at work and, in turn, considering variables of working conditions, work organization and socio-professional relations, always from the perspective of those who work (MEDEIROS; FERREIRA, 2015).

In contemporary society the world of work undergoes profound and ongoing changes (SCHWAB, 2016) that impact the performance of workers, influence their levels of health and quality of life, their psychic and social dimensions, and their relationship with the work itself (GAULEJAC, 2007; FERREIRA, 2011). The professional sports practice, understood as a job, is framed within this context of continuous transformation and (re)configuration of new professions. Authors such as Rubio and Sanches (2011), Rubio (2012) and Campos, Capele and Maciel (2017) argue that sports practice may be considered as a professional career. Athletes, thus, start to sell their labor force, and become a sports worker in a relationship between money and sports performance. Sports becomes livelihood, a professional activity where the athlete spends most of their time devoted to training and competitions (RUBIO, 2001, 2012). Based on the binomial sport-job, sports is outlined as a professional exercise (VERMEULEN et al., 2016). In this sense, it is relevant to talk about quality of life at work, as the practice of high-performance sports absorbs and reproduces the systematization of the work characteristics in the capitalist society (RIGAUER, 1981; DEMAZIÈRE; OHL; LE NOÉ, 2015).

Considering that changes in work impact workers' performance, quality of life, health levels, family or social life and work context, and considering the universe of para-athletes in the sport-job binomial, the general purpose of this research is defined as follows: To understand what is quality of life in sport-job of the Brazilian Paralympic Athletes in the athletics modality, in preparation for the Tokyo 2020 Paralympic Games.

This study is based on the concept of disability presented by the World Health Organization, understood as the combination of disability/incapacity concepts between medical and social models. The concept emphasizes the possibilities of including and rehabilitating the individual, and stresses that disability is not restricted to limitation of physiological or psychological functions of body systems. It also highlights the relevance of the interaction between an individual and personal factors and social environment (AMIRALIAN et al., 2000).

Some of the contributions by this research are described below. 1) It contributes to deepen the themes of sports activity as a job, and quality of life at work for athletes. According to the

bibliometric research carried out from January to May 2020, there are few studies on quality of life at work targeting athletes and para-athletes, as well as studies defining sports as a job. 2) The investigation and discussion about sports as a job and quality of life in this modality of job for a group of individuals with disability. 3) The theme is also relevant since the research was carried out in a year (2020) scheduled to be an Olympic Year (Tokyo 2020 Paralympic Games). However, the global public health situation, and the declaration of the Coronavirus Disease 19 (COVID-19) pandemic by the World Health Organization drastically affected the preparation, training, and participation of athletes. In the end, the Olympic and Paralympic Games were postponed for the year 2021. The research contributes to understand how the postponement of the Paralympic Games affected the para-athletes' quality of life at work.

2 Theoretical framework

2.1 Conceptualization of job

We adopt the notion of work activity proposed by activity-centered ergonomics (the French-Belgian branch of ergonomics), a school that since its beginnings has enabled the understanding and transformation of work situations. It proposes an approach based on an anthropocentric perspective, starting from the comprehension that the main causes of current problems in the work context rest on the inadequacy of work to human characteristics. Transforming work is, thus, the primary purpose of ergonomic analysis and action (GUÉRIN et al., 2001). Its object of analysis is the person who works, and the purpose is to fit work for human being, adjusting it to the different characteristics of the human being, ranging from material aspects to the organization of work (TERSAC; MAGGI, 2004). The concept of work is focused on understanding human work, so as to transform it, in an attempt to adapt the work activity to human being and not the opposite, in order to humanize it and promote feelings of well-being rather than of discomfort (CAZAMIAN, 1973; WISNER, 1995).

Therefore, it is understood that work simultaneously comprises the activity of work, conditions of work, and the result of the activity. These characteristics cannot exist apart one-another, and work is the unity of the three realities (GUÉRIN et al., 2001). Work has a dual character, depending on the perspective from which it is approached: that of the person who works (personal character) or that of the company (socioeconomic character).

The analysis of real work situations plays a core role in this approach. Work activity can thus be defined as the space between what is prescribed and what is real. The work activity “[...] is a strategy of adaptation to real work situations, and the distance between the prescribed and the real is the concrete manifestation of ever-existing contradictions in contexts, and in the act of work” (ALMEIDA; FERREIRA; GUIMARÃES, 2013, p. 566) [*Free translation*]. In the prescribed work, the organization decides what should be done - the task -, whereas the real activity is what was actually performed. It is also the expression of human activity: thus, the work

puts into play physical, cognitive, psychological capabilities, sensory-motor reflexes, skills, and experience (GUÉRIN et al., 2001).

2.2 Sports as a job: approaches and conceptualizations

In conceptualizing sport, we notice the presence of two common elements: the playfulness of the game, and competition (CONSTANTINO, 1990). The first refers to sports as playful and source of pleasure, synonym to amusement: sports is understood as a physical activity exercised in the sense of the game, the practice of which assumes training, rules, and a codified system of evaluation. The second embraces sports as a professional career that comes to be understood as work.

Sports in the work context is discussed in the light of activity ergonomics, differentiating the triple social dimension presented by Tubino (2010), who considers sports as a right available to all, without distinction. Individuals may exercise this right in several ways, whether through sport-education, sport-participation, or sport-performance, so as to contribute to nurture human being as an individual, and as a social being.

Authors such as Rubio and Sanches (2011), Rubio (2012), and Campos, Capele, and Maciel (2017) argue that the practice of high-performance sports may be considered a professional career, since fulfilling the goal of high-performance passes by specific stages. Athletes, thus, start to sell their labor force, and become a sports worker in a contractual relationship or formal employment (RUBIO, 2012). According to Rubio (2001, 2012) the end of amateurism in the mid-1970s led sports to change, establishing of a causal relationship between money and sports performance. It became livelihood, a professional activity where athletes spend most of their time almost exclusively devoted to training and competitions. The professional athlete emerges, as both sports spectacle, and labor system.

Since sports absorbed the elements of rationalization and connection with modernity, it became a complex and significant social and cultural construction. It provides a different image of our times' social aspects, depending on the dimension being focused, either as a game or as work (VERMEULEN et al., 2016).

In this line, Vermeulen et al. (2016) understand sports as an unstable balance between play and work, exposing this managerialist and disciplinary relationship of sports with its athletes on the one hand, and the pleasure and joy of engaging in it on the other hand. The dimension of work performance prevails in sports activity to the detriment of the importance of its flow, and the pleasure that the game brings about.

Athletes are the workers of sports. Sports activity is related to administration and management of excellence, leadership and direction, in the development of tactics and strategies. It has its own rules, procedures, controls, and disciplinary procedures (CRAIG, 2016). Sugden and Tomlinson (2002) indicated that sports configuration increasingly resembles that of

businesses, and criticized the format mirrored in Taylorism and Fordism: management mode, work measurement, control, repetitive discipline, and their presence in the planning work, coaching and training in contemporary sports. Through its athletes, sports become a product targeted by the commercial world, and the manipulation in the political game (DONNELLY, 1997; DONNELLY; PETHERICK, 2004).

In order to answer questions regarding competition and the production of sports performance, Demazière, Ohl and Le Noé (2015) considered that competition and production of sports performance go together, and are the focus of all sports activity. To better address the issue, the authors focused on the work of sports activity and the mechanisms of performance production: sports as a job is related to the activity of sport, its careers, investments, and compensation. Likewise, performance in sports is being shaped by disciplinary issues with the emergence of new norms, new rules, new codifications.

Performance approach in sports work echoes in the work performed within organizations. Performance is expressed in figures, is measured, timed, quantified whether in score, distance run, time performed, or weight lifted. The idea of measuring and quantifying sports work's results introduced the notion of performance, increasing similarities between sports and work performed within organizations (DEMAZIÈRE; OHL; LE NOÉ, 2015; CRAIG, 2016), despite the more subjective ways to evaluate results, such as the athlete's engagement in the sports activity.

Rigauer (1981) detailed analogous behavioral aspects between work and sports. The author outlined several characteristics that showed the affinity of behaviors between both spheres. This sharpens the aspects of work rationalization found in sports.

In his work, Rigauer (1981) discussed how sports imitates the world of work and the industrial society, whether in the planning of sports activity, training cycle compared to a production process, or accommodation to the industrial system. Work mechanization in sports reduces athletes to mechanical conditions, as an integral part of a machine. Just like a machine part, during training the athlete must perform repetitive activities of muscular strength, explosion, physical synchrony of stride movements. The athlete's body is the machine, and the parts of the body correspond to parts of the gear, and must try features of speed, strength, power, lubrication in joints.

Similarly, the principle of work specialization proves to be similar in the world of sports practice. One may, thus, consider specialization in sports as a job when looking at athletes in athletics: different modalities among sprinters (100m, 200m, or 400m races, 4x100m and 4x400m relays), jumpers (triple jump or high jump), throwing athletes (specialized in discus or javelin), and specialized long-distance, middle-distance, and marathon events.

Contemporary sports holds attributes of technocracy, and its principle of fulfillment drives the practice of sports, just like in the workplace, always associated with monetary gains, professional status, high competitiveness, and social mobility. This principle is quite clear when

the athlete, for their excellent performance, has greater exposure to the media, and to the world of marketing.

The Taylorist proposal also applies to sports when the athlete is subjected to physical and mental stimuli in a systematic way until they achieve their best shape. The goals set are continuously raised to follow the tireless journey toward better results and breaking records, characteristics imported from the industrial society and markets where competition prevails, and the winner is an object of the best value of exchange of the output of their work activity (SUGDEN; TOMLINSON, 2002). This aspect sheds light on the design of the fight for the best performances in athletic competition, and it is in this way that high-level sports revisits the principle of competition (RIGAUER, 1981). During training periods, high-level athletes are fit into the activity, and conditioned to training, aiming exclusively at the goal of the next competition. This is how the calendar issued by national and international confederations, as well as world events of the major leagues, leads athletes to such an adjustment or conditioning of all their athletic, social, and personal behaviors. Similarly, the analytical methods of work and training are composed of repetitive and load-bearing processes, following the Taylorist model. Just as in the organization of industrial work, training in sports is planned to be performed in a coercive manner. Besides the method of repetition and load evolution, there is a widely applied and well-known method: circuit training with no breaks or short breaks to maximize the athlete's aerobic endurance.

Technical rationality is another existing element, and a trademark of modern sports (RIGAUER, 1981). The technical conditions of high-level sports are expressed in the standardized equipment used in competitions, such as standardized uniforms, apparel, and accessories (DEMAZIÈRE; OHL; LE NOÉ, 2015). Sporting events, in turn, are held in standardized sites or circumstances: all production conditions are met and integrated into the technology on which they become dependent. This same technology provides the instruments for controlling and quantifying the performance of sports activity.

2.3 Quality of life at work in activity ergonomics

Activity ergonomics applied to the quality of life at work is a counter-hegemonic and preventive approach, based on the centrality of workers' perspective to investigate and intervene in their quality of life at work. Its “[...] pivotal focus is to remove or mitigate problems that generate discomfort in the contexts of production, acting, for this purpose, on the conditions, organization, and socio-professional relations of work, always from the perspective of those who work” (MEDEIROS; FERREIRA, 2015, p. 172) [*Free translation*].

In the light of ergonomics of the activity, the concept of quality of life at work is developed from the organizational view as a precept of management that is expressed by a set of standards, guidelines and practices within the scope of conditions, organization and socio-

professional relationships of work aimed at well-being, and from the perspective of workers through the organizational context and work situations, suggesting the prevalence of well-being experiences (FERREIRA, 2011, 2012). The intervention in variables of work context is then considered beyond the broader involvement of organizational members. Quality of life at work is understood as a duty of everyone in the organization, and harmony between well-being, efficiency and effectiveness in organizational environments should be consistently pursued (FERREIRA et al., 2013).

Quality of life at work is expressed through the workers' mental representations that unveil the work context in which they are inserted (FERREIRA, 2012). Three representation modalities are considered to understand it: 1) Descriptive representations of the work context: representations that reveal the workers' view on the multiple and distinct aspects that characterize the world of work; 2) descriptive representations of the human cost of work: representations that reveal the workers' view about the many impacts ensuing from the demands of work and organizational context experienced; and 3) operative representations of work situations: representations that reveal strategies of operative modes, how the worker deals with the world and that allows them to deal with the demands in work situations (FERREIRA; TORRES, 2015).

Thinking about quality of life at work actions based on representations that reveal the workers' dynamics of interactions with the social context in which they are inserted provides an integral view of the collective of workers and leaders, managers, technicians and workers (FERREIRA; TORRES, 2015). It focuses on the interaction between the individual and the environment, through the mediation of the work activity (FERREIRA, 2012). When observing the work activity, one can understand how worker inserts themselves in their work environment, as well as their processes of fitting into, identification, and meaning. Since sports as a job is approached as a new field of research, it is believed that ergonomics of the activity may shed new light on its understanding.

2.4 The disabled person and Paralympic Sports

This study is based on the concept of disability presented by the World Health Organization, understood as the combination of disability/incapacity concepts between medical and social models. The concept emphasizes the possibilities of including and rehabilitating the individual, and stresses that disability is not restricted to limitation of physiological or psychological functions of body systems. It also highlights the relevance of the interaction between an individual and personal factors and social environment (AMIRALIAN et al., 2000).

Sports professionals have understood sports as a pathway offered to people with disabilities to open opportunities, and thus achieve social inclusion (BARROZO et al., 2012).

Mello and Winckler (2012) recognize that Physical Education is a very favorable scenario to develop disabled individuals since it involves an educational environment that considers the

body as a whole. In this sense, sports emerge as a huge opportunity for cultural and social interaction through its endless possibilities of movements, thus becoming an outstanding tool for human development (MELLO; WINCKLER, 2012). Based on the proposed conceptualization sports is thought as a means of social inclusion for people with disabilities. The meanings of Paralympic Sports are also disclosed. The study considers Paralympic Athletes of the athletics modality, protagonists of the Paralympic Sports history, with a wealth of life narratives, and trajectories of self-realization and surmount.

3 Methodological procedures

The methodological proposal of this research comprises a study of qualitative approach, descriptive-exploratory nature, with cross-sectional field research. According to Creswell (2015), qualitative research allows interpreting data by developing the description, and in the case of the target-audience, based on how para-athletes perceive their world of work, the characterization of this activity, training and competitions, meanings of work to identify the high-performance athletes' perceptions about the quality of life in sports as a job, and the situations of pleasure or discomfort that they experience in this work activity.

In-depth interviews with semi-structured script were carried out with Paralympic Athletes of the athletics modality from October to November 2020. The research participants are Brazilian Paralympic Athletes in track and field events (men and women). They are part of the Brazilian Paralympic Committee's high-performance program. These athletes have already participated in one Paralympic Games, have achieved or are close to achieving the index established by the International Paralympic Committee - a requirement to participate in the event -, and are preparing for the next Paralympic Games. The athletics modality was chosen to reach the greatest possible number of participants, as this modality has the largest number of athletes.

Participants were selected based on a list made available on the Brazilian Paralympic Committee's website containing the 50 best-ranked athletes in track and field in 2020. All of them were contacted through social networks, and only 11 agreed to participate. The respondents' characteristics are presented in Chart 1.

Chart 1: Characteristics of the participants

Athlete	Sex	Age	Color	Born in	Marital Status	How got to sports	Class and event	Previous job
E1	M	41 years	Dark-skinned	Rio Branco/AC	Married (2 children)	Institutional invitation	T38 - sprinter	Fish seller
E2	M	28 years	Dark-skinned	Aiá/PB	Engaged	Presented by another wheelchair user	F57 - javelin	Rural worker
E3	M	23 years	White	Caicó/RN	Engaged	School Games	T47 - sprinter	Rural worker
E4	M	28 years	White	Marabá/PA	Single	School Games	T62 - sprinter	Has always been an athlete

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E5	F	24 years	White	Maringá/PR	Engaged	Start for playing	T11 - sprinter F11 - distance	Has always been an athlete
E6	M	29 years	Dark-skinned	Diadema/SP	Engaged	Transition from conventional athletics	T11 – middle-distance and distance running	Seller
E7	M	41 years	Black	Nova Venécia/ES	Married	Presented by a teacher	T11 - sprinter	Granite sawmill agent
E8	M	28 years	Dark-skinned	Duque de Caxias/RJ	Married (1 child)	Watching the Rio Paralympic Games	T35 - sprinter	Has always been an athlete
E9	F	38 years	Dark-skinned	Rio Branco/AC	Married	Invited by a friend	T11 - sprinter	CIEE intern
E10	F	25 years	Black	Rolim de Moura/RO	Single	School Paralympic Games	T12 - 400m	Non-remunerated training
E11	M	26 years	Dark-skinned	Porto Velho/RO	Single	Attending lectures about paralympic sports at school	T37 - sprinter F37 - long jump	Street trader

Source: Prepared by the author (2021).

Before the interviews, respondents were instructed about the voluntary nature of participation, and that they could give up before or after the interview. The Informed Consent Form (ICF) was sent to each respondent before the interview to be read and signed. Interviews were conducted by video call on WhatsApp and Zoom platforms due to the COVID-19 pandemic.

The interview script was structured in four parts: a) questions to contextualize the participants and their disabilities, in addition to how they got to know sports, and how they got to high-performance sport; b) questions to typify sports as a job in the components of work activity, work conditions and results, its dimensions and meaning of sports as a job according to the athlete's perception; c) questions from the Inventory of Assessment of Quality of Life at Work (IA_QVT) (FERREIRA *et al.*, 2013) related to the five structuring factors of quality of life at work according to the ergonomics of the activity, in addition to two questions related to the notions of well-being and discomfort at work; and d) questions about the impact of postponing the Paralympic Games due to the COVID-19 pandemic.

The recording of the interviews totaled 13 hours and 22 minutes, making up 157 pages in Microsoft Word. The shortest interview lasted 50 minutes, and the longest one 1 hour and 28 minutes. The average length of interviews was 1 hour and 12 minutes.

The thematic content analysis proposed by Creswell (2015) was adopted to examine the evidence, and find meaning among the diversity of materials. We chose to use NovoNVivo software, a well-known software for qualitative data analysis that allows evaluate, interpret, and explain social phenomena.

4 Presentation and discussion of the results

In the following chart, the thematic categories extracted from the content analysis are presented:

Chart 2 - Presentation of thematic categories

Categories	Subcategories
1) A journey of surmount: the place of disability and sports in the life of the Paralympic Athlete	a) Double surmount of the para-athletes: surmount to disability, and high-performance sports as surmount to life.
	b) Adapted sports as a tool for social inclusion.
	c) The relevance of athletics for Paralympic Sports.
2) Sports as a job: an unveiled relationship	a) Characterization of sports activity as a job.
	b) Components of sports as a job: activity, conditions and results.
	c) Personal and socioeconomic dimensions of sports as a job.
	d) "I can't see myself doing anything other than sport": the post-career of the Paralympic Athlete.
	e) "It's my life": meaning of sports as a job.
3) Structuring factors of activity-centered ergonomics for quality of life in sports as a job	a) Working conditions and organizational support.
	b) Work organization.
	c) Socio-professional work relations.
	d) Recognition and professional growth: "unfortunately we are not so recognized"
	e) Work-social life link: the importance of sports as a job for the society and the athletes' families.
	f) Factors of well-being and discomfort.
4) Impact of the COVID-19 pandemic and postponement of the Tokyo Paralympic Games	a) Feelings brought about by the postponement of the Paralympic Games.
	b) Adaptation of training, acquisition of materials, and decision to stay at home or return to their families.

Source: Prepared by the author (2021)

4.1 First category: "A journey of surmount: the place of disability and sports in the life of the Paralympic Athlete"

Subcategory (a) covers the double surmount in Paralympic Athletes' lives: the surmount to disability, and getting to high-performance sports. surmount started at the moment when disability was acquired, reported as congenital by some para-athletes, arising from postpartum problems by one athlete, and in situations throughout life by other athletes. According to respondents, the causes of most cases of congenital disability at the moment of birth are related to poor health care service for mothers who lived in rural areas or in outlying regions of small cities. Acquired disability is another form of disability of para-athletes due to genetic causes, and acquired disability caused by accidents in the work environment. Physical limitations have imposed on them difficulties of many kinds. The very life of para-athletes indicates a first great surmount: that of the disability itself. Difficulties include, among others, limitations of location, freedom of action, prejudice suffered, lack of social inclusion and opportunities to develop a professional life.

A second great surmount occurred through sports. Sports was a path found by the para-athletes to conquer autonomy, financial and emotional stability, and freedom. The many different situations that drove participants to para-sports stands out: leisure and play option at school (as for Respondent 4), teacher's invitation (as for Respondents 10, 3 and 7), and school lecture (as

for Respondent 11), resuming the theories of Cagigal and López-Ibor (1966) and Tubino (2010). The authors bet on the nurturing and educational value of sport-practice. Respondent 2 was approached by two para-athletes in a bar confirming that the subject, by relating to others and sharing their limitations and possibilities, can resignify their possibilities in processes of integration (CAMPEÃO, 2011). Respondent 6 was the protagonist of the transition from conventional sports to paralympic sports, and lived with the feeling of non-acceptance, postponing the moment to join para-athleticism.

Subcategory (b) is about sports adapted as a tool for social inclusion. Sports professionals understand it as a path offered to people with disabilities to enable opportunities, and thus achieve social inclusion (BARROZO et al., 2012). Mello and Winckler (2012) understand that physical education is important for the development of people with disabilities, being an excellent tool for human development. The social dimensions of sport (sport-education, sport-participation and sport-competitive) are understood as being promoted both by inclusive physical education and by para-sports, through physical activities developed for people with disabilities (COSTA; SOUSA, 2004; ARAÚJO, 2011). According to Respondent 5, the teacher went to the school for the blind where she studied to invite students. She said she fell in love with the sport. From school activity the student moved on to competitive sports; at 17 years old she participated in the World Championship for adults and, when she turned 18, she moved to São Paulo after being invited to join the high-performance team.

Subcategory (c) deals with the relevance of athletics for Paralympic sports. The eleven respondents feel proud to be part of the Paralympic team, and to have contributed, each with their best performance history, to win podiums and medals for the national team. In the last Rio 2016 Paralympic Games, Brazil reaffirmed its improvement in medal performance as one of the powers of Paralympic sport (SILVA; WINCKER, 2019).

4.2 Second category: “Sports as a job: an unveiled relationship”

The second category encompasses the participants' views about sports activity as representing their job, referring to the profession of athlete. Five subcategories were distinguished.

Subcategory (a) seeks to characterize the sports activity as a job. The participants' speeches characterize sports as a job - according to Respondent 4: “Being an athlete is my profession” -: it is about exclusive dedication, discipline, work routine, pre-defined training schedules, compensation, contract, commitment, charges for results, goals-setting, and competitiveness among athletes. According to Sugden and Tomlinson (2002), sports setup has resembled the organizational context in terms of work practices. The mechanization of sports as a job, in turn, reduces the athlete to exclusively mechanical conditions: metaphorically, the

athlete's body is the machine; the principle of specialization is also present in sports practice (RIGAUER, 1981).

Subcategory (b) comprises the components of sports as a job: activity, conditions and results. According to literature, work may designate any of these three realities: activity of work, work conditions, and the result of the activity. The interviews clearly identify the activity of work as training and competing. They do not exist apart one-another, and work is the unity of these three realities (GUÉRIN et al., 2001). Respondent 3 refers to sports as a mission, and relates the effort of work and exclusive dedication with a view to improving the level in the struggle for the podium as the result of the activity. On the other hand, Respondent 11 says: "My work demands my dedication, my focus."

Subcategory (c) implies personal and socioeconomic dimensions of sports as a job. According to Guérin et al. (2001), work bears the characteristic of being a human activity performed by the subject, who uses their body, subjectivity, and sociability in a collective way in a given social and economic reality. These dimensions are expressed in the following statements:

My personal growth was my development, and my move to São Paulo was very big. I changed a lot. Now I'm only evolving in the details. I got here rough, a very big stone, and now I am like a little crystal, but I still need to get a diamond shape. (Respondent 11).

I have already had a team from the [Brazilian Paralympic] Committee, [but] today I have my own team. So, I always try to work with the best professionals [...]. (Respondent 7).

Subcategory (d) covers the post-career of the Paralympic Athlete. It identifies common elements mentioned by athletes when asked about the moment of withdrawal from the competitive universe, and the insertion in a new professional situation outside the routine of training and competition. Respondent 5 said he changed his degree from Law into Journalism to be a commentator in Paralympic competitions, while Respondent 11 said he intends to open a gym. It can be seen that most athletes seek proximity with activities and functions related to sports, as a way to remain active and useful to society.

Subcategory (e) deals with the meaning of sports as a job. It portrays speeches expressed about the meanings assigned by para-athletes to sports as a job, the centrality of sports as a job in the lives of these people, and the changes that sports as a job has caused in the life of each of them. Interviews denote feelings of surmounting, overcoming limits, and fulfillment of personal dreams, autonomy, sense of accomplishment before the society, generation of new meaning to life through sports practice. This diversity of representations about work is significant in the literature on the meanings that work has been assigned in contemporary society (ROSSO; DEKAS; WRZESNIEWSKI, 2010).

[...] I have not achieved much yet, but everything I have achieved was through my work in sport; so, for me sports is everything, it changed my life, I say that sports changed my life, it is not even 100%, it is more than that. (Respondent 2).

[...] we don't want others to see us as handicapped, you know, as the poor little thing there. We want them to see us as efficient, as a conventional athlete, normal. (Respondent E3).

Sports allowed me to do this: overcome every day, overcome every result, overcome every training. (Respondent 11).

4.3 Third category: “ Structuring factors of activity-centered ergonomics for quality of life in sports as a job”

The third category encompasses the participants' views about quality of life in sports activity as a job. Analysis was performed based on the five factors that make up the approach of Activity-Centered Ergonomics Applied to Quality of Life at Work (EAA_QVT) according to Ferreira (2012). Factors are: working conditions, work organization, socio-professional relationships, professional growth and recognition, and the Work-Social Life Link. Each subcategory expresses one of the factors of quality of life at work, and the last one integrates the views on well-being and discomfort at work.

Subcategory (a) Working conditions and organizational support. It refers to material and instrumental working conditions that are responsive, not precarious, and contribute to the good performance of the work activity, and the well-being of those who perform it (FERREIRA, 2012). For Respondent 4, “[...] it is the best structure we could have”; for Respondent 1: [...] “looking at the structure we have at the CPB [Brazilian Paralympic Committee] and at the NAR [High-Performance Center], it leaves nowhere in the world to be desired”.

Subcategory (b) Work organization. It appears in the respondents' statements impregnated with a strong component of similarities with the characteristics and modus operandi of the industrial society's work activity. When looking at sports through the prism of the organizational view, Vermeulen et al. (2016) understand sports as an unstable balance between play and work, exposing this managerialist and disciplinary relationship of sports with its athletes on the one hand, and the pleasure and joy of engaging in it on the other hand. Respondents disclosed details about the organization of sports work, and itemized the labor division, hierarchy, organizational mission and goals, work time, prescribed work, norms and standards of conduct.

According to the Respondent 1, “in the day-to-day routine of training, we already have a routine scheduled: time to train, time to go home, time to rest [...]”. Respondent 10 points out that “we have a lot of rules. The most important ones are that we always have to wear uniforms all the time, because we are a company, we always have to show the CPB sponsors. [...] I think these are the rules of a standard company”. On the other hand, performance is expressed in figures. The idea of measuring and quantifying the sportive work results introduced the notion of performance (DEMAZIÈRE; OHL; LE NOÉ, 2015; CRAIG, 2016). This concern about improving times and

records is a constant for athletes willing to remain in the elite group. It can be found in the speech of Respondent 8 “only that, if you want the highest level, if you want high-performance, you have to work, so you have to work so you can be recognized, you know?”

Subcategory (c) Healthy socio-professional relationships. Healthy professional relationships with the immediate boss (technician), senior management (board of directors), co-workers, citizens, sponsors, and the media are a must for quality of life at work.

We now have a pretty good relationship. By the way, me and my coach, we have a relationship almost like father and son, he is always there telling me what to do, correcting me, not only in training, but also out of training. (Respondent 3).

The relationship with the CPB [Brazilian Paralympic Committee] staff, with the coordination staff... I get along very well, with the president as well. There is openness to get there and have a nice conversation. (Respondent 8).

With the sponsors also [I have a good relationship]. When I do the event with them, they really appreciate my presence. (Respondent 8).

Subcategory (d) Recognition and professional growth. These two themes complement each other in the sense that the existence of professional growth implies having professional recognition, as Respondent 10 states:

I was a gift. I came from Rondônia in January 2018 with a very bad score, I virtually had no score to compete. [...] Today I am ranked first in the world ranking, and I have achieved many things that people have been training for a long time and cannot. So, this growth for me was fundamental to keep me here, because I needed this start from scratch to be able to keep me here. And, since then, I have not lowered my position, I am always among the three [best] in the world. I am achieving all the goals that I set, that I planned.

From this perspective, the understanding of how growth occurs at work involves highlighting the traits of recognition as a tool for quality of life at work (FERREIRA, 2012), as reported by Respondent 3: “What makes me good today, in sport, is the recognition and, through my effort, my story, to be able to motivate other people, to encourage other people who sometimes don’t believe in their own dreams.”

Subcategory (e) Work-social life link: the importance of sports as a job for the society and the para-athletes’ families. As pointed out by the Activity-Centered Ergonomics, the meaning of work includes relations of work as a source of pleasure, and as an appreciation of the time of life at work. It promotes health, and is synonymous to happiness in the sense of being subtle, source of joy, satisfaction, personal fulfillment, and of performing useful actions on behalf of society, being a social reference. As for the family, it is a vector of recognition, fulfillment, and sustenance:

[...] I feel very proud for this, I am very proud to be able to represent people, to be able to represent my country, to have been chosen among thousands. (Respondent 1).

[...] representing a suffered people, which is the people from the Northeast, [...] showing your social class doesn't matter, it doesn't matter where you come from, if you have some disability or not. What matters is the willpower. (Respondent 3).

I came from a very poor family, and today I am proud of my mother, proud of my father. I can give them today what they couldn't give me when I was a child. So, this is enough, it was something that sports gave me. [...] My father today cries when he sees me on the podium, he still cries today. (Respondent 11).

Subcategory (f) Well-being and discomfort in the context of sport as a job. It summarizes a singularity of feelings of well-being evoked in the respondents' statements, reinforced by the degree of importance of feelings of pleasure at work, sense of reference and inspiration, surmount, social inclusion and social usefulness, feeling of national pride for the results achieved in sports, and family recognition. The situations of discomfort were evidenced, notably regarding the issue of health. All of them generally expressed that high-performance sports is not synonymous to health and, on the contrary, it means pain and suffering because it implies taking the body to exceed its limits. Another situation evoked as origin of discomfort is related to the fact of having to stay away from their families for long periods. A similar situation was reported when talking about the exclusive dedication to preserve the body's rest, and even at leisure time, limiting moments of socialization with friends.

4.4 Fourth category: “ Impact of the COVID-19 pandemic and postponement of the Tokyo Paralympic Games”

It presents the accounts addressing how athletes managed the postponement of the Tokyo 2020 Paralympic Games due to the Covid-19 pandemic, and implications on strategies for adapting their training routine. Manifestations were sequenced in topics of feelings brought about, training adapted during social isolation, and investments for training, recalling that in Olympic years all athlete's efforts are intensified.

Two subcategories were distinguished. The first relates to feelings brought about by the postponement of the Paralympic Games. The respondents' statements are a mix of acceptance, revolt, insecurity, fear, misinformation, financial concern, and adaptation, the wait for a new calendar, and isolation. For some para-athletes the impact was negative, while for others the impact even helped, becoming a longer Olympic cycle. Uncertainty was the feeling expressed accordingly. Para-athletes reflected on training periods, wear and tear of the last competitions they had to face, indexes won and to be won, uncertainty of the specific preparation for the Paralympic Games, how they will train during the pandemic, lack of a competition calendar, situation of the main opponents, and the pandemic in their home countries, how will be the protocols in Japan. These feelings are expressed in the following statements:

It was pretty hard. Because you already had a fantastic year, you ended up winning the world championship in the pre-paralympic year, you already had the index. You say you will start the year training, and get to the Paralympic Games ready to go. Suddenly, you hear the government announcing that the Paralympic Games have been canceled, that commerce had to close. You were ecstatic, wanting to get to the competition and do your best again and, out of the blue, you totally cool down. This issue of anxiety increased by the fact of being at home for so long, so you eat more and get overweight. (Respondent 6).

My thoughts were totally on how it is going to be, a tremendous feeling of insecurity, a feeling of fear, of uncertainty, I didn't know if I was going to Tokyo, if, in that period of the pandemic, I could be among the best in the world. So there is a feeling of uncertainty about everything. (Respondent 9).

In the beginning it was a little shocking because we didn't know what to do. We were in a small apartment here in São Paulo, and we were a bit lost. [...] So we were very scared. (Respondent 10).

The second subcategory encompasses the adaptation of training, purchase of materials, and the decision on whether stay at home or return to the family. After the training stoppage, the athletes carried out different strategies to continue training, and thus avoid a situation of detraining. Training routines in home confinement were adapted, leading the athletes to decide between staying in the large cities where they train, or returning to their families in their hometowns. Training at home brought difficulties for athletes.

Setbacks on adaptations defined by coaches, trainings restricted to non-essential points to cover preparation for competitions, and implementation in the new space. Lack of motivation to train continuously at home as well as suffering from injuries were other issues. The adaptation of training would require purchasing materials: even if this purchase is perceived as an investment, it is an expense that the athlete did not originally foresee, and which they paid from their pockets. These changes are disclosed in the following statements:

[...] the teacher [coach] made a differentiated spreadsheet, put me to do some activities indoors; he passed the training to me and I was performing, because we have a work sequence. (Respondent 7).

In this pandemic, I had to buy material to keep training at home, I bought bench press, I bought bar, I brought other materials. [...] we couldn't stay at home doing nothing all the time, so we had to find a way to train. (E2).

[...] I tried to train every day. Some days I just couldn't, others I was lazy and didn't train. (Respondent 1).

It was hard to maintain the quality of work in this pandemic. I tried to go to Maresias, to a friend's house to train. My assistance dog passed on an uneven terrain, I twisted my foot, ruptured two ligaments, ended up staying a month without training. I could have stayed at home doing nothing as I was injured. As I was injured and my sister had a gym bike, so I pedaled all the time until the 100% recovery. There was a trampoline, I worked on strengthening. (Respondent 6).

The study provided an opportunity for para-athletes to report these moments, evidencing the implications for quality of life at work.

5 Conclusion

This research aimed to understand what is quality of life in sports as a job for Brazilian Paralympic Athletes of the athletics modality, who are in preparation for the Tokyo 2020 Paralympic Games

The analyses of interviews about sports as a job for para-athletes revealed a journey of double surmount, which first goes through overcoming difficulties related to the disability-related limitations that imposed several kinds of difficulties on them: limitations of location, freedom of action, prejudice suffered, lack of social inclusion and opportunities to develop a professional life, and that through the opportunities offered by sports, and then the arrival to the Paralympic Sport, recognized as playing a transforming role, and having an opportunity to acquire a new identity. The conquests of international medals and podiums are recognized as the apex of this journey of surmounting limits, and the demand for results so typical to organizations.

This work has also identified the characterization of this group's work activity, the "profession of athlete": performance, competitiveness, and goal setting are elements that belong to the work of industrial society; managerialism and discipline are values that belong to an organization; mechanization of sports with repetitive activities is part of the daily routine of high-performance sports; planning and training cycles are understood as part of a production process; there is a close link between performance and remuneration. Moreover, expressions that characterize the meanings assigned by para-athletes to sports as a job were recovered: the centrality of sports as a job in their lives, which contributed to reshape them, and rewrite a success story mixed with pain and sacrifice; feelings of freedom and autonomy, as through sports activity, the para-athletes decided to face their lives with normality, actively developing them and overcoming the limitations of disability; the achievements and accomplishments through sports gave a new meaning to disability, allowing professional identification.

The constitutive axes of Activity-Centered Ergonomics Applied to Quality of Life in sports as a job were identified. In the axis of work condition, adjustment of work conditions in Training Centers was pointed out as a factor closely related to the experience of quality of life at work, and which influences the athletes' performance. In the axis of work organization, managerial elements were characterized as division of labor, hierarchy, prescribed work (training journeys, breaks and rests, tasks and deadlines), performance, compensation, measurement, mechanization. In the axis of socio-professional work relationships, the experiences of quality of life at work go through the experience of healthy professional relationships, as well as clear and objective communication, despite disagreements between groups. In the axis of recognition and professional growth, feelings of satisfaction were pointed out simultaneously with situations of discontentment. In the axis of the work-social life link, work was pointed out as a source of pleasure, appreciation of the time spent on the activity, and the feeling of social usefulness.

The postponement of the Paralympic Games due to the pandemic of COVID-19 led this study to try to understand the consequences of this change for both personal and professional lives of para-athletes. A wide range of feelings and evaluations were expressed by the para-athletes: for some, the impact was negative, while for others the impact came as a positive contribution, becoming a longer Olympic cycle. Athletes reflected about training periods, wear and tear of the last competitions, indexes achieved and to be achieved, and the uncertainty of specific preparation for the Paralympic Games. The emergence of injuries and mental health problems and anxiety due to the absence of competitive activities was identified, as well as uncertainty about the schedule of competitions. Finally, the adaptation of training sessions by coaches to be developed in social isolation, and the fitting of training spaces were mentioned, as well as the return to the families' place of residence, expenses with the purchase of support material and training equipment.

Three the contributions of this research are described below. 1) Semi-structured script developed based on qualitative questions in the Activity-Centered Ergonomics Inventory applied to Quality of Life at Work. This questionnaire, in its qualitative part, is composed of only four broad qualitative questions. In the present research, questions referring to the five structuring axes of activity-centered ergonomics for quality of life at work were added, helping the process of identifying categories, and allowing deeper exploration of the phenomenon from the perspective of the research participants. 2) Conducting qualitative research using the activity-centered ergonomics approach to promote quality of life at work is considered another methodological contribution, since the vast majority of studies adopt a quantitative approach.

3) The study contributes toward a theoretical advance about sports as a job: the dimensions of sports as a work activity were characterized based on activity-centered ergonomics (work activity, work conditions, and result of the activity), and the factors of activity-centered ergonomics to promote quality of life and well-being situations in this work context were identified.

As for the limitations of this study, we highlight the following: the impossibility of accessing the Executive Board and the Brazilian Paralympic Academy of the Brazilian Paralympic Committee to conduct this research did not allow the inclusion of the institutional vision, and considerations about work management. Moreover, literature on social management and sports as a job is still scarce, and studies were predominantly found on sports training, exercise physiology, sports marketing, sports psychology, legislation, regulations, sports management through the lens of result management, and compliance. Social themes are the subject of new studies being carried out by the Olympic Studies group at USP.

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SEXISM IN FOOTBALL: A COLONIAL HERITAGE

MACHISMO NO FUTEBOL: UMA HERANÇA COLONIAL

MACHISMO EN EL FÚTBOL: UNA HERENCIA COLONIAL

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Abstract: This article deals with sexism in football – a colonial heritage – being naturalized in Brazilian society. We aim to smooth out the effects, in the view of professionals of Physical Education, of practices and sexist postures in football and to present indicators for a teaching proposal that co-assigns to the eradication, or at least for mitigation, of this prejudice in football. As methodology we used van Dijk's critical discourse analysis (ACD) from a decolonial perspective. We conclude that to combat sexism in football educational institutions and football clubs can collaboratively: value the discipline of football in their curriculum; select trained professionals in this sport; provide adequate infrastructure to their practice; emphasize human training; and develop educational campaigns.

Keywords: Football; Sexism; Colonial heritage; Decoloniality.

Resumo: Este artigo trata do machismo no futebol – uma herança colonial –, estando naturalizado na sociedade brasileira. Objetivamos analisar os efeitos, na visão de profissionais de Educação Física, de práticas e posturas machistas no futebol e apresentar indicadores para uma proposta de ensino que contribua para a erradicação, ou pelo menos para a mitigação, desse preconceito no futebol. Como metodologia utilizamos a análise crítica de discurso (ACD), de Van Dijk, na perspectiva decolonial. Concluímos que para combater o machismo no futebol as instituições educacionais e os clubes de futebol podem, de forma colaborativa: valorizar a disciplina de futebol nos seus currículos; selecionar profissionais capacitados nesse desporto; proporcionar infraestrutura adequada à sua prática; enfatizar a formação humana; e desenvolver campanhas educativas.

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Palavra-chave: Futebol; Machismo; Herança colonial; Decolonialidade.

Resumen: Este artículo trata sobre el machismo en el fútbol – una herencia colonial – naturalizada en la sociedad brasileña. Nuestro objetivo es suavizar los efectos, en opinión de los profesionales de la Educação Física, de las prácticas y posturas machistas en el fútbol y presentar indicadores para una propuesta de enseñanza que contribuya para la erradicación, o al menos para la mitigación, de este prejuicio en el fútbol. Como metodología utilizamos el análisis crítico del discurso (ACD) de van Dijk desde una perspectiva decolonial. Concluimos que para combatir el machismo en el fútbol las instituciones educativas y los clubes de fútbol pueden colaborar: valorar la disciplina del fútbol en su currículo; seleccionar profesionales capacitados en este deporte; proporcionar una infraestructura adecuada a su práctica; enfatizar la formación humana; y desarrollar campañas educativas.

Palabras clave: Fútbol; Machismo; Patrimonio colonial; Decolonialidad.

1 Introduction

This work is a clipping from the thesis titled “The teaching of football through the decolonial perspective: unraveling the production of unskilled/unvalued players (‘pés de obra’) - from higher education to sports clubs”.

In a globalized world, the roots of colonialism - typical of modernity - still remain alive in society. Even after the decolonization processes worldwide, the marks of colonization linger and are reproduced. And sports - most precisely football -, one of the mechanisms of modernity, also transmits and upkeeps colonial heritage. Despite football being a democratic sport in its essence, being played worldwide, with more national federations being linked to FIFA (top organization for football) than to those within the United Nations, it brings about a series of problems. In the case of Brazil, one of the biggest issues is the sexism faced by female players, Physical Education professionals, the press, technical commissions, female fans, among others.

About this issue, it is fundamental to understand the causes and ways in which it develops and, from there, try to understand how football may be useful in the process of decolonizing the heritage of sexism that has been passed down to modernity. In this sense, with this text, we have the objectives of: a) analyzing the effect - from the viewpoint of Physical Education (PE) professionals - of sexist practices and stances in football; and b) present indicators for the proposal of teaching football that contribute to eradication of sexism within the sport.

The text is structured in three topics, in addition to this introduction and final considerations. In the first topic, we present the methodological decisions of the research, with an emphasis on the semi-structured interviews. In the second topic, we analyze the practices and stances that contribute to sexism in football from the viewpoint of PE professionals, all the while

backed by Van Dijk' Critical Discourse Analysis (CDA). In the third topic, we present indicators to mitigate sexism in schools, clubs, and universities.

2 Methodological decisions

By opting for a decolonial⁴ methodology, we looked to an approximation with the reality of Latin America, which requires other worldviews to deal with the crisis of modernity, taking into consideration the knowledge and experience of local cultures. In this sense, we rely on the concepts by Fals Borda (1973, p. 9):

[...] trabajar arduamente con nuestros materiales y realidades, tratando de articular nuestras respuestas con fórmulas, conceptos y marcos de referencia de aquí mismo [...] fortalecer la investigación autónoma e independiente de los hechos sociales, estimulando el pensamiento creador y la originalidad.

[...] work hard with our materials and realities, articulating our answers with formulas, concepts, and our own references [...] to strengthen autonomous investigation independent of social facts, stimulating creative thought and originality.

Fals Borda proposes the thought of a region elaborated in the region itself, concerned with interpreting and proposing original solutions to the main social and political dilemmas in Latin America.

As for approach, qualitative research was used. Its main difference, in relation to quantitative research, is the inclusion of subjectivity, as it is not possible to think about them without the subject's participation. Knowing the event thoroughly, we can better describe, interpret, explain, and understand the perceptions and meanings of this group in particular - the PE professionals that work with the teaching of football in the club and university and its relation to sexism in football.

The study was carried out in three Higher Education Institutions (HEI) that have PE in their curriculum, in the metropolitan region of Porto Alegre, and in three football clubs in Rio Grande do Sul. The choice of these institutions was made according to the interest of the researcher, considering that, in these places, we had easy access, due to good professional relationships with the managers of these institutions.

To preserve the identities of these HEI-PE, we adopted the following acronyms: HEI1, HEI2, HEI3. As for the sports institutions, the Football Clubs (FC), in addition to being located in the state of Rio Grande do Sul, they must have: professions with degrees or in the process of getting their PE degree; under 16/17 team that participate in championships of that category; main

⁴ We adhered to the decolonial option because we believe it to be epistemic, that is, it detaches itself from western concepts and the accumulation of knowledge. By epistemic detachment, we don't mean abandon of what has already been institutionalized worldwide. We mean to reframe the knowledge of western imperial history of the last five centuries, in which people, languages, religions, political and economic concepts, subjectivities and others were racialized/marginalized. The decolonial option means - among other definitions - learning to unlearn, as our brains have already been programmed by imperial/colonial reason.

team that participate in the main league (série A) of the state's football championship; and a specific technical commission for the under sub-16/17⁵category. To preserve the identities of the clubs, we adopted the acronyms: FC1, FC2 e FC3.

Seventeen PE professionals participated in the survey, as follows: three HEI PE professors that minister or have ministered classes about football; three PE department coordinators that minister or have ministered classes about football at HEI; four coaches of under 16/17 category at a FC; three fitness coaches of under 16/17 category at a FC; two technical coordinators that work with the under 16/17 category at a FC; and two general coordinators of the youth teams at FC. To preserve the identity of the institutions and the PE professionals in the survey, we used letters and numbers to identify them. Letters to assign the function of the player, followed by place of work - HEI or FC. We used numbers to differentiate between institutions.

Next, we defined institutions and professionals: CoPE-HEI1 - coordinator of Physical Education at Higher Education Institution 1; FP-HEI1 - professor of football at Higher Education Institution 1; CoPE-HEI2 - coordinator of Physical Education at Higher Education Institution 2; FP-HEI2 - professor of football at Higher Education Institution 2; CoPE-HEI3 - coordinator of Physical Education at Higher Education Institution 3; FP-HEI3 - professor of football at Higher Education Institution 3; GCYT-FC1 - general coordinator of youth teams at football club 1; TCo-FC1 - technical coordinator for under-16 and under-17 at football club 1; MF17-FC1 - manager of under-17 category at football club 1; FC17-FC1 - fitness coach of under-17 category at football club 1; MF16-FC1 - manager of under 16 category at football club 1; FC16-FC1 - fitness coach of under-16 category at football club 1; TCo-FC2 - technical coordinator of under-17 category at football club 2; MF17-FC2 - manager of under-17 category at football club 2; GCYT-FC3 - general coordinator of youth teams at football club 3; MF17-FC3 - manager of under-17 category at football club 3; FC17-FC3 - fitness coach of under-17 category at football club 3.

In this research, we split the participants into two groups, according to professional/social/cultural orientation, that is: participants at Higher Education Institutions - HEI-PE - (Group I) and participants at football clubs (Group II). The participants of the survey were invited to answer the following question: "Do you find that there is prejudice - sexism - in football? If yes, how?"

For the analysis of data, we used the following instruments: semi-structured interviews, field logs, participant observation - the relationship between student/professor/coach/fitness coach and the external situations that may occur during observation; document analysis - the

⁵ We chose professionals at sports institutions that work with under-16/17 categories because, at this age, practice becomes daily and the club expects more of them in terms of football *performance*. Another reason is because, in Brazil, the Federal Constitution (1988) forbids children under 14 from working and, from 14 to 16, only apprentices can work. However, any sports practice project promoted by clubs with children under 14 must contain education features, avoiding selectivity and hyper-competitiveness, as stated in the Pelé Law (BRAZIL, 1998) and in the New Pelé Law (BRAZIL, 2011), article 3, item I.

proposals by HEI-PE, the summary of football classes. Regarding the clubs, we considered the proposals for the youth teams.

The research project was approved by the ethical committee of both PE HEIs, via plataforma Brasil. The first was HEI3: CAAE – 19579019.2.0000.5307; Registration nº 3.622.692: The researcher followed all the recommendations of Registration nº 3.568.544. The second was HEI1: CAAE – 19579019.2.3001.5308; Registration nº 3.751.358: The project is approved according to Resolution nº 466/12 of the CNS.

3 Results and data analysis

Considering the difficulty of decolonial methodology, and observing, in the literature, hybrid proposals⁶ for research through this perspective, we identified in CDA (Critical Discourse Analysis) socio-cognitive⁷ of Teun A. Van Dijk a data analysis proposal that aligns with our research. Thus, we proposed to critically analyze the prejudice of sexism in football, universities, and clubs, through a social, cultural, and political analysis of teachers/researchers. According to Van Dijk (2013), CDA does not supply a ready-made method for studying social issues, but emphasizes that, for each social issue, it is necessary to make choices and select the most relevant structures in the study of the phenomenon.

In relation to sexism in football, Group I emphasized that prejudice against women's football has decreased, but it still exists. "Without a doubt, there is prejudice against women's football, by men's football" (FP-HEI1). [...] "Sexism has decreased a little since the 90's - when I started going to games. Nowadays, women can even frequent stadiums with more ease, but it is still a sexist environment" (PECo-HEI1). [...] "There is prejudice against women's football, despite its growth" (FP-HEI2).

The existing prejudice against women in football is historical⁸ and social, and is strongly linked to sexist society. According to Chaves and Capraro (2007), society in general acts this way: when a child is born, it is conditioned early to act a certain way and to have certain preferences. If the child is a boy, he gets toy cars and guns, and sports balls, whereas girls get dolls, toy-sized domestic appliances and utensils. Subsequently, football is a part of boy's preferences and actions, because, socially, playing ball on the weekends or going out with friends to watch a football match are important instruments of male socialization.

According to Van Dijk (2018), prejudice isn't innate, but learned. Therefore, no one is

⁶ See Carvalho Filho *et al.* (2015).

⁷ CDA research is, oftentimes, interested in ideologically biased discourse, as well as the shapes through which such discourse polarizes its representations of "us" (endogroup) and "them" (exogroup). In both levels of the analysis of meaning - local and global -, we can often verify a general strategy of "positive-representation-of-self" and of "negative-representation-of-others", where "our good things" and "others' bad things" are emphasized, and "our bad things" and "others' good things" are minimized. (VAN DIJK, 2013).

⁸ The practice of football by women was regulated only on January 8th, 1983, when the National Sports Council (CND) made official the practice of football and futsal by women.

born sexist. To the author, we must consider the sociocultural environment for this process of ideological acquisition and practice. People learn to be prejudiced in their day-to-day lives, in their family, at school, at work, with the media, among others. According to Pizarro (2014), prejudice is a living legacy of colonialism in contemporary societies, under many forms of social discrimination, integrating itself into many social orders, including football. To the author, “modern football” is linked to the discourse of who holds powers, through prejudiced attitudes, like sexism.

This mechanism of subjugation - sexism used by men to assert power, according to Grosfoguel (2016), makes epistemic racism/sexism one of the most important issues of the contemporary world. To the author, epistemic privilege of western men over knowledge produced by “the other” has been one of the mechanisms used to favor imperial/colonial/patriarchal projects around the world. The inferiorization of knowledge produced by women has granted western men the epistemic right to define what is true. In effect, football, being a socially and culturally male space, is a space where these mechanisms are made. In this relation of inequality between men and women, according to Goellner (2005), in men’s football the players’ competence is fundamental in transforming the sport into a commercial endeavor, but in women’s football, that is not enough. Football society’s interest is that women players, in addition to “playing their little game”, are also good-looking.

Regarding what was said about prejudice against women and women’s football has been decreasing - like “Nowadays, women can even frequent stadiums with more ease” (PECo-IES1); “despite its growth” (PECo-HEI2); “with women’s football, even though it’s decreasing” (FP-HEI2) -, we admitted this is a fact. These days, women do go to football stadiums more often and women’s football championships are publicized, but they still occupy a small portion of sports press when compared to that of men. In this sense, to Aragão (2010), women’s representation in sports coverage, indirectly or in presence, is limited to the to certain space in the dynamics of these programs and broadcastings, which strongly contributes to the maintenance of this exclusion mentality by the public. When it comes to stadium presence, according to Campos (2010), some female fans, in an attempt to legitimize themselves in this space - looking for the permission and respect, especially that of men - seek to differentiate themselves, reinforcing stereotypes and prejudices once created by men and reinforced by women themselves.

A relevant situation, which appears infrequently in discourse about the presence of women in football, is that of the mothers of players and future players. For a long time, the discourse was that “the father stimulated the boy” - “belonging” (DAMO, 2003) - to practice football and was responsible for this commitment. But we have observed that this reality has changed a bit - these days, mothers are a part of it. According to Menezes (2019), the story published about the single mothers of the National Brazilian Team players at the 2018 World Cup shows the main role black women and single mothers play in the commitment of their children,

grandchildren, nephews, and other members of their families, as a reality in the youth teams of Brazilian football - a situation little publicized by the media.

To exemplify the aforementioned reality, we bring some statements made after that observation carried out on October 30th, 2019 at FC2. We realized that fathers and mothers - mothers even more so - watch practices. In their speech, mothers show themselves to be heavily involved in football: “This club is gateway for my child, here is where they are seen by the big club”; “Athlete X stayed in the big club because he had an agent”; “Without an agent for my son, he won’t get into a big club”; “I will hire my son an agent”; “I’m selling European teams shirts, Barcelona, PSG, Real Madrid”; “My son tried out for Inter and did well, but, as he didn’t have an agent, he wasn’t picked”. Mothers believe in the possibility of their children being professional players more than fathers do, as proved by their statements: “I’ll take my son to Team A and Team B’s showcase”, “We are the ones that get things done, the husbands don’t do anything”; “My husband doesn’t even understand football”; “If my husband had his way, my son wouldn’t even play”; “My husband doesn’t help with anything”; “We are the ones who buy our sons’ equipment”. (FIELD LOG).

We verified that women’s participation in football is a fact, but we still don’t know if they are respected by clubs and managers. This presence of women accompanying their sons in football is transforming a reality from the past, which was the presence of fathers in football. But this discourse of female presence is little talked about. Hardly do we hear or see something alluding to this fact. In this sense, to Menezes (2019) there seems to be a contradictory relationship in families whose goal is to make their child into a football player, as it is possible to observe the main role of women in the upkeep of this endeavor, be it as the head of “solo family” or in the agency of family management and, on the other hand, their invisibility must be taken into consideration. Once more, we observe the discourse of power according to Van Dijk (2013), but not in hiding female presence in football, as football is, historically, a “man’s thing” and the patriarchal discourse must continue to be imparted by society.

The prejudice against women is also reflected on academia, as seen in the discourse of Group I, where the football professor is a woman: “The first time I went to minister a football class, at another institution, I was thrilled because I love football, but when I walked into the room, many students said: ‘argh! a woman teaching football’” (PECo-HEI2). [...] There’s still a lot of prejudice against women being football professors in university, mainly from older male students who have already worked in football, whereas the younger students understand the situation better” (PECo-HEI2).

Prejudice is integrated in every space of society, including university, which should be a democratic space of liberty, diversity, respect. Prejudice against women in football is historic, evident in many spaces and subtle in others. In practical football classes in university, we notice there the subtlety of “preserving” women - usually, the only ones that play are those who possess

technical conditions, whereas others don't participate, be it to preserve themselves or because the kind of activity proposed only benefits those that are more skilled. This practice appears to be very common in football classes in PE courses and, somehow, it does not bother neither the professor nor most students. Even in the PE course "football isn't for women".

About the aforementioned, we seek a relation between Grosfoguel (2016) and the structure of knowledge of westernized universities. To the author, at westernized universities, the knowledge produced by epistemologies, cosmologies, and "other" worldviews that aren't considered westernized are taken as "inferior" when compared to the "superior" knowledge produced by a few western men. Grosfoguel also states that knowledge produced by women - western or not - is also seen as inferior and outside the thinking canon. The foundational structures of knowledge at westernized universities are epistemically racist and sexist at the same time.

The observation of classes carried out at two HEIs ratifies the aforementioned. At the observation on November 16th, 2019 at HEI3, we witnessed the following: a class of 18 students present, of which 6 were women; a heterogeneous class regarding age (between 19 and 45). heterogeneous regarding practical experience in futsal, especially women; out of the eighteen students, only eleven participated in the practical lesson, with only two of the women. At the observation carried out at HEI1 on November 21st, 2019, we verified: the main professor taught the 2nd group of students, in the gymnasium, with two interns (female) who jotted down the number of children's technical actions; the auxiliary professor and an intern (male) accompanied the 1st group of students on a field of Football 7; the female interns did not participate in the practical lessons on the field; the male intern worked as the referee and played when they needed a goalkeeper. At the observation carried out on November 25th, 2019 at the same institution, we verified: a mixed class, with 45 students of which 11 were women; heterogeneous in age, between 19 and 40; a very crowded practical lesson due to the large number of students, with three classes at the same time in the gymnasium; vast majority of the students with little experience; only three women participated in the practical lesson. (FIELD LOG).

According to Pimenta and Anastasiou (2008), when teachers get to university, they bring with them countless and varied experiences of what it is like to be a teacher. Experiences acquired as students of different teachers throughout their school life. To add to this, Gomes (2010) highlights that some studies on the constitution of a teacher consider that most teachers acquired a conduct in school from their experience as students, learnings that now make up their professional self. Following this logic, teachers repeat, in their practices, the same situations they lived as students. Therefore, if a woman does not play or participate, there is no problem there. In this sense, Silva and Campos (2014) point out what is commonly seen in schools: the football pitches are handed over to boys while girls get a peripheral space to play dodgeball, volleyball, or anything else. That is, when they are not invited to watch the boys play and make up a cheering squad during PE.

This discourse seems to be instituted in the PE environment. Considering the theory presented by Van Dijk (2012), once again, we emphasize that discourses can receive distinct influences from hegemonic groups - such as education systems -, contributing to the construction of the social memory of a specific professional category, in the case of PE, which reinforced the prejudiced aspects against women's participation in football. We understand that the teacher, in their pedagogical duty, can be the mediator and enabler for the transformation of these realities, teaching and showing there are "other" ways to act in the world, especially with actions through which everyone can participate with dignity. To J.B. Freire (2003), the important part is to teach football - and teach it well - to all. As an example of a "decolonial" football practice, we cite the work done by Belmonte and Gonçalves Junior (2018), called *fútbol callejero*. According to the authors, modern football advocates for the mandatory separation by sex in its practice due to anatomic-functional features. Differently, in *fútbol callejero*, men and women, both very skilled and less skilled, are included, play together in the same team, with the possibility of reworking the rules, favoring the fair participation of its participants with equity, grounded in respectful, cooperative, and solidary coexistence - premisses of *fútbol callejero*. Some manifestations are being made to lessen the differences instituted in society, between men and women in football. But, this practice still persists, despite several contrary attitudes and manifestations. We view this discourse as needing to stem from school, affecting students, parents, and the school community in general, but for that, teachers, agents of change, must believe the premise: "football does not have gender".

Regarding sexism, in the discourse of Group II, we highlight two aspects: women are the ones who must adapt to the world of football, and the number of women working in football is small: "Sexism as well, we do have many women working here, but I know it's an exception to have a female technical coordinator" (TC-FC1). [...] "The idea in football is that women need to work with women, and men need to work with men, because we look at the picture, not the context (GCYT-FC1). [...] "I am the only woman in the club's football department since 2009" (TC-FC1). [...] "How many women work at the club? Just the secretary. Why can't I have a woman as an assistant? Women are of equal or superior capability to men, but many of them don't believe themselves to be capable of working in football" (MF-FC2).

As for the discourse about the small number of women working in professional football, despite it being the national sport, this matter is still being silenced by the media, as the spaces for women's football and women working in football are still small. We understand this silence begins in the structure of women's football, with the lack of women occupying positions of leadership at state federations, at the CBF (Brazilian Football Confederation), at FIFA, in referee positions, as club directors, in medical departments, that is, everything that involves women's football. Reflecting upon these facts, we verified that, in general, for a woman to be in a position of power in football, they have to stand out a lot in their profession, whereas for men, a "good

IQ” is enough.

The prejudiced discourse of the white, sexist elite, through the perspective of Van Dijk’s theory (2018), is also reflected in the field of opportunities for positions of power in women’s football. If we observe the characteristics of leaders at CBF, we have: men, white, from the traditional and economical elite of Brazilian society. In this sense, we ascertain that while this is the command model at CBF, women will hardly have more space in football. Relating the profile of the leaders of Brazilian football with the prejudice against women, we verify this is a historical discourse, created by them and which is internalized within society.

According to Goellner (2005), these historically built prejudices by our culture and within our culture are what keep these issues in the present. Prejudices against representations of masculinity and femininity, that is, what is expected of men and women in society. To the author, the fact that football is created, modified, practiced, commented, and directed by men makes it seem as though it belongs to the male gender, just like the judgment of who can practice it or work in it. According to the author, it’s like women depend on male permission to participate. We ascertain that it is in school where we can reverse this reality about the concepts and practices of football, that is, question these “truths”. It is important to show students that football and the access to its universe can be different, building a practice that values the participation of women in the world of football, which in and of itself constitutes an act of boldness in the current scenario, seeking equality, solidarity, companionship, and learning.

Other discourses in Group II about sexism referred to the adaptation of women to the sexist world of football: “I have never felt the prejudice here at the club. I think we need to know the environment we are in; I inserted myself in a male majority setting, so I can’t expect people to change everything that is done because of me” (MF-FC1). [...] “I never wanted the club to adapt to me, to have a locker room just for me, so I adapted to the club, I got here extra early to use the locker room” (MF-FC1). [...] “They never changed the way they talked just because I was there; I joke with my husband that I know every ‘nook and cranny’ of football” (MF-FC1). [...] “This guy said I couldn’t work with the older boys, then he wanted me to work with all categories; I understood his reasoning, I understood it wasn’t prejudice” (MF-FC1). [...] “There’s also the matter of sexism, especially when a girl from university comes to do research here; they are all treated with respect, but there’s always a little jeering, not to degrade anyone, but for the simple fact they are of a different gender or color” (GCYT-FC3).

Analyzing the discourse of Group II, regarding women occupying positions in football, we verified how much structural sexism is present in their talking. Sentences like “we need to know the the environment we are in”, “They never changed their way of talking”, “I didn’t want the club to adapt to me”, “I understood it wasn’t prejudice” (MF-FC1), “but there’s always a little jeering, not to degrade anyone” (GCYT-FC3), only emphasize the sexism in workplaces of football. Understanding that women must adapt to the sexist world of football, and that gender

jokes must not be taken as prejudice, only corroborate the differentiation between genders in football.

What was said by GCYT-FC3 - “but there’s always a little jeering, not to degrade anyone, just for the simple fact they are of a different gender or color” - denounces commonplace situations in the “world of football”, where sexism is structural. Furthermore, most times, these events go without reprehension and young players are not warned about their wrong attitudes. We ascertain that if this kind of attitude was approached in “another” way, we would contribute to “another” kind of football formation - we would be minimizing the production of unskilled/unvalued players (‘pés de obra’) and incentivizing the formation of citizens.

We also observe in the speeches of Group II that, even when women are in a position of power in football, they repeat the sexist discourse, be it due to conviction or to maintain their jobs. In this case, it seemed to us it was conviction. This conviction is the product of a historical discourse, as previously exposed and, according to Van Dijk (2018), learned in school’s PE, because, if we observe the whole discourse on school football, it is related to men and the presence of women is ignored or taken as a negative stereotype of the practice of this sport. The belief that women must not be a part of football is reproduced in society by dominant groups in a stereotyped, negative, and biased manner, but, most of the time, it goes unnoticed by people, becoming the famous discourse of subtle or structural sexism.

In the previous sense, Daólio (2006), in Brazil, the differences between men and women are so rooted to the cultural dynamic of our society that awareness and the desire to effect the process of change to this reality are not enough. To the author, the process of passing down habits and cultural values is done through imitation that becomes tradition and prestige of a certain value or cultural custom. In this context, for a girl to insert herself in the environment of football, she would be going against social and historical tradition, an attitude seen as rebellious. In most cases, for women to enter football it is more comfortable to fit into social dictates and not contest them, and thus, being valued as a more successful person. Many are the examples of these manifestations of accepting the discourse of structural sexism.

To Goellner (2005), PE teachers are already so entrenched in these prejudiced discourses that, instead of questioning them, they collaborate to legitimize its force. By separating boys and girls during PE classes, they are consolidating these dominant conventions. When they silence this and other facts, they also accept these segregations, mystifications, and conventions that football is almost exclusive to men. Once again, we support that, despite strong cultural influence, it is in school that a new discourse about the participation of women in football must be proliferated, starting with the question: can women play football?

4 Indicators to mitigate football sexism in school, in university, and in clubs

Regarding the indicators for football to be a decolonial mechanism to mitigate its

prejudices - in this case, sexism -, still marked by coloniality, we defend that a proposal of teaching football in the perspective of deconstructing that football is a thing for men, creating opportunity for women. We understand that this is historical, cultural discourse is entrenched in Brazilian sexist society.

In the previous sense, it isn't rare to hear women are more docile and fragile and more suited for the practice of volleyball and dance, and boys, more "agile" and "strong", are more suited to football and fighting sports. We realize the forces of the process of cultural transmission reinforce prejudice, aiding in girls not having the same motor experiences as boys, thus creating a chain of situations that leads to the exclusion and lack of motivation of girls regarding the practice of football.

We agree with Daólio (2004) that, in the phase previous to sports initiation, we must offer girls the same motor stimuli explored by boys, minimizing the effects provided by their bigger involvement in several activities, not only at school, but at home, on the street, in the park, and in the club. We believe the joining of content for children of both sexes, from the start of their physical activities, can promote a similarity in motor, psychic, and social development of the genders, thus enabling a joint work. Therefore, we ascertain that, to deconstruct this discourse, we can start within the family, then at school, especially during PE, going through PE courses during higher education, until we get to the job market. For that, we need to encourage and offer opportunities to women to learn and show their competence. In this perspective, we will describe some experiences we had, helping to deconstruct sexist discourse.

We start with the work done alongside Ane Caroline, PE student at IEFES/UFCI with the objective of verifying the impact of a proposal for teaching futsal, in school PE, to girls in elementary school, at a private school in Fortaleza. We analyzed the girls' knowledge about the sport before and after the project, as well as their contact with the foundations and rules of futsal. We also verified the contributions, in the perspective of the students, of the process of teaching-learning, through futsal at school PE class. We started from the assumption that, by modifying the view of the practice of futsal in school PE classes - based in the segregation of activities by gender, in the reproduction and teaching of foundations in an individual manner -, developing a pedagogical practice of futsal contextualized and carried out in a collective manner, we possibillitate learning from a creative configuration. The field work was carried out at Santa Isabel School, in Fortaleza, with a class of eighteen girls between the ages of nine and ten, from the fourth grande of elementary school, in 2015. The impact of the proposal was positive, where the involvement and well-being of the girls was demonstrated by the interest and the playful practice, revealing the importance of adequate professionals and planning to their audience. By providing games and play that led the students to realize the necessary motions of the sport in a recreational way, we noticed that this manner of teaching facilitated the understanding of futsal and that this sport can be practiced by everyone, thus aiding in the equal motor developed between genders.

We have hope that, in the future, it can contribute to more significant teaching of futsal in schools, aiming to break with the traditional teaching of this sport and possibilitating an equal formation. In 2016, the student Ane Caroline was hired by Santa Isabel School to minister PE classes to children.

Another work⁹ we did, this time alongside Ana Clara, PE student at IEFES/UFC, served to deconstruct the discourse that women would not have the competence to manage male futsal teams in clubs and schools. This work was carried out at 7 de Setembro School in Fortaleza, in 2013, with male futsal students of the school's under-11 team. The objective was to develop and apply a proposal for the teaching-learning process and training of tactical system 2.2 and individual marking, in a male team of futsal initial in school. In 2014, the student Ana Clara was invited to be a PE teacher at 7 de Setembro School, ministering PE classes to elementary school and managing male and female futsal teams of the under-11 category.

Another experience we had to contribute to the deconstruction of the discourse that “football is for men only” was the experience as manager and organizer of the female futsal team at the Federal University of Ceará (UFC), in 2012. At the time we also carried out a research¹⁰, alongside a student in the team, with the objective of learning about the reality of female futsal in the state of Ceará. At UFC, high-performance sport offers a diverse group of modalities, serving the high number of student-athletes, and presents as one of its characteristics management of teams that is compatible with the academic trajectory, avoiding loss in academic performance. The Department of College Sports (DDU) at UFC works to encourage participation in college competitions and the implantation of sports incentive scholarships. The female futsal team offers UFC students guided training three times a week, equipment for games and practice, fifteen sports incentive scholarships worth R\$ 400,00 each, financial support for transportation, meals, and lodging during national competitions, as well as the participating and paying administrative fees during regional and national competitions.

In addition to all the benefits sports can provide, we also find in college sports, more specifically within the female futsal team, the opportunity for students to attend university and not have to abandon competitive sports, in case they already played before getting into the school. In this context, UFC enables the access to sports practice, helping them to not abandon sports when entering university. We noticed that the female futsal team at UFC, despite the university's incentive, possess amateur features because, for the majority of these athletes, it is activity more aimed at recreation and continuation of sports practice started at school. We understand the main goal of UFC regarding its female futsal team is to provide a guided space for the practice of women's futsal, a space so very scarce for that gender in our country.

⁹ See Oliveira and Balzano (2014).

¹⁰ See Montenegro and Balzano (2012).

We must highlight the importance of PE professionals in this process of cultural transformation, by being an active agent of change, starting in school and continuing it in university, because it breaks the paradigm, creating opportunities in sport for all, without gender restriction or any other kind of prejudices, as those are practices that contribute to the deconstruction of the discourse “football is for men only”.

5 Final Considerations

We know there is still a long way to go for cases of prejudice and discrimination to cease to exist. After all, they are a reflection of a prejudiced and sexist society. We ascertain that both clubs and teaching institutions must make public and publicly condemn cases of discrimination, as well as developing informative and educational actions that seek to eradicate these acts that so stain our society.

In this sense, it is important to highlight the cultural contribution of football to the formation of Brazilian society, especially valuing the participation of popular classes and women to the development of this sport. Thus, beyond school, higher education institutions - PE courses, to be specific - can: value and increase hours of the class of football in their curriculum; select capable professionals of this sport; provide adequate infrastructure to its practice; and, in addition to the technical formation, emphasize the the formation of humans, including themes like the formation of players, prejudices and difficulties in football. We believe that the university and school need to become closer to clubs, seeking the sharing of knowledge, a “two-way street”.

In clubs, we believe in a parallel work model of sports formation and personal/human formation for youth teams. In this direction, we propose that football clubs hire specialized professionals, especially in the field of PE, to enhance the formation of athletes in clubs and schools. Professionals who will work with issues of citizenship - as well as *performance* on the pitch -, work directed toward the integral formation of the youth (during and after the football stage), stimulating the learning of another language, approaching matters of prejudice in football, home economics, investments, adequate media posture, and the value of image to the public, recommending book and films - re-teaching them to read, see, and interpret - that will contribute to the social, cultural, and political formation of the athletes.

We defend “another” epistemic model of teaching football, in university and in clubs, that will form future PE professionals and and student-athletes within and without the four lines of the pitch, creating conditions for them to, in a critical manner, experience “other” forms of exercise and learn, in an existential act that value the whole of the human experience, the “feel-think”.¹¹

¹¹ Feel-think indicates the process through which we work thoughts and feelings at the same time. It is the fusion of two ways to interpret reality, from the reflection and emotional impact to the converging of the two into a single act of knowledge: feeling, thinking, and acting. (MORAES; TORRE, 2004).

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EVOLUTION OF THE NUMBER AND VALUE OF SPONSORSHIPS OF BRAZILIAN SPORT ADMINISTRATION ENTITIES IN THE 2014-2018 PERIOD

EVOLUÇÃO DO NÚMERO E VALOR DOS PATROCÍNIOS DAS ENTIDADES BRASILEIRAS DE ADMINISTRAÇÃO DO DESPORTO NO PERÍODO 2014-2018

EVOLUCIÓN DEL NÚMERO Y VALOR DE PATROCINIOS DE ENTIDADES ADMINISTRATIVAS DEPORTIVAS BRASILEÑAS EN EL PERÍODO 2014-2018

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Abstract: During the Olympic/Paralympic cycle, Brazilian sport administration entities constantly struggle to obtain and maintain their sponsorships. This study aimed to survey the number and value of each sponsorship by COB and Confederations and CPB in the period 2014-2018, analyzing the evolution before and after the Rio 2016 Games. The study has a descriptive character, a quantitative approach, carried out through documentary research with data from the balance sheets of the entities. At the end of the period analyzed: COB lost three sponsorships after 2016, but gained another three, all-private; 70% of the NGBs had no sponsorship; CPB halved its sponsorships and amounts received. In the group of entities analyzed, there was a sharp drop in the number of sponsorships and, consequently, in the amounts contributed to the COB, CPB, and Confederations, especially after Rio 2016. It highlights the attention that should be given to a closer relationship between companies and sports entities.

Keywords: Sports sponsorship; Rio 2016 Games; NGBs; COB; CPB.

Resumo: Durante o ciclo Olímpico/Paralímpico as entidades brasileiras de administração do desporto constantemente sofrem para obter e manter seus patrocínios. O presente estudo teve como objetivo levantar o número e valor de cada patrocínio do COB e Confederações e do CPB no período 2014-2018, analisando a evolução pré e pós Jogos Rio 2016. O estudo tem caráter descritivo, abordagem quantitativa, feita por pesquisa documental com dados dos balanços das entidades. Ao final do período analisado: COB perdeu 3 patrocínios após 2016, mas ganhou outros 3, todos privados; 70% das Confederações não tinha nenhum patrocínio; CPB reduziu pela metade seus patrocínios e valores investidos. No conjunto das entidades analisadas, houve acentuada queda do número de patrocínios e consequentemente dos valores aportados ao COB, CPB e Confederações, principalmente após a Rio 2016. Evidencia-se a atenção que deve ser dada acerca de uma maior aproximação entre as empresas e as entidades esportivas.

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Palavra-chave: Patrocínio esportivo; Jogos Rio 2016; Confederações; COB; CPB.

Resumen: Durante el ciclo Olímpico/Paralímpico, las entidades de administración deportiva brasileña luchan constantemente por obtener y mantener sus patrocinios. Este estudio tuvo como objetivo relevar el número y valor de cada patrocinio por COB y Confederaciones y CPB en el período 2014-2018, analizando la evolución antes y después de los Juegos Rio 2016. El estudio tiene un carácter descriptivo, un enfoque cuantitativo, realizado a través de una investigación documental con datos de los balances de las entidades. COB perdió 3 patrocinios después de 2016, pero ganó otros 3, todos privados; El 70% de las Confederaciones no tuvo patrocinio; CPB redujo a la mitad sus patrocinios y los montos recibidos. En el grupo de entidades analizadas, hubo una fuerte caída en el número de patrocinios y, en consecuencia, en los montos aportados a la COB, CPB y Confederaciones, especialmente después de Río 2016. Destaca la atención que se debe prestar a una relación más estrecha entre empresas y entidades deportivas.

Palabras clave: Patrocínio deportivo; Jogos Rio 2016; Confederaciones; COB; CPB.

1 Introduction

One of the biggest concerns of Brazilian sport administration entities during the Olympic and Paralympic cycle is whether there will be enough investment to be able to develop adequate preparation. It is through the private and public initiative that these sports entities are able to obtain resources to foster their modalities for competitions (MACEDO, 2018). Brazilian Olympic Committee (COB), Brazilian Paralympic Committee (CPB) and Confederations benefit from the transfer of federal funds through lotteries or the sports incentive law, and for some of them these resources are the only ones they can count on. Another fundamental contribution to the planning of these entities is via sponsorship by public and private companies.

According to Mazzei, Yamamoto, Cury and Bastos (2014), companies interested in sponsoring these sports entities tend to evaluate a series of conditions to make a certain investment. In the case of the Brazilian National Governing Bodies (NGBs), companies generally take into account the modality having a great cultural insertion in society, having a great presence and attention from the media, a greater tradition in Olympic and world titles, professional management and having a positive and unblemished image in the eyes of society. Therefore, depending on some of these differentials, some NGBs, compared to others, end up acquiring greater income so that investments can be made (MACEDO, 2018).

In the sphere of public companies, Teixeira, Matias and Mascarenhas (2017) argue that publicly-held companies tend and historically choose to make financial contributions in modalities that in the Brazilian context have had greater sporting prominence. In addition to the performance in titles, Almeida (2010) also recalls that companies prefer modalities with greater identification in the population. Both factors end up reflecting, even if symbolically, their position in the economic sector.

As far as private companies are concerned, one notices that the panorama of sponsorship to NGBs is divergent, as some entities have several sponsors, while others have few or none (MAZZEI et al., 2014). The difficulty in obtaining private sponsorships is also found in the COB. According to Almeida (2010), what may explain this obstacle is that the COB is more in evidence in the media only during the period of the Olympic Games (every four years), besides not being able to stamp their brands during the Games due to contractual issues. There is also the fear on the part of private companies to associate themselves to sports entities and run the risk of them being involved in corruption cases caused by mismanagement (MACEDO, 2018).

In both aspects, and considering this scenario in the context of strategic marketing, sponsorship becomes very important, in this case not only for sports organizations, but also for sponsors. This is because the companies' planning should analyze projections, identify their targets, what will be the amount to be invested, the place where their actions will be held and how to communicate the actions (NUNES, 2015). Therefore, the advantages should permeate both companies and sports organizations. If on one hand, the sports organizations seek financial resources to better manage their activities (MAZZEI, et al., 2014), companies when associating themselves with the Sports try to achieve through corporate visibility, for example, social benefits (PITTS; STOTLAR, 2002; REIN; KOTLER; SHIELDS, 2008) and financial and institutional return (NUNES, 2015).

Although many companies see that the sport and large events are a great opportunity to link their brands and promote themselves, the planning will not always depend only on the sponsor and sponsor dyad. Other factors end up influencing the decision of companies regarding the decision-making process to start an investment or to choose not to continue it. Considering the Brazilian scenario after the Rio 2016 Games, it was observed that the country's economic activity has shrunk (CURY; SILVEIRA, 2017), impacting both public and private funding for sports (BAIBICH, 2017). As a result, there was a movement to withdraw sponsorship from sports entities as a strategy to cut costs by companies (MAZZEI; ROCCO JÚNIOR, 2017).

The increased academic interest and the growth in importance of the area have caused the production of studies exploring public funding (DE CASTRO; MEZZADRI, 2019; FENDER; CAVAZZONI; BASTOS, 2019; CARNEIRO; TEIXEIRA; SILVA; DOS SANTOS; MASCARENHAS, 2021) and private (DIAS; BASTOS, 2010; DE ALMEIDA; MARCHI JÚNIOR, 2011; MATTAR; CAMPOMAR, 2011) financing of sport in Brazil to increase. Recently, the interest and importance of studies that address the financing of Brazilian Paralympic sport have also increased (REIS; MEZZADRI; SILVA, 2017; CAMARGO; SANTOS; DE OLIVEIRA; QUARANTA; MEZZADRI, 2020; COSTA; COSTA; ORDONHES; ZAMBONI; CAVICHIOLLI, 2021), giving that Brazil is increasingly establishing itself as a world power.

Despite this growth, it is believed to be interesting the academic production of papers that

address jointly and more broadly the public and private sports sponsorship, both in Olympic and Paralympic sports. In addition, the study of the theme may contribute to the theoretical and practical improvement and to the growth of Sports Marketing in Brazil. Thus, the present study aimed to survey the number and values of each sponsorship of the COB and Olympic NGBs and the CPB in the period 2014-2018, analyzing the evolution pre and post the Rio 2016 Games.

2 Methodology

As for its objectives, this study has descriptive nature (THOMAS; NELSON; SILVERMAN, 2012). The descriptive research, besides describing a specific phenomenon, focusing on why the issue is happening, rather than the reason why it is happening (GRATTON; JONES, 2004), it can also establish correlations between variables serving as a basis for possible explanations (MALHOTRA, 2011). The approach adopted was quantitative, prioritizing the factual description of the results collected (LI; PITTS; QUARTERMAN, 2008; VEAL; DARCY, 2014).

Considering the general research objective, it is indicated that the population of this study are the Brazilian Olympic Committee (COB) and the 30 NGBs affiliated to it in the 2016 Olympic cycle, and the Brazilian Paralympic Committee (CPB) and the entities associated to it in the 2016 Paralympic cycle. To define the sample, the inclusion criterion was the entity had identifiable data in its financial statements for the period informed. Since no Paralympic NGB or Paralympic Association with sponsorship was identified, these entities were not considered in the sample (only the CPB was analyzed).

As to the means, a documental research was conducted, given that it was intended to obtain a better scenario of the problem at issue (GIL, 2002). Information was collected through the data available in the financial statements found in the official websites of these entities. The period adopted from 2014 to 2018 was due to the purpose of investigating the entities that took part in the Rio 2016 Olympic/Paralympic cycle, analyzing pre- and post-event evolution. The decision was made to start in 2014 because, as a limitation of this study, at the time of data collection few entities made available in their official websites the statements of previous years (from 2012 to 2013).

This research did not consider sponsorships that refer to television broadcasting rights. In addition, the Brazilian Football NGB (CBF) had particular treatment in data analysis, because this study understands that the high financial development of this entity could distort the results of the rest of the sample.

The data were collected from January to March 2020. The Microsoft Office Excel 2013 program was used for data processing. As the data were obtained through secondary sources (publicly access documents), there was no need for ethics committee authorization to conduct study.

3 Results and Discussion

Once all the data were collected, the sport administration entities were divided into two groups. The COB and the CPB (Table 1) form the first group. Subsequently, data from the 30 Olympic Confederations affiliated to the COB were arranged (Table 2). The tables show the identification of the entity, the sponsoring company, the nature of the company (private, public, mixed, joint stock company), the sponsorship amounts of that company in each of the years and the total amount of sponsorship in the studied period.

Table 1 - COB and CPB sponsorship amounts in the 2014-2018 period (in R\$ million)

#	Committee	Company	Nature	2014	2015	2016	2017	2018	TOTAL
1	COB	Bradesco	Private	250.000,00	1.200.000,00	500.000,00	-	-	1.950.000,00
		Coca-Cola	Private	1.785.000,00	1.548.000,00	2.176.000,00	600.000,00	600.000,00	6.709.000,00
		Ambev	Private	-	120.000,00	188.000,00	-	-	308.000,00
		SESC-RJ	Private	-	-	600.000,00	-	-	600.000,00
		Estácio de Sá	Private	-	-	100.000,00	1.780.000,00	4.891.000,00	6.771.000,00
		Peak	Private	-	-	-	1.125.000,00	2.743.000,00	3.868.000,00
		Travel Ace	Private	-	-	-	1.096.000,00	1.924.000,00	3.020.000,00
		BRW	Private	-	-	-	51.000,00	77.000,00	128.000,00
2	CPB	Embratel	Mixed	144.000,00	144.000,00	-	-	-	288.000,00
		CEF	Public	29.000.000,00	31.000.000,00	26.320.000,00	-	-	86.320.000,00
		Mackenzie	Public	190.575,00	207.900,00	225.225,00	-	-	623.700,00
		Nissan	Public	18.500,00	64.350,00	-	-	-	82.850,00
		Brasken S/A	Joint Stock C.	-	4.000.000,00	-	-	-	4.000.000,00
		Sponsorship	-	-	-	-	30.574.417,79	26.783.021,13	57.357.438,92
TOTAL			31.388.075,00	38.284.250,00	30.109.225,00	35.226.417,79	37.018.021,13	172.025.988,92	

Source: Elaborated by the author (2021).

It is possible to identify that in the analyzed period 2014-2018, the two Committees suffered distinct changes. Regarding the COB, it is noted that until 2016 this entity had a gradual increase in the number of sponsors, reaching the year of the Olympic Games with a total of 5 sponsorships. This movement is natural, since a competition of this size has acquired the characteristic of attracting the world public on a large scale, representing a potential and valuable market for brands (MARQUES, 2007). As of 2017, the year following the Games, the number of sponsorships remained the same. However, 3 companies stopped sponsoring the entity (Bradesco, Ambev and SESC-RJ), and other 3 new ones started to sponsor the COB (Peak, Travel Ace and BRW).

The only company that was present during the whole period was Coca-Cola. Considering that the Sesc is itself a private company, it is observed that all sponsorships for the COB from 2014 to 2018 are of private nature. Another fact is that although the number of sponsorships has remained the same before and after 2016, the years with the highest amount in reais of contribution from companies were after 2016, being 2018 with the highest amount of sponsorship identified in the period (R\$ 10,235,000.00).

In the case of CPB, there is a different behavior. In the years prior to 2016, the entity had 4 sponsorships in 2014 and 5 in 2015, the latter being the year with the highest amount of sponsorship in the period analyzed (R\$ 35,416,250.00). In 2016, the year of the Paralympic Games, there were only 2 sponsorships to the CPB. After 2016, it is difficult to analyze the number of sponsors, since in the entity's financial statement the description points only to 'Sponsorships', without distinguishing companies. However, due to the similarity of the values of previous years, it is assumed that sponsorships after 2016 are mostly from Caixa. It is also necessary to consider that in addition to this, a certain part of this 'Sponsorship' amount is believed to be from the companies Braskem and Toyota, due to the fact that they appear at the bottom of the CPB website identified as 'sponsors'.

Considering the above, it is noteworthy that after the Rio 2016 Games, the decrease in the number of sponsors also led to a drop in the amount contributed by companies to the CPB. It also noteworthy that the only company that appears throughout the period sponsoring the entity is Caixa. It should be noted that, through CPB, Caixa has one of the longest-lasting sponsorships in the country, and has been investing in Brazilian parasports since 2003 (CPB, 2021). It is also possible to observe that the sponsoring companies of the CPB in the period have great diversity as to their gender, being public, private, mixed economy or corporation.

Adding up the amounts of COB and CPB sponsorship in different years, it is interesting to note that the year with the lowest amount is precisely 2016, the year that the Rio 2016 Games were held.

Table 2 - Sponsorship values of the 30 Olympic Confederations in the 2014-2018 period (in R\$ million)

#	NGB	Sport	Company	Type	2014	2015	2016	2017	2018	TOTAL
1	CBAt	Athletics	Nike	Private	50.000,00	565.373,00	642.751,00	686.659,00	1.199.000,00	3.143.783,00
			Caixa	Public	22.500.000,00	20.778.646,00	20.310.867,00	15.090.416,00	14.500.000,00	93.179.929,00
2	CBBd	Badminton	-	-	-	-	-	-	-	-
3	CBB	Basketball	Bradesco	Private	8.710.006,00	8.748.881,00	7.872.412,00	-	-	25.331.299,00
4	CBBoxe	Boxing	Petrobrás	Public	2.907.000,00	2.153.000,00	1.141.000,00	489.000,00	-	6.690.000,00
5	CBCa	Canoeing	BNDES	Public	16.005.533,85	19.387.888,84	18.683.153,82	-	-	54.076.576,51
6	CBC	Cycling	Caixa	Public	5.000.000,00	5.000.000,00	4.300.000,00	700.000,00	-	15.000.000,00
7	CBDA	Aquatics	Correios	Public	23.050.000,00	24.350.000,00	24.350.000,00	5.854.206,00	5.886.604,00	83.490.810,00
			Bradesco/Sadia	Private	9.197.797,00	13.817.696,00	10.510.376,54	-	-	33.525.869,54
8	CBDN	Snow	"Patrocínio"	-	25.000,00	-	-	-	-	25.000,00
9	CBDG	Ice	"Patrocínio"	-	-	-	-	110.000,00	-	110.000,00
10	CBE	Fencing	Petrobrás	Public	2.048.500,00	1.232.828,76	813.266,05	101.118,00	-	4.195.712,81
11	CBF	Football	-	-	-	-	-	-	-	-
12	CBG	Gymnastics	Caixa	Public	6.480.000,00	5.072.000,00	5.222.000,00	3.583.000,00	3.700.000,00	24.057.000,00
13	CBGolfe	Golf	HSBC - Golfe para a vida	Privada	227.000,00	258.000,00	213.000,00	-	-	698.000,00
14	CBHb	Handball	Correios	Public	5.200.000,00	3.350.000,00	3.350.000,00	1.600.000,00	1.600.000,00	15.100.000,00
			Banco do Brasil	Public	2.952.902,55	7.790.000,00	6.395.114,94	6.200.841,09	2.808.867,69	26.147.726,27
15	CBH	Equestrianism	Guabi Nutrição	Private	970.725,00	1.159.803,00	202.999,00	459.910,00	-	2.793.437,00
			Saúde Anir	Private	-	-	-	-	-	-
			Amil	Private	-	-	-	-	-	-
16	CBHG	Grass Hockey	-	-	-	-	-	-	-	-
			Bradesco	Private	5.200.000,00	11.300.000,00	6.858.862,85	6.608.862,85	6.608.862,85	36.576.588,55
			Cielo	Private	-	-	-	1.526.468,09	2.226.468,09	3.752.936,18
17	CBJ	Judo	Petrobrás	Public	3.500.000,00	3.500.000,00	2.000.000,00	-	-	9.000.000,00
			Infraero	Public	1.400.000,00	1.225.000,00	500.000,00	-	-	3.125.000,00
			Alpargatas	Private	180.000,00	280.000,00	-	-	-	460.000,00
18	CBLP	Weightlifting	Petrobrás	Public	1.513.000,00	641.500,00	613.250,00	167.250,00	-	2.935.000,00
19	CBPM	Modern Pentathlon	-	-	-	-	-	-	-	-
20	CBR	Rowing	Petrobrás	Public	1.785.000,00	1.447.000,00	785.400,00	336.600,00	-	4.354.000,00
21	CBRu	Rugby	Bradesco/Heineken/?	Private	4.566.000,00	5.234.000,00	4.068.000,00	3.584.000,00	3.730.000,00	21.182.000,00
			Correios	Public	-	-	-	980.000,00	980.000,00	1.960.000,00
22	CBTKD	Taekwondo	-	-	-	-	-	-	-	-
23	CBT	Tennis	Correios	Public	6.371.165,67	8.627.940,72	6.216.270,04	2.171.082,64	1.832.923,82	25.219.382,89
24	CBTM	Table tennis	-	-	-	-	-	-	-	-
25	CBTE	Shooting	-	-	-	-	-	-	-	-
26	CBTARCO	Archery	-	-	-	-	-	-	-	-
27	CBTri	Triathlon	-	-	-	-	-	-	-	-
28	CBVela	Sailing	Bradesco	Private	1.028.387,00	2.056.695,00	1.209.692,00	-	-	4.294.774,00
29	CBV	Volleyball	Banco do Brasil	Public	75.428.549,00	72.670.518,00	79.341.948,00	54.394.964,00	63.380.071,00	345.216.050,00
30	CBW	Wrestling	-	-	-	-	-	-	-	-
				TOTAL	206.296.566,07	220.646.770,32	205.600.363,24	104.644.377,67	108.452.797,45	845.640.874,75

Evolution of the number and value of sponsorships of Brazilian sport administration entities in the 2014-2018 period

Source: Elaborated by the author (2021).

From Table 2, it is possible to identify that in the analyzed period 2014-2018, of the 30 Confederations, 30% did not have any type of sponsorship by companies. Therefore, there were 9 entities that used only the resources from the transfers of Law No. 10.264/2001 as a form of revenue (Agnelo/Piva Law). If CBDN and CBDG were also considered in this group, which sponsorship amounts were considerably low, the number would rise to 36.6% (11 entities).

The importance of maintaining the transfer of federal funds at that time through Provisional Measure 846, which became Law No. 13.756/2018 (BRASIL, 2018), should be highlighted. The issue was widely discussed by all interested sports segments and focused efforts so that the redistribution of transfers through the Federal Lotteries were ensured for the area. This is because the measure replaced MP 841, which reduced, and even eliminated, some sport resources in the budget (PUSSIELDI, 2018).

In a second group, there are 21 NGBs that in at least one of the years of the surveyed interval were sponsored by some kind of company. However, from these 21 Confederations, 12 ended the period without any sponsorship. That is, at the end of the analyzed period, 70% of the Confederations did not have any kind of sponsorship (21 entities).

Of those 21 Confederations with at least one sponsorship, it was possible to identify three different groups: 7 entities sponsored by private companies only; 10 entities sponsored by public companies only; 4 entities that conciliated sponsorships from private and public companies. Among these groups, some patterns can be observed. It is pertinent to point out that most sponsors ended or did not renew their contracts with the NGBs after the Rio 2016 Games. A fact that can be supported by the drop in sponsorship as of 2017, where 12 Confederations no longer have the support of companies, and 10 of them had no sponsorship at the end of 2018. Such movement goes along with the scenario of decrease in the country's economic activity (CURY; SILVEIRA, 2017), which impacted both the public and private funding for sports (BAIBICH, 2017).

Of the 8 Confederations (27% of the total) that maintained their sponsorships in 2018, 2 entities combined sponsorships from private and public companies (Athletics and Rugby), 5 had sponsorships only from public companies (Aquatics, Gymnastics, Handball, Tennis and Volleyball) and only 1 entity had sponsorships only from private companies (Judo). It is noted that these are larger NGBs that represent more popular sports, a scenario that is in line with what Mazzei, Yamamoto, Cury and Bastos (2014) suggest when they say that some entities have differentials in the opportunities to get sponsorships. Some of these factors are the modality having great cultural insertion in society, having greater presence and media attention and a greater tradition in Olympic and world titles. Rare case, only CBJ, with a private company and CBRu with a public company, managed to sign new sponsorship contracts after 2016, the year of the Olympic Games in Rio.

As can be seen from the total amounts between the years, NGBs' revenue from sponsorship almost halved from 2014 to 2018 (from R\$ 206.2 million to R\$ 108.4 million, a drop of 47%).

4 Conclusões

The research presents a sample of a specific period with unique characteristics in the history of Brazilian sports. In the set of entities analyzed, there was a sharp drop in the number of sponsorships and consequently in the amounts contributed to the COB, CPB and NGBs. The reasons for this scenario's transformation were not deepened and deserve further reflection and a broader approach in future studies. However, some crucial points may be indicators of this situation, such as the economic situation the country was in at the time (CURY; SILVEIRA, 2017) and the lack of a professional management in most entities (MAZZEI; ROCCO JUNIOR, 2017).

It is noteworthy that since the period analyzed advanced until half of the following Olympic/Paralympic cycle, Tokyo 2020, it may be interesting and even necessary to conduct further analysis to ascertain how the course of investments took place in subsequent years. However, considering the macro analysis carried out in this study, it became evident that more attention should be given to the issue that concerns a closer relationship between companies and sports organizations, especially private companies. This fact becomes more relevant when taking into account that currently the contributions by public companies, especially the state-owned companies, and for various reasons, are increasingly ceasing to sponsor these sports management entities (PETROCILO; DE CASTRO, 2019).

Some initiatives are already underway with the objective that such approximation occurs. The Rating Integra is an instrument designed by COB, CPB, the Brazilian Committee of Clubs, the Ethos Institute and Athletes for Brazil and also brings together sports entities, companies, athletes and civil society organizations. This is considered an instrument of stimulus to create a parameter of governance, transparency and integrity in NGBs, federations and clubs. It also establishes a mechanism for sponsors (companies that are signatories of the Pact for Sports) that fund sports in the country to monitor the evolution of entities (RATING INTEGRA, 2019) and evaluate and recognize the commitment of sponsored institutions and that are seeking support (CPB, 2017).

Another example is the Sou do Esporte Award, a non-profit association that rewards sports NGBs with best governance practices, being a "relationship platform between athletes, Sports Entities and companies that acts as a promoter and supporter of business in the sports environment" (SOU DO ESPORTE, 2017).

Such initiatives are in line with what Melo Neto (2013) advocates as mutual benefit between entities, with the sponsor-sponsored relationship ensuring that both sides achieve their goals. This relationship between different sectors and entities is characteristic of a more modern

view of sponsorship actions. The synergy of this relationship will help to achieve some objectives. Examples are the development of business, advertising and communication being put into practice and that the brands have a good positioning.

In the case of the private sector, Pitts and Stotlar (2002) emphasize that when it comes to major sporting events, companies usually analyze the panorama of commercial opportunities and make occasional investments. Not differently, public companies, mainly centered in the figure of Brazilian state companies, in addition to having historically already made investments in Sports (TEIXEIRA; MATIAS; MASCARENHAS, 2017), may have seen Rio 2016 as an opportunity to associate their brands before the Brazilian public.

And although the results show a decrease of sponsors, especially after the Rio 2016 Games, there is evidence of a positive relationship that the realization of this and other events led to an increase in the number of sponsorships in the entities in charge of Olympic sports (MAZZEI et al., 2014). Considering that the Olympic/Paralympic Games generate a peak of visibility for sponsors, the contributions may have been signed at the beginning of this cycle in favor of companies to take advantage of this visibility, especially because the event took place in Brazil.

Thus, this pre-event peak and consequent fall might be characterized as a natural movement of sponsors. However, researchers warn that, due to the poor credibility of the Brazilian sports entities, they missed a great opportunity to take advantage of the high investment at the time to better structure themselves, including in the marketing area, which would generate a better obtaining and retention of sponsorships (MAZZEI; ROCCO JUNIOR, 2017; PETROCILO; DE CASTRO, 2019).

The research limitations include some financial statements in which it was not possible to identify the different sponsoring companies because they were only listed as 'Sponsorship' and the amounts were not broken down. Furthermore, it was not possible to identify the discriminated values of the entities that represent the Paralympic modalities. It should be considered that some of these modalities are managed by the Olympic NGB of that sport. Therefore, the amounts may appear in the same financial statement.

As theoretical implications, the research offers Brazilian sport management entities a warning on how to anticipate the holding of future events in terms of obtaining and retaining sponsorships. This research also highlights the attention that must be given concerning a closer relationship between companies and sports entities, emphasizing that some initiatives already work with this concept, such as the Pact for Sports and the actions of Rating Integra and Sou do Esporte.

As practical implications, the study offers, not only to the entities involved herein, but also to all those interested, a parameterization of the evolution both of the number of sponsorships and of their discriminated values in this important period of the Brazilian sport. The data presented herein is usually dispersed in different documents of the surveyed entities, some of which are no

longer available for access.

Finally, this study encourages other researches to address the movement that companies adopt in relation to highly visible sporting events, in addition to opening lines of research to study the evolution of the number of sponsorships in other events and periods. Different types of analysis in relation to sponsorships can be developed, such as identifying the starting year when the contributions of companies to sports entities began, thus establishing possible relationships between the longevity of partnerships. Another tangible line of research is the analysis of the obtaining and retention of sponsorships given the situation of the new coronavirus pandemic that caused the Tokyo 2020 Olympic/Paralympic cycle to be five years long.

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**PROJECT ATLETAS DE OURO®: AN INNOVATION TO SPORTING TALENT
DETECTION**

**PROJETO ATLETAS DE OURO®: UMA INOVAÇÃO NA DETECÇÃO DE
TALENTOS ESPORTIVOS**

**PROJETO ATLETAS DE OURO®: UNA INNOVACIÓN EN LA DETECCIÓN DEL
TALENTO DEPORTIVO**

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Emerson Filipino Coelho²
Luciano Miranda³

Abstract: Every young person has a potential that must be evaluated to be properly developed. The Projeto Atletas de Ouro® aims to estimate the sporting potential of schoolchildren and young athletes. The aim of this study was to present the main results obtained at the Military College of Juiz de Fora (CMJF). Between 2015 and 2019, 2917 individual diagnoses were performed in students aged 10 to 19 years. 14% of the students had high sporting potential and were three times more likely to be medalists in competition. One of the students became a professional soccer athlete. The GoldFit – Atletas de Ouro System proved to be valid and reliable for identifying talents in the school. The actions of orientation and talent development were positive in the school Physical Education and in the performance of the CMJF in school competitions. The goal is to expand the Projeto Atletas de Ouro® to other schools and programs as a model for identifying and developing sporting talents.

Keywords: Schoolchildren; Sporting talent; Talent identification; Expert systems.

Resumo: Todo jovem possui um potencial que deve ser avaliado para ser desenvolvido adequadamente. O Projeto Atletas de Ouro® tem por finalidade estimar o potencial esportivo de escolares e jovens atletas. O objetivo deste estudo foi apresentar os principais resultados obtidos no Colégio Militar de Juiz de Fora (CMJF). Entre 2015 e 2019, foram realizados 2917 diagnósticos individualizados em alunos de 10 a 19 anos. 14% dos escolares apresentaram elevado potencial esportivo e tinham três vezes mais chances de

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serem medalhistas em competição. Um aluno tornou-se atleta profissional de futebol. O GoldFit – Sistema Atletas de Ouro mostrou-se válido e fidedigno para identificação de talentos na escola. As ações de orientação e desenvolvimento dos talentos foram positivas na Educação Física escolar e no desempenho do CMJF em competições escolares. A meta é ampliar o Projeto Atletas de Ouro® para outras escolas e programas como modelo de identificação e desenvolvimento de talentos esportivos.

Palavra-chave: Escolares; Talento esportivo; Identificação de talentos; Sistemas especialistas.

Resumen: Todo joven tiene un potencial que debe evaluarse para desarrollarse adecuadamente. El Proyecto Atletas de Ouro® tiene como objetivo estimar el potencial deportivo de los escolares y jóvenes deportistas. El objetivo de este estudio fue presentar los principales resultados obtenidos en el Colegio Militar de Juiz de Fora (CMJF). Entre 2015 y 2019 se realizaron 2917 diagnósticos individuales en estudiantes de 10 a 19 años. El 14% de los estudiantes tenían un alto potencial deportivo y tenían tres veces más probabilidades de ser medallistas en la competición. Un estudiante se convirtió en atleta de fútbol profesional. El GoldFit – Sistema Atletas de Ouro demostró ser válido y confiable para identificar talentos en la escuela. Las acciones de orientación y desarrollo de talentos fueron positivas en Educación Física escolar y en el desempeño del CMJF en competiciones escolares. El objetivo es expandir el Proyecto Atletas de Ouro® a otras escuelas y programas como un modelo para la identificación y desarrollo del talento deportivo.

Palabras clave: Niños de escuela; Talento deportivo; Identificación de talentos; Sistemas expertos.

1 Introduction

Talent identification and development in sport is one of the pillars of international sporting success (DE BOSSCHER et al., 2009; VAEYENS et al., 2008). Every child and adolescent have a sporting potential that needs to be assessed in order to be properly developed. The existing consensus is that this process must start at school (BAILEY; MORLEY, 2006; FISHER, 2008; PRIETO-AYUSO et al., 2020). Physical Education is responsible for promoting the practice of sports both from the perspective of a physically active lifestyle and social inclusion and for the development of talents. Besides offering supervised, diversified and quality sports practice to all students, the teacher must identify those with high abilities and offer them the conditions for development (CÔTÉ; LIDOR; HACKFORT, 2009; GAYA; TORRES; CARDOSO, 2014; PLATVOET et al., 2015).

The Olympic potentials have systematic models in order for talented youngsters to become elite athletes (DIGEL, 2002; PLATONOV, 2018). Scientific evidence shows that talent is identifiable and that performance can be predicted, although it is difficult after growth, maturation, and training to know who will be the successful ones in the future (BAKER et al., 2017). The fact is that the talented young person is an essential element to sport and that talent

identification models are beneficial, as long as they are not understood solely as performance prediction. The assessment of sporting potential is the first step in the process of discovering new talents and it should be understood as a process that collaborates for many rather than for a few, that is, it should be carried out using an inclusive approach (COBLEY et al., 2014). In practice, sports professionals need tools capable of quantifying in a valid and reliable way not only the current performance, but especially the development potential of their student-athletes.

Sporting potential is synonymous with aptitude for sport, and it has a multidimensional, measurable, and dynamic structure that implies the notion of potentiality for future performance - Figure 1. The sporting potential results from the interaction of multiple indicators related to the individual, the task and the environment, such as anthropometric characteristics, physical abilities, psychological and cognitive skills, sport skills, family support, qualified coaches, quantity and quality of training and the type of sport, which interact among themselves, change over time and determine the development of sport performance in the long term (WERNECK; COELHO, 2020).

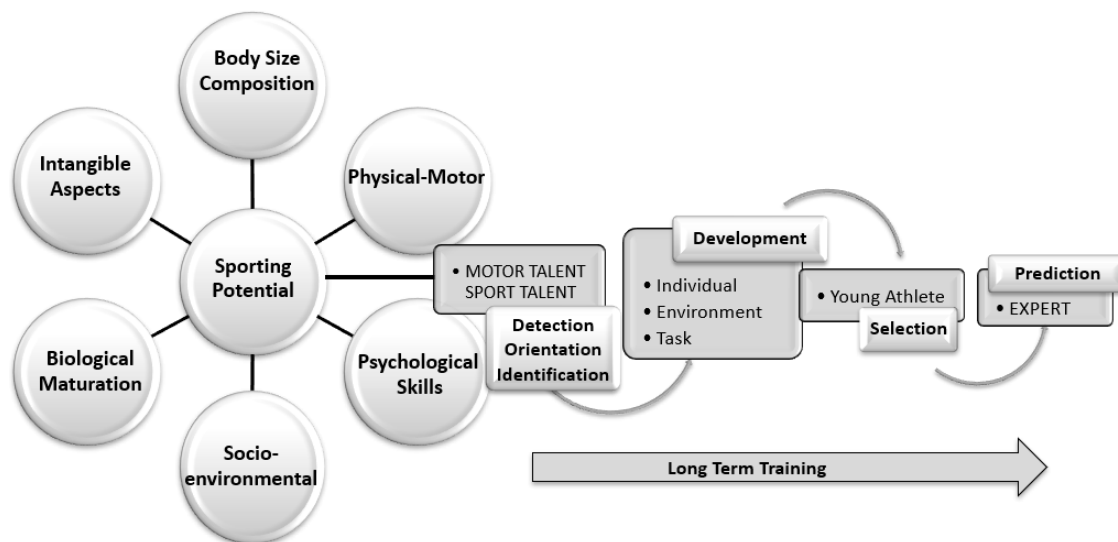


Figure 1 - Factors of sporting potential and the process of transformation from talent to expert. **Source:** Adapted from Werneck and Coelho (2020).

Youth who present the greatest number of requirements needed to perform well in a sport and who respond favorably to training and competition are likely to have a greater chance of future success (ISSURIN, 2017; PAPIĆ et al., 2009; PION, 2015). Those who demonstrate superior or atypical motor performance, situated beyond the 98th percentile, within the same age group and gender, in one or more physical abilities, such as strength, speed, agility, and endurance are called motor talents (GAYA; TORRES; CARDOSO, 2014). Motor talents are easily identified, from the application of test batteries in schools (MIRANDA et al., 2019). The high motor performance and with stability is one of the characteristics of sporting talent, but not a sufficient condition.

Identifying sporting talent is a complex task, since there is not even consensus on its definition. In this study, the sporting talent is defined as the young athlete with high potential to become an elite athlete, who possesses a set of characteristics that allows him to obtain superior performance compared to his peers of the same age and who develops these characteristics even more when submitted to a favorable environment (WERNECK; COELHO, 2020). But what is the sporting potential of a young person and what would be the most suitable modality for him to be successful? In order to answer these questions, researchers have used Data Science, which combines Sports Science, Statistics, Computer Science and Information Technology within an innovation context (OFOGHI et al., 2013).

In Brazil, the Z-Celafiscs Strategy, developed by Victor Matsudo in the 1980s, was the first scientific method used to identify talents in sport (MATSUDO, 1996). In the 2000s, based on Australia's Talent Search Program, Adroaldo Gaya created the Esporte Brasil Project, having as one of its purposes the detection of motor talents in Brazilian schools (GAYA, 2002). Other countries have developed intelligent systems for talent identification at school, such as the Sport Interactive in the United Kingdom (ABBOTT; COLLINS, 2002), the Sport Talent in Croatia (PAPIĆ et al., 2009), and the Flemish Sports Compass in Belgium (PION, 2015). These methodologies have made an important contribution to the theme of sporting talent, but they operationalize the identification of talent based only on current performance, particularly on the performance obtained in batteries of physical-motor tests, not taking into account the biological maturation and the subjective perception of coaches.

In order to properly assess sporting potential and select athletes for higher levels of performance, scientific knowledge (test batteries) and the knowledge of the coaches (coach's eye) must be combined, through computational statistical analysis procedures, in an interdisciplinary and longitudinal perspective (FRANSEN; GÜLLICH, 2019; REES et al., 2016; SIEGHARTSLEITNER et al., 2019). According to Johnston and Baker (2020), a simple linear equation that combines different variables and their respective weights can be effective for modeling the sporting potential of a young athlete. The sporting potential modeling comprises a set of procedures that aims to obtain a valid and reliable estimate of the sporting potential in young athletes for a determined modality, from the analytical and heuristic processing of multiple indicators of sporting talent, and it is operationally represented by a mathematical equation (WERNECK et al., 2020).

In face of the exposed and considering that the Brazilian sport still lacks a systematization in the detection of sports talent, the Projeto Atletas de Ouro® was created at the Federal University of Ouro Preto (UFOP) with the purpose of developing an intelligent system of multidimensional and longitudinal evaluation of the sporting potential in children and adolescents. It is a multidisciplinary research of technology development and innovation, according to Federal Law 13243 of 2016. The Projeto Atletas de Ouro® is an innovative scientific

model for identifying sporting talents that identifies young people with the greatest potential for excellence in sports and helps teacher-coaches in the development process of their student-athletes.

At the school, we apply a general battery of test that measures several indicators of sporting potential, including biological maturation and the subjective perception of the teacher-coaches. The data collected are analyzed through statistical modeling, generating an individualized report with a diagnosis of the potential for the sport. The information obtained generates feedback to young people, parents, and teacher-coaches, who make decisions in the training and development process of the student-athletes. Throughout the year, they develop and participate in sports competitions, and the process is repeated annually. The data collected is entered and analyzed by the GoldFit – Atletas de Ouro System (WERNECK et al., 2020) - Figure 2.

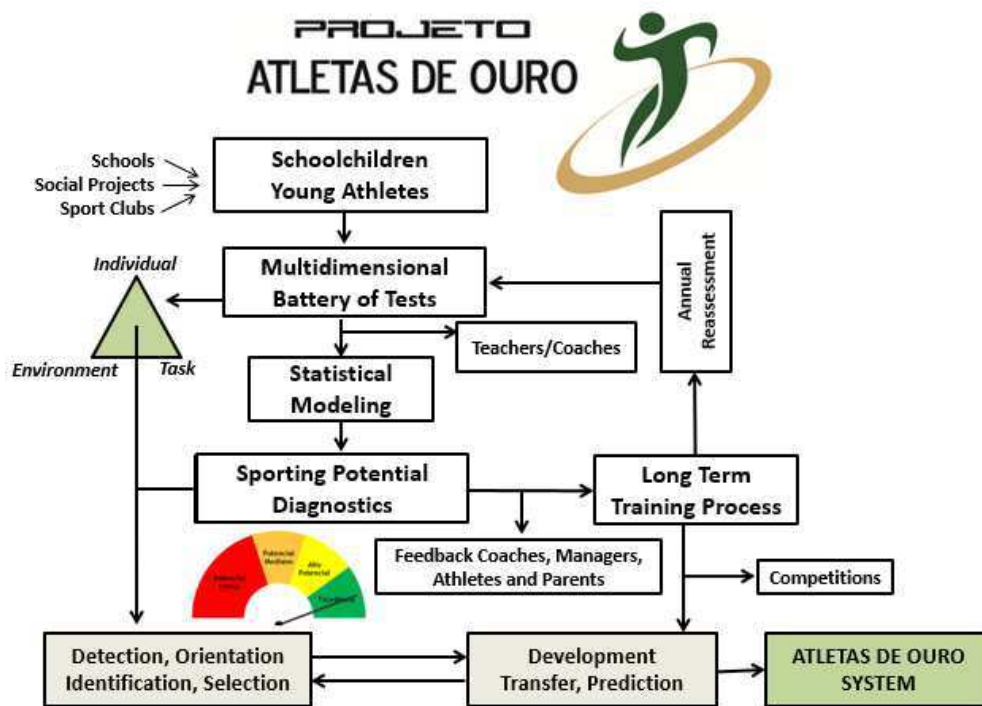


Figure 2 - Schematic representation of the Golden Athletes Model of identification and development of sports talents.

Source: Adapted from Werneck and Coelho (2020).

The pilot study for the implementation of the Projeto Atletas de Ouro® was conducted at the Military School of Juiz de Fora (CMJF) in 2015. After technical analysis by the Army Sports Commission (CDE) and the Army Research and Physical Training Institute (IPCEx), the evaluation protocol was considered valid, and was then recommended by the Army Physical Training Center (CCFEx) for application in the Brazilian Military College System (SCMB). In 2018, it culminated in the signing of a Research Cooperation Agreement, signed between the Brazilian Army and UFOP, for a period of five years. Therefore, the aim of this study was to

present the main results obtained by the Projeto Atletas de Ouro® performed at the Military College of Juiz de Fora - CMJF.

2 Methods

2.1 Sample

The target population of this study was the students of the Brazilian Military College System (SCMB). For convenience, this research was conducted in the Military School of Juiz de Fora (CMJF), which serves approximately 900 students per year in Basic Education - Elementary School (6th to 9th grade) and High School. Most of the students are children of military personnel from the Armed Forces and the remaining students enter through public competitive examinations. The sample was composed of 1300 schoolchildren, aged between 10 and 19 years, evaluated in the period from August 2015 to March 2019, totaling 2917 test records, which were considered as a unit of analysis. The schoolchildren were divided into: young athletes, those who practice sport extracurricularly, at least three times a week, and participate in regular competitions; and non-athletes, those who participate only in school Physical Education classes. The inclusion criteria were: to be enrolled and regularly attending classes at CMJF and to be present on the day of data collection. We excluded the students who did not hand in the TCLE signed by their legal guardians or who refused to participate, besides those who had any physical or clinical condition that interfered with the tests. The consent of legal guardians and the assent of the students were obtained prior to participation in the study. Ten teachers-coaches from the Physical Education Section of CMJF (mean age 41.0 ± 8.0 years and mean time of experience 12.5 ± 9.8 years) specialized in different modalities (soccer, volleyball, running orienteering, swimming, fencing, military triathlon, basketball, volleyball, handball, and track and field) and with undergraduate academic background ($n=2$), specialization ($n=3$) and master's degree ($n=5$), most of them being former athletes, also participated. The research was approved by the Research Ethics Committee of the Federal University of Ouro Preto (UFOP) with registration CAAE: 32959814.4.1001.5150 and approval nº 817.671.

2.2 The Battery of Tests

At the beginning of each school year, the students underwent a multidimensional battery of tests to measure anthropometric, physical-motor, psychological, environmental, and maturational indicators. In addition, the teachers evaluated their students regarding the intangible aspects of sporting potential and the expectation of future success - Figure 3. The indicators of sporting potential evaluated as well as the procedures for the tests and measurements are described in the book *Manual do Jovem Atleta*, organized by Werneck, Coelho, and Ferreira (2020). The test manual can be obtained at <https://labespee.ufop.br/atletas-de-ouro>. The battery of tests was

applied during the Physical Education classes, being divided into 3 days: 1st) Questionnaire application and evaluation by the teacher-coaches; 2nd) Anthropometric and Physical-motor tests; 3rd) Aerobic test. The application of the Projeto Atletas de Ouro® in the school can be seen at: <https://www.youtube.com/watch?v=xQUKP8Zawgk&t=43s>.



Figure 3 - Application of the battery of tests of the Projeto Atletas de Ouro® at the Military School of Juiz de Fora.

Source: Werneck et al. (2020).

It is known that selection in youth sports has a maturational gradient that privileges early maturation. Biologically advanced youngsters have greater body size and higher physical-motor performance and, consequently, a greater chance of to be identified as talents and selected by coaches (MIRANDA et al., 2019). This condition opens the doors of the centers of sports excellence to them, creating better training conditions for their development. On the other hand, the temporary advantages provided by early maturation may not result in future success, causing this selection bias to imply the loss of talent (JOHNSTON; BAKER, 2020).

In the Projeto Atletas de Ouro®, we assess biological maturation through BioFit® - software that estimates indicators of status and timing of somatic maturation, classifies the maturational stage, predicts the age of peak height velocity and adult height of children and adolescents. BioFit® is freely available at: <https://labespee.ufop.br/atletas-de-ouro>.

2.3 Sporting Potential Modeling

Statistical modeling is the operational way in which scientific models of talent identification quantify the sporting potential of young people. After the battery of tests, the data were tabulated in an electronic spreadsheet and analyzed. Initially, a univariate descriptive

analysis was performed to calculate the measures of central tendency, dispersion, position, and distribution of the data. Quantitative variables were normalized according to the procedures adopted by the Z-Strategy Celafiscs (MATSUDO, 1996). The Z score of tests in which performance was against time was inverted (10m speed run, for example), so that higher values always represented higher performance. In order to calculate the Z score in each test, we used as reference value, the mean and standard deviation of the sample itself, by sex and age group. Based on the standardized normal distribution, the Z score of each indicator evaluated was converted to the corresponding percentile value, so that the student was classified in relation to the reference population, based on a scale of 0 to 100%.

In the next step, a top-down performance prediction approach was adopted (RÉGNIER; SALMELA; RUSSELL, 1993) in order to investigate differences and similarities among athletes, relationships among variables, and possible determinants of performance and/or sporting potential. For this purpose, bivariate statistical analyses (t-test, ANOVA, correlation, Chi-square test) and multivariate analyses (multiple linear regression, logistic regression, cluster analysis, and exploratory factor analysis) were performed. In this case, the evaluation made by the coach, the competitive level of the athletes, and the achievement of victories in competition were considered the dependent variables (performance criteria). Next, a "bottom-up" approach was adopted to acquire knowledge of the factors necessary for the development of young elite athletes. For this, we used two sources of information: the knowledge of coaches (experts) and the available scientific literature, including retrospective longitudinal studies conducted with elite athletes and Olympic athletes, in order to obtain evidence and search for patterns regarding the characteristics that explain sport success.

Finally, based on the analytical and heuristic procedures used in the previous steps, we created a hybrid index to estimate the sporting potential of students, called the Gold Score. The Gold Score results from a linear mathematical equation, composed of 6 factors and 28 indicators of sporting potential, including body size, speed, flexibility, vertical jump, upper limb strength, aerobic endurance, motivation, psychological skills, family support, biological maturation, experience and sporting preference, intangible aspects, and coach evaluation. The relative importance of the factors and indicators of sporting potential was defined from exploratory data analysis, literature review, and expert knowledge. The Gold Score, therefore, is a multidimensional hybrid model that combines the performance observed in tests and the developmental potential assessed by teacher-coaches, generating a quantitative estimate of the sporting potential of the students. For the classification of sport potential, the following cut-off points were adopted for the Gold Score: <40% Developing Sporting Potential; 40-60% Average Sporting Potential; 60-80% High Sporting Potential; >80% Excellence Sportint Potential.

2.4 The Atletas de Ouro System

In order to give support to the collection and storage of data from the Projeto Atletas de

Ouro®, we created an intelligent system called Goldfit – Atletas de Ouro System, in its preliminary version using an electronic spreadsheet. The Web version is under development. Intelligent systems are computerized decision support systems. GoldFit is an innovative intelligent system that quantifies the sporting potential of students, through a multidimensional battery of tests, subjective assessment by coaches and statistical modeling - Figure 4. The system issues individualized and managerial reports that support the decisions of the teachers-coaches to optimize the process of sports training, reducing errors and the loss of potential talent. The system is by excellence a tool for potential development and not only for talent identification.

The practical applications of the Atletas de Ouro System are: identifies students with high sporting potential; identifies the strengths and weaknesses to be developed; classifies the physical fitness related to health and motor performance; guides to sports modalities more suitable to the profile of the student; can be used in sports selection and prediction of future performance; offers individualized feedback and motivates students; assists in the organization and prescription of training and in injury prevention; monitors the evolution of sporting potential and the effects of training; enables the management of the sporting potential of students, optimizing the process of sports training, avoiding waste of time and resources; and improves the quality of school Physical Education by contributing to the base sport.

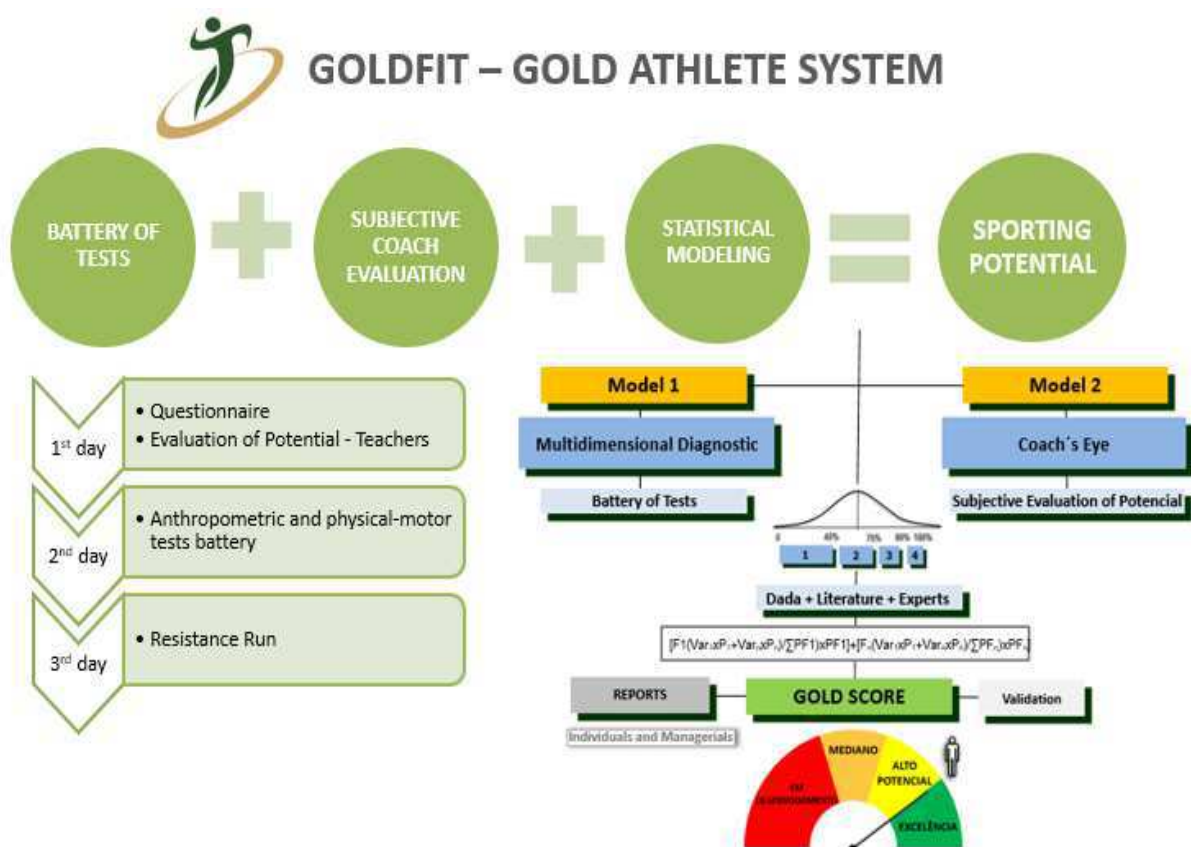


Figure 4 - Schematic representation of GoldFit - Golden Athletes System to assess the sporting potential of schoolchildren and young athletes.

Source: The authors.

3 Results

3.1 Diagnosis of Sporting Potential

In the period from 2015 to 2019, 2917 assessments of the sporting potential of CMJF students were performed. On average, 14% of the students have high sporting potential (Gold Score >60%) - Figure 5. Each student received an individualized report and were oriented by their teacher-coaches regarding the results obtained - Figure 6.

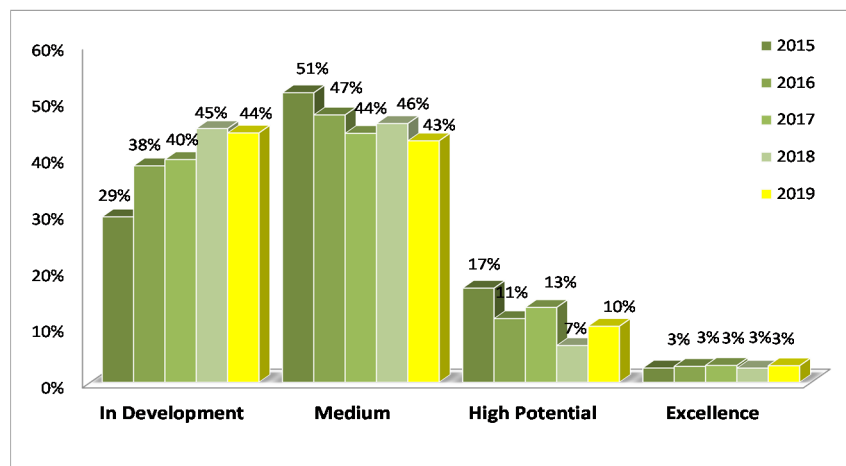


Figure 5 - Classification of the sporting potential of student-athletes from the Military School of Juiz de Fora (CMJF), according to the methodology of the Projeto Atletas de Ouro®.

Source: The authors.

3.2 Motor Talents

Considering 2452 evaluations conducted from 2016 to 2019, it was found that 11.3% of students aged 11 to 17 years were classified as motor talents, that is, they presented results above the 98th percentile in at least one of the indicators of body size (stature and wingspan) or physical abilities (flexibility, strength, speed or endurance), according to criteria established by Miranda et al. (2019). Only 1.5% of the students were motor talents in two indicators at the same time and 0.4% considering three indicators.

3.3 Sports Orientation

In 2015, teacher-coaches were asked to indicate the modality in which the student-athlete would be most likely to succeed in the future. 98 student-athletes who took the battery of tests in 2015 were re-evaluated in 2019. They responded as to the type of preferred modality and the one(s) they practiced (individual and team modalities). An absolute agreement of 75.5% was observed between the modality suggested by the teacher-coaches and the modality practiced by the student-athlete 4 years later ($K = 0.49$; $p < 0.05$).

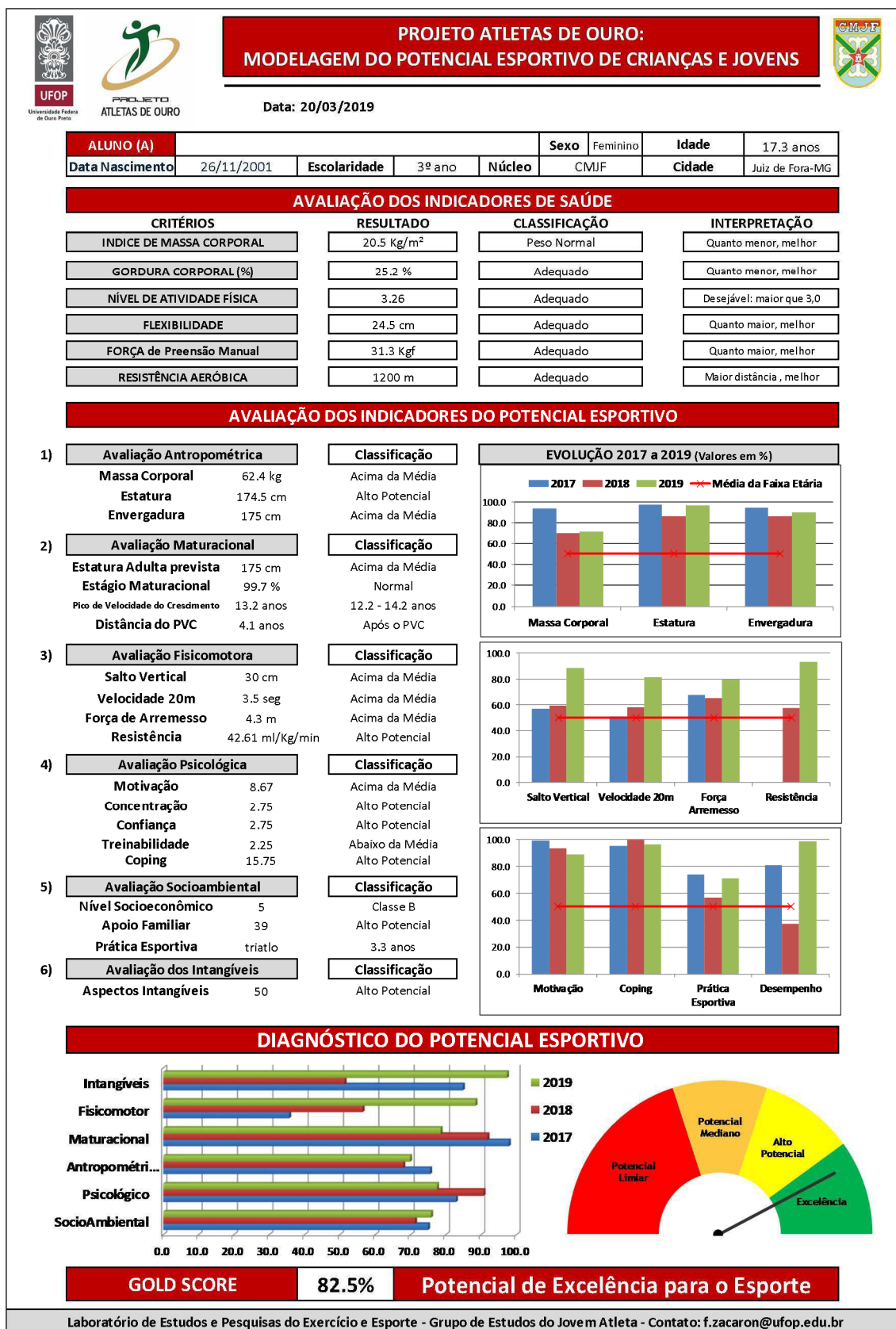


Figure 6 - Example of an individualized modeling report of the student sporting potential after performing the Atletas de Ouro battery of test – Portuguese school version.

Source: Authors.

Regarding systematized sports practice, it was observed that of the 32 students who trained in 2015, 24 (75%) continued training in 2019; and from the 66 students who did not train in 2015, 32 (48.5%) trained in 2019 ($X^2 = 6.187$; $p = 0.01$; $k = 0.22$). The student-athlete who trained in 2015 was 3 times more likely to continue training 4 years later ($OR = 3.2$; $95\% CI = 1.2 - 8.1$). The web version being developed of GoldFit will estimate student athletic potential for different sport modalities, as presented in Figure 7.

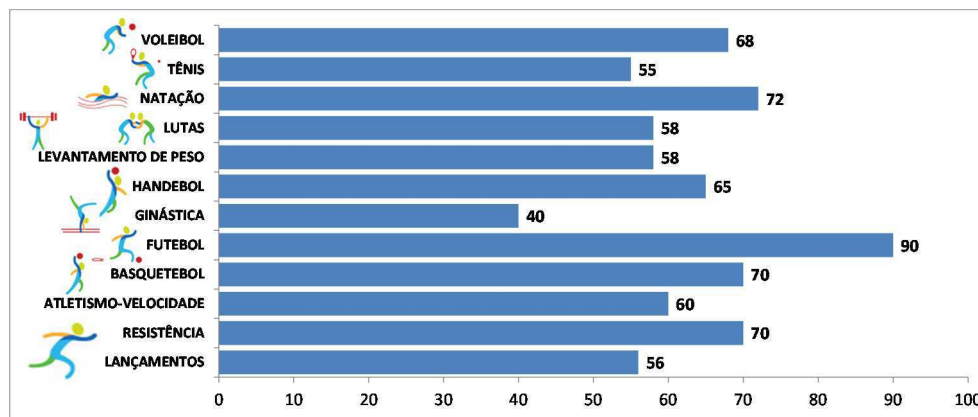


Figure 7 - Example of potential evaluation for talent orientation of the web version of GoldFit – Atletas de Ouro System.

Source: Adapted from Werneck et al (2020).

3.4 Validity and Reliability of GoldFit - Golden Athletes System

For the analysis of the psychometric properties of the model, 770 schoolchildren (448 boys) aged 13 to 17 years old from the Military College of Juiz de Fora, evaluated between 2016 and 2017, participated. The model was composed of 6 factors (Anthropometric, Physical-motor, Psychological, Socioenvironmental, Maturational, and Intangibles) and 28 indicators. The weights of the factors and indicators of sport potential were defined based on statistical analysis of the data, literature review, and the opinion of teachers and researchers from different sport modalities. Generalized linear mixed models (GLMM) and generalized estimating equations (GEE) were used. 15.6% of the students had high potential (Gold Score $\geq 60\%$). Diagnostic stability at 12 months was high ($ICC=0.81$). Schoolchildren selected for the Jogos da Amizade had higher Gold Score (boys: $56\pm 12\%$ vs. $44\pm 15\%$; $p<0.001$; girls: $51\pm 13\%$ vs. $41\pm 14\%$; $p<0.001$) - construct validity. Schoolchildren who were medalists in the Jogos da Amizade had higher Gold Score ($67\pm 12\%$ vs. $57\pm 12\%$; $p=0.002$) - criterion validity.

In the analysis of the predictive validity of the Gold Score, it was found that in the 429 student-athletes who were selected to participate in the Jogos da Amizade - a national-level school competition held annually among the 14 colleges of the Brazilian Military College System - student-athletes classified as high potential had an almost 3-fold greater chance of being medalists than those classified as low potential ($OR = 2.8$; $95\%CI = 1.6 - 5.0$). Of the 96 high-potential

student-athletes 35% won medals compared to only 16% among the low-potential ones ($X^2=12.690$; $p<0.001$). It is noteworthy that the men's basketball team that won the Jogos da Amizade twice in 2016 and 2017 was composed of 70-80% high potential student-athletes.

3.5 Practical implications

For the adequate pedagogical planning of school Physical Education classes, it is necessary that teachers know who their students are, so that they can propose activities that are appropriate to the level of their motor competence, in order to serve them adequately according to their needs and potentialities. CMJF was a pioneer in Brazil in implementing a model for assessing the sporting potential of its students. The Golden Athletes Project enables Physical Education teachers at CMJF to objectively and individually assess the health-related physical fitness and sporting potential of students, allowing them to recognize those with high motor skills (motor talents), as recommended by Resolution No. 2 of 11/09/2001 of the National Education Council (CNE).

The test battery of the Golden Athletes Project is applied annually and provides important information about the nutritional status, health indicators, growth, biological maturation, and motor performance of the students, factors that directly or indirectly influence the organization of classes, with implications on the choice of activities to be offered, on health promotion strategies to be adopted, on the guidance of students to the sports that are more appropriate to their profile, on the selection of athletes for the teams that will represent CMJF in sports competitions, and, finally, on the sports training of the student-athletes.

The individualized evaluation report allows the teacher to see a complete x-ray of the physical-motor profile of the student, identifying his strengths and weaknesses. With this information in hand, it is possible to organize classes, guide students, and prescribe training sessions, respecting the individuality of the student and stage of development. The management reports delivered to the teachers inform and guide them on possible action and development strategies for the students. Year-by-year longitudinal monitoring allows the teacher to observe how much his or her students are progressing in relation to their health and motor skills profile, as well as the effects of the interventions made.

Physical education teachers have access to the database, where they can consult the individualized reports of the students. From the point of view of the students, this evaluation serves as a starting point for self-knowledge and motivation to practice sports and physical activities. Students like to know who is the fastest, the strongest, the tallest. The individualized report allows them to visualize their strengths and weaknesses and how they are evolving over the years, as well as discovering previously unknown potentials.

The information obtained also serves as guidance for the parents of the students, because many times they put no or too much expectation on their children, regarding the possibility of being athletes. Parents know if their child is good or not in Math, Portuguese or Science, but they

have no information about Physical Education. The diagnosis of the sporting potential allows us to classify the students based on a holistic evaluation where several indicators are weighted to obtain the final score. Thus, the Golden Athletes Project® materializes all this information, being a diagnostic tool and a support to the pedagogical decision-making of Physical Education professionals for the development of student-athletes, which has improved the quality of Physical Education at CMJF.

4 Final considerations

The longitudinal mapping of the sporting potential of students from the Military School of Juiz de Fora confirmed the high human potential that exists in schools and that the Projeto Atletas de Ouro® is a valid and reliable scientific model for detecting sporting talent in school and can be used as a public policy to detect talent for Brazilian sport. The sporting talent exists, needs to be discovered and given the necessary support to be transformed into a performance of excellence. The country that wants to create a sports culture and achieve success at the level of the great Olympic powers must adopt public policies that favor talent detection and development since the school Physical Education. The Brazilian Military School System and the Program Forces in Sports (PROFESP), for example, have the infrastructure and qualified professionals to implement a systematic process of detection and development of sporting talents. It is expected to implement the GoldFit System in the Brazilian context, attract partnerships and establish a new model of ecosystem for talent identification, in order to reduce the loss of talented young people and maximize investments in the training of new talent for the Brazilian sport.

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**THE REMUNERATION OF THE PROFESSIONAL FOOTBALL ATHLETE'S IMAGE
IN THE SPECTACLE SOCIETY**

**A REMUNERAÇÃO DA IMAGEM DO ATLETA PROFISSIONAL DE FUTEBOL NA
SOCIEDADE DO ESPETÁCULO**

**LA RETRIBUCIÓN DE LA IMAGEN DEL ATLETA PROFESIONAL DE FÚTBOL EN
LA SOCIEDAD ESPECTÁCULO**

Leonardo Herrero Domingos¹

Abstract: This article aims to describe the process of economic exploitation of the image of professional soccer athletes in the context of the “spectacularization” of sport in society. The methodology of this project is based on the theoretical analysis of understandings related to this transdisciplinary process in order to complement the existing technical-theoretical framework. At first, it seeks to contribute to the systematization of current knowledge in relation to the historical evolution of sports legislation, the special sports employment contract and, subsequently, the analysis of the remuneration of the professional athlete's image, including in cases where such practice is considered a distortion of the athletes' image contract and, finally, issues related to the arena law institute. In short, the legal-sports system that guarantees economic gains arising from the exploitation of the athlete's image, resulting from the football event, was investigated.

Keywords: Spectacularization; Image; Arena; CETD

Resumo: O presente artigo almeja descrever o processo de exploração econômica da imagem dos atletas profissionais de futebol no âmbito da “espetacularização” do desporto na sociedade. A metodologia deste projeto se pauta na análise teórica de entendimentos relacionados a esse processo maneira transdisciplinar com o objetivo de complementar o arcabouço técnico-teórico existente. Em um primeiro momento, busca-se contribuir para a sistematização do conhecimento atual em relação à evolução histórica da legislação desportiva, do contrato especial de trabalho desportivo e, posteriormente, à análise da remuneração da imagem do atleta profissional, inclusive nos casos em que tal prática é considerada desvirtuamento do contrato de imagem dos atletas e, por fim, questões relativas ao instituto direito de arena. Em suma, investigou-se sistema jurídico-desportivo que garante a obter ganhos econômicos advindos da exploração da imagem do atleta, decorrente do evento futebolístico.

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Palavra-chave: Espetacularização; Imagem; Arena; CETD

Resumen: Este artículo tiene como objetivo describir el proceso de explotación económica de la imagen de los deportistas profesionales de fútbol en el contexto de la “espectacularización” del deporte en la sociedad. La metodología de este proyecto se basa en el análisis teórico de entendimientos relacionados con este proceso transdisciplinario con el fin de complementar el marco técnico-teórico existente. En un primer momento, se busca contribuir a la sistematización del conocimiento actual en relación a la evolución histórica de la legislación deportiva, el contrato especial de trabajo deportivo y, posteriormente, al análisis de la retribución de la imagen del deportista profesional, incluso en los casos en que dicha práctica se considera una distorsión del contrato de imagen de los deportistas y, finalmente, cuestiones relacionadas con el instituto de derecho de la arena. En definitiva, se investigó el sistema jurídico-deportivo que garantiza las ganancias económicas derivadas de la explotación de la imagen del deportista.

Palabras clave: Espectacularización; Imagen; Arena; CETD

1 Introduction

Brazilian football, like almost all sports, began as a ludic game. Upon gaining popularity, the modality started to have present characteristics of amateur organization. Later, with the growth of social interest in the sport, football became a sport that generated income, which paved the way for its professionalization, even if in an undeveloped way.

From a sport typically practiced among the poorest social levels, football has become one of the businesses that move most money in the most varied countries, with the Law as an ally in this process. In Brazil, the situation is not different.

According to Roberto de Palma Barracco:

Another example is the profession of the Brazilian soccer athlete. (...) With the growth of social interest in football, the sport is now regulated as a profession. And with the professionalism of Brazilian football, the State began to “discuss” with the sports legal system by creating rules that would regulate the legal relationships arising from it. Thus, football and sport are shown as national cultural heritage, being shaped by society as entertainment and business from then on. (BARRACCO, 2018, p. 49)

It is undeniable that football is responsible for moving large sums in the market. Regarding this, according to the 2020 Market X-Ray Report, devised by the Registration, Transfer and Club Licensing Board of the Brazilian Football Confederation (CBF):

From January 1st to December 31st, 2020, CBF registered 2,870 negotiations, 162 of which with values. On the way from abroad to Brazil, 25 loans and 33 purchases reached R\$ 531,566,271.00, whereas from Brazil to other countries, there were 33 loans and 82 sales, totaling R\$ 1,682,658,442.00. Among national clubs, there were 40 transfers involving R\$291,618,000.00. (CBF, 2020).

The sporting spectacle attracts the attention of millions of people and also moves billions of dollars a year. However, it only exists thanks to the collaboration of the ball artist, who is the professional soccer athlete.

José Eduardo Coutinho Filho comments on this profession:

There are few work activities as specific and personal as the one performed by the professional football athlete. Sports practice makes the player's performance during matches unique (...) Due to its various peculiarities, it is evident that the impact of the professional athlete's activity in sports, especially football, differs from ordinary work activities. (COUTINHO FILHO, José Eduardo, 2021, pp. 80-81)

In that context, the present study intends to build a detailed study of the sporting work activity. Therefore, given the importance of the subject to the Law, this research aims to introduce the development of sports legislation in Brazil, deal with the special sports employment contract, analyze the definition of image right and arena right, exposing the differences between those institutes regarding the sports labor relationship, as well as bringing to light the issues related to the marketing of the image rights of athletes via legal entity, in addition to fraud in the payment of the image of those athletes.

2 Evolution of sports legislation in Brazil.

It would not be an exaggeration to say that sport and society have an umbilical relationship. Regarding this, the practice and development of sport are intertwined with the rise of the first civilizations. Since the Greek and Roman societies, and also the peoples of the Middle Ages to the modern society, sport has started to have a multifaceted aspect, covering several fields, such as: social, political, economic, cultural and, therefore, legal (MELO FILHO, 2000). It is on this last point that the first analysis of this work will be based.

Between the Colonial Brazilian period and the "Estado Novo", there were few laws regulating sports, which were considered as informal practices. As reported by literature (DORIGO, 2011), sport in colonial times was seen as a mere physical practice or even as a utilitarian sport practice carried out by Indians and colonizers, such as fishing, hunting, canoeing, horseback riding and the use of bow and arrow (SILVA, 2008).

During the Second Reign, however, according to historian Manoel José Gomes Tubino (2002), the novelty in sports practices took place via a set of decrees aimed at military schools, which imposed sports practice as mandatory activities.

According to Correa da Veiga, one of the first laws that addressed the rights of athletes is statewide. The first legislation in favor of sports emerged in São Paulo, during the mandate of Ademar de Barros: Decree-Law n. 10,409, of August 14, 1939 (VEIGA, 2020).

At the national level, the initial milestone of sports legislation takes place in the middle of World War II, with the advent of Decree-Law No. 3199, of April 14, 1941. Now, with the growth of social interest in football, sport starts to be regulated as a profession (BARRACCO, 2018). In this regard, according to Alves e Pierantini:

this legislation was a very close adaptation to the Italian fascist legislation for sport, since all levels of Brazilian sport were under the seal of a larger body, the CND, regulated by the government at the time. (ALVES; PIERANTINI, 2007, p. 11).

In October 1975, during the Military Regime, a new legislation, very similar to the decree by Getúlio Vargas, was published: Law n. 6,251. This new law was the first to provide a legal definition of sport. With the emergence of this new legislation, the CND expanded its power, becoming, from then on, the Legislative, Executive and Judiciary of sport in Brazil (SILVA, 2008).

Subsequently, through Law 6,354 of September 1976, a mandatory transfer fee was established as an amount owed by one club to another for the transfer of the athlete during the term of the athlete's contract with the employer association and even after this period. For the first time, two bonds were considered: the first one, of a labor nature, and the second one, of a sporting nature. From then on, the athlete was subordinate to the club as an employee.

Law nº 8.672/93 (Lei Zico) was fundamental for the establishment of a new phase of sport in Brazil. This legislation brought in its 3rd article a broader and more detailed vision of what sport is, being it a predominantly physical and intellectual activity, which could be identified occurring in three manners: educational sport, participation sport and performance sport. The aforementioned law, in addition to instituting general rules on Brazilian sport, dealt with the employment relationship between clubs and athletes regarding the professional player's employment contract.

Besides, "Lei Zico" brought important provisions, such as: the possibility for clubs to become for-profit societies, the possibility of creating leagues and even the creation of legal bases for the arena right, an institute that will be further studied the course of this research. Likewise, it caused a drastic reduction of state interference in football, transferring a large part of this power to the private sector.

According to Correa da Veiga (2020), the connection between sport and Law was consolidated with the promulgation of the Federal Constitution of 1988, which started to treat sport as a fundamental and social right. Sport started to be protected in the Federal Constitution, in its article 217, reaching the same status of culture and education, while acting as one of the pillars that guarantee social development. Similarly, it is important to emphasize the autonomy of Sports Law regarding the judgment of its own disputes, having Sports Justice a fundamental role in solving problems related to the competition and discipline.

Currently, Law n. 9,615/98 – also known as General Sports Law, or “Lei Pelé” – is the main instrument that regulates the activity of professional football athletes. Such legislation brought the end of the mandatory transfer fee, and the sporting relationship, from then on, became an accessory to the professional soccer athlete's employment relationship.

It is important to emphasize that Law N. 9,615/98, in its article 26, states that athletes and sporting organizations are free to organize their professional activities, regardless of their modality. Therefore, it is through “Lei Pelé” that not only the football player, but all those who practice other modalities of sports can achieve the rank of sports professional, as long as the legal requirements are met.

3 The employment contract of the professional football athlete.

It is certain that the employment contract is a genre of which the employment contract is a species. Likewise, it is worth mentioning its definition in light of the doctrine, which classifies the employment contract:

[...] an employment contract can be defined as an agreement of wills, tacit, or express, by which an individual makes their services available to others, to be performed in person, not occasionally, in return for payment and subordinate to the employer. The definition, therefore, is built from the factual-legal elements that make up the employment relationship, triggered by the tacit or express agreement between the parties. (DELGADO, 2021, p. 501).

As they are different institutes, it is important to highlight the need to not confuse a work relationship with an employment relationship. In simple terms, the employment relationship has its provisions designated by means of a contract between employer and employee, which must be consensual, with the possibility of being agreed on by the contracting parties without complying with so many formalities..

However, although there is room for flexibility in drawing this instrument, there are exceptional cases that call for the compliance with several requirements for the formalization of the employment relationship. Therefore, in these cases, it is not an employment contract of a common nature, but of a special nature. This is the case of professional football athletes, who have their employment relationships guaranteed through a special sports employment contract. This is due to the various specificities of the profession, as well as the specific legislation that regulates it.

Concerning this, it is worth mentioning some of these particularities, such as items closely linked to sports performance (food, conditioning, physical and nutritional assessments), health (sleep, sexual behavior, supplementation and use of illicit substances), as well as factors that directly mention the image of the professional in the area (clothing, places visited, interviews, etc.) (BARROS, 2003).

It is considered as a rule that the special sports employment contract (CETD - Contrato

Especial de Trabalho Desportivo) is the instrument that enshrines the legal transaction agreed on by the athlete and an association, defining the conditions in which professional sports work will be carried out. In fact, some of these conditions are already pre-established in the *lex sportiva*, while some other provisions can be freely agreed on between the parties.

The CETD is based on article 28 of the “Lei Pelé”. It must be drawn up in writing, being the verbal form prohibited. In addition to the basic characteristics of the conventional employment contract - such as alterity, habituality, consensuality, bilaterality - the special legislation also defines that the CETD must be registered with the Brazilian Football Confederation (CBF).

The sports work relationship takes place on an onerous basis, under the guidance of the employer, which, in this case, is represented by a sports entity. Therefore, the special sports employment contract must establish the form and manner in which the athlete's remuneration will be paid, as well as prizes, gratuities and bonuses. It is noteworthy that remuneration is a gender of which salary is the species, therefore, every salary is remuneration, but not every remuneration is salary. (PERAGENE, 2020).

Furthermore, the employment relationship arises upon the signature of the contract and generates the institution's obligation to pay salaries, resulting from the employment relationship. The sports bond, characterized in §5 of article 28 of “Lei Pelé”, is complementary to the employment relationship and is responsible for guaranteeing the athlete “playing conditions”.

4 The commoditization of the athlete's image as a demand of the Society of the Spectacle.

According to Richelieu (2021), current society is experiencing the transition from sport to sportainment. Briefly, the aforementioned movement aims to unite sport and entertainment, transforming the sporting event into a spectacle geared towards the expectations and needs of the consumer². At that point, according to Marcos Motta, sport is no longer seen disconnected from the demands of the new generations, which can even generate new income for the players that offer the sports service³.

Furthermore, without a doubt, football is a unique phenomenon on the planet, given its popular, mediatic, economic and cultural aspect. At the social level, sport is seen as a cultural manifestation, which permeates the individual identity of each individual, giving them a feeling of belonging (BARRACCO, 2018). To prove this, it is enough to analyze the number of social relationships developed, daily, based on differences and similarities in tastes linked to different sports modalities.

In other words, sport is directly connected to national identity – which is part, if not the

² O que é o *sportainment* e como ele pode revolucionar o esporte brasileiro. Disponível em: <https://www.hubstage.com.br/post/o-que-e-o-sportainment>. Acesso em 07 jun. 2021.

³ O esporte deve ser considerado parte do entretenimento das pessoas. Disponível em: <https://brandpublishing.com.br/sportainment-esporte-deve-ser-parte-do-entretenimento-das-pessoas-diz-marcos-motta/>. Acesso em 07 jun. 2021.

main reason for seeing sport as a business (SOARES; VAZ, 2009) – while transcending physical and cultural barriers to reach the greatest number of individuals around the world.

In the media aspect, the importance of sport and football can be easily perceived. Every day, we are informed of million-dollar sales of athletes, investments by tycoons in football clubs, corruption scandals in sport and even improper attitudes that a certain player may have had in their spare time. Such events reverberate in news topics and sports programs, which reproduce, for days, weeks or even months, the same facts that are already known to fans and other consumers of the sports relationship.

Furthermore, the media have a fundamental role in the consolidation of sport in the national scene, after all:

the media have been instrumental in the consolidation of football as a national sport from the beginning, fueling the passion of Brazilians for this sport, whereas it was precisely there that access to the “sport business” happened, once the idolatry of the image of athletes has become a market good – such as “Diamante Negro” (Black Diamond), athlete Leônidas da Silva’s nickname, which was transformed into a chocolate bar by Lacta at the end of the 1930s (BARRACCO, 2018, p. 53).

This is justified because football has become an activity linked to the economic sphere. After all, sport, represented by football, has created its own industry – the sports spectacle industry – that generates and distributes consumer goods to its target audience: the fans.

Regarding this, it is worth mentioning the understanding of Simon Gardiner (2006), a scholar who defends the idea that the Sports Industry occupies a prominent position in the world economy scenario. For the aforementioned author: "Sport is now big business" (GARDINER, 2006, p. 37).

From this perspective, we quote Rafael Teixeira Ramos' understanding of the “sports show” as a generator of wealth in the global economy, occupying the top of the entertainment chain:

The economic exploitation of the "sports show", the formal and informal exercise of the economy in all areas of the "sports practice and event", and, consequently, the professionalization of sports have placed the Sports Economy at the top of the Entertainment Industry, being the sports market one of the greatest consumption potentials; therefore, to imagine the world without sport is to want to imagine an involution of the globalized economic crisis that devastates the world population (RAMOS, Op. cit., p. 7).

Still on the transformation of football as a business, Rafael de Palma Barracco weaves interesting thoughts about this phenomenon. According to the author:

Despite criticism on the transformation of sport as culture into business, this is a phenomenon that is now part of the spectacle, as seen in the exploitation of the image rights of athletes – either professional ones or not. Thus, there is a kind of commoditization of the individual-athlete by associating their image, and popularity, with goods and brands, which is enhanced by globalization and new technologies (BARRACCO, 2018, p. 51).

On the other hand, it is impossible not to point out the umbilical relationship between football and the media conglomerates, which decide not only on sponsorship quotas, but also how and in what way the sporting spectacle will reach fans' television sets, computers, tablets or cell phones.

It is widely recognized that the development of the means of communication has enabled these conglomerates - which are the major players who command the sporting spectacle - to generate new wealth, which, in turn, has enabled new possibilities of exploring the image of players, clubs and sponsors involved in the football event. Meanwhile, the final recipient of the sporting spectacle (aka, the fan) passively watches the movements of those who really rule football.

That said, it is in this spectrum of contemplation of suitable. In his work, *Society of the Spectacle* (2005), the French philosopher built 221 Theses weaving harsh criticisms against current society which, in his view, is organized around a constant falsification of real life, generated by the spectacularization of everyday life. At that point, complementing the aforementioned work, in his *Commentaries on the Society of Spectacle* (2003), the author states that:

The spectacle has spread itself to the point where it now permeates all reality. It was easy to predict in theory what has been quickly and universally demonstrated by practical experience of economic reason's relentless accomplishments: that the globalisation of the false was also the falsification of the globe. (DEBORD, 2003, p. 13)

Likewise, he completes:

Spectacular government, which now possesses all the means necessary to falsify the whole of production and perception, is the absolute master of memories just as it is the unfettered master of plans which will shape the most distant future. It reigns unchecked; it executes its summary judgements. (Idem)

The thought that permeates Debord's work is based on criticisms of the fetishization of merchandise and also on the massive presence of images in contemporary society, which induce its members to passively accept the capitalist logic (NEGRINI; AUGUSTI. 2021). In this regard, the relationship between image and spectacle is addressed in Thesis 4 of the work by Debord (2005), who argues that the spectacle is constituted by the social relationship between people, a relationship that is daily mediated by images. That is, the philosopher considers that contemporary society is permeated by representation, whereas "*The entire life of societies in which modern conditions of production reign announces itself as an immense accumulation of spectacles. Every thing that was directly lived has moved away into a representation.*" (DEBORD, 2005, p. 8).

According to Michele Negrini and Alexandre Augusti (2021), Debord considered that theatricality and representation took over society, causing it to not clearly distinguish what is natural from what is deceptive. In turn, this thinker's critique is too acute to the point where it is

possible to assume that, for Debord, even social relationships are not based on authenticity.

In Thesis 6, the philosopher sets out his view considering that the spectacle is a mechanism for society's domination, acting as a reaffirmation of the choices already made by those who own the means of production. Thus, as Negrini and Augusti add, "*the spectacle works in favor of capitalism and consumption ends up being its consequence*" (Idem, p. 04).

That said, it is clear that, for Debord, the consuming audience of the images and the spectacle, in addition to being alienated, maintains a passive posture towards this scenario of domination. This is restated in his Thesis 30, quoting his exact words:

The alienation of the spectator to the profit of the contemplated object (which is the result of his own unconscious activity) is expressed in the following way: the more he contemplates the less he lives; the more he accepts recognizing himself in the dominant images of need, the less he understands his own existence and his own desires. The externality of the spectacle in relation to the active man appears in that his own gestures are no longer his but those of another who represents them to him. This is why the spectator does not feel at home anywhere, because the spectacle is everywhere. (DEBORD, 2005, p. 19)

As Jamile Dalpiaz (2002) exposes, this is exactly the current scenario in which football consumers find themselves. After all, they no longer see with the same critical eye the sport with which they created strong passionate bonds. The current football scene is totally different from the previous one. Throughout time, the improvisation characteristic of Brazilian players yielded for cold and plastered tactical schemes. In addition, the interference of football executives and businessmen in the teams that perform the sporting spectacle. The sports consumer is faced with advances in the field of technology, but that has not necessarily caused a gain to the show itself and, today, they watch this change with a complacent look.

Regarding this, according to Jamile Dalpiaz:

Nowadays, little or nothing is seen of the art-soccer practiced here for years, one no longer sees the talent of a player, but an industry of (super) players. The practice of this sport no longer makes history, in the sense that the game is the spectacle, with a beginning, middle, end and period, in a search for the eternal present, as already pointed out by Debord when characterizing modern society. Technological innovation was also the last factor in the constitution of today's football spectacle, as satellite broadcasting, cameras and all the technological apparatus available, place us in the condition of contemplators. (DALPIAZ, 2002, p. 10).

That is, it is practically impossible for the fan to consume their favorite club outside of this pure business system, which treats this fan not only as a customer - consumer of the show, sporting goods, services and licensed products - but also, at the same time, as raw material for the construction of new images of the spectacle that football is. It is about the realization of a cultural industry that is not restricted to Brazil, but which finds here fertile soil to prosper without being questioned.

Furthermore, through the analysis of the football environment, it is possible to see the

application of Debord's thought to this industry. Never have the strength of the media and the tyranny of images been as present as they are today. Also, at no other time in history, have those involved in the sporting spectacle had as much decision-making power as they do today, to the point of breaking the boundaries of football with the fields of art, economy, culture, everyday life and even politics .

About this, referring to the opinions of Roberto Da Matta (1982), Jamile Dalpiaz explains that:

football played in the country must be seen not only as a sport, but also as a set of values and social relations. Music, relationships with saints and spirits, hospitality, friendship, commensality and, of course, carnival and football allow Brazilians to get in touch with their social world. In these domains, the rules do not change and are indistinctly accepted by everyone. (DALPIAZ, 2002, p. 10).

After all, several players have been taking advantage of the image built by the Brazilian football tradition, signing multi-million dollar agreements with federations, clubs and athletes. The presence of several companies in the telecommunications and streaming industry is worth mentioning, investing in the modality, mainly with regard to advertising quotas and broadcasting rights. On the other hand, the substantial sponsorships offered are mentioned, including the ones by financial institutions that decided to explore a share of this market seeking to improve their own image by associating with sporting entities.

Therefore, if a particular player has astronomical image value, it is important to understand why the market considers its value as such. The construction of images in football comes from the demand of the sport's consumer, making it impossible to debate the incongruity of these values linked to the footballer's image without associating them with those that support the structure of the spectacle.

5 Personality rights.

Before delving into the issues related to the license to use image (known in football only as image right) and arena right, it is necessary to address the concept of personality rights.

On the concept of personality rights, Caio Mário argues that:

in addition to economically appreciable, so-called patrimonial rights, there are others, not less valuable, worth of protection by the legal system. Pertaining to human nature itself, they occupy a supra-state position, having already found in legal systems the objectivity that rules them, as power of action, legally enforceable (PEREIRA, 2020, p. 200).

Historically, the presence of the so-called personality rights in contemporary Constitutions stems from the ideas of the Natural Law School. With respect to this current of thought, it proclaimed the existence of innate rights, such as the right to life, liberty, health, honor etc. And that was essentially how the *mens legislatoris* proceeded, converting such jus naturalistic

ideals into precepts incorporated in the 1988 Magna Carta.

Personality rights are umbilically connected to the human condition itself. This, therefore, is a matter of rights that result from the protection of the dignity of the human person and the individual's ability to control the use of their image, honor, name and everything else that is worthy of protection, support and defense in the constitutional, criminal, administrative, procedural and civil order.

Therefore, personality rights are those indispensable for the full and healthy development of the individual's physical and mental virtues. Such rights accompany the person from the beginning to the end of their personality, which, according to article 6 of the Brazilian Civil Code, occurs with the death of the human person. However, the relevance of the matter is such that some rights such as the honor, image and moral right of the author of an intellectual work (see article 24, §1 of Law 9,610/98) are guaranteed even after the end of the individual's life.

Moreover, it is worth noting that when dealing with personality rights, it is even not technical to say that the person has or does not have the right to personality. In fact, it is from the personality that rights radiate, being more correct a statement in the sense that personality is the support of all rights and obligations (PEREIRA, 2020, p. 203).

In short, they are rights that aim to protect the human being in what is proper to him, as well as his projections to the outside world. Therefore, the violation of these rights may cause property repercussions, such as the right to indemnity for damages in the event of improper use of a person's image.

6 Image right and image use license.

Correa da Veiga (2020) teaches that a great part of the professional soccer athlete's salaries is paid through the execution of image rights assignment agreement. In fact, although this practice has a legal basis, it has been discussed in the Courts since some clubs and athletes sign this type of contract without the proper and proportional use of the player's image, which will be further discussed.

As explained above, image rights are closely linked to personality rights. Therefore, anyone has the right to see their portrait in public only upon their consent. After all, the doctrine classifies the image right as "essential, absolute, opposable *erga omnes*, general, inalienable, imprescriptible, inexpropriable and unseizable" (VEIGA, 2020, p. 289). However, the image right has a peculiarity that makes it different from other personality rights, which is its patrimonial content, subject to economic exploitation by its holder.

Concerning this, according to Francisco Ferreira Jorge Neto and Jouberto de Quadros Pessoa Cavalcante:

the right to the image cannot be the object of a contract; however, the holder may assign the use of his image (=right) to third parties, which is called image rights assignment agreement of the professional football player.(JORGE

NETO & CAVALCANTE, 2019. p. 1062).

Still on the image rights assignment agreement for the use of the player's image, the authors comment that:

The image rights assignment agreement is the formal legal transaction for a fixed period between the professional football athlete and the sports entity and/or sponsors, whose objective is the exploitation of the athlete's image, as a way of promoting the club brand and/or sponsor products. It must contain: (a) the means by which the image will be disseminated (television, newspaper, magazine, poster, billboard, etc.); (b) type of event (promotions, parties, interviews, etc.); (c) the deadline for its use; (d) the amount of use (image exposure number); (e) exclusivity or non-exclusivity; (f) the amount to be paid and the method of payment; (g) form of review. (Idem).

Therefore, although the image right is not transferable, it is subject to licensing for a specific period of time and purpose. Thus, it is possible to have permission, authorization or concession for the use of the image by third parties, as long as such provision is agreed on in a contractual instrument, containing: purpose of use of the image, territorial coverage, means of dissemination, amount of publication etc. (VEIGA, 2020).

The image right finds legal support in item XXVIII, of article 5 of the Magna Carta and in article 20 of the Civil Code. By doing so, the constituent legislator ensured the inviolability of the person's image in its physiognomic aspect and in its corresponding reproduction, which cannot be violated under penalty of indemnification (VEIGA, 2020). Also, according to Precedent 403 of the STJ, the payment of indemnity does not depend on proof of the damage caused.

Back to the question linked to the double aspect of the image, item X of article 5 of the Federal Constitution brings the conception of image that is most addressed daily, referring to the person's physical representation, either as a whole or as separate parts of the body (MARCONDES, 2020). Here, it refers to the concept of portrait-image.

However, the word image also encompasses the meaning of a set of socially recognized characteristics of the individual. In other words, the image also has the idea of characteristics that are specific to a particular individual. It is the attribute-image, represented in item V of article 5 of the Constitutional Text.

Hence, it is the spectrum of the athletes' attribute-image that attracts the interest of major players in the sports market, who seek to associate their brands with relevant role figures in the sports scene, whose images are consistent with the concept they intend to convey to their consumer audience.

Given the aforementioned characteristics of the image, it is possible to conclude that the image right is *sui generis*: while the portrait-image is non-transferable, the attribute-image can be economically exploited. After all, in the last hypothesis, it is not about the transfer of the image itself, but only the possibility of licensing it for the use of the patrimonial rights arising from the use of the image in question (MARCONDES, 2020).

It is important to emphasize that the terms “image agreement” or “image assignment agreement”, frequently used in everyday life, are not correct when dealing with this instrument. It would be more accurate to call it an “image rights assignment agreement”, since the holder only grants the exercise of the exploitation right for a specified period, and may also do so onerously, but not giving away the right to the image itself. After all, as discussed above, this is personal and therefore unavailable (CAÚS & GOÉS. 2013).

Furthermore, there is no doubt that the constitutional text extends the protection of the image to professional football athletes. Therefore, players' image rights may be subject to a license for use, assignment and authorization, with or without commercial exploitation. However, the commercial use of the image, sound, voice, name and sporting nickname of the professional football player will depend, at all times, on their prior and express authorization, and they may be indemnified for the misuse of their image (CAÚS & GOÉS, 2013).

7 The possibility of exploitation of the athlete's image by a legal entity.

Law N. 9,610/98 (Copyright Law) was enacted aiming at authorizing that personal rights be used by third parties. Regarding this, in its article 89, such legislation establishes that the rules relating to copyright may be applied, as appropriate, to the rights of artists, interpreters and performers, who are characterized for using, in the performance of their functions, personality rights, such as the image.(MARCONDES, 2020).

As for the possibility of assigning and licensing these rights to third parties, it is based on article 49 of the same Law. Besides this, taking into account that article 89 of Law N. 9,610/98 considers copyright applicable to the rights of artists, interpreters and performers, it is possible to conclude that people are authorized to exploit and dispose, according to their interests, the rights of personality, such as the image, name, voice etc, without any restriction as to how this would be done (MARCONDES, 2020).

Corroborating the provisions of the Copyright Law, Law n. 11,196/05, in its article 129, establishes that personal rights can be exploited through a legal entity. In other words, the legislator recognized that legal entities can be involved in activities related to the use of personality rights, provided that they respect the tax and social security provisions related to it.

Regarding this, it is important to emphasize that, traditionally, companies are responsible for producing goods and services necessary for life in society and that, since the moment these have gained prominence with the development of society and trade, business activities have not been restricted to the latter (COELHO, 2015). Thus, with the development of society, new needs emerged, which made way for new fields of business activities, being the activity of assigning the use of the image of athletes one of these, in line with §5 of its article 980-A, Civil Code.

Moreover, such activity is included in the National Classification of Economic Activities (CNAE), in subclass 2.3, under N. M-7490-1/05 - Agency of professionals for sporting, cultural

and artistic activities. In its explanatory notes, it is clear that this subclass also includes the assignment of image use by artists and athletes. Hence, there is legal basis for athletes to have their images exploited through a legal entity, given the business nature of their activities.

The nature of the activity performed by athletes quickly makes them public figures who carry with them a range of personal attributes, such as beauty, strength, success, charisma etc. Some of these attributes have huge commercial value, since during the practice of their professions, such characteristics turn these athletes into actual brands.

Concerning this, the lessons of Carlos Eduardo Ambiel can be mentioned:

there are plenty of examples of people, especially artists and athletes, from the most diverse modalities, who, due to the success obtained in their professional activity, have become a very valuable name and brand known around the world, including extreme cases of athletes such as Michael Jordan, Ayrton Senna, Roger Federer, Tom Brady, David Beckham and so many others who made their names and images world famous brands related to invaluable personal attributes such as victory, efficiency, elegance, patriotism, health, beauty and success (AMBIEL, Op. cit., p. 83).

That said, it is known that football players, at the time of their hiring, started to sign, in parallel with the employment contract, an image rights assignment agreement, which is established between the sports association and the legal entity constituted by the player with this objective.

About this, the "Lei Pelé" clearly provides for the possibility of the employer club to have an image rights assignment agreement with the athlete. This is the case since its articles 31, *caput* and 87-A admit the coexistence of both contracts: image and employment. Therefore, by reading the aforementioned provisions, it is understood that the rule comprises the possibility for the professional athlete to sign two simultaneous contracts to earn remuneration for their sports services. And, as already explained, the sports legislation itself limits the amount to be paid the athlete as image right, limited to 40% (forty percent) of the athlete's total remuneration.

8 The tax issue of the exploitation of the image of the professional soccer athlete through a legal entity.

As explained above, despite the assignment of the image right of professional soccer players to third parties through a legal entity, this procedure is still the subject of questioning by the Internal Revenue Service. After all, the amounts collected by the tax authorities vary a lot when comparing the payment of Income Tax (IR) by an individual with that collected by a legal entity.

Concerning this, according to Rafael Marchetti Marcondes:

The reason for so many conflicts between tax authorities and taxpayers is due to the difference between the tax burden levied on the results calculated directly on the individual and those calculated through a legal entity. (MARCONDES, 2018, p. 26).

About this, the taxation of a legal entity depends directly on the system of collection to which it is subject, namely: real profit, presumed profit, arbitrated profit or "Simples Nacional" (Idem). Such a conclusion can be reached through the analysis of article 44 of the National Tax Code (CTN), by which the legislator made it possible for the income tax to be calculated based on: the income actually calculated (real); on presumption of income (presumed); in amounts defined by the tax authorities. (MARCONDES, 2020).

It is noteworthy that, for the most part, companies holding the right to commercially exploit the image, voice, name, nickname and other representations of the attribute-image of football players are subject to the presumed profit or even the "Simples Nacional" regime (MARCONDES, 2020). The real profit regime would even be possible, but it would only be interesting in the case of athletes who had a very high turnover in their companies.

Considering that the option for the "Simples Nacional" is an exception in the case of legal entities constituted by professional athletes, the majority of such companies are subject to the cumulative regime of calculation of the PIS/COFINS from the application of the joint rate of 3.65% (that is, 0.65% of PIS + 3% related to COFINS) on its gross revenue, which corresponds to the basis of calculation (MARCONDES, 2020)

As for the ISS, when the athlete provides services to third parties through a legal entity, without an employment relationship, the amount referring to this tax will be calculated as it is for other companies. Again, the tax calculation basis corresponds to the value of the service provided (assignment of image rights), while its rate may vary between 2% and 5%, according to the particularities of the activity, pursuant to article 8, item II and article 8-A of Complementary Law N. 116/2003.

It is worth noting that the overwhelming majority of legal entities constituted by athletes, and which aim to market the player's image, do not have employees. In other words, most of these companies are exempt from paying FGTS, INSS and contributing to third parties (MARCONDES, 2020).

Concerning this, the adoption of the business model in this type of transaction becomes interesting for those who pay the amounts for the assignment of personality rights, as, in the absence of an employment relationship, the amounts paid are not considered salary and, in turn, are not subject to standard charges of this nature of obligation, such as INSS, FGTS, vacations etc.

In order to demonstrate this difference in the amounts received by the athlete as image rights, Table 1 presents the tax burden of a company subject to the presumed profit regime and Table 2 the tax burden on the earnings of an athlete as an individual entity. The amount of BRL 100,000.00 (one hundred thousand reais) was considered as the value to be received as image rights by the athlete, while the legal entity constituted by him does not have employees (which exempts him from the payment of FGTS and INSS). Notice:

Table 1 – Taxation of income earned by a legal entity.

	IRPJ	CSL	PIS	COFINS	ISS	SUBTOTAL
BC = % revenue	32	32	100	100	100	-
BC (R\$)	32,000	32,000	100,000	100,000	100,000	-
Al. (%)	15	9	0,65	3	5	-
Al. (R\$)	4,800	2,880	650	3,000	5,000	16,330
Addit. (%)	10	-	-	-	-	
Addit. (R\$)	1,200	-	-	-	-	1,200
TOTAL						17,530

Source: MARCONDES, 2020, pp. 154 -155 (modified).

Legend:

BC: basis of calculation – defined from the percentage applied to the revenue

Al: rate

Addit: additional

	IRPF	ISS	SUBTOTAL
BC = % do rend.	100	100	-
BC (R\$)	100,000	100,000	-
Al. (%)	27,5	5	-
Al. (R\$)	27,500	5,000	32,500
TOTAL			32.500

Tabela 2 - Taxation of income earned by an individual.

Source: MARCONDES, 2020, p. 155 (modified).

Legend:

BC: basis of calculation – defined from the percentage applied to the revenue

Al: rate

That is, the discrepancy between the amounts earned by individuals and companies is so great that, as shown above, it is clear why many athletes choose to receive funds related to image rights through a legal entity. In fact, not only do athletes prefer this method, but clubs also prefer it.

9 The characterization of fraud in the image use license agreement.

In fact, when accompanied by faithful compliance with the laws, the image rights assignment agreement does not bear any relation to the salary, as it is a civil and, therefore, an indemnity payment. However, the distortion of the image contract makes the values perceived by the player to be considered as salaries, bringing about the payment of all legal charges and other labor rights to which the athlete harmed by this legal relationship is entitled. (JORGE NETO,

CAVALCANTE, Op. cit.).

Therefore, regarding the effective validity of this instrument, it is necessary to take into account: the effective use of the image as participation in advertisements, interviews, publicity campaigns etc; the notoriety of the athlete's image, represented by the player's social recognition among fans and other actors in society; the proportional use and notoriety of the athlete's image when compared to the value earned by him (JORGE NETO, CAVALCANTE, Op. cit.).

The situation of fraud in image contracts can be observed from the moment when reality is faced with: (a) image contracts with values much higher than the athlete's effective salary; (b) contractual situations in which the amounts provided for as indemnity for the use of the athlete's image do not correspond to the mandatory clauses relating to the athlete; (c) the non-effective use of the player's image by the employer; (d) players who do not have increase in salary in CETD, but have their image contracts constantly increased (JORGE NETO, CAVALCANTE, Op. cit.).

10 The concepts of arena and arena rights

According to the doctrine, the name arena right has a Latin origin, and it means “sand”, referring to the material that covered the stage of the amphitheaters of the Roman Empire (27 BC - 476 AD) in which the fighters - most of whom were prisoners of war, slaves or criminals – fought against each other, or against animals, in order to serve as a spectacle and entertainment for the Roman plebs (VEIGA, 2020; MARCONDES, 2020).

About this, Rafael Marchetti Marcondes teaches:

The stadiums in which the confrontations were held had their floor made of sand, in order to absorb the blood that poured from gladiators and animals during violent battles. Consequently, little by little, the word arena, which once referred to the material used for the flooring of these public leisure spaces, started to designate them. (Idem).

It is interesting to notice that the Roman legacy is present in several aspects of contemporary Western society, not limited to the legacy of the Civil Law legal system, Christianity and the Latin matrix of the Portuguese language. Concerning this, in the middle of the twenty first century, the same combat logic of the Roman arenas is still used on the field of football arenas, as consumers of sporting events oftentimes value more the grit of those who perform the sporting spectacle, sweating the most – and sometimes even bleeding – while they are wearing a club's shirt, than the plasticity of their movements on the field.

Currently, the word refers to the specific legal institute applicable to sporting entities. In this regard, the so-called arena right refers to the clubs' right to authorize or prevent the broadcasting or rebroadcasting of images of sporting events by any means or process (MARCONDES, 2020). In other words, the arena right corresponds to the amount paid to athletes for their exposure in the sporting event.

That said, it is noteworthy that the arena right is not to be confused with the image right.

It is known that the image right is guaranteed by items V, X and XIII of article 5 of the Federal Constitution. It is imprescriptible, personal, opposable and unavailable (PERAGENE, 2020). Nowadays, the arena right is regulated by article 42 of the “Lei Pelé”, which establishes the ownership of the sports practice entity, which pays its participating athletes a percentage of 5% of the stipulated price for the broadcasting of the sports event.

In short, this value can be analyzed from the perspective of two movements: the one that defends its civil nature and the one that considers it as having salary nature.

The first movement, supported by Felipe Legrazie Ezabella (2006), understands that the arena right has no connection with the athlete's employment contract, as it aims to protect the player's image, which is the value earned by the athlete in this institute. According to this movement, the arena right has its historical evolution linked to Copyright Law, not Labor Law. Hence, according to Correa da Veiga, the arena right is a species of the image right, encompassed in it while it consists in the broadcasting of the image of the participating athlete in televised games (VEIGA, 2020). Therefore, also according to Marcos Ulhoa Dani, such institute has a civil nature and represents a mere indemnity value, not integrating the player's salary (DANI, 2019, p. 66).

On the other hand, the second movement is led by Domingos Sávio Zainaghi, Sergio Pinto Martins and Alice Monteiro de Bastos (PELUSO, 2009). For the aforementioned scholars, the arena right has a remunerative nature. Thus, they consider that the arena right derives directly from the athlete's work since, in the absence of such work, said right also ceases. Therefore, the second movement also considers the repercussions that the arena right has on social security aspects and on other obligations, such as: the 13th salary, vacations, prior notice and FGTS.

Nevertheless, it is important to highlight that there are occasions when such obligation is not even due. That is, when there is no broadcasting or rebroadcasting of the sporting event, when the capture of these images is for journalistic purposes and is restricted to a maximum of 3% of the total time of the event, or even when the club authorizes the capture of images for free, the amount referring to the arena right will not be owed to the athletes participating in the event.

It is also noteworthy that, according to the doctrine, some professionals who also build the sports spectacle with athletes should not receive amounts referring to the arena right. About this, according to Correa da Veiga and Ezabella, both coaches and masseurs, physical trainers or even ball persons "are not eligible to receive part of the value to be shared from the arena right" (EZABELLA, Op. cit.), given that “their appearances in the audiovisual media result from their work activities” (Idem).

11 Conclusion

This research sought, through a systemic analysis of the historical, legal, economic, philosophical and social scenario, to contribute to the study of the main points surrounding the

performance of the professional soccer athlete in the sporting spectacle, as well as the factors that enabled the economic exploitation of their image, resulting from the work on the field, outside the four lines.

In order to do so, the historical part of the subject was investigated to detect when the legislation recognized the professional football athlete as a particular kind of worker, guaranteeing him constitutional and infra-constitutional rights and guarantees. Then, the main differences between the special sports employment contract and the conventional employment contract were highlighted. Next, an analysis was made on why and in what way the remuneration of the professional football athlete's image can be dealt with. The development of the theme was based on a critical analysis of Guy Debord's work entitled *Society of the Spectacle* (1967), from which a parallel was made between the high values connected to the profession of football athlete with the idea of the spectacularization of some elements of life in society.

Subsequently, it was decided to continue the study through the doctrinal, constitutional and infra-constitutional aspects connected to personality rights, from which the right to image derives. The legal possibility of the player to market his attribute-image through a company was investigated, as well as the possibility of clubs to acquire these image rights through sublicensing with companies that already have the right to negotiate the image of these players.

Due to the complexity of the issue related to the assignment of the image right of athletes to companies for them to negotiate, the economic feasibility of this operation was investigated. It was noticed that the taxation levied on legal entities is lower than that levied on individuals, which demonstrates the advantage of this type of operation.

Once the problems related to the tax authorities had been overcome, the issue was investigated from the perspective of the Labor Court. It was shown that, in case irregularities concerning those items are identified, the athlete's image agreement will be considered distorted, which, in turn, would characterize the salary nature of the obligation and would justify the payment of other amounts related to it.

In its last part, this paper addressed the second form of remuneration for the athlete's image: the arena right. The etymological issue of the term "arena" was addressed, comparing it with the current concept we have about the term and the legal nature of the institute.

In summary, this research aimed to investigate part of the sports-legal system that guarantees athletes and clubs the possibility of performing the sporting spectacle and obtaining economic gains arising from the exploitation of the image of the football event. Football is a product inserted in the capitalist logic that, as well as the aforementioned system of production of wealth, phagocytes various social and commercial relationships that surround it. The soccer player, who was previously seen as idle, is now seen as a showcase worker, who can link his own brand built through his work on the field to that of other companies that wish to associate with a successful figure in sport. And those commercial relationships between athletes, clubs and

companies may or may not be intermediated by another legal entity that holds the image rights of the one who guarantees the existence of the sporting event.

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TRAINING FOR SPORTS IN AN INTERNATIONAL CONTEXT: WHAT DO THE STUDIES SAY AND WHAT IS BRAZIL'S PLACE?

FORMAÇÃO PARA O ESPORTE EM CONTEXTO INTERNACIONAL: O QUE DIZEM OS ESTUDOS E QUAL O LUGAR DO BRASIL?

FORMACIÓN PARA EL DEPORTE EN UN CONTEXTO INTERNACIONAL: ¿QUÉ DICEN LOS ESTUDIOS Y CUÁL ES EL LUGAR DE BRASIL?

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Abstract: The aim of this study is to map and analyze how the debate, in circulation in scientific journals, about the training of professionals to work in sports is constituted, understanding the bibliometric characteristics and the contents of the works in an international scenario, as well as Brazil's place in this process. It is of a qualitative nature and of the state of the knowledge type, based on the precepts of the critical-documentary analysis and of the evidential paradigm. We identified 64 articles, published in 39 journals, between 1979 and 2019. Twenty-two articles have international insertion and English journals have greater impact and concentration. The contents point to two groups of articles: 1) general issues related to sports and training, its different facets and perspectives; 2) relationship between these training practices and fields of action. The training that qualifies the sports professional is diversified. This leads us to reflect on the way sport is dealt with in different countries.

Keywords: Training; Sport; Physical Education; Professional field; Academic production.

Resumo: Este artigo objetiva mapear e analisar como se constitui o debate, em circulação nos periódicos científicos, sobre a formação de profissionais para atuar no esporte, compreendendo as características

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bibliométricas e os conteúdos dos trabalhos em um cenário internacional, bem como o lugar do Brasil nesse processo. De natureza qualitativa e do tipo estado do conhecimento, fundamenta-se nos preceitos da análise crítico-documental e do paradigma indiciário. Identificamos 64 artigos, publicados em 39 periódicos, entre 1979 e 2019. 22 artigos possuem inserção internacional e as revistas inglesas possuem maior impacto e concentração. Os conteúdos apontam dois grupos de artigos: 1 - questões gerais relacionadas com o esporte e a formação, suas diferentes facetas e perspectivas; 2 - relação entre essas práticas formativas e os campos de atuação. A formação que habilita o profissional do esporte é diversificada. Isso leva a refletir sobre a maneira como o esporte é tratado nos diferentes países.

Palavra-chave: Formação; Esporte; Educação Física; Campos de atuação; Produção acadêmica.

Resumen: Objetiva mapear y analizar cómo se constituye el debate, en circulación en las revistas científicas, sobre la formación de profesionales para actuar en el deporte, comprendiendo las características bibliométricas y los contenidos de los artículos en un escenario internacional, bien como el lugar de Brasil en ese proceso. De naturaleza cualitativa y del tipo estado del arte, se fundamenta en los preceptos del análisis crítico-documental y en el paradigma indiciario. Identificamos 64 artículos, publicados en 39 revistas, entre 1979 y 2019. De ellos, 22 artículos tienen inserción internacional y las revistas inglesas tienen mayor impacto y concentración. Los contenidos muestran dos grupos de artículos: 1 – cuestiones generales relacionadas con el deporte y la formación, sus diferentes facetas y perspectivas; 2 – relación entre esas prácticas formativas y los campos de actuación. La formación que capacita al profesional del deporte es diversificada. Eso lleva a reflexionar sobre la manera en que el deporte es tratado en los diferentes países.

Palabras clave: Formación. Deporte. Educación Física. Campos de actuación. Producción académica.

1 Introduction

The discussions about sports are multifaceted and the interpretations about what is this phenomenon and what is its role are developed with a theoretical and conceptual polysemy (PUIG; HEINEMAN, 1991). Conceptually, it is broad, complex and refers to a series of activities and processes that are associated with various factors (BAILEY, 2007).

As societies change, advance and re-signify their practices, we increasingly question sport and its polysemy, understanding that discussions about “its concepts” must always take into account its historical and cultural development. No wonder “Sport [was] considered one of the most important socio-cultural phenomena [in] the end of the 20th century” (TUBINO, 2006, p. 05). In this way, we understand that the sports phenomenon is broad, permeates several fields and, among these, we highlight the training of professionals to work with sport, especially in a non-school context.

Milistetd *et al.* (2016) investigated the organizational structure of training courses offered by different federations and by the Brazilian Academy of Coaches (ABT), aiming at specific

training to work with high-performance sport. The authors point out that there are differences between the curricular organization of classification and the levels of formation of the federations. In addition, ABT's programs focus on training athletes and performance teams, especially on the correlation with Olympic sports, as this is an initiative of the Brazilian Olympic Committee.

Along the same lines, Trudel, Milistetd and Culver (2020) carry out an "overview" type review of higher education programs for sports coaches between 2000 and 2018. The authors point out that there are few studies of this nature that serve as examples for other research on the topic. In the 38 articles analyzed, they demonstrate that it is necessary to consider the importance of the life experiences of students and future coaches, the preparation for a practice that is reflexive and the complexity of training stages. Similar results were also found by Ciampolini *et al.* (2019) in a study on training programs for coaches published in English language journals between 2009 and 2016.

Izquierdo (2016) identifies, in Spain, the existence of higher education for professionals working in physical activity and sport. However, it reveals a worrying scenario in that 38% of respondents (2,500 professionals) work without initial training and many who have academic training do not perform the function for which they were titled.

In Italy, Maulini, Aranda and Cano (2015) point out that higher education programs at faculties of Motor Science are responsible for meeting the necessary training needs of the professional who works with sports in the country (sports educator). In Greece, Laios (2005) states that there is an educational system for training coaches, carried out by higher education in Physical Education (PE), by coach schools or international schools.

Wang, Thijs and Glanzel (2015) emphasize the importance of conducting review studies in the area of Sports Science, especially those that propose to analyze the international context. For these authors, there should be a relationship between the contents of the studies, the authorship collaborations and the impact of citations.

Gama, Ferreira Neto and Santos (2021), in a study of the state of knowledge type, analyzed the authors and collaboration networks that have been dedicated to studying the theme of training to work in sport in an international context. As the authors expose, the production on the subject is pulverized, since 64 articles from 25 countries were mapped.

Another point highlighted by them is the need to strengthen collaboration networks between authors, countries and institutions in order to promote internationalization policies in the area. In addition, it is essential "[...] to establish a field of discussions with continuity in research about training to work in sport in a non-school context" (GAMA; FERREIRA NETO; SANTOS, 2021, p. 15).

In this article, we aimed to map and analyze how the debate, circulating in the scientific journals of the area, about the training of professionals to work in sport and its manifestations is constituted, understanding the bibliometric characteristics and the contents of the articles in an

international scenario, as well as Brazil's place in this process.

Thus, we ask: how is the production flow of the articles over the years and in which journals and countries are they published? Is there internationalization in the publications? What are the main characteristics and contents of the studies carried out? How does Brazil present itself in this context?

2. Methodology

It is a qualitative research of mapping academic production of the state of knowledge type (ROMANOWSKI; ENS, 2006), in journals until the year 2019. It is based on the precepts of critical-documental analysis (BLOCH, 2001) (questioning the texts) and the evidential paradigm (GINZBURG, 2007) (capturing the indications in the clues and signs of the sources). This type of research allows establishing an overview of what has been produced "[...] and an order that allows interested parties to perceive the evolution of research in the area, as well as its characteristics and focus, in addition to identifying the gaps that still exist" (ROMANOWSKI; ENS, 2006, p. 41).

Specifically, state of knowledge studies describe the distribution of scientific production on an object, through approximations established between contextual elements and a set of other variables, such as publication date, themes and journals. The journal, in this case, constitutes itself as a source making it possible to understand the "[...] thematic predominance or recurrence and information about producers [...]" (CATANI; SOUSA, 1999, p. 11).

For this, we performed two search movements, namely: a) search for articles with descriptors in English in the Web of Science, Scopus and SPORTDiscus databases; b) search for articles with descriptors in Spanish in the SciELO and IRESIE databases. In each database, the query was developed with the same descriptors, but using different settings and their own languages, as specified in Tables 1 and 2. The selection of texts was carried out considering those that were related to the theme from the titles, abstracts and keywords.

Table 1 – Use of English descriptors in the databases

Databases	Descriptors
Scopus Web of Science e SPORTDiscus	Training “physical education” and sport and “higher education”
	Training “physical education” and sport and formation
	“Coach training” and sport
	“Coach education” and sport

Source: Prepared by the authors.

Table 2 – Use of Spanish descriptors in the databases

Databases	Descriptors
SciELO e IRESIE	“Formación de entrenadores”
	“Formación en educación física” and deporte

Source: Prepared by the authors.

We included only Open Access articles that were available in their entirety. To help

organize and manage the data, we used the software Mendeley version 1.19.5.⁴

From the first search movement, we located a total of 488 articles: 208 in SPORTDiscus, 189 in Scopus, and 91 in Web of Science. After reading the titles, we obtained a first selection of articles organized in folders by Mendeley. With the Spanish descriptors, we found 56 texts in SciELO and 291 in IRESIE, totalling 347 articles. With the help of Mendeley, we eliminated duplicate texts from the different databases.

To refine the mapped articles, we read the titles and abstracts and, after selecting those that were directly related to the studied object, we reached a final number of 64 articles, published in 25 countries, in the temporal delimitation between 1979 and 2019.

As an aid in the analysis and graphical presentation of data, we used the software Microsoft Excel 2010 version and Gephi version 0.9.2.⁵ Both Excel and Gephi helped us in the elaboration of Figure 1. We also used the text analysis software *Interface de R pour les Analyses Multidimensionnelles de Textes et de Questionnaires* (Iramuteq), version 0.7 alpha 2, a program that allows us to carry out statistical analyses with qualitative variables of texts that have a basic lexical field (CAMARGO; JUSTO, 2013; SALVIATI, 2017).

The data presentation, in this case, was performed with a word cloud (Figure 2), a tool that organizes the vocabulary in a clear and more visually comprehensible way. In our case, with the titles and abstracts of the 64 articles, all standardized in English. We selected the terms with a minimum co-occurrence of three to compose the final figure.

As for the sources, we were not interested in judging them, but in questioning them, understanding them as culturally constructed artifacts and full of intentionalities (BLOCH, 2001). Methodologically, our analyzes were constituted with the help of softwares, however, we agree with Salviati (2017, p. 5) when stating that “[...] the user must keep in mind that the automatic analysis presents generic results that indicate paths to be explored and interpreted manually”.

3. Analysis and discussion of the results

3.1 Bibliometric characteristics of the articles

A first analysis to be made concerns the production flow of the articles we have located. It “[...] must be long enough so that all journals have the same opportunity to contribute articles” (LOUSADA *et al.*, 2012, p. 8). Thus, we noticed that they were published between the years 1979 and 2019, with a hiatus of productions between 1995 and 2003, establishing continuity from 2005.

Possibly the studies on training to work with sports were pioneered in the Soviet (especially the Russian) and German contexts. Our findings indicate that the first publication

⁴ Software used to manage and share research documents. It was developed for desktop and is also available for online use on the internet (YAMAKAWA *et al.*, 2014, p. 169).

⁵ Gephi is an open-source network exploration software. The modules developed can import, visualize, specialize, filter, manipulate and export all types of networks (BASTIAN; HEYMANN; JACOMY, 2009).

located in the database, dated 1979, it is the article “Professional Training in Physical Education in the USSR”, by English author James Riordan, a former soccer player who played for many years in Russia, as a player at Football Club Spartak Moscow, dedicating part of his academic career to developing studies about sport. The other publication, from 1988, addresses “The training of athletic coaches at the German College for Physical Culture in Leipzig (GDR)” (SCHROETER, 1988).

Both the first and second articles were published before the 1990s, in the midst of the Cold War and with studies in contexts belonging to the extinct Soviet Union. In the dialog with Mandell (1986), we realized that sporting advances were also part of the countries' war strategies, which led governments to invest in studies and training for the area of training and performance, considering that sporting mega-events (such as the Olympics and the FIFA World Cup) were also configured as a space for political dispute and power relations, evidencing the attempt of supremacy of one nation over another.

In this case: “*Lá Unión Soviética sabía, tras los ejemplos de Italia fascista y la Alemania nazi, que el deporte de alta competición, presentado de forma festiva, puede proporcionar, entre otras cosas, héroes míticos, distracciones útiles y fama internacional*” (MANDELL, 1986, p. 274)⁶. Sport was a way of demonstrating the progress and political singularities in the development of nations.

We also noted that there was an increase in the number of publications between 2010 and 2019 (compared to previous decades), with 46 articles published (71.9% of the total in the database), establishing an average of 5.1, with a variation of: minimum = 3 publications/year (2012, 2016 and 2019); and maximum = 9 publications/year (2017). It is likely that these factors are associated with the emergence of specialized journals, the professionalization of scientific publishing and dissemination, and the very increase in projects and production of studies in Sports Science and its sub-areas of ramification in recent years (WANG; THIJS; GLANZEL, 2015).

Together with the production flow, it is essential to identify in which journals and countries these works are published, since this movement allows us to broadly understand the sources evidenced here and gives us the first clues as to how the theme of training to work with sport is developed in the international scientific context. To this end, we have prepared Figure 1 below.

⁶ "The Soviet Union knew, after the examples of Fascist Italy and Nazi Germany, that high competition sport, presented in a festive manner, can provide, among other things, mythical heroes, useful distractions and international fame".

These are the countries that have the most variety and the greatest concentration of periodicals where the topic is published, Brazil and Spain with 9 each and England with 7 journals. We also identified Colombia with three, Romania with two, and Russia, Portugal, Monaco, Chile, Ecuador, Costa Rica, Germany and Mexico with one journal each.

Not always the largest cluster shows where the most publications are published, as is the case of Russia (yellow cluster), which has 8 publications in only one journal. The thickness of the edges (connecting lines between the nodes) must be taken into consideration; the thicker the line, the greater the recurrence of publications in the indicated journal.

Another aspect identified concerns the concentration and dispersion of publications, where we observe the core of journals that constitute a productivity zone on the subject. For such a finding, we dialogued with Bradford's Law, which verifies the repetitive behavior of occurrences and observes that few journals publish many articles, while many journals publish few articles (BROOKES, 1977; LOUSADA *et al.*, 2012).

Bradford's Law verifies the dispersion of literature based on the identification of the core of journals dedicated to a certain subject, which, in turn, is formed by few titles that produce a large number of articles of interest. This core constitutes the number one productivity zone of distribution. The other journals, less productive, in relation to the theme are sorted into zones of decreasing productivity of articles on the subject (LOUSADA *et al.*, 2012, p. 7).

In this case, observing the edges of Figure 3 and analyzing our database, we notice that the journals in which the most texts were published were: *Teoriya i Praktika Fizicheskoy Kultury* (TPFK) – with 8 texts; *Revista Española de Educación Física y Deportes* (REEFYD) – with 6 texts; and *Movimento* (MOV) – with 5 texts.

In addition to these, the International Sport Coaching Journal (ISCJ), *Conexões* (CONEXÕES), *Educación Physics y Deporte* (EFYD), *Estudios Pedagogicos* (ESPEDA), Annals of the University Dunarea by Jos Galati: Fascicle XV: Physical Education & Sport Management (PESM), *Revista Brasileira de Ciências do Esporte* (RBCE), Journal of Physical Education and Sports (JOPEAS), *Perfiles Educativos* (PEREDU) and *Revista Mackenzie de Educação Física e Esporte* (RMEFE) are the journals that present two publications.

It is possible to notice three productivity zones according to the distribution of the publications in our database: a) zone 1 – composed of 3 journals that published 19 articles;⁷ b) zone 2 – composed of 9 journals that published 18 articles;⁸ c) e zone 3 – composed of 27 journals that published 27 articles.⁹

⁷ TPFK; REEFYD; MOV.

⁸ ISCJ; CONEXÕES; EFYD; ESPEDA; PESM; RBCE; JOPEAS; PEREDU; RMEFE.

⁹ *Ágora para la Educación Física y el Deporte* (APEF); *Apunts Educación Física y Deportes* (AEFYD); *Caderno de Educação Física e Esporte* (CEFE); *Congent Education* (CEDUC); *Cuadernos de Psicología del Deporte* (CPDD); *Revista Ciencias del Deporte* (RCDD); *German Journal of Exercise and Sport Research* (GJOEASR); *Impetus* (IMPETUS); *Instrumento - Revista de Estudos e Pesquisa em Educação* of the Federal University of Juiz de Fora (REPEJF); *International Journal of Educational Management* (IJOEM); *International Journal of Sports Science & Coaching* (IJOSSC); *International Review for the Sociology of Sport* (IRFSS); *Journal of Sport History* (JOSH); Mh

That is, 57.8% (37 articles) of the production is concentrated in 30.8% (12 journals) of the journals (zones 1 and 2), pointing to the higher occurrence of articles in a smaller number of journals. In addition, zone 1 covers almost a third (29.7%) of the publication in 3 journals, establishing, in this case, a core with the most productive journals on the theme.

The elements analyzed show us a diversity of journals and contexts. We noticed that most of the productions (42 articles) are the result of research developed and published in the same country. Analyzing, for example, the 19 articles that make up our zone 1, we notice that 18 are from the same country of origin of the journal.

When we also analyze the years in which there was a peak of productions (2015 and 2018 with 6 and 2017 with 9 articles), we observe that, of the 21 articles published in those years, more than half (11) are in 3 journals, of which: 2 in the Romanian JOPEAS (2015 and 2017); 2 in the English ISCJ (2018) and 7 in TPFK. Note that the Russian journal TPFK is one of those responsible for leveraging the productions. In it, 1/3 (7) of the total articles in the highlighted periods were published. In 2015, half of the 6 articles (3) are from TPFK, in 2017, we also have 3 articles and in 2018 one single text.

Understanding these metrics is a necessary move, as it helps us to analyze the correlation established between our object of study, the impact and circulation of researchers who study the theme, the scope of studies and those that establish themselves as reference (of journals, authors and groups). Wang, Thijs and Glanzel (2015) emphasize the importance of carrying out bibliometric studies in the field of Sports Science in international contexts. For these authors, there must be a link in collaborations between countries and the impact of citations in studies in the area.

Gama, Ferreira Neto and Santos (2021) also point to this path and emphasize that the publication of articles in other countries is one of the actions that materialize the process of internationalization of the area. In this sense, Table 3 shows the 22 articles in our database that have different countries of origin (where the study was conducted) and of publication (where the journal is located):

Table 3 - Internationally published articles

Journal country	Country of origin of the article	Number of articles	Journal
England	Singapore	2	IJOSCC
			SEAS
	Brazil	1	ISCJ

Salud - *Revista en Ciencias del Movimiento Humano y Salud* (RCMHS); *New Studies in Athletics* (NSIA); *Quest*; *Revista Iberoamericana sobre Calidad, Eficacia y Cambio en Educación* (REICE); *Retos - Nuevas Tendencias em Educación Física Deporte y Recreación* (RNTEFDUR); *Revista Brasileira de Ciência e Movimento* (RBCM); *Revista Brasileira de Educação Física e Esporte* (REBEFE); *Revista de Educación* (REDUC); *Revista Didática Sistemática* (REDISI); *Revista Electrónica Interuniversitaria de Formación del Profesorado* (REIDFDP); *Revista Interamericana de Investigación, Educación y Pedagogía* (RIIEP); *Revista Portuguesa de Pedagogia* (RPP); *Revista Publicando* (RP); *Sport, Education and Society* (SEAS).

	Greece	1	IJOEM
	Iran	1	CEDUC
	Portugal	1	ISCJ
	Israel	1	IRFSS
Brazil	Spain	2	RBCE
			MOV
	Colombia	1	RBCE
	Portugal	1	REBEFE
Romania	Moldova	2	PESM
	Tunisia	1	JOPEAS
	Ukraine	1	JOPEAS
Spain	France	1	APEF
	Mexico	1	REICE
Chile	Brazil	1	ESPEDA
	Italy	1	ESPEDA
Journal country	Country of origin of the article	Number of articles	Journal
Colombia	Argentina	1	EFYD
	Portugal	1	EFYD
Monaco	England	1	NSIA

Source: Research data.

In dialog with Ginzburg (2002; 2007), we understand that this type of analysis compares to putting together a jigsaw puzzle, where the pieces (clues and signs) lead to a broader scenario that, before, seemed unknown and silenced. "What characterizes this knowledge is the ability, from seemingly negligible data, to go back to a complex reality that cannot be directly experienced" (GINZBURG, 2002, p. 152).

Table 3 allows us to identify movements about the publications that, in a way, point out the traces of possible internationalization processes. In it, we identified 22 articles from 16 countries, which were published in 16 journals located in 7 countries. The highest concentration of publications was in journals from England, with 7 articles, followed by Romania and Brazil with 4 each, in addition to Spain, Chile and Colombia with 2, and Monaco with 1 article. The country that published the most articles was Portugal, with one publication in England, one in Brazil and one in Colombia.

It is necessary to investigate the motivations for authors to seek out these countries. Some signs, such as the content of the research, its specificities for each context, the impact factor and indexing of the journals, the academic insertion of the researchers in collaboration and research groups, and their trajectory with the object, should be taken into consideration.

England is a reference by retaining 31.8% of publications from other countries. In this case, it should be noted that this country concentrates the journals with the highest IF and H5 index in our database. To give you an idea, all 7 English journals are among the 10 highest indexes H5 and 3 have the IF. The diversity of countries that search for English periodicals is also another element that indicates the scope and tradition with this theme, in total there are 6 countries from 3 different continents.

Brazilian and Romanian periodicals received 4 publications each, however, the analyzes, in this case, need to be different. In Brazil, it is noted that journals are chosen by classification and impact since the three identified in Table 3 are among the 10 with the highest H5 index and MOV among those with IF. In Romania, it is also necessary to consider the geographical and cultural proximity with the countries that have published there.

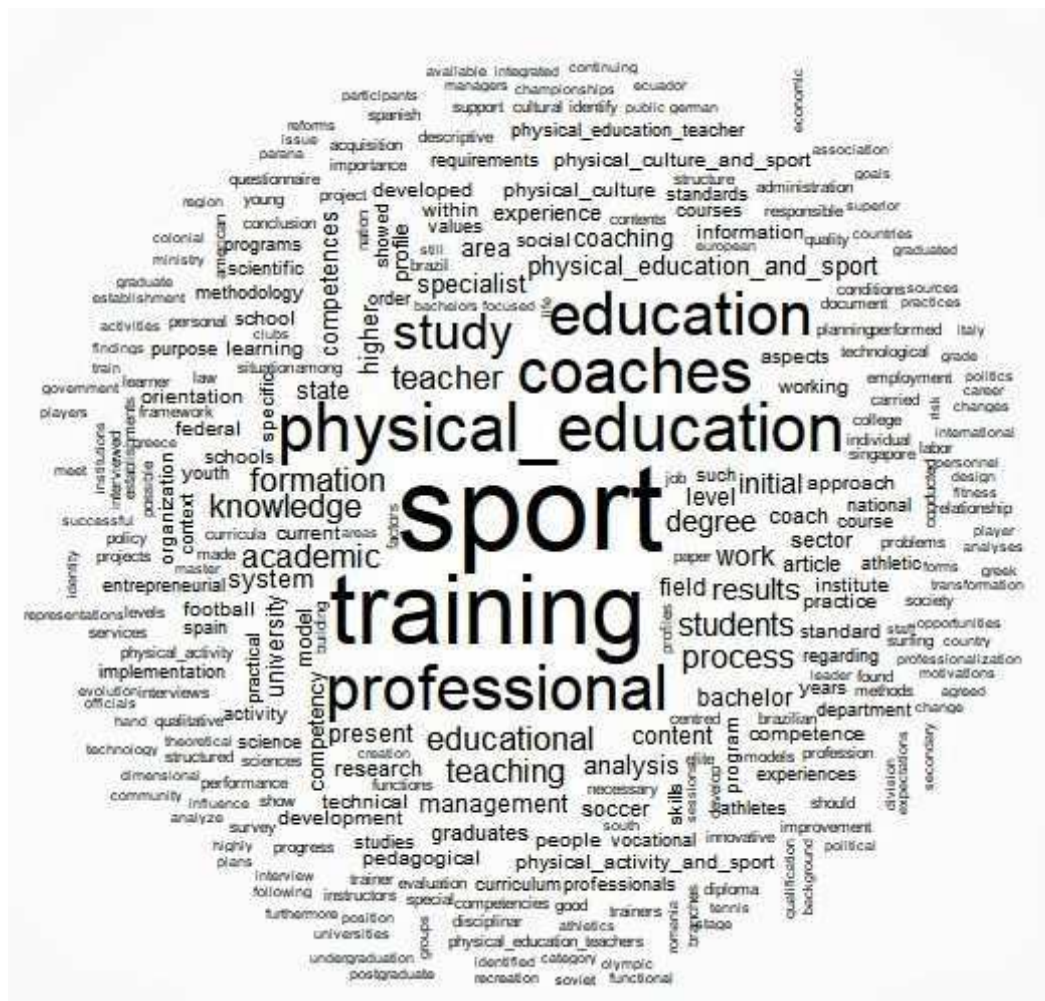
A trace captured in Table 3, and which can also be considered a determining factor for the search for a journal, is the dialog established between countries of the same language, such as texts from Mexico in Spanish journals, from Portugal in Brazil and from Argentina in Colombia. This process leads us to reflect on the different configurations of policies to promote research, publication and internationalization of academic production in each country (SANTIN; VANZ; STUMPF, 2016).

3.2 Content of the articles

Through analysis with bibliometric indicators, we observed a series of factors and specificities in the articles. However, the dialog with Bloch (2001) and Ginzburg (2007) makes us question the works in depth and reveal even more the layers of sources. In this sense, we indicate that in the titles and abstracts of the articles are the first traces and clues that help us answer the questions raised, constituting each thread that weaves the weft of the highlighted object. In this way, we produced a word cloud.

It was built from the preparation of a notepad with the titles and abstracts of the full texts, numbered 1 to 64 and standardized for the English language, which fed the software. The data generated are shown in Figure 1, which contains information about the 64 articles that make up our database.

Figure 2 – Word cloud of article's titles and abstracts



Source: Research data.

"The words are presented with different sizes, that is, the larger words are those that hold greater importance in the text *corpus*, from the frequency indicator or other statistical score chosen" (SALVIATI, 2017, p. 79), while those with lower incidence are more peripheral in the cloud. We obtained a cloud with 237 words/expressions in total.

It seems reasonable to observe that sport is the main element present at the heart of the articles, since, together with professional training and PE, it is the common thread of the searches and themes. The frequency of use of words and terms points to a central axis that permeates most articles, especially when we observe words with very high and high recurrence. Here we notice, in general, that most of the works, in addition to researching sport, have training as the central axis.¹⁰ It is noticed that the cloud demonstrates a core of larger words, indicating sport, training, Physical Education, coaches, education and professional as a common thread in the studies.

Thus, and establishing a dialog with the articles, it was possible to identify that they

¹⁰ In most cases the expression training is the most commonly used in the English language to express what we understand as theoretical/academic training. The word formation is also used in some texts and that is why both appear in the image. It was not possible to standardize them because in some situations training takes on the meaning of sports training.

present, in a broader way, two sets of texts that have the following themes at their core: 1 – Training and relationship with sports (43 texts); 2 – Professional performance in different contexts of sport and the correlation with training (31 texts).¹¹

Group 1 brings us to the texts that address training in a broad way, especially related to the preparation of PE professionals and teachers to work with sport. First of all, it is necessary to consider what type of training is being pointed out in the works and then, its unfoldings and different modalities.

Training takes on different facets and permeates all manifestations of sport (performance, school, participation and training), which can be: PE and sport (IZQUIERDO, 2016); of teachers (directed to work in the school) (AMARA *et al.*, 2015, BACK *et al.*, 2019); of athletes (SCHROETER, 1988; WRYNN, 2007); undergraduates (KULIKOVA; KULIKOV, 2015, MALEKIPOUR *et al.*, 2018); of specialists (at postgraduate level) (PLÁSTOI, 2011); of coaches (MOLINA; GODOY; DELGADO, 2010; CORREIA; BERTRAM, 2018); and systems (YALAMA, 2017). It is also associated with different methods, projects, groups and the very notion of science.

Sport is an open cultural phenomenon inserted in a complex system, with diversities and contradictions. "*La tendencia más relevante del sistema deportivo contemporáneo es la de su diversificación*"¹² (PUIG; HEINEMAN, 1991, p. 125). Thus, the field of action needs to be understood in this system and the training should be a two-way street: on the one hand, broad and comprehensively designed for the individual and, on the other hand, specialized, which prepares a professional trained to the specificities and demands of the sports work field.

It is also necessary to understand the contexts in which this process occurs, since, in many countries, it is up to the higher education courses in PE to train these professionals; in some, to the specific federations of each practice; and, in others, to the specialized technical/higher education institutions. This is a factor that is linked to the conception of training, sport, and PE.

There are texts that deal specifically with the training of PE teachers. We observe that the word "teachers", in many contexts, denotes training to work in a school environment, or continued training for those already working in the area, as in the case of Plăstoi (2011), which talks about the education system in Romania and the changes in the training of the PE teachers.

Training for sport in certain cases is generalized as a component part of a broad training in Physical Education (most recurrent nomenclature) (FEDOROV; BLINOV, 2017); or Physical Culture (BLEER *et al.*, 2015). The nomenclature "Physical Education" is the most recurrent. It is only not used in some studies from Russia, Ukraine, and Germany, where Physical Culture is used.

This is the reality in some countries (Brazil, Israel, Ecuador, Costa Rica, Singapore,

¹¹ The sum exceeds the total because there are ten articles that are in both categories.

¹² "The most relevant trend in the contemporary sports system is its diversification."

Spain, Romania, among others), where most of the training takes place at higher/university level and enables professionals to work openly with PE, a broad area that we understand, in the dialog with Santos *et al.* (2020), as the cultural and intangible heritage of humanity, constituted in bodily practices manifested through games and play, dances, fights and sports.

Studies by Riordan (1979) and Amara, Nassib & Mkaouer (2015) exemplify this movement. The first deals with “Professional Training in Physical Education in the USSR” and discusses the training of PE instructors in the former Soviet Union. This is one of the oldest that we found. The second, “Teaching process of future Tunisian physical education teachers during professional training”, addresses the teaching processes in the initial training of PE teachers in Tunisia.

We noticed that, in the first case, there is an established project in which the goal was the methodical training of coaches/instructors for the qualification of Soviet athletes and sports development to obtain significant results in mega-events, especially the Olympic Games. The second work, more recent and in a different context, points out the formative concern of future PE teachers who will work under a schooling perspective.

Costa (2006), when debating on “*La enseñanza de la educación física ante la implantación del espacio europeo de educación superior*”¹³, emphasizes that it was necessary to rethink the future of PE teacher education in Europe, especially after the declaration of Bologna, a document which unified educational guidelines and established a European space for higher education common to the countries that made up the union bloc.

The PE area was conceived through the project “Aligning a European Higher Education Structure in Sports Science”, coordinated by the German Sport University Cologne, which developed a curriculum model for training in 4 different areas related to sport: PE (with an emphasis on school), exercise and health, sports management and sports training. Thus, it was necessary to “*Desarrollar un modelo curricular para cada una de las áreas de formación, considerando la necesidad de reforzar el proceso de reconocimiento de diplomas en Europa*”¹⁴ (COSTA, 2006, p. 32).

The themes addressed in the texts lead us to question whether the idea of producing a more comprehensive training does not end up sidelining the specific training required to work with sport at some levels and in some contexts. However, it is also necessary to consider that training is a broad process and does not only involve technique.

There are still works that discuss training under a technical and specialized perspective for a particular field but relate it to the acquisition of practical experiences and non-formal knowledge for performance. Of these, we identified the cases of Molina, Godoy and Delgado

¹³ "The teaching of physical education before the implementation of the European space of higher education."

¹⁴ "Develop a curricular model for each of the training areas, considering the need to strengthen the process of diploma recognition in Europe."

(2010) in Spanish basketball, Correia and Bertram (2018) in Portuguese surfing, and Milistetd *et al.* (2016) in Brazil, studying different training programs offered by 13 entities of different modalities.

The analysis of the works allocated in our first category demonstrates that it is necessary to reflect on the differences and convergences in training to work with sport in different modalities and in different contexts, regarding their objectives and specificities, as, in many places, this training is generalist. It is noteworthy that this is not a reality in all countries, in some places there seems to be a clearer separation of general and specialized training for sports, for example, in Argentina, Chile, Uruguay and Cuba, Latin American countries that have institutes of technical training of sports professionals.

Group 2 brings articles that present the performance itself in relation to the training of professionals in sport and the different contexts/modalities that it permeates. Here, it is necessary to pay attention to what is peripheral, to the trails left by the cloud. It is also important to understand that macro and micro contexts are in constant dialog and must consider each other, just like a rug that is woven thread by thread (GINZBURG, 2007).

The two groups are not distinct categories, they relate to each other all the time, insofar as the discussion about professional education is associated with the field of action and, many times, one is a condition for the other. Thus, depending on the object and breadth, an article can fall into both categories.

With the help of the Iramuteq statistics tool, we noticed cloud words with low recurrence such as: practice, performance, teaching, recreation, fitness, government, manager, graduates, sciences, social, economic, policy, working, school, youth, elite, management. They give us a sense of the variety of possibilities presented in the cloud that relate to sport in the content of the articles. For example, the works by Quinaud *et al.* (2019) and Rodríguez (2017) demonstrate the plurality of fields that relate to sport, training and PE.

When we study sport, we must notice it as a phenomenon that goes through and is permeated by other areas, such as politics, science, economics, practices, work, teaching, recreation, management, and people, among others that help weave its web and its manifestations. In this way, we notice the occurrence of these terms in the cloud in a peripheral way, acting all the time with the different works.

We realized that it is possible to distinguish the fields of action and understand the role of training through the manifestations of sport. As established by Tubino (2006) and Blanco *et al.* (2006), in general, the professional who works with sports can work with sports in various fields, whether in the educational field, in the recreational/leisure field, in the health field, in the field of athlete training, in the field of adapted practices or in the performance and high-performance field. Depending on the context, PE training can allow: 1 - working in all fields; 2 - working only with the school; and 3 - working only in a non-school environment (in the cases of bachelor's degrees,

for example).

It is important to understand that there is a difference between being qualified, being prepared and having transit in some niches of sport, especially when it comes to performance or basic sport. In these cases, besides having a more technical facet (in the case of specific training for coaches), training must be added to the experiences built over time with the sport practice/field in evidence.

In Costa Rica, the study by Rivas-Borbón *et al.* (2018) aimed to explore aspects related to the acquisition of knowledge and qualification that soccer coaches in first division clubs had to train, direct and intervene in decisions in that sporting environment. All ten coaches participating in the research had previously been professional soccer players.

The results showed that this experience as an athlete, added to the professional experiences in the basic categories, and the use of technological tools were the factors considered most relevant to manage with competence. Thus, it is plausible for the authors to state that, "[...] *pareciera evidente que utilizar la metodología del sistema educativo tradicional no es lo más conveniente; esta no facilita ni promueve una adquisición de destrezas prácticas para entrenar y dirigir los equipos*"¹⁵ (RIVAS-BORBÓN *et al.*, 2018, p. 13).

Trudel, Milistetd and Culver (2020) point out that this is a complex, broad and recent discussion. They expose that it is necessary to consider the life history of student-coaches and their relationships with sports, have a preparation focused on reflexive practice and understand the complexity of formative levels.

Ayala-Zuluaga *et al.* (2014, p. 373), in discussing the academic education and sporting experiences of coaches¹⁶ in South America, point out:

[...] la importancia que tienen los procesos de capacitación, formación y educación permanente en la metodología del entrenamiento deportivo son muy relevantes, pues estos contribuyen grandemente en el direccionamiento, apoyo, planificación y elaboración adecuada para la obtención o alcance de altos logros deportivos.¹⁷

Laios (2005, p. 1), in a review article about the coach training system in Greece, points out that the roles and duties of coaches are very varied to a high degree, so they need to have special knowledge from a targeted education. "In Greece, if an individual wishes to become a coach, he/she is able to do so only by dealing with sports clubs that operate outside of a school context".

Kulikova and Kulikov (2015) point out that, in a certain educational context in Russia, a

¹⁵ "[...] it seems evident that using the methodology of the traditional educational system is not the most convenient; it does not facilitate or promote the acquisition of practical skills to train and manage teams".

¹⁶ In Italy, Maulini, Aranda and Cano (2015) use the term sports educator to characterize the professional who plays a role similar to what Americans call coaches.

¹⁷ "[...] the importance of training, education and continuing education processes in the methodology of sports training are very relevant, as they contribute greatly to the direction, support, planning and adequate preparation for obtaining or achieving high sporting achievements".

practical training course can determine the professional competence of bachelors in physical culture. It is interesting to note that this study was part of a broader project, "Formation of professional competence of the future specialist in the field of physical culture and sport within practical training". That is, a perspective that takes into account the development of bodily experiences as a determining factor for acting at the specialist level, in this case, a bachelor's degree in physical culture, a kind of promoter of participatory sport, focused on health and well-being and leisure.

In Latin America, Gama and Schneider (2021) show that in Brazil, most of the training to work with sport takes place in higher education (in universities and colleges) and broadly in PE. In countries such as Argentina, Costa Rica, Chile, Colombia, Mexico, and Uruguay, in addition to higher education, there are types of formation (medium, technical, and technological) directed by the field of action, as they point out.

Rozengardt (2006, p. 82), talking about the Argentine context in a study published in EFYD (Colombia), already highlighted the need to think about the training practices of future PE teachers, especially for specific fields. In this sense, it is essential to understand that "*La formación es producto de procesos socializadores junto con la transmisión y recreación de conocimientos, competencias, hábitos y tradiciones profesionales*".¹⁸

Thus, we realize that the differences in how sport is developed and discussed in each country/context are also the result of the relationship between educational policies, training systems and fields of action. Moreover, the conception of sport and training and their insertion in different societies also impact the work possibilities for this field.

In the European scenario, we note that studies along these lines have been developed for some years. Carrizosa (2005) points out that it was necessary to establish convergence networks between the training perspectives of European bodies and institutions such as: *Comité Europeo de Educación Física* and the European Network Education and Sport Sciences. For him, it is essential to establish specific competences and the clear implementation of the fields of action.

Another longitudinal study, consisting of two articles, developed by Pinasa (2011, 2014), aimed to present an overview of employability and sport, in view of the extensive labor market, the various training course configurations, the different degrees and the consequent difficulties in directing action. In general, the author points to the need to bring the professional output profile closer to the proposal for the alignment of higher education in Sports Science in Europe, made by *Red Europea para las Ciencias del Deporte, la Educación y el Empleo* in 2006. Thus, in the medium and long term, the training area of the *Ciencias de la Actividad Física y Deporte* should "[...] *impulsar iniciativas de investigación y de formación para estudiantes y para personas que*

¹⁸ "Training is the product of socializing processes along with the transmission and recreation of knowledge, skills, habits and professional traditions."

ejercen actividades profesionales"¹⁹ (PINASA, 2011, p. 34).

In some cases, training and performance are distant from reality due to lack of experience, technical training and proximity to the sport in evidence. With this, Pinasa (2014, p. 1) concluded that the results of his studies: "[...] *deberían servir para replantear seriamente las orientaciones de los estudios universitarios en ciencias de la actividad física y del deporte y para garantizar que las salidas identificadas se relacionan con las necesidades del mercado de trabajo*".²⁰

It is necessary to understand that, when thinking of a continent in a macro way, the initiatives of structuring in sports education and directing the fields of action in practice are complex. Another factor that interferes is the development of each country, multiculturalism and, in some cases, the lack of delimitation of fields of action for each professional profile established, since the possibilities of working with sport are vast.

4. Final Considerations

We understand that there is a complex relationship between training and fields of action, when thought of under the perspective of the sports phenomenon. An example of this is the pulverization of publications since the 64 articles were published in 25 different countries. The very terminology used to describe the subject who works in this area demonstrates such complexity, sometimes he is the coach, sometimes a technician, sometimes a sports educator, sometimes a PE teacher, sometimes a professional/bachelor in PE.

Each country, region, institution, group and researcher has its own rationale. Thus, exploring continuity and tradition with studies on the theme, focusing on the insertion of authors in research groups, possible collaborative networks/partnerships and their amplitude, and the internationalization of articles is fundamental.

We agree with authors such as Carrizosa (2005), Laios (2005), Pinasa (2014), Ayala-Zuluaga *et al.* (2014) and Rivas-Borbón *et al.* (2018) who, in some way, highlight the importance of thinking about sports education in a specific way and its correlation with PE, fields of action, training systems, public policies, federation initiatives and the social configuration itself in each context.

Finally, the variety of training perspectives and possibilities for work must be highlighted, since the fields of action may take on different facets depending on the context and the ways in which sport manifests itself there. This also leads us to reflect on training policies, culture, and how sport and PE are viewed in different countries.

Another important point is that this movement materializes not only in initiatives to redesign curricula and/or open targeted courses (as already occurs in many places), but also in the continuity of studies and research projects that follow this line of reasoning and specifically focus

¹⁹ "[...] to promote research and training initiatives for students and professionals".

²⁰ "[...] should serve to seriously rethink the orientations of university studies in physical activity and sport sciences and to ensure that the identified outputs are related to the needs of the labor market".

on training for professional practice with sport.

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THE ORGANIZATIONAL INTEGRITY IN ENTITIES RESPONSIBLE FOR ANTI-DOPING IN BRAZIL

A INTEGRIDADE ORGANIZACIONAL NAS ENTIDADES RESPONSÁVEIS PELA ANTIDOPAGEM NO BRASIL

INTEGRIDAD ORGANIZACIONAL EN ENTIDADES RESPONSABLES DE ANTIDOPAJE EN BRASIL

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Abstract: This study aimed to analyze whether anti-doping procedures adopted by national sport governing bodies and governmental institutions ensure the integrity of sport in Brazil. The study was descriptive, with a qualitative approach, and was conducted through semi-structured interviews. Content analysis was employed to analyse the information. The results pointed to a set of initiatives for anti-doping education, in face-to-face and online formats, and doping control. The entities and institutions that participated in the study have acted in compliance with international anti-doping regulations. However, the different perspectives presented show a misalignment in the discourse and point to limitations in the consolidation of an anti-doping culture in Brazil.

Keywords: Anti-doping. Integrity. Sports management. Governance.

Resumo: Este estudo teve por objetivo analisar se os procedimentos de antidopagem adotados pelas entidades nacionais de administração do esporte e pelas instituições governamentais garantem a integridade do esporte no Brasil. O estudo foi do tipo descritivo, com abordagem qualitativa, sendo conduzido por meio de entrevistas semiestruturadas. Para a análise das informações foi empregada análise de conteúdo. Os resultados apontaram um conjunto de iniciativas para a educação antidopagem, nos formatos presencial e *online*, e de controle de dopagem. As entidades e instituições que participaram do estudo têm atuado em conformidade com as normativas internacionais de antidopagem. Entretanto, as diferentes perspectivas apresentadas evidenciam um desalinhamento no discurso e alertam para limitações na consolidação de uma cultura antidopagem no Brasil.

Palavra-chave: Antidopagem; Integridade; Gestão esportiva; Governança.

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Resumen: Este estudio tuvo como objetivo analizar si los procedimientos antidopaje adoptados por las entidades de la administración deportiva nacional y las instituciones gubernamentales garantizan la integridad del deporte en Brasil. El estudio fue descriptivo, con un enfoque cualitativo, realizándose a través de entrevistas semiestructuradas. Para el análisis de la información se utilizó el análisis de contenido. Los resultados apuntaron a un conjunto de iniciativas para la educación antidopaje, en formatos presenciales y online, y para el control del dopaje. Las entidades e instituciones que participaron en el estudio han actuado de acuerdo con la normativa internacional antidopaje. Sin embargo, las diferentes perspectivas presentadas muestran un desajuste en el discurso y advierten de las limitaciones para consolidar una cultura antidopaje en Brasil.

Palabras clave: Antidopaje; Integridad; Director deportivo; Gobernancia.

1 Introduction

Departing from two sporting incidents of international repercussion involving (a) an orchestrated doping scheme in Russia, with suspected participation of the country's government itself, and (b) errors in doping control at the Rio 2016 Olympic and Paralympic Games, which brought into question the ability of national sport governing bodies and governmental institutions to ensure the fairness of the competition results, we suggest to understand the context of anti-doping in Brazil from the organizational integrity approach.

In December 2014, the International Olympic Committee (IOC) released the Olympic Agenda 2020, as a “strategic roadmap for the future of the Olympic Movement” (IOC, 2019, p.1). According to this sport organization, the 40 recommendations contained in the Agenda are “like pieces of a puzzle that, when put together, a picture emerges that show the IOC safeguarding the uniqueness of the Olympic Games” (Ibid.). Hence, “the athletes remain at the center of all 40 of the proposals, with the protection of the clean athletes being at the heart of the IOC's philosophy” (Ibid.).

However, the launching occurred five days after the German state channel ARD² aired the documentary “The secrets of doping: how Russia makes its winners”, in which it suggests “the existence of a sophisticated and well-established doping system” sponsored by the Russian state, including the Russian Athletics Federation (ARAF) and the Russian Anti-Doping Agency (RUSADA). Such accusations would reach sport entities, government institutions, and a series of measures that would later put the integrity of anti-doping under suspicion.

Among the actions taken by the World Anti-Doping Agency – WADA³, there were two

² ARD is the abbreviation of *Arbeitsgemeinschaft der öffentlich-rechtlichen Rundfunkanstalten der Bundesrepublik Deutschland* (Association of Public Broadcasters of the Federal Republic of Germany).

³ The World Anti-Doping Agency (WADA) is an independent organization, created from a collective initiative led by

reports delivered by an investigation established by an Independent Commission (IC). The first document, published in November 2015, concluded:

1. There is a deeply rooted “culture of cheating”, which means the acceptance of fraud at all levels is widespread and long-standing. 2. The exploitation of athletes is accepted, which has resulted in unethical behavior and practices becoming the norm. 3. Many Russian athletes participate in the consistent and systematic use of performance-enhancing drugs. 4. Physicians, coaches, and laboratory personnel have been involved in systematic fraud (McLAREN, 2016a).

According to investigative IC, “Russia would not be the only country, nor athletics the only sport to face problems of orchestrated doping” (McLAREN, 2016a). Consequently, in a letter to WADA, representatives of athletes of the United States of America expressed their concern and suggested expanding the investigation to other sports and in other countries (WADA, 2016a). However, the investigations remained restricted to athletics and Russia, which were the initial targets of the investigative IC.

Finally, the allegations contained in the report attested to the processes corruptibility in a doping scheme organized by the Russian Athletics Team during the Winter Olympic Games in Sochi (McLAREN, 2016a). Moreover, the involvement of ARAF and RUSADA, as well as that of coaches, physicians, and laboratory personnel signaled a lack of integrity in sports governing bodies and government institutions responsible for anti-doping in sport.

The means adopted by WADA’s IC were also questioned. According to Girginov and Parry (2018), the procedures employed by the investigative team would have damaged sporting integrity and, consequently, cast doubt on considerations and claims stated in the report. According to the authors,

[...] even if you think you are doing the right thing, you must not do the right thing with the wrong process, because the right is also enshrined in the process. The ends cannot justify the means (GIRGINOV; PARRY, 2018, P.12).

Regarding the measures adopted by WADA and the IOC, Halchin e Rollins (2016), expert coordinators of the US Congress research service, stated: “neither WADA nor the IOC are functionally organized to achieve the goal of eradicating doping in sport”. According to the authors, possible conflicts of interest within the World Agency would have resulted in WADA’s slowness to respond to accusations, since “multiple warnings about doping conducted by Russia” had been sent to the Agency since 2010 (HALCHIN; ROLLINS, 2016).

Later, the International Association of Athletics Federations (IAAF)⁴ decided to suspend

the IOC. It was founded on 10 November 1999 in Lausanne, Switzerland.

⁴ Since October 2019, the entity has changed its institutional name to *World Athletics*. In this study, it was used the

the ARAF and, consequently, about the non-participation of Russian athletics athletes in the Rio 2016 Olympic Games. Nevertheless, individual requests were made to the Court of Arbitration of Sport (CAS) of the IOC, which opted to be in favor of IAAF (CAS-OG, 2016). In July 2016, a second report published by WADA's IC (McLAREN, 2016b), followed by a protocol of requirements and conditions issued by the IOC, enabled the eligibility of Russian athletics athletes and, thus, raised the possibility to participate in the Rio 2016 Olympic Games (IOC, 2016).

In a letter addressed to the presidents of WADA and IOC, the presidents of the IOC Athletes' Commission and the WADA Athletes' Committee expressed their dissatisfaction with the decision of not imposing a total ban on the participation of Russian athletes. According to WADA Athletes' Committee (WADA, 2016a), at that moment, "athletes' trust in the anti-doping system, in WADA and in the IOC had been broken". Consequently, athletes started to question the capacity of the organizations responsible for doping control in Brazil and whether they would be able to ensure the protection of clean athletes during the Rio 2016 Olympic Games (HALCHIN; ROLLINS, 2016).

Less than three weeks before the start of the Rio 2016 Olympic and Paralympic Games, the IOC requested the International Sports Federations (IF) and the National Olympic Committees (NOC) all necessary precautions to ensure the absence of "doped athletes" during the Games (IOC, 2016). Brazil would be responsible for restoring the credibility of control processes and ensuring the protection of clean athletes, previously shaken by the Russian case (NASCIMENTO *et al.*, 2018). Doping controls were conducted under the responsibility of the IOC and the Organizing Committee of the Olympic Games (OCOG), while WADA was responsible for an independent observation mission and, at the end of the Games, writing a report.

Regarding the doping controls conducted in Brazil during the Rio 2016 Olympic and Paralympic Games, the document published by WADA made harsh criticism of the anti-doping department of the Games, highlighting the tensions between the Rio 2016 OCOG and the Brazilian Doping Control Agency (ABCD)⁵; the significant changes in the management and anti-doping department of Rio 2016 one year before the Games; and the lack of coordination and unified approach in the anti-doping department management team. Therefore, a list of logistic failures and problems in doping control performance were highlighted by WADA (WADA, 2016b).

Meanwhile, a series of political and organizational conflicts were occurring in Brazil in the run up to the Rio 2016 Olympic and Paralympic Games. Accusations made by the Portuguese physician and international consultant of the United Nations Education, Scientific and Cultural Organization (UNESCO) to the ABCD, placed the integrity of the Brazilian Olympic Committee

acronym IAAF as presented in the references.

⁵ ABCD is a National Secretariat associated to the Ministry of Citizenship, responsible for the implementation of the National Anti-Doping Policy, in compliance with international regulations and conventions.

(BOC)⁶ under suspicion. According to the physician,

The ABCD had always a common goal, I think, to all Brazilians, that Brazil wins many medals in the Rio 2016 Games. However, ABCD has always wanted to have as a primary goal that these medals would be many, but clean, which I am sure is defended by the vast majority of Brazilians. This, we found out, was not shared by all interlocutors, as some just want there to be many medals, regardless of whether they are clean or not! Everything became very clear when the BOC, through its executive director (Marcus Vinicius Freire), started to pressure the ABCD's top official (VALEDI, 2016, electronic document).

Alongside the changes in the leadership of the national agency, the national secretary responded to the accusations claiming that “there was no political decision to interrupt testing” (VALESI, 2016, electronic document). According to the institution, the controls were interrupted only as a result of the Brazilian Laboratory for Doping Control (LBCD) being suspended right before the Rio 2016 Olympic and Paralympic Games.

In brief, the lack of integrity in anti-doping followed by the doping procedures orchestrated in Russia, involving RUSADA and the ARAF; the questionable conduct of WADA and the IOC denounced by athletes' organizations and States; and, in a special manner, the management problems in anti-doping at the Rio 2016 Olympic and Paralympic Games led by the Rio 2016 OGOC, as well as the conflicts of interest involving “medals at all costs” stated by the Portuguese physician, between the ABCD and the BOC, allowed us to question: how have the national sport governing bodies and government institutions responsible for anti-doping in Brazil acted in order to ensure the integrity of sport in Brazil?

Therefore, this study aimed to analyze whether anti-doping procedures adopted by national sport governing bodies and governmental institutions ensure the integrity of sport in Brazil. The specific objective is to examine whether, from the point of view of representatives of national sport governing bodies and governmental institutions, the guidelines used, and the anti-doping actions taken in Brazil ensure the integrity of sport.

This study is justified given the high relevance of the theme, given the international issues involving organizations such as the IOC, IAAF, and WADA. According to Oxford University, this phenomenon must be understood in order to propose measures to combat threats to sporting integrity (OXFORD, 2010). In this regard, we hope to contribute to the adoption of best strategies by the relevant authorities, given their responsibilities regarding the integrity of sport.

2 Theoretical Framework

⁶ The Brazilian Olympic Committee (BOC) is a non-governmental organization that operates in the technical-administrative management of sports, with the main purpose of protecting and promoting the Olympic movement in the national territory and representing the Brazilian delegation in international multi-sport games.

In compliance with the ethical principles of sport applied to sport management, the concept of integrity is understood “to the extent that the various commitments form a harmonious and intact totality” (FURROW, 2007, p. 205). It is composed by the consistency of a point of view, its principles and values attributed to their responsibilities and actions. Thus, it requires conformity between the commitments made and the actions taken, supported by the basic and unconditional principles, such as those of sport (Ibid.).

For Calhoun (1995) it requires taking responsibilities for the commitments made, such as: (a) responsibility for core values, purposes, through the meaning of value and practice, fundamental to the personal or organizational identity; (b) the responsibility of the entity or institution to be accountable, from an ongoing critical dialogue, to the practices or policies instituted; and (c) the shared responsibility, both to maintain the representation of fundamental values and purposes and to ensure harmony among the different narratives. Thus, it demands the continuous critical dialogue and the negotiation of responsibilities from the individuals belonging to the community, which further represents and establishes intended identity (CALHOUN, 1995).

Regarding the sports dimension, Schmitt (2019) states that,

Integrity in sports is the policy of Sports Organizations through the strengthening of ethical aspects, transparency, governance and accountability of management and sports practice entities and their leaders. It is a set of programs, processes, projects, or activities aimed to safeguard the credibility of sports institutions, the organization of competitions, the value of fair play and clean sports through actions to confront fraud, corruption, manipulation of results, doping, harassment, prejudice, and abuse in sport (SCHMITT, 2019, electronic document).

In this respect, four different interrelated interpretations were established to understand integrity, oriented to the governance of entities or of sport itself: integrity of sport itself, organizational integrity, integrity of procedures, and personal integrity, which are directed to physical and moral excellence, reliability of sporting events, and positive attitude, thus adhering to principles such as fair play (GARDNER; PARRY; ROBINSON, 2007, BAUMAN, 2013, ERHARD; JENSEN, 2014). However, it is worth to mention that,

[...] those are not different meaning of the word ‘integrity’, but rather different areas where the concept is applied. But of course, each area may have particularities that merge for the application of the concept of integrity (TRIVINOS, 2019, personal collection⁷).

Finally, considering the universe of the present research, the concept of organizational

⁷ Comment by José Trivinos via Skype application, at the defense panel for the title of PhD, that took place on November 12th, 2019, at the premises of the School of Physical Education, Physiotherapy and Dance of the Federal University of Rio Grande do Sul (ESEFID/UFRGS). The public defense was videotaped with the participants' authorization.

integrity elaborated by Ghillyer (2015, p. 86) was adopted, which

It is related to the fact of doing the right thing and, from an ethical conduct and according to the sporting principles, attract and keep business partners for the development of the sport and for the structural organization of its entity (GHILLYER, 2015, p. 86).

The core commitment of a sporting organization shall lie in the development of its disciplines and in maintaining maximum standards of sporting excellence (McNAMEE, 2008). Consequently, factors such as money and power are subordinated to sporting principles applied to an entity. According to McNamee (2008), a upstanding, honest, fair, and inclusive sport discipline has a higher level of trust by the community and, hence, substantially impacts its business (Ibid.).

Therefore, the main concern of a sports manager must be the ability to institute sound management practices and to ensure the applicability of ethical principles, constantly challenged by the market logic (McNAMEE, 2008). However, their actions are commonly hindered by the lack of organizational commitment, by divergent opinions on how problems are managed, and by the lack of reliable information for formulating and implementing appropriate policies (OVERBYE, 2016, ENGELBERG; SKINNER, 2016, COPELAND; POTWARKA, 2016, PHAT ET AL, 2016).

Regarding the studies highlighted above, only one article addresses sports administrators, managers, and executives. According to Engelberg and Skinner (2016, p. 11)

[...] sports managers can make significant contributions to the debate on doping and how doping should be managed. For example, sports managers can influence and shape antidoping policies that regulate the working environment for athletes while achieving the desired goals of their policies. Similarly, creating organizational systems and practices that facilitate high levels of trust can contribute to facilitating the belief in the integrity of the anti-doping system (ENGELBERG; SKINNER, 2016, P. 11).

Finally, the need for studies and scientific advances in the management dimension is demonstrated, with sports managers and/or administrators who are responsible for anti-doping in sport. Among the commitments made, their duty responsibilities and practices expected from a sports entity or government institution, permeated the organizational integrity.

3 Methodology

This is a descriptive study, taking a qualitative approach and employing semi-structured interviews (BAUER; GASKELL, 2013, FLICK, 2009), with their respective content analysis (BAUER; GASKELL, 2013, STAKE, 2011, FLICK, 2009).

In order to examine the perspective of national sport governing bodies and government

institutions on the organization and functioning of anti-doping in Brazil, representatives of national sport governing bodies and government institutions responsible for anti-doping in Brazil were interviewed. Participants in this research were divided into two main categories:

- a) Representatives of national sport governing bodies (RNSGB) – composed of 10 participants divided into:
 - Group I – National committee members (NCT): composed by 02 participants. 01 president and 01 manager.
 - Group II – National sport confederation members (NSCM): composed by 08 participants. 02 managers, 01 president, 01 discipline supervisor, 01 coordinator of the doping committee, 01 physiotherapist, and 02 superintendents.
- b) Representatives of governmental institutions (RGI): composed by 06 civil servants (CS) and 01 service provider (SP). 02 deputy presidents, 02 coordinators, 01 president, and 01 technical director.

Individuals were identified by the entity or institution in which they work. In total, there were 16 interviewees, however, 18 institutions/entities participated in this research. One professional was indicated by three different entities in which he/she works. The number of interviews was defined by theoretical saturation, i.e., when no new element is found and the addition of new information no longer is necessary (FONTANELLA; RICAS; TURATO, 2008). Therefore, the interviews were closed when new perspectives on the organization and functioning of anti-doping in Brazil were no longer presented by the interviewees.

The 16 participants in this research were classified and characterized from the categories described above. See Table 1, below:

Table 1 – Classification and characterization of the interviewees

Interviewee	Characterization	Acronym	Category
National Sports Confederation Member	Superintendent of indoor competitions. 10 years of experience in this function.	NSCM1	RNSGB
National Sports Confederation Member	Sports Physiotherapist. 16 years of experience, 12 years as a member of the Brazilian National Team. For 2 years, he/she been working as a service provider for the entity.	NSCM2	RNSGB
National Sports Confederation Member	Coordinator of the Doping Control Committee 38 years of experience with anti-doping. Physician.	NSCM3	RNSGB
National Sports Confederation Member	Technical supervisor of a specific event of a sports discipline. Former athlete and Olympic medalist. 17 years of experience as a national team	NSCM4	RNSGB

Interviewee	Characterization	Acronym	Category
	coach. Head of Olympic team at the Rio 2016 Games.		
National Sports Confederation Member	President of National Sports Confederation. 45 years of experience in sports management. Physician.	NSCM5	RNSGB
National Sports Confederation Member	Superintendent and Technical Director of High Performance.	NSCM6	RNSGB
National Sports Confederation Member	Sports Manager. Physical Education Teacher with a master's degree in Sports Management.	NSCM7	RNSGB
National Sports Confederation Member	Technical Manager. Competition manager at the Rio 2016 Games. 20 years of experience in the field of sports management.	NSCM8	RNSGB
National Committee Member	Doping Prevention and Education Manager. 22 years of experience with antidoping. Former member of CAUT, former Operations Director of ABCD.	NCT1	RNSGB
National Committee Member	President of the institution. More than 20 years of experience working in the field of Sports Management.	NCT2	RNSGB
Civil Servant	General Scientific Coordination Former coordinator of Athlete Grant Program, former General Operations Coordinator, former Technical Director. 11 years of experience.	CS1	RGI
Civil Servant	President of the Institution. Former auditor-member of the Brazilian Supreme Court of Sports Law, former member of the Anti-Doping Commission, former member of the National Commission of Athletes (NCA), former Olympic athlete.	CS2	RGI
Civil Servant	Technical Director of the Institution Professional soldier (officer). Former member of the International Military Sports Council, former sub-commander of the Army's Physical Education School. Competition Manager of the Rio 2016 Olympic Games.	CS3	RGI
Service Provider	Deputy President of the Therapeutic Use Authorization Committee. Physician.	SP1	RGI

Interviewee	Characterization	Acronym	Category
	More than 20 years of experience with anti-doping.		
Civil Servant	General Coordinator of the laboratory. 23 years of experience.	CS4	RGI
Civil Servant	Deputy President of the Court, Armed Forced Officer, former member of the Sports Commission and OCD. Degree in Physical Education.	CS5	RIG

Source: from the author.

For data collection, semi-structured interviews were employed. The Interview Script was composed of fourteen questions based on the theoretical framework and the literature review. The procedures followed the recommendations of Flick (2009) and Gray (2012) by: (a) seeking prior knowledge about the participant, his/her trajectory, how he/she fits into the content of the research and his/her relation with the theme; (b) scheduling in advance the place and time of the interview; (c) guaranteeing to the participant the confidentiality about his/her identity and words; (d) offering a friendly and welcoming environment during the interview, as to make the interviewee comfortable to expose his/her thoughts with tranquility.

Moreover, the interview started with basic questions, since the initial objective was to outline the interviewee view on the topic and, thus, go deeper towards more extensive and intensive issues through the interview (TRIVIÑOS, 2001).

All interviews were recorded with the consent of the interviewees and transcribed into a Word format document, according to the original statement. Transcriptions were forwarded to the interviewees by e-mail, for those who chose to receive it, as to check the information and freely change any segments of the text if the interviewee deemed necessary. Finally, the final version of the document was forwarded via e-mail by the interviewee to the researcher. Regarding the interviewees who chose not to receive the transcription, the original version of the interview, without changes, was used with their consent.

The data analysis process followed the guidelines of Bauer and Gaskell (2013) and Stake (2011) for content analysis. According to the authors, the data codification should be structured based on the research objectives. Thus, reference titles were created, organized, and reorganized throughout the analysis process, as the research question gained meaning. The categories formed received a column heading, and each interviewee's quote were inserted as rows. According to the author, this method allows the structuring of data, unification of answers and the emergence of an accessible data set. Hereafter, it was sought reflection and intuition for the creation of relationships with the reality and for the deepening of related ideas.

After that, an organizational plan for the final report was created, in order to support researchers in the construction of the synthesis and to keep control of the fragments during the analysis. This configuration was altered, reformulated, and received additional data throughout

the analysis process (STAKE, 2011). Later, the process of understanding and construction of meanings emerged, separating the data relevant to the research from the irrelevant data (TRIVIÑOS, 2008).

4 Results and Discussion

Currently, the ABCD is the organization responsible for coordinating anti-doping in Brazil and, as a signatory organization, representing the country before WADA (BRASIL, 2016). Hence, it can be observed that its authority is recognized by national sports governing bodies.

[...] the Anti-Doping System is born with the creation of ABCD. And it emerges in the model that today is established as the correct, most modern to be established (RGI-CS4).

In Brazil, the ABCD is the testing authority for all antidoping controls in Brazilian sport. I think it is very interesting, appropriate, fair, because it is the NADO, which is the arm of the World Anti-Doping Agency here in Brazil (RNSGB-NSCM3).

[...] in Brazil, who organized it is the ABCD, which is linked to WADA, and which has total freedom to monitor not only our sport, but all national sport (RNSGB-NSCM4).

Therefore, “most Olympic and Paralympic entities already understand the role of ABCD, at least they already know the ABCD, they know what it is about” (RGI-CS1). It is worth noting that before the creation of ABCD, the Testing Plan, the procedures of doping control and trials, for instance, were independent. This was because, in 1972, the “National Sports Council (Resolution 5/72) had made the national sports confederations responsible for the control of their own sports disciplines” (ABCD, 2020). Therefore, each entity acted according to the requirements established by its International Sports Federation, the available resources, and its management format.

Furthermore, ABCD was created based on the requirements established by the IOC to hosting the Olympic and Paralympic Games in Rio de Janeiro, in 2016. That is, “the transition was kind of forced, not a transition you had time to understand, but it had to be done because there would be the Olympic and Paralympic Games” (RNSGB-NCT2). From then on, the ABCD’s efforts were initially oriented to the establishment of Normative Acts – Laws, Decrees, Resolutions – in order to meet the requirements established by the Code and the responsibilities assumed as a signatory body of the Convention (BRASIL, 2011).

Currently, apart from the ABCD, as to enforce the principles established by WADA, the BOC, as an anti-doping organization, has its own Anti-Doping Policy (COB, 2019b). Likewise, certain national sports confederations have their own Regulations, and others rely on the

Regulations of the International Sports Federation to which they are linked, for example (CBRU, 2020; FIFA, 2019; CBDA, 2018; CBJ, 2016).

Regarding the monitoring system, the understanding of harmony and integrity based on the concept of organizational integrity is emphasized. Accordingly, the purpose of the Integrity and Ethics Committees is to verify the internal processes of an institution. Examples include the Ethics Commission of CBD, the Ethics Commission of BOC, the Ethics and Integrity Council of the Brazilian Confederation of Aquatic Sports (CBDA), the Ethics Council of the Brazilian Confederation of Sailing (CBVela) and the Ethics and Integrity Council of the Brazilian Confederation of Cycling (CBC).

Codes of Ethic and Conduct aim to guide the ethical conduct of employees and individuals associated with the entity. Among the 13 sporting governing bodies that participated in the study, 11 have such documents available for access on their institutional page.

The Code outlines the ethical principles and institutional values of the entity and is directed to all members of the administration, employees, interns, suppliers, and other stakeholders so that they understand and put into practice in their daily lives, serving as an individual and collective reference for attitudes and decision-making (CBJ, 2019, p. 6).

Moreover, all national sports confederations mentioned above are part of the BOC's Management, Ethics, and Transparency Program (GET), which aims to evaluate associated entities and assist in the development of their organizational maturity. Thus, it considers aspects such as governance, strategy, transparency, processes, and compliance (COB, 2020).

[...] the Management, Ethics and Transparency Program (GET) was created with the objective of supporting the improvement of the MANAGEMENT of Brazilian Olympic Sports Confederations. Through consulting and supporting entities in meeting legal requirements and good management practices (COB, 2020, electronic document).

In short, it is possible to identify aspects related to the concept of integrity with respect to the organization of entities and institutions with anti-doping responsibilities. That is, their guidelines and actions are organized in institutional documents specific to the topic, as well as professional Codes of Conduct and Integrity Committees, which are supported by fundamental ethical principles of sport. Therefore, such organization aims to give substance to the system and ensure the integrity of the entities/institutions involved, as well as the individuals belonging to them.

[...] so, over these nine years, there is a legislation, a normative consolidation that established the ABCD, which established the control of doping in the country, finally, the submission of the country itself to the UNESCO Convention, so all this gives legal certainty for the ABCD's actions (RGI-CS2).

However, if, in the beginning, the ABCD's efforts were focused on legal aspects, currently, the institution aims to bring the entities belonging to the National Sports System closer to the National Anti-Doping System. Therefore, *“today the Education policy has a much stronger awareness-raising aspect”* (RGI-CS1).

Regarding the educational policies, it is evident the interest of the anti-doping organizations (ABCD and BOC) in consolidating an anti-doping culture in Brazil. However, such approach has faced resistance and difficulties.

[...] creating this alignment was not a very simple activity, creating this feedback of this system, bringing them here, ‘no, look, we are partners’, because the initial perspective of the sports entities regarding the ABCD is ‘this entity has a punitive character, it can compromise our work’, but it is a feeling that no one verbalizes, because it may sound like one is working against anti-doping, so how do I deal with this dichotomy? It’s by closing oneself off, you know? It is pulling oneself away, so this is what happened initially: the ABCD was created and it seems that a hole was opened up, everyone pulled away; and then we started building the educational aspect, this aspect that values ethic, that values clean sport, this positive discourse much more than the punitive discourse, and using the tool of education as a mobilization tool (RGI-CS1).

According to the interviewees, there are three situations and perspectives of the sport governing bodies about anti-doping. First, there are entities that have resources, an organization, and operations regarding the topic, and furthermore, it is perceived that the entity recognizes the importance of anti-doping to its discipline and to sport.

At the same time, there are groups that “Ah, I’ll go if I can. If I can, I’ll do it, if it’s really necessary...”. And then there are those who don’t even want to know: “No, this is just another cost. The kid who comes here wants to train, not to listen stories”. So, we still do not have a unity in Brazil [...] you may think that it is all united, that everyone thinks the same thing, but no way, it is completely different (RNSGB-NCT2).

*It seems that it is all so new, that those who are more organized understand, but they are few. **Most of them are very far from understanding the need, or even showing interest.** So, when I receive a communication from the ABCD about giving a lecture on Education inside of a sports club, and I just have to make an appointment with them, I’ll tell you that **no more than 10%** answer. Still, there is a great difficulty, from the manager to the coach, who is connect to the sport and who should take an initiative but thinks it would get in their way. So, you see everything. We still see everything. I think we still have a very long way to go, in the sense of mobilizing, informing, and showing interest and seeing the importance of this. But I think it is a matter of time* (RNSGB-NCT2).

Regarding the lack of interest by managers and coaches on the subject, as well as the limited understanding of anti-doping in sports, the lack of commitment and responsibility of its community, on the very context in which it is inserted, is criticized.

*Well, I think that actually it is a **lack of responsibility of the entities and***

athletes to realize the universe to which they are inserted, because the moment you enter the sports world of high performance competition, the rules of anti-doping are the same as the competition rules, so I do not see as the agency that needs to do more, but rather those who are entering this environment who have to get informed, to know exactly what world is being entered. (RNSGB-NSCM4).

*[...] unfortunately, some athletes, coaches, some entities still neglect and do not read or are not aware of these rules, so this is not... **the fact that the website is extremely clear does not mean that everyone is extremely aligned**, I do not have this capacity, I do not have the information to be able to tell how much percentage is and how much percentage is not, but I see that there are some entities that neglect this information that is easily accessible (RNSGB-NSCM4).*

Moreover, a certain resistance on the subject itself is observed. This is due to the fact the concept of anti-doping is directly associated to the word ‘doping’, which is related to the concepts of corruption, immorality, and illegality, for instance.

*There is a **cultural stigma**, where people kind of repel this theme, because when it is not associated to breaking rules, it is very much associated with muscles, getting strong, improving performance, which is something associated to crime... So, nobody really likes to talk about it. So, I think this problem is very present. It’s the same thing as when you give lectures about drugs, about drug use. It is as if you brought this into sport. So, people think “**Ah, this is a bad thing. Let’s not talk about that. Let’s talk about the good side of sports and what it brings to people’s lives.**” I think there is still a difficulty for people to deal with the subject, because it is not a pleasant subject (RNSGB-NCT2).*

Consequently, the theme ends up losing space within the entities, reducing the information outreach capacity that aims consolidating an anti-doping culture in Brazil. That is, the ultimate goal of the entire National Antidoping System: reaching the athlete.

[...] the resistance does not come from the athlete in training, the resistance comes from the trained athlete due to the lack of knowledge that he/she had throughout his/her sporting career; reaching and seeking the young athletes makes a monumental difference. Theoretically, we are dealing with high performance athletes who have sometimes already passed through doping control, the curiosities never cease, they always have many questions, and the biggest paradigm break is precisely to demonstrate to these athletes that we here to defend them and not to punish; bringing them closer together is a very strong sensitizing tool (RGI-CS1).

Hence, the importance of the first International Standard for Education (ISE) instituted by WADA can be perceived (ABCD, 2019). The new document aims to “promote behaviors aligned with the values of clean sport and help prevent athletes and other individuals from engaging in doping” (ABCD, 2019, p. 4). It is expected that the ISE mobilizes and strengthens Brazilian entities and institutions responsible for this topic, in order to enable such changes.

*The new International Standard of Education envisions standardizing the form, giving some guideline on how to do it, but, again, this is very cultural, very particular, so there is a guide. We have things that are resolute, that we cannot run away from, but **how to do it** still needs unification. So, I believe that **a great challenge in education is getting together** (RNSGB-NCT1).*

The different understandings on anti-doping identified in this study tend to get unified, since the new International Standard for Education guides to such alignment, from organizations to individuals, in accordance with the fundamental ethical principles of sport. Therefore,

*[...] we have been building a new culture, **we have been trying to break down old paradigms**, so for this we need good professionals who are engaged in the construction of new knowledge. We need to be open to listen, to discuss, to better understand doping in its essence and I think we need to start from our own discourse, the way we talk about anti-doping, how we address the information we want to deliver, and the knowledge we want to transmit (RGI-CS1).*

From this perspective regarding to anti-doping education actions currently carried out, limitations regarding the lack of a unified language and a monitoring system were highlighted.

*[...] we don't have control of this Education, you know? [...] Another thing is that we don't have a unification of the language, so we have several scholars in Brazil, each acting in his/her own way, but sometimes we crash into each other, and it **becomes a Babel Tower**, it seems that each one is talking about a different thing, and we meet each other in events where there is audience and this somehow undermines the systems, you know? (RNSGB-NCT1).*

*[...] people **do not want to know the result of their actions, they want to say they have acted**, so I gave 853 lectures last year to athletes from all over Brazil, I visited clubs from Oiapoque to Chuí, so what? So what? How many of these athletes, how can you measure it? How do you control the result of that? How are you watching this? Were the athletes engaged in these lectures? The language you used, established communication? So, these questions, even those who are educating in Brazil, do not have the courage to ask themselves (RNSGB-NCT1).*

*Besides, the ABCD translated some WADA materials, some pamphlets, some printed materials, which were already made seven, eight years ago, **so it has a terrible visual appeal**. In the area of Education, what you have is basically this, the face-to-face attention, booth activities, [...] and there is the WADA quiz, games are provided... Anyway, a lot of souvenirs are distributed... But, again, **without any awareness if the message was communicated or not** (RNSGB-NCT1).*

Nevertheless, not only the national anti-doping organizations, but WADA itself has aspects to be improved regarding Education activities. Among them is WADA's ADeL platform, which, despite being created to reach all and any anti-doping organizations, i.e., different countries and cultures, the format and language also seem to be limitations to the success of educational activities in Brazil.

*The teaching method is horrible, the content is universal, right? So, the content is from WADA, it is the content of the codes, of the international standards. Now, the manner of communicating is sad, it is very sad, because it is too awful. [...] Getting an athlete to take the WADA Alpha 2.0 can be life threatening if I'm near them, because whatever they have at hand, they will throw at me **because of how terrible it is**, you know? (RNSGB-NCT1)*

It is observed the recognition that “it is 20 years of WADA, two decades that the World System was created and only now we have an International Standard of Education to be launched in 2021, that is, everyone is starting” (RNSGB-NCT1).

Finally, aspects related to the management field are addressed. From the interviewees' perspective, “the biggest difficulties are in the area of governance, if you solve governance, it is possible to solve the rest” (RNSGB-NCT2).

Regarding the ABCD, the discontinuities in management were stressed. In other words, since it is subordinated to the Federal Government, the institution is subject to changes in management whenever the Federal Government changes its leadership. This leads to constant disruptions and repeated effort to introduce the new manager to the ABCD's activities.

*[...] we had at ABCD, if I'm not mistaken, six or seven different leaders, **there is no way to keep the work, there is no way to maintain a line of dialogue, there is no way to maintain absolutely nothing**, so... And this reflects the government, right? [...] We have a political system that can stop the ABCD at any time, any moment, in any way it wants at will, it is enough to keep changing its leaders, keep changing its technical staff all the time (RNSGB-NCT1)*

*[...] we have resorted to reworking very often, which is almost a process of sensitization and mobilization, every time there is a break in management, changes in management, there is an awareness work, of demonstrating “look, this is important”, because the person arrives with one formation, one idea, one proposal, and how to adapt this proposal, this willingness, within this larger and already consolidated management process, so that we do not have losses over the years. For me, this is still **the greatest weakness of the ABCD, which is the inconsistency in management** (RGI-CS1)*

Another aspect is related to the funding of the system, “[...] if we had more resources, we would be able to have a much higher quality of operational and educational activities, and in greater numbers” (RGI-CS1). It is worth mentioning that the ABCD is a National Secretariat within another secretariat, the Special Secretariat for Sport. In other words,

*[...] politically, a secretariat withing the secretariat with a tiny budget has even **less political importance in the macro political scenario**, not in the sport's political scenario, but in the macro political scenario, where the decisions are taken, where these resources are indicated, thus we do not... I see that the **big problem today is this extensive dependence on government**. [...] this umbilical cord is still very up-to-date, and it will not change. While we do not have an agency outside of the government, it may receive government*

*resources, it may receive government subsidies, it does not matter, but it should have some aspect of a regulatory agency, **some independency** (RNSGB-NCT1).*

Based on this, proposals as an autarchy or private structures which provide greater independence to the ABCD are stressed. The high costs of doping controls are perceived as one of the greatest difficulties within the system. Hence, as a solution,

*The government would finance an amount, the entity or the respective sports confederation would pay for testing. The struggle is, even at international level, the price. The price is still high, if you have this testing in a big scale in Brazil and in many events. So, I think we have to **define or set up a financial model** that can handle the quantity, the demand and, at the same time, the cost. Perhaps a registration fee, which many of them charge... Take a value or percentage of this fee to make these tests feasible. So, there is a variety of ways to facilitate this issue, and that I think is very important (RNSGB-NCT2).*

Finally, “*the technical staff of the ABCD is small, it has few people, we would need a much more robust staff so that we could achieve in a much faster and more efficient way all the fields that we consider to be a priority*” (RGI-CS1). Regarding the professionals, it is stressed not only the need for more professionals, but also investments to ensure specialized and up-to-date personnel.

*[...] so, to act directly on this, there must be people who work exclusively with it. [...] We still do not have agencies that **encourage professionals to say** “man, I am a doctor and I want to make a career in the field of antidoping, so, I will dedicate myself to this, I’ll study this, research it, in short, I’ll specialize in this field” [...] We need to increase the contribution, because as the understanding that this is important increases, we need professionals to work with this too, so this is the big challenge (RNSGB-NCT1).*

To conclude, when asked about the ideal profile of professionals to work in the field of antidoping, two key aspects were highlighted: the first is related to technical expertise and training in the health area. Moreover, it was mentioned that former athletes were good references and the need of professionals who have proximity to the area of sports.

*He/she must have an **up-to-date knowledge**. Unequivocally, one needs to be technical and updated. One must know how to conduct an anti-doping control test. He/she must know by heart the regulations. Must be a trustworthy person. If he/she is not reliable, and you do not put any trust on this person, you do not send this “person” to an anti-doping mission. **He/she must be passionate about sport** because he/she is not going to get rich doing it. So, you have to like it (RNSGB-NSCM4).*

*First, have **complete knowledge of the rules**. Secondly, **transit in the sports world**, more specifically in the discipline in which he/she acts. And third, total transparency in his/her relationship with the sports world (RNSGB-NSCM4).*

Besides the technical knowledge, in respect to training of the professional, physicians are

indicated. Hence, it is possible to perceive a strong relationship between the theme and the field of Medicine.

*I would lean very much to the **medical field**, I don't know... This is something that we have to structure... [...] We haven't structured this yet, but from our perspective we would have to have a medical support, a medical area which is responsible (RNSGB-NSCM7).*

*The physician, the **physician of the confederation**, should be the responsible person, which is what I am trying to do, that is, to hand this function to the medical department that we have never had, so now that we are going to have a person responsible for the medical area and I'm trying to "**get this pineapple**" and transfer it to a person who has more knowledge in the medical department than me. [...] It is necessary that there is a minimum, so that we have **less risk of an exposure of several simultaneous cases**, and this becomes a recurring practice within the system (RNSGB-NSCM8).*

*I believe that depending on the level, the position over there, **there must be a physician**, there is no other way, to say certain things, he/she must be a specialist physician, but so, in general, I think **it must be a person related to sports**, who works with sports, who has already had an experience with sport; this for me would be the best profile to work on this (RNSGB-NSCM8).*

As for activities on Anti-Doping Education, Physical Education professionals are indicated. "[...] *Our working tool is sport, so I think knowing how to use this tool on behalf of the citizen is that makes the difference when training a professional in the anti-doping field*" (RGI-CS1).

Regarding the ideal professional profile to work in the field of anti-doping, ethical characteristics are stressed.

*It is a question that seems to have an obvious answer, but if it was simple, we would be surrounded by good professionals, and that is not how it happens. The **main aspect is to be a reputable person**, it is to be a person of principles, an ethical person, I cannot discuss about anti-doping with someone who has not these principles intensely grounded (RGI-CS1).*

It is because, today, the clubs have medical departments, scientific departments, and there is even the risk that these departments are being used for cheating and not preventing. Now this will also happen when everyone sees that you (the entity) allow or are not aware that an athlete of your club may be cheating the rules of the game, and that can reflect on everyone, including the club and its sponsors. As long as this is not understood, people will think this the athlete's responsibility (RNSGB-NCT2).

Therefore, it is up to entities and institutions to adopt, incorporate and act in compliance with the Code and the anti-doping rules. However, it is worth mentioning that updates on the subject are constant as the area of study is continuously advancing.

The knowledge about anti-doping is daily, I can never say that I know about anti-doping and that I am prepared to deal with the subject, if I do not read the code, if I do not have the international standards on the tip of my tongue,

because they are mutable, they change all the time, and this is the great resistance that we have regarding the professionals who have been working in the field since the last century (RGI-CS1).

The challenge is to “*sensitize these older officers, sensitize the older managers who have been working in this field for longer*”, “[...]so as they understand that knowledge is mutable and that we can learn together about it, as we all have something to offer to this science, I think this is the biggest difficulty” (RGI-CS1). Thus, professionals working in the field of anti-doping

*[...] must be people open to new knowledge, open to debate, must be a person who knows by heart a motto that is: **there is nothing I can do alone, that together I cannot do much better**. So, we need to unify and have a single direction. [...] it must be a person who has ethics, who is reputable, who has principles, and who sees in sport a tool for awareness and citizen education. [...] ground zero of it all is the will to bring ethics and fair play to sports (RGI-CS1).*

In summary, from the point of view of representatives of national sport governing bodies and government institutions, a certain organizational integrity is perceived regarding the anti-doping guidelines and actions undertaken in Brazil. Namely, Normative Acts, Regulations, Codes of Ethics and of Conduct, and Committees of Integrity were observed, and which aim to give concrete substance to the fundamental ethical principles of sport.

However, regarding the operation of the National Anti-Doping System, the lack of interest and responsibility by certain entities was perceived. In addition, the different perspective of managers and leaders on the subject generate misalignment of the information that reaches the sports community. Hence, they compromise the consolidation of an anti-doping culture in Brazil.

Lastly, the concept of organizational integrity expresses a certain morality in light of fundamental ethical principles of sport. That is, what is expected of professionals working in antidoping is, in addition to technical updating, a suitable conduct, which translates into their way of being and doing things and into sports ethics. The greatest concerns are, therefore, focused on a majority of entities that, according to the interviewees, have no interest or disregard their responsibilities on this matter.

5 Final Considerations

Regarding the performance of national sport governing bodies and government institutions responsible for anti-doping in Brazil, it was observed their compliance with the World Anti-Doping Code. That is, their organization and operations are, to date, aligned with international guidelines. Considering the ABCD, its internal organization, its procedures and normative documents are defined by WADA, as well as those of the BOC as an antidoping organization, which has specific competencies defined by the Code and which acts accordingly.

Hence, a legal apparatus aims to consolidate a National Anti-Doping System and orientate the operation of anti-doping in Brazil. Moreover, Ethics and Integrity Committees and Codes of Conduct aim to ensure the applicability and adaptation of fundamental ethical principles to political and management strategies.

Nevertheless, the main challenge lies in the consolidation of an anti-doping culture in Brazil. In other words, with regards to the management dimension, it concerns a corporate culture where fundamental ethical principles of sports are expressed in their way of living and doing things as an organization. Therefore, it is not enough to adopt, implement and apply anti-doping rules, as provided by the Brazilian legislation (BRASIL, 2016). It is necessary to break paradigms, change behaviors, incorporating the fundamental ethical principles – from the organization to the individual. From the ISE, we envision not only a management, but that the perspective of managers on the subject is aligned and thus, supported by the fundamental ethical principles, the integrity of sport is ultimately guaranteed.

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**THE MANIFESTATIONS OF SPORT IN LATIN AMERICA AND BRAZIL'S PLACE:
APPROXIMATIONS, DISTANCES AND CONTRIBUTIONS**

**AS MANIFESTAÇÕES DO ESPORTE NA AMÉRICA LATINA E O LUGAR DO
BRASIL: APROXIMAÇÕES, DISTANCIAMENTOS E CONTRIBUIÇÕES**

**LAS MANIFESTACIONES DEL DEPORTE EN AMÉRICA LATINA Y EL LUGAR DE
BRASIL: ENFOQUES, DISTANCIAS Y CONTRIBUCIONES**

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Abstract: This article aims to analyze the ways in which sport manifests itself in 19 Latin American countries, as well as Brazil's place in this process, capturing the possible options that approximations and distances can offer. As a qualitative study, it uses the comparative method, documental criticism and the evidential paradigm as theoretical and methodological precepts. The sources are 19 official laws and three national sport policy documents from the countries. Sport is manifested through three axes that are also shown as possible fields of action: 1 – Leisure and Health; 2 - Performance; 3 – Educational. It is necessary to understand sport in its amplitude, but also by capturing its singularities and different appropriations in the Latin American contexts, which is fundamental to think about its policies and its development, especially in the biggest country of the bloc, Brazil.

Keywords: Sport. Training. Sports policies. Sport manifestation. Latin America.

Resumo: Este artigo objetiva analisar a maneiras como o esporte se manifesta em 19 países da América Latina, bem como o lugar do Brasil nesse processo, captando as possíveis contribuições que as aproximações e distanciamentos podem oferecer. De natureza qualitativa, utiliza o método comparativo, a crítica documental e o paradigma indiciário como preceitos teóricos metodológicos. As fontes são 19 leis

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oficiais e três documentos de política nacional do esporte dos países. Percebemos que o esporte é manifestado por meio de três eixos que também se mostram como os possíveis campos de atuação: 1 – Lazer e Saúde; 2 - Rendimento; 3 – Educativo. É preciso compreender o esporte em sua amplitude, mas também captando suas singularidades e diferentes apropriações nos contextos latinos, isso é fundamental para se pensarem suas políticas e seu desenvolvimento, sobretudo no maior país do bloco, o Brasil.

Palavras-chave: Esporte. Formação. Políticas Esportivas. Manifestações Esportivas. América Latina.

Resumen: Tiene como objetivo analizar las formas en que el deporte se manifiesta en 19 países de América Latina, así como el lugar de Brasil en ese proceso, captando los posibles aportes que pueden ofrecer las aproximaciones y distancias. De naturaleza cualitativa, utiliza el método comparativo, la crítica documental y el “paradigma indiciario” como preceptos teóricos y metodológicos. Las fuentes son 19 leyes oficiales y documentos de política deportiva nacional de tres países. Observamos que el deporte se manifiesta a través de tres ejes, que también se muestran como posibles campos de trabajo: 1 – Ocio y Salud; 2 – Rendimiento; 3 – Educativo. Es necesario entender el deporte en su amplitud, pero también captar sus singularidades y sus diferentes apropiaciones en contextos latinos, algo fundamental para crear sus políticas y para su desarrollo, especialmente en el país más grande del bloque, Brasil.

Palabras clave: Deporte. Formación. Políticas deportivas. Manifestaciones del deporte. América Latina.

1 Introduction

Latin America (LA) is a geopolitical division that corresponds to countries located in North, Central and South America, which have the “romance languages” (derived from Latin) as the officially spoken language. These countries also have the majority colonization of the Spanish and Portuguese Empires. Currently, the bloc comprises 20 nations,⁴ 18 of which speak Spanish. Brazil (Portuguese) and Haiti (French) are the only ones with a different language.

This region stands out for its vast territorial coverage and cultural diversity (BARABAS, 2015). Thus, it is necessary to understand LA from a point of view in which the European impacts, especially Hispanics, are visible, whether in cultural traits, language, education, sports and even reflecting on scientific practices and the theoretical/epistemological field that constitutes school and technical/higher education systems (STIEG, 2021).⁵

This movement is also revealed in the field of sports and Physical Education, whether in the field of practices and management (COSTA, 1999; ARBENA; LaFRANCE, 2002) or in the field of academic production (GAMA; FERREIRA NETO; SANTOS, 2021). When talking about South American countries, Costa (1999) highlights that this combination of different cultural values and interpretations gives pluralism to practices and to what is related to sport in this region.

⁴ Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Haiti, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Uruguay and Venezuela.

⁵ It is possible to capture traces of Spanish colonization on a larger scale, but other countries such as Germany, the United States, Portugal, Holland, France and England also participated in the process regarding Latin America.

Thus, it seems reasonable to ask: How does sport manifest itself in these countries? What is Brazil's place in this process? Is there dialog between the countries? What possible contributions can we have to broaden our view and develop our Brazilian sports policies?

Costa (1999) states that, in view of the broad scenario and cultural diversifications, it becomes important to conduct research in the scope of professional training and sociocultural view of sport. "*Para Muchos, la carencia de explicaciones históricas estimuló el carácter arbitrario de las interpretaciones sobre el deporte en América del Sur*"⁶ (COSTA, 1999, p. 206).

For the author, both the professional development and the job market of those who work with sport are correlated to social changes, national integration, the media, and the very cultural identity of the countries and the continent, modified mainly in the globalization process.

For Arbena and LaFrance (2002), the contemporary development of sports in LA and the Caribbean is part of the constitution of these peoples, so it must consider three main sources: the indigenous games and recreation, the activities introduced by the colonizers, and the modern practices spread in the North Atlantic, mainly influenced by English and Americans.

Likewise, Bravo, D'Amico and Parrish (2016), when addressing the theme of the organization of sport in LA, also highlight its correlation with politics, management and diversified cultural contexts, demonstrating that: "[...] over the past several decades scholars have used diverse disciplinary approaches (anthropology, cultural studies, history, comparative sport policy, management, sociology, etc.) to analyze sport in Latin America" (BRAVO; D'AMICO; PARRISH, 2016, p. 4).

We understand that it is necessary to study the sports laws that support policies in a Latin American context, establishing a correlation with training for sport and with sports training, understanding that both require broad policies thought in the long term. Thus, in this study, we aim to analyze the ways in which sport is manifested in LA countries, as well as Brazil's place in this process, capturing the possible contributions that approximations and distances can offer to the sporting development of our country.⁷

2 Methodology

This is a qualitative study, of exploratory and documental nature (CELARD, 2012). It uses critical-documentary analysis, the comparative method (BLOCH, 1998; 2001) and the evidential paradigm (GINZBURG, 1989; 2002) as a theoretical and methodological approach. For Bloch (1998, p. 122-123), the process of comparison

[...] thus understood is common to all aspects of the method, but, depending on the field of study considered, it is susceptible to two applications that are

⁶ "For many, the lack of historical explanations encouraged the arbitrary nature of the interpretations of sports in South America."

⁷ We emphasize that this work is a part of a larger project that is being developed in a Brazilian federal public university.

completely different due to its principles and results. First case: we chose societies separated in time and space by distances such that the analogies observed on both sides, between this or that phenomenon, cannot, with all evidence, be explained by mutual influences or by some community of origins. [Second case] [...] Studying in parallel neighboring and contemporary societies, constantly influenced by each other, subject in their development, due to their proximity and synchronization, to the action of the same great causes, and going back, at least partially, to a common origin.

Thus, we are interested in employing the comparative method to diversified contexts, but which present a shared phenomenon, that is, the legal regulation of sports planned and in force in the LA countries.

Our sources are composed of the official Laws and legal documents on sports regulation from 19 LA countries.⁸ In dialog with Bloch (2001), we highlight the importance of not making assertions without first being able to verify them. We carried out the online survey on official government platforms. We used the descriptors: *Ley deportiva*; *Ley de Deporte* and *Lei Esportiva*. In addition to *Política Deportiva* and *Política Esportiva*. After identifying the documents on the websites, we downloaded their most recent version.

We propose to question the sources and make them speak, seeking to understand them and not judge them.⁹ To this end, we created a questionnaire that served as a common thread when analyzing the documents. Thus, when faced with the documents, we seek to understand: a) Does it present a classification of categories/manifestations of the sport? b) What are the nomenclatures? How are they organized? c) Which countries present a concept of sport in its entirety? For Le Goff (2012), documentary sources allow social understanding in a given dimension of time and are characterized as a form of written memory of events.

For Sá-Silva, Guindani, and Almeida (2009), the use of documents should be valued in research involving Human and Social Sciences, because they are fundamental to the understanding of objects that require a sociocultural and historical contextualization.

We also used the Gephi software as a tool to aid in the analysis and generation of Figure 1. To do so, we made an Excel spreadsheet with data from each country related to the sporting events present in the laws. In the program, the weights of nodes (connection points) and edges (connection lines) formed by pairing the types of manifestation and the name of the countries to which they belong were calculated. Thus, through Gephi, we obtained a graphical representation of connection networks, which demonstrates the correlation between the nomenclatures of sporting events present in the documents of each Latin American country in the sample.

⁸ Haiti was not included in our research because it was not possible to locate sources in that country, due to unavailability of documents.

⁹ We emphasize that, due to the diverse nature of the sources, some countries provided more information relevant to our object in their documents, some less. In addition, each document has its own rationale for writing and the logic of presenting the information is different.

Here, we emphasize that "[...] the user should keep in mind that automatic analysis presents generic results that indicate paths to be explored and interpreted manually" (SALVIATI, 2017, p. 5).

In this way, understanding the sources as culturally constructed artifacts full of intentionalities, we were not interested in judging them, but in questioning them (BLOCH, 2001), analyzing the traces and indications left in the clues and signs (GINZBURG, 1989; 2002) brought by the different contexts that address the legislation on sport in each country in LA.

3 Analysis and discussion

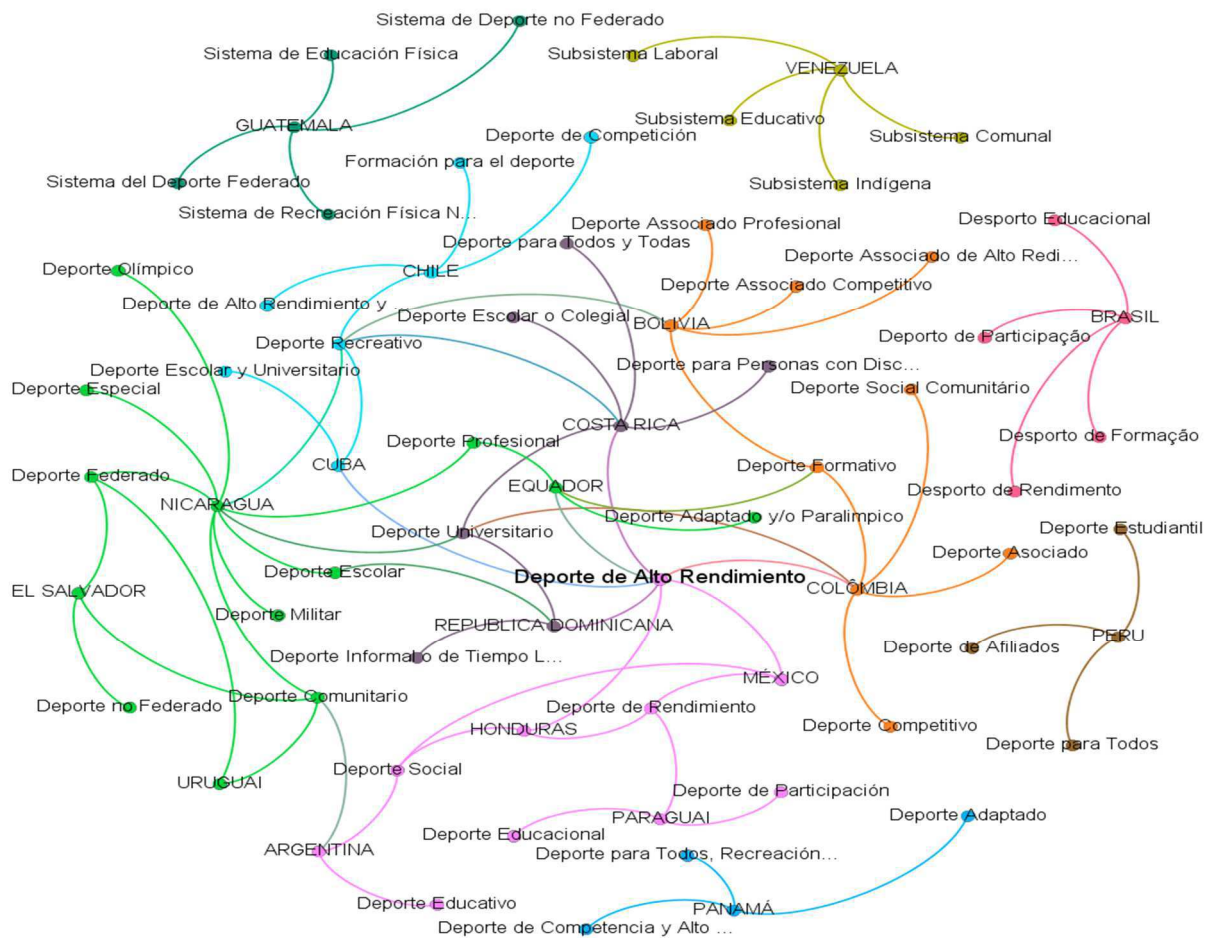
Sport and its manifestations in Latin America: between clues and configuration signs

We realized that, with the exception of Haiti, 19 countries in LA present and make available laws and official materials regarding the regulation of sport, some in a broader and more open way, others in a reduced form and with little information. With an initial analysis of the documents, it was possible to identify various aspects that bring the contexts closer and further apart. In this way, we believe it is necessary to dismantle the monuments (LE GOFF, 2012), unveiling them layer by layer and questioning them in detail.

It seems reasonable to us to deepen our analysis in the search for understanding how our object is configured in the Latin American legislations, establishing a common thread that shows itself, in general, in the correlation between laws/policies, sport manifestations,¹⁰ professional training and possible fields of action. A clue to this configuration is evidenced in the sports nomenclatures/manifestations present in each country, as shown in Figure 1.

Figure 1 – Countries and sport manifestations

¹⁰Anchored in the International Charter of Physical Education and Sport (1978) and in Tubino (2006), we understand that sport manifestations are the different ways in which sport can be classified, worked on, and inserted into society, considering the different groups and purposes for which it is intended in its uses and appropriations.



Source: Research data.

Figure 1, produced in the Gephi software, is a graphic representation that shows the correlation between Latin American countries (identified by 19 nodes) and the manifestations of sport presented in the laws of each one (identified by 50 edges). In it, possible differences and approximations between legislations are noticeable, a reflex of the processes of construction of documents, of how sport is seen and treated in each context.

A first analysis to be made concerns these nomenclatures, which are established as the ways of manifestation of the sport in each country. The signs captured in the observation of the names and the connections established between the edges of the figure give us clues about a possible Latin American identity established in the treatment of the sport in some contexts.

Two cases call our attention, in the first, we notice that Brazil and Paraguay have an approximation, not only geographically, but also in the names of the manifestations when translated. Likewise, Mexico and Honduras also have the same nomenclatures on their edges. In this last specific situation, based on the reading of the sources, we noticed that the Honduran law was based on the Mexican law, with even identical passages in both documents.

We understand that in addition to the broad cultural diversity (BARABAS, 2015),

conceptual approaches between countries are also shown as a trait of LA. This is a factor that is possibly linked to the history of colonization, development, cultural appropriations and also political agreements between nations. This characteristic is no different when thinking about sport and its propositions, since, for certain lines of interpretation, it is part of the constitution of societies and their civilizing process (ELIAS, 1989).

The core of links between the edges materializes the approximations between the countries by means of the clusters formed (different groups of colors). Thus, we have a group of 14 countries that share at least one manifestation with the same nomenclature. We emphasize that we chose to keep the names in their original form and language, as presented in the sources.

Based on the configuration established by the connecting edges in Figure 1, we can see that the terms *Deporte de Alto Rendimiento* and *Deporte Recreativo* are the most shared among countries. When we deepen our analyzes having as a common thread the manifestations of sport present in each law, it is possible to point out that, in LA, the nations present sport situated in three main axes of action.¹¹ In this way, we established the axes as categories of analysis, namely:

1. **The leisure and health axis** – understood as the category in which the manifestations are aimed at the ample practice of sports, performed by the population in general on a leisure/recreation level, aiming at health and fun.

Our first category of analysis is present in practically all the countries (except for Ecuador), in this sense, it has a diversity in the composition of the terms and presents: (a) *Deporte Recreativo* (Bolivia, Chile, Costa Rica, Cuba and Nicaragua); (b) *Deporte Comunitario* (Argentina, El Salvador, Nicaragua and Uruguay); (c) *Deporte Social* (Argentina, Honduras and Mexico); (d) *Deporte para Todos y Todas* (Costa Rica and Peru); (e) *Desporto de Participação* or *Deporte de Participación* (Brazil and Paraguay); (f) *Deporte no Federado e Sistema de Deporte no Federado* (El Salvador and Guatemala); (g) *Deporte Social Comunitario* (Colombia); (h) *Deporte para todos, Recreación y Actividad Física* (Panama); (i) *Deporte Informal o de Tiempo Libre* (Dominican Republic) and; (j) *Subsistema comunal* (Venezuela).

In this case, we understand that, possibly, Latin American sports policies materialize the development of what Tubino (2010) calls **Contemporary Sport**, i.e., a movement that understands sport as a broad phenomenon and a constitutional right of all. "In this new perspective, sport started, in its expanded social scope, to comprise all people, regardless of their ages and physical situations" (TUBINO, 2010, p. 28).

This conception becomes clear when we analyze the way the manifestation is conceptualized in certain countries, such as El Salvador and Mexico.

¹¹ 1 - Leisure and Health; 2 - Performance; 3 - Educational. We have also found manifestations that, in the future, indicate the structuring of a new axis, that of "Specific Groups", aimed at inclusive practices and/or unique populations. Some nomenclatures serve as examples: *adaptado y/o paraolímpico* (Ecuador); *deporte para personas con discapacidad* (Costa Rica) and *deporte militar* (Nicaragua).

El Salvador (*deporte comunitario*) – sociocultural sports practices aimed at social inclusion, promotion of citizenship and community participation through sports and physical activities (EL SALVADOR, 2020).

Mexico (*deporte social*) – sport promoted to all people and that encourages equal participation in sporting activities for recreational, educational, health or rehabilitation purposes (MÉXICO, 2019).

Different from **Modern Sport**¹² (TUBINO, 2010), in contemporary times, the sporting events take on a comprehensive sociological perspective that seeks to work practices beyond high performance and spectacularization, focusing mainly on leisure and health.

In Brazil, Marcelino (2003) has been discussing this correlation for some years, emphasizing the perspective of leisure encompassed by sport in society as a whole and in government bodies. For him, it is necessary to create regional strategies for the implementation and consolidation of Public Policies for Leisure and Sport, since this field must be thought of in a unique way, with the training and development of personnel as fundamental elements and constituents of policies and actions.

Some countries work with this idea directly, including the nomenclatures of the manifestations having terms related to the field of leisure as the central axis. Thus, we observe the following examples:

Panama (*deporte para todos, recreación y actividad física*) – sports practices carried out by the population in general, aimed at leisure, integration, and health promotion (PANAMA, 2007).

Dominican Republic (*deporte informal o de tiempo libre*) – sports activities generally practiced by the population in their free time, for recreational and integration purposes. They also aim at health, quality of life, and social well-being (REPÚBLICA DOMINICANA, 2005).

Conceptually, we notice that the axis of sport focused on leisure and health is well materialized and present in Latin American countries. It is important to highlight that some countries such as Nicaragua, Argentina, Costa Rica, and El Salvador are repeated in the list; this is a common characteristic in all categories, as there is a subdivision in the treatment of the major axes in several laws.

In Argentina, for example, we identified *deporte comunitario* and *deporte social*, in Costa Rica, *deporte recreativo* and *deporte para todos y todas*, and in Nicaragua, besides *deporte recreativo*, there is also *deporte comunitario*. That is, besides pointing out specific characteristics, this subdivision helps to better delimit the lines of action and also resource targeting, since: "*El*

¹² According to Tubino (2010), Modern Sport originated in England in the 19th century, with the institutionalization of rules and sportive organizations, the creation of competitions and clubs, originating the associationism. Furthermore, the very arrival of Olympism, with the first Games of the modern era in 1896, boosted the spread of Modern Sport.

deporte, la recreación y la actividad física son instrumentos de cambio, de unión, de transformación individual y colectiva"¹³ (COSTA RICA, 2020, p.48).

Another factor is that we see the same nomenclatures for manifestations in different countries, this demonstrates an approximation between legislations and also between the way of conceiving sport in these nations, in this case in the specific axis of leisure and health. If we compare, for example, the concept of *deporte recreativo* in Costa Rica and Nicaragua, it is possible to see that they deal with practically the same situation and that they have similar objectives.

Costa Rica (*deporte recreativo*) – sports practices that aim to promote health and social inclusion, performed for fun and pleasure, without the purpose of competition or overcoming the opponent (COSTA RICA, 2020).

Nicaragua (*deporte recreativo*) – practiced in free time without the purpose of high competitive levels. It follows the rules established by each modality and its objectives are entertainment, health, and relaxation (NICARÁGUA, 2005).

We notice that this category has manifestations that, in general lines, show the sport practiced by everyone and in its correlation with leisure and health. However, we must make a counterpoint and note that this scenario is not always established.

Sin embargo, en gran cantidad de países latinoamericanos, no siempre este es el modelo ejemplar a seguir dentro de las políticas deportivas, todo queda en teoría, y cuando se lleva a la práctica son extensos los trámites burocráticos que imposibilitan el desarrollo óptimo de las políticas deportivas, quedando truncadas las posibilidades de desarrollo por la falta de políticas públicas, y este es un ejemplo palpable en nuestro país (BOSSIO, 2006, p. 90).¹⁴

It is fundamental to understand that we are dealing with a wide cultural diversity and that we need to be aware that there is a difference between what is prescribed and what is actually practiced in the different contexts.

When we look into the laws, we evidence some clues that help us to establish a backbone on the Latin American sports configuration. In this sense, it is necessary to conceptualize, categorize and analyze the different ways in which the sports phenomenon can be developed in countries. Thus, our next category of analysis seeks to better understand the statements made about high-performance sport and how it is configured in countries, as shown below.

¹³ "Sports, recreation and physical activity are instruments of change, of union, of individual and collective transformation."

¹⁴ "However, in a large number of Latin American countries, this is not always the exemplary model to follow within sports policies, everything remains in theory, and when it is put into practice, there are extensive bureaucratic procedures that make the optimal development of sports policies impossible, truncating the possibilities of development due to the lack of public policies, and this is a palpable example in our country" (BOSSIO, 2006, p. 90).

2. **The performance axis** – understood as the category in which the manifestations are aimed at sports practices and initiatives at a high-performance level, with the involvement of specific professionals, entities, and prepared athletes.

Like the first category, the second is also present in most countries (with the exception of Venezuela and Argentina), and is conceptualized using different terms: a) *Deporte de Alto Rendimiento* (Mexico, Honduras, Cuba, Dominican Republic, Ecuador, Costa Rica and Colombia); b) *Desporto de Rendimento* or *Deporte de Rendimiento* (Brazil, Paraguay, Honduras and Mexico); c) *Deporte Federado* and *Sistema de Deporte Federado* (El Salvador, Nicaragua, Uruguay and Guatemala); d) *Deporte de Competencia y Alto Rendimiento* (Panama); e) *Deporte de Alto Rendimiento y Proyección Internacional y Deporte de competición* (Chile); f) *Deporte Profesional* (Ecuador and Nicaragua); g) *Deporte Olímpico* (Nicaragua); h) *Deporte de Afiliados* (Peru); and i) *Deporte asociado de alto rendimiento, deporte asociado profesional, deporte asociado recreativo* (Bolivia).

Oliveira and Guimarães (2016), when analyzing sports policies in the countries that make up the Mercosur bloc, state that actions in public management still have high-performance sport as a priority and that this "[...] probably stems from the ordinary interest of attracting symbolic and financial support through brands and extraordinary visibility achieved in different media spaces" (OLIVEIRA; GUIMARÃES, 2016, p. 551).

In our case, besides being present in virtually all countries, the performance axis has the term with the most links between edges, therefore, it is the most shared in Figure 1. This is *Deporte de Alto Rendimiento*, present in seven different countries. In these cases, the scope of the manifestations is similar in the textual construction itself, as shown in the following examples:

Honduras – the sport practiced with high technical, physical and scientific demands of preparation and training propitiates the sportsman to participate in high-level selections and competitions (HONDURAS, 2016).

Colombia – it is the practice of sports with demands for the highest performance, seeking training and physical-technical improvement for better results by the practicing athletes; in the case of Colombia, it can be characterized as *deporte aficionado* (which has no remuneration for the practitioners/athletes), or *deporte profesional* (where athletes are paid for their performance) (COLÔMBIA, 2018).

We realize that conceiving the practice of high performance as a specific manifestation, which has certain requirements and is restricted to certain audiences, is at the core of what countries establish. Observing the Brazilian example, it is possible to notice such movement.

Brazil (performance sport) – it is the sport practiced at a high level of performance, with specific training and national and international regulations made by federations according to each

modality. It may be professional (with a formal work contract and remuneration) and non-professional (without a work contract and with freedom of practice) (BRASIL, 1998).

In a Latin American context, especially those located in the Mercosur bloc (Argentina, Brazil, Paraguay, and Uruguay), we signal the countries' initiatives in developing public policies directed towards sports, whose purpose is to obtain symbolic and financial support, evidencing the practices that consolidate and boost high-performance sports in their countries.

In this scenario, Oliveira and Leiro (2015) also state that the strengthening of international relations between countries, aiming to democratize sport and leisure, must be treated with multidisciplinary public policies, which understand them as a right for all and developed in an intersectoral manner. Thus, understanding the specificities, they highlight “[...] a importância da socialização das experiências desenvolvidas em cada país, como desafio estratégico de fortalecimento dos vínculos culturais, científicos e tecnológicos”¹⁵ (OLIVEIRA; LEIRO, 2015, p. 551).

Despite the many approximations, similarly to the first category, here there are some cases in which the country is repeated, presenting more than one manifestation for the performance axis. Mexico and Honduras have *deporte de alto rendimiento* and also *deporte de rendimiento*. Ecuador, in addition to the first, has *deporte profesional*. Chile differentiates in *deporte de alto rendimiento y proyección Internacional y deporte de competición*. In Nicaragua and Bolivia, countries that show the most variations in this axis, the division occurs as follows:

Bolivia – *deporte asociado competitivo, deporte asociado profesional and deporte asociado de alto rendimiento*;

Nicaragua – *deporte federado, deporte profesional and deporte olímpico*.

Analyzing the sources and their layers, we realize that this information is loaded with intentionalities and that capturing such an organization already shows us signs of different visions and priorities given to performance sport in these countries.

In Mexico and Honduras, the distinction between *deporte de rendimiento* and *deporte de alto rendimiento* is in the nature of the individual who practices it, since the first is promoted to people who want and can improve their level of sporting quality as amateurs, and the second is practiced with high technical, physical and scientific requirements for preparation and training, allowing the athlete to participate in high-level selections and competitions (HONDURAS, 2016; MÉXICO, 2019).

In Ecuador, in addition to sport focused on performance at a high-performance level, the idea of professionalism is linked to the fact that the modalities have remuneration and work

¹⁵ “[...] the importance of socializing the experiences developed in each country, as a strategic challenge to strengthen cultural, scientific and technological links.”

contract, having legally specialized entities for its development, covering the search for talent for high performance, configuring the *deporte profesional* (EQUADOR, 2010).¹⁶

In Chile, we see that the idea of international projection is associated with high performance, which, in turn, is also linked to *deporte de competición*, which corresponds to all systematic and specialized sports practices, subject to norms, rules, with a pre-established calendar and schedule of events (CHILE, 2015).

In Nicaragua and Bolivia, we can see the previous ideas materialized together. In both cases, *deporte federado* and *profesional* resembles the Ecuadorian organization. The Bolivian idea of associated competitive sport has the same line of reasoning with what is established in Chile. In Nicaragua, Olympic sports are differentiated from other practices, constituting a manifestation and, similarly to Chile, it is related to competitions and projection of athletes (NICARÁGUA, 2005).

Understanding high-performance sport in different countries and contexts is to understand the scope of this manifestation in these visions. It also implies realizing the importance of developing well-defined public sports policies, which locate the space of each axis, which think organically about the country's sporting development, which respect local singularities, but which also seek to establish external dialogs.

El deporte y sus valores son auxiliares para encaminar a una sociedad hacia la gobernanza democrática, pues es un tema que necesita equilibradamente de: 1) la intervención, regulación y fomento de parte del gobierno; 2) el involucramiento e interés de la sociedad civil; y 3) del apoyo monetario del mercado para alcanzar distintas -pero todas válidas y beneficiosas- metas dentro de una sociedad (CUEVAS GALÌCIA, 2019, p. 32).¹⁷

It should be noted that high-performance sport is also an important pillar for thinking about sports, social and economic policies for the development of a nation. Thus, it is essential to think of it together with the other manifestations, not overlapping one another, and, above all, provide the necessary conditions for it to develop and evolve at a level of excellence and, as the nomenclature itself establishes, at a level of high performance.

In this case, not only the development of athletes and entities should be prioritized, but also the training of subjects who will work with sport, from practices to management. Thus, when analyzing the performance axis in sports events present in LA, we need to think and study the training not only of coaches but also of other subjects/agents of sport, as established by the general

¹⁶ Besides the countries mentioned, *deporte profesional* is also present in Brazil (as a subcategory of *desporto de rendimento*), Peru (as a subcategory of *deporte de afiliados*), and the Dominican Republic (without being conceptualized in the official document).

¹⁷ "Sport and its values are auxiliary to guide a society towards democratic governance, since it is an issue that, in a balanced way, needs: 1) intervention, regulation and promotion by the government; 2) the involvement and interest of civil society; and 3) the monetary support of the market to achieve different -but all valid and beneficial- goals within a society (CUEVAS GALÌCIA, 2019, p. 32)."

sports laws in Brazil (article 88), Argentina (Article 40), Cuba (Article 2), Honduras (Article 5) and Venezuela (Article 6).

We understand that it is important to have the manifestations established and, as analyzed in some countries, subdivided into specific categories. However, we need to ask about the necessary and required training for these subjects to act in each of these axes. First, we need to understand how this is present in the documents, whether they have an educational axis and whether in this axis, in addition to the prescriptions for basic education, issues related to training for sport are also discussed, as discussed below in the next category.

3. **The educational axis** – understood as the category in which the manifestations deal with sport in an educational level (practiced in schools in PE classes and in universities) and formative (both in sport initiation to prepare future athletes, and in the education and training of professionals), involving educational systems and also training entities.

In our third category analyzed we have: a) the *Deporte Universitario* (Dominican Republic, Costa Rica, Colombia and Nicaragua); b) *Deporte Formativo* or *Desporto de Formação* (Bolivia, Colombia, Ecuador, Brazil and Paraguay); c) *Desporto Educacional* or *Deporte Educacional* (Brazil and Paraguay); d) *Deporte Educativo* and *Subsistema Educativo* (Argentina and Venezuela); e) *Deporte Escolar* (Dominican Republic and Nicaragua); f) *Deporte Escolar y Universitario* (Cuba); g) *Deporte Estudiantil* (Peru); h) *Deporte Escolar o Colegial* (Costa Rica); and i) *Formación para el deporte* (Chile).

In this axis, we assume the manifestations that present the greatest diversity, since we allocate sport in different lines of action, having the educational element in common. In this way, we can subdivide the manifestations presented in four interconnected areas: 1 – the first one that deals with sport at the school level (in basic education); 2 – the second covering university sports; 3 – a third that covers the sport from a training perspective (citizens and athletes); 4 – and the fourth deals with sport in its correlation with training to act in it.

The first aspect we have evidenced, that of school sport, is present in many countries and is one of the central elements in the objectives of the laws. Perhaps, along with the performance axis, this is one of the most known and discussed aspects. The examples highlighted below give us an idea of how two different LA countries conceptualize this manifestation:

Brazil (*desporto escolar*) – this deals with sports practices in schools/education systems, avoids selectivity and hyper-competitiveness, and aims at the integral development of the individual (BRASIL, 1998).

Nicaragua (*deporte escolar*) – practiced at all levels of the basic education system, compulsory in the curricula and extracurricular activities, it aims to contribute to the integral development of the student (NICARÁGUA, 2005).

Tubino (2010) reinforces the idea that school sports should constitute a pillar for the sporting and educational development of a country. When talking about the Brazilian context, he emphasizes that what he calls sport-education has a fundamental social and educational role, which can be practiced within the school and also outside it as a transformative element, based on the principles of inclusion, participation, cooperation, of co-education and co-responsibility.

The author also helps us to better understand how this manifestation should be addressed in such a plural and unique space at the same time as the school, that is, how to respect the diversity of subjects and, in parallel, develop inclusive sporting practices and that may also reveal talents. In this sense, Tubino (2010) gives us an important contribution from a Brazilian point of view, pointing out that Sport-Education should be treated from two perspectives, that of school sports (which aims to compete and train new sports talents) and educational sport (which aims at the integral training of the individual, avoiding selectivity and hypercompetitiveness).

In the case of Brazilian law, everything is understood as a school sport, based mainly on the second perspective, which is also similar to what is established in Nicaragua. Dialoguing with Azevedo *et al.* (2017), we realize that school sports still lack actions that enhance it in Latin American countries, such as the correlation with sports training. When analyzing the American context, they emphasize that having sports training together with school training is an important strategy for sports development in the country, as in the USA, a world reference in this type of system.

Another elementary factor of this manifestation is that it is in constant dialog with educational laws. We understand that the challenge is to establish a dialog between the two areas and delimit, in a balanced way, the attributions and role of school sports, especially in the correlation with the training institutions of professionals, which also impacts the fields of professional activity and in the second aspect analyzed, that of university sports. In it, we observe manifestations that seek to specify an axis of action for sport, as the examples from the countries below demonstrate:

Dominican Republic (*deporte universitario*) – this is the systematic practice of sports activities by students representing the country's recognized university institutions in university games. Along with the law, the *Comisión Nacional de Deporte Universitario* was created, which coordinates this modality in the country (REPÚBLICA DOMINICANA, 2005).

Colombia (*deporte universitario*) – focused on higher education. In the case of Colombia, it serves as a complement to university education and has space in the academic curricula of the country's higher education institutions (COLÔMBIA, 2018).

University sport is an exclusive manifestation of only four countries,¹⁸ so we realized that

¹⁸ In the case of Cuba, it is not unique, as it shares space with school sports. In Peru, it is part of *Deporte Estudiantil*, sharing space with school and military sports.

in most contexts it is “diluted” in other manifestations. In all cases, the concept establishes that these are practices developed by students at the university level, whether at the health or competition level. In this regard, Xavier *et al.* (2019) and Malagutti, Rojo & Starepravo (2020) emphasize that university sport, in addition to contributing to professional performance sport, is also an important factor in sociocultural development.

Understanding how university and school sports are dealt with in countries is an important indication of its development in that context. By showing, for example, that few LA countries have a specific manifestation for university sports, we realize the weaknesses posed in these contexts since we agree with Tubino (2010) and we understand that this is an important action in the formulation of public and of the country's sports development.

If we compare the Latin American contexts with the USA and other countries considered references and world sporting powers, we realize that, in these places, university sports, together with school sports, are the basis of the high-performance axis, as they form the expressive majority of athletes. Xavier *et al.* (2019) make this movement and point out that, in the US, university sports show more results, both at a competitive level and at a market level, due to the good structuring and management of resources, which for the most part are of private origin.

It is important to realize that having university sport in the legislation as a manifestation and conceptualized, having a structured system for its development in practice and having actions that enhance it at national and continental level, directly impacts the training of qualified professionals to work in this niche, that is, it opens up a new market of possibilities. However, it is visible that in LA this is an area that needs to be further explored and better developed. “Thus, qualified and professional management must be required by the institutions that assume the role of managing it” (XAVIER *et al.*, 2019, p. 34).

In the third strand, we have evidenced the strong presence of the perspective of Sports Training, which is present in most of the laws analyzed; in some cases, it is also part of the main objectives of the country's sports policy. We can see this movement materialized with the presence of manifestations that deal solely with this perspective, such as the *Deporte Formativo* and the *Desporto de Formação*, present in five countries.

The following examples give us an idea of how countries conceive sports training.

Colombia – focused on the integral development of the individual. It can be developed both in and out of school and comprises the processes of initiation, improvement, and sports fundamentals (COLÔMBIA, 2018).

Ecuador – focused on sports initiation, talent selection, and training of future athletes (EQUADOR, 2010).

In general, we note that this is a vision that works with the training of athletes and perceives sport as a transformative element. Despite being characterized as a manifestation in few countries, the analyzes show that sports training is part of the constitution of documents and sports

policies in Latin America, showing itself as one of the elements that make up the central axis of many laws. In Panama, for example, the sports training of athletes stands out as a specific objective set out in the document (PANAMÁ, 2007).

Under Peruvian law, sports training is highlighted in Articles 55 and 56, which deal with sports schools and high-performance centers. Spaces aimed at the development of sports practice and specialized support in the training and maintenance/training of high-level competitive athletes. It is also up to universities, institutes of higher education, schools of the armed forces and the national police to promote and support sports and recreational activities in their curricula and facilities (PERU, 2003).

The prescription of sports training is the first step for its development, however, it is necessary to understand that this should be conceived as a broad and comprehensive training, i.e., while training the athlete we also educate and train the citizen, preparing him/her academically.

É fundamental a compreensão de órgãos governamentais, entidades esportivas, clubes e família de que o mercado esportivo não irá atender todo o contingente em formação, e que os postos de trabalho que rendem status e contratos milionários são escassos¹⁹ (AZEVEDO et al., 2017, p. 197).

In El Salvador and Nicaragua, we find unique examples, where the term Sports Training is proposed in the law and encompasses both the training of professionals (for sport) and of practitioners and athletes at different levels (for sport) (NICARÁGUA, 2005; EL SALVADOR, 2020).

In Paraguay, we identify the manifestation of *Deporte Formativo* and the concept of *Formación para el Deporte*. In this case, unlike Chile, which also brings the same concept, sports training is the central element of action and characterization of the topics (PARAGUAI, 2006).

In these countries, there seem to be hints of possible actions that aim to establish a correlation between training and sport. However, it is necessary to establish a better delimitation of objectives and also of the target subjects.

In the Dominican Republic, sports training is seen as an elementary part of the planned actions, so much so that the law provides for a direct interaction between high-performance sports and school sports. Thus, the *Consejo Nacional de Estrategia Deportiva* (Coned) is responsible for: “*Fomentar la especialización de los profesores de educación física, para que puedan desempeñarse como entrenadores en uno o varios deportes [...]*”²⁰ (REPÚBLICA DOMINICANA, 2005, p. 18).

We emphasize that the differentiation between sports training and training for sports is also important, especially in this stage that legislates on sports. These concepts are often confused when reading the legislations and are presented differently.

¹⁹ "It is essential that government agencies, sports entities, clubs and families understand that the sports market will not serve the entire contingent in training, and that jobs that yield status and million-dollar contracts are scarce".

²⁰ "Fostering the specialization of physical education teachers, so that they can act as coaches in one or several sports [...]."

It is necessary to understand that both views are related at all times (sports training and training for sports). However, the proposals for professional training must be thought of separately, since they are established as a training field. In this sense, the prescription in laws has a fundamental role because, in addition to delimiting the concepts, it leads to the direction of public policies for the development of sport and PE itself in the countries.

We also analyzed that the three axes are not isolated categories, but rather that they establish a correlation among themselves and, in most cases, they depend on each other for the good development of sports in the country and in LA. Thus, it is necessary to think of Latin American sports policies in an organic way and understand that the axes complement each other.

While conceiving sport and its laws in a specific way, respecting the characteristics of the context (micro), it is also necessary to think them in a broad, continental, and organic way (macro), establishing dialogs and equally weighing the axes of sport actions.

La política deportiva no sólo depende del Estado-nación, sino que nos encontramos con integraciones y organismos supraestatales, con un régimen internacional que opera con una gobernanza entre Estados y sus organizaciones internacionales, y con otro, de tipo transnacional, que necesariamente debe operar de forma paralela con sectores no estatales ni gubernamentales; tal es el caso de los comités olímpicos y las federaciones deportivas internacionales (CUEVAS GALÍCIA, 2019, p. 35).²¹

It is important to understand that the manifestations show the probable fields of work for working with sport. Thus, thinking about its objectives and directions together with the policies for training professionals in the countries is essential. This is a factor that needs to be worked on, as the legislations do not yet present a clear perspective that develops specific proposals for the training of professionals who work with sport, especially sports outside school.

We agree with Bloch (2001) when conceiving these documents as the materialization of human actions over time, as well as their interpretation, which constitutes a narrative elaborated in the present and which is constantly changing, which infers in capturing the continuities and discontinuities through the traces left. Thus, we realize that the discussion on sports policies and also training for sports still need to be addressed “[...] *con la relevancia que se merece en todos los ámbitos dentro de un Estado: por los gobiernos, las empresas, la ciudadanía, la academia y el sistema educativo*”²² (CUEVAS GALÍCIA, 2019, p. 41).

The diversity presented is a striking feature of the sources, in view of the continental coverage of LA, thus, it is normal that differences and divergences happen, as a result of what

²¹“Sports policy not only depends on the nation-state, but we find ourselves with integrations and supra-state organizations, with an international regime that operates with a governance between states and their international organizations, and with another, of a transnational type, that must necessarily operate in parallel with non-state or governmental sectors; such is the case of the Olympic committees and international sports federations (CUEVAS GALÍCIA, 2019, p. 35).”

²² “[...] with the relevance that is deserved in all spheres within a State: by governments, companies, the citizens, the academy and the educational system.”

Barabas (2015) characterizes as multiculturalism, cultural pluralism and Latin American interculturality. Doing this reading is a necessary movement, as it establishes the approximations and differences presented, in addition to allowing us to point out the possibilities of each law.

It is essential to understand sport as a broad phenomenon, so its unfoldings also have reach in other areas. Capturing such evidence in our sources made us realize that the issues related to training for sport are broad. Thus, anchored in Ginzburg (1989), we understand that it is necessary to examine the contexts taking into account what is peripheral and its correlation with our central object, as it is evident that the analyzes do not only permeate institutions, curricula and other initiatives designed for the field, but also through the political and legislative proposals established, which materialize the very treatment of the sporting phenomenon in LA and provide us, thread by thread, with the necessary elements to weave the fabric of training for sport.

Zardo, Souza and Starepravo (2018) help us to understand that sport should be seen as a responsibility and a public matter. Thus, the formulation of a law and a sports policy must establish a dialog with political science and respond to the public problems that the established context presents, since, in the first place, it is necessary to consider the range of sources, captured in 19 countries analyzed. In this sense, each document has a specific elaboration logic, presenting approximations and distances in its content.

Assuming the dialog with Mandel (1986), it is necessary to understand that sport in modernity is strongly linked to and permeated by political-ideological aspects; thus, to conceptualize it implies presenting a position that is not only theoretical, but that politically marks its insertion and its unfoldings in society, as well as in professional training.

With that, it is necessary to point out that: "*Desde el enfoque de política pública, se considera necesario y urgente su acercamiento con las ciencias del deporte para consolidar el término de política deportiva*"²³ (CUEVAS GALICIA, 2019, p.33).

We understand that sports policies are configured as one of the starting points and also as a support for the development of sport in the countries. In this sense, it is essential that they be thought of in the medium and long term in each context. Thus, it becomes possible to enhance the phenomenon of sport and its various possibilities, above all by building a political-sports identity for LA, a region that is built through its diversity, but also in the equalities that allow for the establishment of approximations.

4 Final Considerations

In this study, we aim to analyze the ways in which sport manifests itself in LA countries, as well as Brazil's place in this process, capturing the possible contributions that approximations and distances can offer to the sporting development of our country. To this end, we carried out a

²³ "From the public policy approach, its rapprochement with sport sciences is considered necessary and urgent to consolidate the term sport policy."

documental research, through an advanced online search in the government databases of each country. After locating and selecting the available sources, we raised a series of questions to them and reached the final number of 19 countries.

After analyzing the laws and applying the comparative method, we identified aspects that bring certain contexts closer and further apart. In addition, we note that: a) all countries in the sample have a specific law on sport; b) sport is conceptualized in 12 documents (Chile, Colombia, Costa Rica, El Salvador, Ecuador, Guatemala, Honduras, Mexico, Nicaragua, Paraguay, Peru and Uruguay); c) only Chile, Colombia and Costa Rica have a long-term and detailed sports policy available; d) only Chile and Colombia have a specific sports ministry; e) in all these documents, the sporting manifestations are also presented.

A noteworthy remark that needs to be considered when thinking about the policies in the countries, especially in Brazil, the biggest country in the bloc, was that sport is situated in three main axes that show themselves as possible fields of action, namely: 1 – the leisure and health axis; 2 – the performance axis; 3 – the educational axis.

Another factor that was evidenced is that these are traces of a geopolitical region that was constituted over the years through its singularities and, at the same time, its equalities, transforming them into identity, Latin American identity. Thus, sport, as a constituent phenomenon of the civilizing process itself (ELIAS, 1989), must be seen, treated and analyzed as one of the important shapers of this identity, since, in contemporary times, it is configured as an open, diversified system and it has an impact on daily life, being a component of the development of societies (PUIG; HEINEMAN, 1991).

We believe it is fundamental to understand and analyze the processes and context that involve the training that enables people to act in this area as professionals, whether as teachers, coaches, trainers, managers, referees, analysts, etc., intervening directly with this broad and diverse instrument and building this identity in the various fields of work.

Similarly to the athletes and other practitioners, we also consider them central actors and, therefore, their training must be of excellence and thought in a specific way. Thus, we indicate continuity in the object evidenced here, with studies that approach the Latin American context, especially investigating the institutions that offer training and qualify the professional to work with sport in a non-school context, using the comparative method.

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THE MINOR ATHLETE EMPLOYMENT CONTRACT

EL CONTRATO DE EMPLEO DE ATLETA MENOR

O CONTRATO DE TRABALHO DO ATLETA MENOR

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Abstract: This research aims to analyze the contract of the athlete in training from fourteen years of age to twenty years old of age, pointing out the gaps in the law when it comes to the proper definition and provision of this type of contract differentiating it from other contracts provided for by the CLT or special laws when it comes to the minor, such as the internship and apprenticeship contract. In addition, questioning the evidently limited treatment of the law considering the absolute incapacity of the athlete in training, as well as his adequate to be specified within this contractual type, his lack of attention when considering him a human being in training as well as a professional, having in view of all the specifics of their activity. Analyzing in the form of the hypothetical-deductive approach and seeking results through qualitative analysis through interviews, questionnaires, surveys and documents, the objective is to conclude the best contractual form for the athlete in sports training, with adequate attention to their needs as an athlete and as a minor.

Keywords: Sports Work Law; Minor's Work; Athlete in training; Sports Training; Vulnerability of the minor athlete.

Resumem: Esta investigación tiene como objetivo analizar el contrato del deportista en entrenamiento desde los catorce años hasta los veinte años, señalando los vacíos en la ley a la hora de la adecuada definición y prestación de este tipo de contrato, diferenciándolo de otros contratos previstos por la CLT o leyes especiales en lo que respecta al menor, como el contrato de prácticas y aprendizaje. Además, cuestionando el tratamiento evidentemente limitado de la ley considerando la absoluta incapacidad del deportista en entrenamiento, así como su adecuada formación para concretarse dentro de este tipo contractual, su falta de atención para considerarlo un ser humano en entrenamiento así como un profesional, teniendo en cuenta todas las particularidades de su actividad. Analizando en forma de enfoque hipotético-deductivo y buscando resultados a través del análisis cualitativo a través de entrevistas, cuestionarios, encuestas y documentos, el objetivo es concluir la mejor forma contractual para el deportista en el entrenamiento deportivo, con adecuada atención a sus necesidades como deportista. y como menor.

Palabras clave: Derecho Laboral Deportivo; Trabajo de Menores; Atleta en formación; Entrenamiento

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desportivo; Menor vulnerabilidad del deportista.

Resumo: A presente pesquisa tem por objetivo analisar o contrato do atleta em formação a partir dos quatorze anos de idade até os vinte anos, apontando as lacunas da lei quando se trata da definição e previsão adequada desse tipo contratual, diferenciando-o dos demais contratos previstos pela CLT ou leis especiais quando se trata do menor, como o contrato de estágio e de aprendizagem. Além disso, questionar o tratamento evidentemente limitado da lei considerando a absoluta incapacidade do atleta em formação, bem como sua adequada formação a ser especificada dentro desse tipo contratual sua falta de atenção ao considerá-lo um ser humano em formação além de um profissional, tendo em vista todas as especificidades de sua atividade desempenhada. Analisando na forma da abordagem hipotético-dedutiva e buscando resultados através da análise qualitativa por entrevistas, questionários, pesquisa de opiniões e documentos, tem-se o objetivo de concluir a melhor forma contratual para o atleta em formação desportiva, com atenção adequada às suas necessidades como atleta e como menor.

Palavras-chave: Direito do Trabalho Desportivo; Trabalho do menor; Atleta em formação; Formação Desportiva; Vulnerabilidade do atleta menor.

1 Introduction

The Consolidation of Labor Laws defines an employment contract as “tacit or express agreement corresponding to the employment relationship” (CLT art. 442). As a rule, the employment contract has always been applicable to persons of legal age who sign a commitment to engage in paid activity with an employer. However, in recent years it has become possible for minors to enter the act of providing paid activity to an employer, without, however, properly characterizing an employment relationship.

Thus, special contracts were created for apprentices, interns and athletes in training, whose purpose is to pay, sometimes called a scholarship, for the exercise of activities linked to learning a profession or another area of knowledge.

In the case of minors introduced to the sport for the purpose of professional learning, a subject that will be emphasized below, in Brazil it began to occur in the 60s, more specifically in 1966, when the first basic categories for training professional soccer athletes appeared. This beginning occurred at the time due to the crisis in Brazilian sports that took place in the 1966 World Cup, thus giving rise to the need to not only hire, but train athletes for the sports sector. Until today, football, followed by judo, is the sport that trains young athletes in Brazil the most, starting their training at the age of fourteen.

With this early entry into their future job market, the minor athlete, who is in a different position from other apprentices in other professions, needs special legal support, due to the evident particularities of their exercise, as they are subject to issues that differentiate them, being, therefore, necessary a contractual type adequate to the activities that it carries out and the

consequences that it is subject to when placing itself in sports training. This training, which requires more discipline, physical effort, subjection to family distance and risk of not reaching the desired goal, which is the special sports work contract, becoming, in fact, a professional athlete.

Thus, it is important to analyze the special sports work contract in general so that the creation of a special type of work that is adequate to the needs of the athlete in training can be suggested, as well as seeing this as something necessary, since In the 1960s, years have passed, but there has been no such progress, and still, understanding that the absence of specific legal protection linked to the teenager's stage of adolescence generates consequences that cannot be ignored.

Given this situation of vulnerability in which the minor athlete finds himself, involving the complexity of his needs, as well as the absence of an adequate training contract, which regulates and protects him, we can, in this context, analyze this work proposal that aims to demonstrate the need to pay attention to this gap in the law regarding the contract of the underage athlete, presenting concepts, definitions and data collection with practical information on the subject, based on arguments of scholars and especially professionals in the field of sports, both in the Sports Law and in the exercise of sport.

For the development of this work, bibliographical and field research were used, in addition to a case study. The bibliographical research was based mostly on articles and books addressing the particularities of the employment contract, and analyzes of related areas, such as psychology and sociology of sport. The case study was developed in its entirety through field research, involving reports from practicing sports professionals on the changes that have taken place legally, regarding the position of the minor athlete and consequences on the subject.

2 The Special Contract of Sports Employment and the bond of the athlete in training

According to the Consolidation of Labor Laws, the employment contract corresponds to a tacit or express agreement corresponding to an employment relationship, which may be applicable to persons of legal age who sign a commitment to engage in paid activity with an employer. In other words, to sign an employment contract, as a rule, the employee must be of legal age. However, as an exception, the Federal Constitution and the Child and Adolescent Statute provide for exceptions, stating that “any work is prohibited for children under fourteen years of age, except as an apprentice” (ECA, art. 60). Therefore, it is possible for the minor to exercise work, provided that under specific circumstances and with a specific purpose.

Thus, special contracts for apprentices emerged, which do not necessarily fit athletes in training, whose purpose is the activity linked to the learning of some profession or other area of knowledge, in order to train a professional who is learning a profession.

In the case of minors introduced in sport for the purpose of sports training, envisioning

professional learning, it began in Brazil in 1966, when the first basic categories for training professional football athletes emerged. This beginning occurred at the time due to the crisis in Brazilian sports installed in the World Cup of the same year, thus giving rise to the need to not only hire, but train athletes for the sports sector. Until today, football, followed by judo, is the sport that trains young athletes in Brazil the most, starting their training at the age of fourteen. Although the youth categories started in 1966, as mentioned above, the first Brazilian law to mention the athlete in training was precisely the Pelé Law, only in 1998.

Due to the existence of this gap in the law, Resolution n. I of October 17, 1996, edited by INDESP, regulated the work of the minor athlete.

Art. 1º - The football athlete, over the age of sixteen, will be considered professional, when his activity is characterized by subordination and remuneration agreed in his own employment contract, with an employer, a legal entity governed by private law, and duly registered with the administration entity of sport.

1º The soccer player over sixteen years old and under twenty years old will be considered semi-professional whenever his activity is characterized by subordination and specific contract of physical conditioning and technical and athletic training, with material incentives, signed with a sports practice entity, legal entity governed by private law, and duly registered with the federal sports administration entity.

2º The soccer player, under the age of sixteen, is an amateur under the terms of the sole paragraph, II, b of art. 3 of Law 8.672/93, being free to transfer to another sports entity of the same genre, subject to the expiration of the validity of your registration in the last tournament or championship.

3º A soccer player over the age of sixteen, who does not maintain a contractual relationship as a semi-professional or professional, is free to transfer to another sports entity of the same gender, observing the expiration of the validity of his/her registration in the last tournament or championship.

In the words of Luis Guilherme Kreneck Zainaghi, “the original wording brought by Law 9.615/98 characterized the “minor” athlete as being semi-professional, determining the signing of a “Sports Internship Agreement”, which should follow the “standard” model of the Agreement Sports Work Special” (ZAINAGHI, 2021, p. 66).

However, the current Law 11.788/2008 provides for a stage such as:

Supervised educational act, developed in the work environment, which aims to prepare students who are attending regular education in institutions of higher education, professional education, secondary education, special education, and the final years of education for productive work fundamental, in the professional modality of young people and adults.

In this sense, an athlete in training does not fit into the intern category, which has a special law that defines it, in addition, the formalization of the internship must take place by entering into a commitment between the educational institution and the internship assigning parties in any event. And they can use the services of public and private integration agents, which will help in the internship improvement process. Therefore, the internship is linked to a learning resource, being considered the practical form of the theory that the apprentice has studied.

Thus, despite the similarities, the athlete in training would not fit this profile, since despite being part of a club where he learns a sport in his practice, he does not have as a prerequisite enrollment in an institution linked to the sport. , which would provide a theoretical basis for this. Likewise, it does not fit into the learning contract, since, as provided for in article 428 of the CLT, it is defined as follows:

Apprenticeship contract is a special employment contract, adjusted in writing and for a fixed period, in which the employer undertakes to ensure to those over 14 (fourteen) and under 24 (twenty-four) years enrolled in a technical training apprenticeship program -methodical professional, compatible with their physical, moral and psychological development, and the apprentice, to perform with zeal and diligence the tasks necessary for this training.

Therefore, the apprentice is based on the minimum wage, and is obligatorily remunerated in proportion to the hours worked, must be registered in the apprentice's Work and Social Security Card, in addition to generating employment. Furthermore, he/she must be enrolled in courses of the National Learning Services or Technical Schools of Education. Differentiating it immediately from the athlete in training, who does not have an employment relationship, and the trainer is not required to pay a salary, being optional the payment of a grant, as provided for in article 29, paragraph 4° of Law 9.615/98:

The non-professional athlete in training, over fourteen and under twenty years of age, may receive financial assistance from the training sports entity, in the form of a learning grant freely agreed upon by a formal contract, without an employment relationship being created between the parts.

In addition, the Ministry of Labor and Employment, through §2° of article 1 of Normative Instruction 26, provides that "the contract shall expressly indicate the course, learning objective, weekly working hours, monthly remuneration, initial and final term of the contract.

And the CLT provides that non-compliance with such legal and regulatory provisions will result in the nullity of the learning contract, establishing an employment relationship directly with the employer responsible for complying with the apprenticeship quota (CLT, art. 433).

At sixteen, despite the restrictions caused by being under age, the athlete has the right to sign his first professional contract with the same sports entity where he is in sports learning, however, this first contract cannot last longer than five years old. In the case of renewal of this contract, this sports entity has the preference of hiring, being able to extend the contract for a period not exceeding two years, being, therefore, a contract for a fixed period, as provided for in article 29 of Law 9.615/98.

The objective of the legislator in this case was to ensure the complete training of the athlete and also to prevent entities from losing their athletes after years of investment in the youth categories, just at the time when this young athlete could be used in professional competitions. However, if the athlete turns sixteen and still remains an athlete in training, without a professional contract formed with the club, he cannot be selected for professional competitions, since the

participation of a non-professionalized athlete over twenty years of age is prohibited in a competition. For this participation to be possible, it must be properly professionalized, pursuant to article 43 of Law 9.615/98, which provides that "the participation in professional sports competitions of non-professional athletes over the age of twenty is prohibited".

An exception to this is the sixteen-year-old autonomous athlete, that is, one who does not have a contractual relationship with any sporting entity and produces income on their own, temporarily and autonomously competes with a kind of "loan".

This athlete does not have an employment relationship generated at the time he is registered in a competition. However, it is noteworthy that this exception applies only to athletes who do not practice sports with a collective character, only for individual exercise activities, such as gymnastics and swimming, for example.

This type of training contract is, therefore, a first step towards entering a future professional career, and although the training still exists, they already participate in competitions, such as in football, for example.

Athletes in training have their activity provided for by Law 9.615/98, the "Pelé Law", also called the General Sports Law, which since 1998 has had numerous articles repealed and deals with minors in a succinct and superficial way, basically through the article 29 since 2011, focusing on the benefits of the sports practice entity that trained the minor over its trained athlete, therefore, a legal provision is necessary for the activities performed and the consequences that are subject to placing themselves in sports training. This training, which requires the most accentuated discipline, physical effort, subjection to family distance and risk of not reaching the desired goal, which is the Special Contract of Sports Work, becoming, in fact, a professional athlete.

Considering that the sports training contract does not fall under the Apprenticeship Contract or internship modality, the need for its own legislation to more fully provide for the training contract is evident, with the objective of meeting its needs, as well as protecting it, in view of the absolute incapacity at the beginning of training, unlike apprentices in other professions.

2.3 Practical irregularities

Although the contract of these underage athletes has similarities for having as a principle of learning, regulated by article 428 of the CLT and by Law 10,097/00, it is a special contract, without an employment relationship, but which generates relevant responsibilities for the employer, who undertakes to ensure that athlete in technical and professional training methodical adequate for their physical, moral and psychological development, in addition to the obligations to form the material working conditions necessary and appropriate.

Between the needs of the underage athlete, their reality and the fulfillment of the employer's obligations, there is a wide range of information to be analyzed, supervised and criticized,

seeking, despite the absence of a direct employment relationship, the best for this “indirect worker”.

In relation to this "gap" in the definition of the athlete's contract, we have as an example, article 45 of Law 9.615/98, which states that:

Art. 45. Sports practice entities are obliged to contract life and personal accident insurance, linked to sports activity, for professional athletes, with the objective of covering the risks to which they are subject.

In other words, this guarantee only affects those who are professionals, not anyone who is an athlete in training, and normally this reservation is duly expressed in a clause in the apprenticeship contract.

As we can see, there is a lack of protection. Although the minor has guaranteed guarantees, in this situation we can see that he is exposed to natural risks of sports practice, high performance exercise, perhaps even more than an older athlete, due to his young age and because he is still physically in training, in the However, it has no guaranteed guarantee in this regard.

The Child and Adolescent Statute is in full agreement regarding the possibility of exercising work in the position of apprentice of the minor athlete (as provided for in art. 60), even safeguarding the athlete's rights, and mentions, therefore, in your article 65:

“Adolescent apprentices, aged over fourteen, are guaranteed labor and social security rights”.

However, in the case of the minor athlete, the rights are far from being equated, with protection coming basically from the ECA.

In this case, it would be important to have some type of safety for the apprentice athlete, since the time spent training in sports can somehow compromise their physical health, as they are constantly exposed to the risk of injuries.

And going beyond that, in the case of athletes in training who are in a different place from their origin, there are still the risks of the absence of direct contact and family care, with this minor being under the responsibility of third parties, which can lead to other types of problems to this minor, who will again be without any legal security safeguarded.

We can see that legal support for minors is essential, after all, they are subject to risks like any other person, and even more so because of their young age and the particularities, which are many, of their training.

Another example was what happened on June 22, 2016, when a fourteen-year-old athlete in training died after being sick during a football training session at the club where he was learning for four months in the city of Londrina, Paraná.

And yet, the case that was commented on the world over, from the Vulture's Nest, in Rio de Janeiro, where ten teenagers died on February 8, 2019, which set off the alarm regarding the non-existent requirements regarding the accommodation where the athletes live in training, as most of them reside in the training club's accommodation.

Article 29 of Law 9.615/98 superficially establishes in §2º, item II, indent “d” that the training sports entity must “maintain adequate accommodation and sports facilities, especially with regard to food, hygiene, safety and health”, without, however, being more detailed about the safety requirements, leaving a gap about what is necessarily adequate and to what extent this care must exist, with a very superficial requirement, in addition to the lack of specification regarding safety in working conditions.

The law is silent in many respects, making those who are already legally incapable even more vulnerable.

3 The formation of the citizen athlete in view of their professional expectation

As discussed above, the absence of a specific contract and legal provision for the type of contract relating to the exercise of sport by the underage athlete is already a big problem, and as consequences arising from the absence of legal assistance as a basis, issues that are harmful to the young athlete arise, in the short and long term.

During this period as an athlete in training, in practice we can clearly see the differences in the exercise of the minor in sport and the absolute need for legal support, as there are many particularities in the exercise of the activity and in a matter of their growth as a person, after all, it deals with from a minor in his early teens entering the sport, sometimes assuming a position and responsibility that require a maturity far beyond what he would naturally have at such a young age.

In many areas of professional entry, the future of the profession can start with early learning, but when it comes to entering sport, the particularities are exceptional, mainly marked by the fact that most of the time this beginning athlete leaves the family environment, the family home to be permanently at the club, in addition to more complex cases, but no less common, they are moved to other places to continue the exercise of learning.

According to the teachings of Juan Mosquera and Claus Stobans about adolescence, which they call “first age”, they say that:

In the psychological area, the structuring of the personality takes place. They are the foundations of what the person will be able to represent in the future, especially in adult life. Personality structuring takes place in the first years of life and, although this is not considered fatal, it is a strong conditioning for other ages and behaviors. Much of who we are is in the past, although this is not necessarily a present.

In the social area, it seems that the human subject is in a state of waiting and preparation. Wait to join adult society. The adults themselves foresee that the entrance should be carried out based on a preparation that justifies the wait (MOQUERA and STOBANS, 1984, p. 99).

Regarding the development of the athlete's personality in adolescence, the period when the young person enters the sport, Juan Mosquera and Claus Stobans say that the evolutionary tasks

are configured as follows:

- accept physical changes;
- achieve a stable social character to relate to both sexes;
- become emotionally and economically independent;
- prepare for marriage or coexistence;
- getting started in civic and social responsibilities;
- establish an identity as the basis of a philosophy of life (MOSQUERA and STOBANS, 1984, p. 112).

That would be the kind of normal development when talking about a teenager with a “normal life”. When it comes to the teenager who enters the sport at the age of fourteen, the course of this development is automatically changed, in most cases accelerated and skipping steps.

As for achieving a stable social character to relate to both sexes, despite being something common among teenagers, to arise at this stage, for the athlete in training, this need is accompanied by the issue of wanting to present results so that they can progress professionally.

Regarding the acceptance of physical changes, upon entering the sport, adolescents already undergo, in some cases, maturation assessment, an exam performed to “predict” their size, physical proportions, skeletal functions and development, necessary requirements for their professional “investment”. Thus, we can see that adolescents naturally need to deal with major physical changes, they need their bodies to develop favorably for their future professional plans (KUNRATH, GONÇALVES and TEOLDO, 2014, p. 187-191).

In cases of teenagers who train to achieve the goalkeeping role, for example, in an interview with a professional goalkeeper, he highlighted the concern he had as a teenager to grow up enough and achieve adequate physical height for the role he wanted, and said to be an almost unanimous concern among teenagers who want this role, since its growth, which is yet to happen, may generate some surprise.

As for being emotionally and financially independent, this requirement is common, especially in Brazil, where young people, especially from the lower classes, start working early, usually taking turns between study and work. As for younger athletes, in some sports, such as soccer, for example, most teenagers who join the sport come from lower social classes, therefore, they start to live in the accommodation of the club where they are in training. Interestingly, many of these teenagers, when leaving their family home, leave with the responsibility (given by their parents) to achieve a promising career to achieve financial stability and provide improvements for the family that supported them until then. In addition to seeing himself almost unable to return home, because when he left with this dream, he saw the need to return just to present the results (as expected by the family, of course).

The point is that, often, this teenager would be better off at home, in better conditions of care.

For this research, interviews were carried out with twelve professional soccer athletes, with questions being asked about their sporting background. Nine of them lived in club accommodation, and when asked about the treatment of underage athletes in general and in

different regions of Brazil, four mentioned a lack of basic survival conditions for the teenager, including lack of food, and cited northern regions, Northeast and Southeast of Brazil as the most precarious in this regard.

Thus, even under precarious circumstances, many teenagers remain because they promised their families responsibility for a better future. Of course, the vast majority cannot go home every day because they are too far from their home, and there are very few cases in which the family is willing to move and settle in the city where the youngest child is in training. . Of those twelve, only one had this privilege.

Regarding the idea of preparing for marriage or living together, this preparation usually takes place during adolescence, but when it comes to a teenager who enters the sport at the age of fourteen, this is an evidently precocious trend.

As the adolescent, as mentioned above, leaves the family very early, needing to live an independence 'before his time', at some point this family environment is missed, thus, the adolescent who goes through this situation has a very tendency to greater to want to build a family early, in the need to make up for this lack of always having a family around.

Among the twelve interviewees, ten formed a family at an early age (aged between 18 and 21), and said they always had this desire, some under the argument that they would like to build a family that would accompany them even with constant changes of place.

Therefore, they aspire to marriage or coexistence in an early way compared to young people who are not in the situation of athletes in training, due to this particularity of lack of daily family life.

Regarding starting civic and social responsibilities, once again adolescents undergoing sports training are exceptions, as they necessarily learn to take on responsibilities early in many aspects, such as meeting schedules, high-performance exercise, personal discipline in the activities with the group (in the case of team sports), etc.

These twelve athletes were asked about the emotional consequences of joining the sport so early, and the responses were almost unanimous, all mentioning early maturation and learning to take responsibility early. In addition, they mentioned their professional experience since they were young, the development and growth of a personal character, the maturity to deal with demands. They said they learned early on to be disciplined and respect different points of view. However, they also mentioned the lack of family basis as a negative point.

Most of them believe that this entry into the sport in early adolescence was very positive, the minority believes that the negative points have a greater weight.

As for establishing an activity as a base, this is usually a difficulty for most adolescents, who seek references from numerous places, but the natural thing is that, although unconsciously, the tendency is for the main reference for personality formation to be the parents themselves. or persons responsible for the adolescent's education. And once again, the teenage athlete in training

does not fully meet this requirement, as he does not live as directly with his family as other teenagers, so the association as a reference cannot be so direct.

The authors also add that:

The security needs are basically important. Especially at the beginning of life, when the young child has an urgent need to be cared for by adults, to the point that, without this protection, he or she may die. The need for security turns into feelings of security in adults and this presupposes trust, continuity and support. Much of psychological illness stems from a sense of security and inadequacy. In this sense, it is important, in the sports field, to draw attention to this need, which is often overlooked because of excessive competition. The feeling of security is basic and plays a predominant role in the affirmation of adults in their culture, and, at the same time, leads to better health and performance (MOSQUERA and STOBANS, 1984, p. 119).

The Child and Adolescent Statute is in full agreement with regard to the possibility of working as an apprentice, but it does not say anything about the athlete in training, creating yet another situation in which the minor athlete is vulnerable due to the issue of lack of legislation to defend and protect it.

As this is a gap in the law, the Introductory Law to the Civil Code “resolve” the problem of gaps in its Article 4º, defining and providing as “Silence of the law with regard to a given case; it is customary to appeal, if necessary, to customs, the general principles of law, analogy and equity”.

4.1 In addition to lack of labor protection

In this case, the legal provision of the ECA would enter into theory, which provides in article 60 on the minor apprentice, a contract that, although roughly comparable to the training contract, is not the same thing, and because of the lack of legal provision for this second type, this article 60, which provides “Adolescent apprentices over the age of fourteen, are guaranteed labor and social security rights” would be similarly applicable.

In this way, we could see (in more detail above) that this neglect, lack of predictability and security and the need for equivalence when dealing with this teenager’s professional future still remains, there are still problems that arise from this.

In addition to the exercise of the work itself, this issue involves the adequate development of the adolescent athlete, who sometimes finds himself far from his family due to joining the sport, since the minor athlete is subject to training in a distant sporting base. of his family, as it is necessary for him to find a place that provides this type of preparation, and in most cases there is no close supervision of his parents or legal guardians, therefore, this responsibility is transferred to the club in question.

Faced with this transfer of responsibility, the minor cannot lose proper education. Moral and social support, having the necessary elements of care for their formation as a citizen, which in a

way exposes themselves to a certain risk due to the fact that this minor, still a teenager, as if he were paying the price of a dream, exposes himself to a premature independence in addition to early maturity.

When these young people leave the care of the family power, they start being responsible for the clubs that hire them, in addition to the businessmen, who, in theory, take care of their athletes, guiding them and supervising their needs. At that time, they live in “republics” or lodgings, where they start to move with other teenagers in the same age group.

These accommodations must be properly regularized in accordance with articles 90, 91 and 92 of Law 8069/90, as, in practice, they are real shelter entities that, as such, need to be legally built (even if linked to a club football, judo or other sport), prepare and execute a service program and submit to registration with the Municipal Council for the Rights of Children and Adolescents, being subject to inspection by the Guardianship Council, the Public Ministry and the Judiciary (pursuant to article 95 of Law 8069/90).

Article 91 of Law 8069/90 provides that:

Art. 91. Non-governmental entities may only function after registration with the Municipal Council for the Rights of Children and Adolescents, which will communicate the registration to the Guardianship Council and to the judicial authority of the respective location.

§ 1º Registration will be denied to the entity that

- a) does not offer physical facilities in adequate conditions of habitability, hygiene, health and safety;
- b) does not present a work plan compatible with the principles of this Law;
- c) is irregularly constituted;
- d) have unsuspecting people in their ranks.
- e) not adapting to or failing to comply with the resolutions and resolutions relating to the type of service provided issued by the Councils for the Rights of Children and Adolescents, at all levels

§ 2º The registration will be valid for a maximum of 4 (four) years, and the Municipal Council for the Rights of Children and Adolescents will periodically reassess the appropriateness of its renewal, in compliance with the provisions of § 1 of this article.

And article 92, in continuity, provides for the essential principles to be followed by the site:

Art. 92. Entities that develop family or institutional care programs must adopt the following principles:

- I - preservation of family ties and promotion of family reintegration
- II - integration into a substitute family, when the maintenance resources in the natural or extended family are exhausted
- III - personalized service and in small groups;
- IV - development of activities under a co-education regime;
- V - non-dismemberment of sibling groups;
- VI - avoid, whenever possible, the transfer of sheltered children and adolescents to other entities;
- VII - participation in the life of the local community;
- VIII - gradual preparation for dismissal;
- IX - participation of people from the community in the educational process.

In addition to its demonstrated responsibility for complying with due care for the minor:

§ 1º The director of an entity that develops an institutional care program is equivalent to the guardian, for all legal purposes.

§ 2º The directors of entities that develop family or institutional care programs shall submit to the judicial authority, at most every 6 (six) months, a detailed report on the situation of each child or adolescent received and their family, for the purposes of the reassessment provided for in the § 1 of art. 19 of this Law.

§ 3º The federated entities, through the Executive and Judiciary Powers, will jointly promote the permanent qualification of professionals who work directly or indirectly in institutional care programs and aimed at the family placement of children and adolescents, including members of the Judiciary, Public Ministry and Guardianship Council.

§ 4º Unless otherwise determined by the competent judicial authority, entities that develop family or institutional foster care programs, if necessary with the help of the Guardianship Council and social assistance agencies, will encourage the contact of the child or adolescent with their parents and relatives, in compliance with the provisions of items I and VIII of the main section of this article.

§ 5º Entities that develop family or institutional shelter programs may only receive public funds if they are proven to comply with the principles, requirements and purposes of this Law.

§ 6º The non-compliance with the provisions of this Law by the director of an entity that develops family or institutional care programs is the cause of their dismissal, without prejudice to the determination of their administrative, civil and criminal responsibility.

Indent “a” of §1º of article 91 of Law 8060/90 says that the registration will be denied to an entity that does not offer physical facilities in adequate conditions. However, the law does not define what is adequate, making it a vague, unspecified requirement, a subjective concept. In the case of accommodation, minors leave their family life to obtain a sports training without even having a definition of what is a suitable environment for their living, without an absolute guarantee that they will be safe and that they will have their well-being.

Law 9.615/98 and no sports legislation specify or require reports for accommodation in the base categories, whether by Fire Department, Public Prosecutor's Office, etc. Article 29 (§2º item II, ‘a’’) of the Pelé Law says that it is the obligation of the sports entity to “maintain adequate accommodation and sports facilities, especially in terms of food, hygiene, safety and health”. Again being silent, not defining what is adequate, without making demands. In addition, it requires contracting insurance for personal accidents, but specifically deals with safety in working conditions. There is not even a specification on who is competent to carry out such requirements, who is responsible for stipulating requirements, which would be from the CBF, the Public Ministry, the Fire Department, but there is no requirement at the federal level that determines this.

The clubs are not under rules in this sense, so it is not possible to say whether the way they house teenagers is adequate or not, as there is no concept of adequate. There are no minimum requirements that clubs must meet.

Once again, the example of the fire in the Nest of the Vultures in Rio de Janeiro in February 2019 appears, causing the death of 10 athletes, all minors and undergoing sports training. It is

evident that mistakes prevented these minors from surviving the fire, however, there are no parameters for inspecting the facilities in the accommodation. There is nothing at the federal level in this regard. Once again the minor athlete is unprotected.

On the idea of a minor moving away from family life, being collectively under the responsibility of a club, it can sometimes have negative consequences, since it is a housing or several accommodations housing several minor athletes being cared for by people that they have no affective bonds or, at times, affinity. It is practically impossible for each of them to be able to receive due attention for their development as a citizen.

At the same time that this early independence generates early maturity and responsibility, this positive effect does not reach all of them, because it can compromise the formation of that future, caused by the absence of due care and family absence.

Furthermore, there is also the problem of adequate educational supervision. Certainly not all clubs with youth categories closely monitor the education of their guardians, making sure that it takes place.

The positive points mentioned here reach most athletes already in adulthood, but it cannot be said that these numbers are a totality, because even in the media we can see socially and morally inappropriate behaviors and attitudes coming from athletes, and in light of this analysis, and considering that everyone goes through this training period, we can see that this behavior is a consequence of those who were not positively reached by this very atypical training.

4.2 Expectation about the professional contract

When teenagers start to practice the sport, training with the possibility of becoming a professional from the age of fourteen, their greatest expectation is focused on achieving this goal, on actually reaching a professional contract in the future, thus having a professional career signed. However, from fourteen to twenty-one years of age, many things can happen, they are years of investment of time, dedication and renunciations, which do not always lead to the achievement of the long-awaited goal. It is natural that your expectations turn to this dream, as well as the effort to make it happen.

For the vast majority, the intense expectation makes them not even think that they will not reach this goal in the future, for others, the insecurity is so great that they end up abandoning this dream without even coming close to achieving it.

In the interview with the twelve professional athletes in exercise, when asked if when they were minors they ever thought that they would not be able to reach the so dreamed professional contract, half of them said yes, and the other half said they didn't even think about it because it was already on its way. of your goal.

In addition, those who answered that they never thought they would not make it said that they

heard words of encouragement and encouragement to train and prepare themselves all the time, as they “were good” and “they had talent”. What is striking about this is that everyone heard these words of encouragement and they affected the security self-esteem of half of these young people, however, of all those who were in training, training and nurturing the dream of a professional contract, not even half of them in fact, which generated a probable frustration, as many of these young people were sure that they would get a professional contract and in the end, they did not reach that dream so desired.

It is evident that coaches and clubs are aware that the percentage of athletes in training who actually become a professional is low. And also, that teenagers, who are so intense and fickle, need encouragement, encouragement and support to show income in the sport they are training in, however, with such a high percentage of dazzled teenagers and certain that they will reach such an uncertain contract, it would be important to have this awareness that despite the training and dedication, all of them will go through a selective job market until reaching the professional contract, and that they will actually face this possibility of not achieving what they aspire to.

It is not about demotivation, but about understanding reality and building mature thinking, without the risk of forming dazzled young adults, applying this idea even to those who will actually reach their professional goal.

In addition to the issue of going through the competitive job market, the athlete, in any area of activity, runs the risk of injury, and this can happen at any age, but since it occurs when the athlete is underage and the injury is irrecoverable, the professional dream ends there.

It is also noteworthy that the adolescent is a person in formation, in development, therefore, more fragile in some aspects. Adolescence is a fundamental period for the acquisition of bone mass, and the encouragement of these constant and repeated physical activities brings more positive points to sports such as running and jumping, not favoring, on the other hand, those who practice sports such as swimming, as they do not need of the weight support.

According to Dr. Moisés Cohen, orthopedist and traumatologist:

During puberty, intense physical exercise is not always beneficial for adolescents, particularly with regard to skeletal growth. Some authors show that intense strength training in adolescents seems to cause a decrease in the levels of growth factors, which may compromise final height. Furthermore, excessive physical activity is also related to stress fractures generated by repeated overloads (COHEN, 2010).

About young athletes who start in the sport, although the rule is that the training contract starts at the age of fourteen, according to art. 29 of Law 9.615/98, gymnastics works as an exception, since despite the fact that the training contract occurs at fourteen years of age, it is necessary for the athlete in training much earlier to have the expectation of becoming a professional athlete. Female athletes must enter gymnastics between the ages of five and seven, and must practice developmental activities between the ages of six and seven. And male athletes, between five and

seven years old to start training and at seven years old the start for development activities.

In other words, the physical exposure to risks is even greater, and the expectation, at times pressured, of the possibility of reaching championships is even greater and earlier.

4.3 The absence of stimulation beyond sport and its consequences

As mentioned before, this beginning of the athlete is a kind of "tightrope", since most teenagers who enter the sport are unable to reach the definitive profession of professional athlete, and therefore, if they have not studied previously, they become if frustrated adults, with no expectations and starting adulthood without any preparation to put into practice a "plan B" of life.

The Child and Adolescent Statute (Article 63 and subsections) and the Pelé Law (Article 29) provide for the guarantee of the adolescent to study, as well as their obligation to maintain adequate development. Example set out in article 63 of the ECA:

Art. 63. A formação técnico-profissional obedecerá aos seguintes princípios:
I - garantia de acesso e frequência obrigatória ao ensino regular;
II - atividade compatível com o desenvolvimento do adolescente;
III - horário especial para o exercício das atividades.

However, this requirement is not a reality in practice, making evident the lack of proper inspection in the various regions of Brazil and the necessary incentive, since a club offers sports instruction to a teenager and feeds him the expectation of reaching the professional career, however, this is a small possibility given the great demand of athletes in competition for this reach, in addition to the physical risks that appear during this journey of years until reaching the age of twenty, when an athlete leaves the youth categories, finally becoming a professional.

There are many practical cases of soccer athletes, for example, who reached the under-20 category without even reaching high school, and faced with this "tightrope", if they do not reach a professional contract, they find themselves in the need to exercise another activity, but he did not study enough, severely limiting his professional possibilities.

It is necessary that there is adequate regularization about this, being punished, if possible, the clubs that allow that the athlete in training simply does not produce satisfactory school income, or that, in more serious cases, drop out of school, as he cannot guarantee a professional future for this teenager and have the obligation to take care of him as he is under his care as an apprentice, sometimes living in the club itself.

According to the results of the interview conducted with twelve professional athletes in exercise, when asked if they had a career "plan B" if the results in the sport were not achieved, of the twelve, nine replied that no, they never had other plans, the other three who answered yes, made it clear that there was another option as required by the family, which they imposed as a condition for them to support them in the decision to pursue a sports career.

These athletes achieved their professional goal, but many others, with the same mindset, did not.

The southern region of Brazil, especially Rio Grande do Sul, was mentioned by the athletes as being more adequately supervised regarding the issue of education of the minor, although not absolutely perfect, but with demands on the teenager to attend classes and present satisfactory results.

However, this is not a reality across the country, as in other states and regions this charge is non-existent.

However, it is not in all cases that the minor athlete lives in the accommodation of his/her trainer club, some live in republics, or with relatives, friends, or in some cases the family already resides in the city where the athlete's trainer club is located. . In this case, the athlete does not undergo inspection, since the collection of results comes from those who are supervised by the club, which guarantees the care of the minor. Those who do not reside there, in practice, do not suffer this charge.

The charge for school results should be applied to everyone who is in training there. This would reduce this risk of adolescents without resources in the possibility of not reaching a professional career. As much as studying is also a matter of the minor's responsibility and interest, immaturity, lack of guidance and family demands must be taken into account, thus thinking about the adolescent's well-being and, in a way, protecting their future.

In agreement on this matter, Juan Mosquera and Claus Stobaus say that:

The same can be said about emotional or spiritual development. Probably these last two are, unfortunately, left aside in the preparation of professional athletes and sportsmen. It is relevant, in a general sense of behavior, to analyze that sport, as well as other forms of physical manifestation, should have total personality development programs in mind, or at least, that educationally take into account the physical support content, to better understand the developmental characteristics of each age group (MOSQUERA and STOBANS, 1984, p. 119).

The natural thing is that support programs arise through legal bases, because, when mandatory, practice arises, but in this case, there is already a gap, as we discussed in previous chapters, and this lack of support encourages people to think "beyond of career", in having how to evolve if nothing turns out as expected, and especially, this lack of mandatory study and education are direct consequences of this gap in the law.

It would be essential to encourage and make it mandatory to obtain satisfactory income in all cases, whether under the supervision of the club or not, and beyond the limit of sixteen years.

Alexandre Sfalcin, Fernando Jaime González and Robson Machado Gomes conducted a research and turned it into an article in which they spoke about young athletes who practiced the sport in the state of Rio Grande do Sul, going through the training phase, without, however, reaching the contract professional. This is because they abandoned their careers before that for a

number of reasons, such as financial instability to remain in sports training, lack of family life, constant delays in payments and salaries, inadequate fulfillment of contracts and early family formation.

The authors mention in the article that:

Abandoning the profession has an impact on the subjects' social and personal organization. In the case of ex-athletes interviewed in the research, it was possible to observe that leaving sporting life required fairness in different dimensions of their lives, one being more subjective and the other more objective. The subjective dimension combines a certain feeling of failure due to the unfulfilled dream and a feeling of abandoning a prominent socio-professional condition. The objective dimension constitutes the concrete difficulty of entering the universe of extra football work.

As for the consequences related to the adolescent's withdrawal from the sport, in addition to mentioning the feeling of failure he has to deal with, as he has not been able to achieve a dream, the authors also conclude that:

The research also allowed us to verify the subjective and objective consequences of abandoning a sports career. We understand that two stand out among the different problems: a) the need to rebuild a new identity, that of a non-athlete. Because, for the football player, it is not easy to leave the dream for which he lived during an important period of his existence, having the relationship with the fan, the media, in short, the recognition and the "fantasy" that are dispensed to him for no longer being part of football, becoming a "simple mortal"; b) the fact that most athletes are not prepared to insert themselves in other work spaces, basically because they believed (too much) in the possibility of achieving success in football, leaving aside personal/professional preparation for the moment when could no longer play (SFALCIN, GONZÁLEZ and BORGES, 2015).

The American psychologist Abraham Maslow, referring to the athlete, pointed out self-actualization as a great characteristic and need, which in some cases is also called self-actualization or individualization. It is for this author the most important of the needs (MASLOW, 2008).

This tendency, according to Maslow is universal, is probably what makes someone a true champion. The champion is the one who is in continuous struggle with his own person in order to improve and know himself.

This type of thinking, primarily accompanied by complete and adequate legal support, needs to be encouraged, the underage athlete needs to be supervised, whether or not he is supervised by the training club. And if he's protected, he needs adequate security.

Negative consequences and a demand for unemployment in the country by young people can be avoided as long as the problems are addressed, so that the consequences may not even exist.

5 Conclusion

After analyzing concepts and particularities of types of employment contracts that reach

minors, and also a specific model for professional athletes, we can observe the absence of a type that can adequately cover the working situation of the athlete in training in a broad way.

The current General Sports Law, Law 9,615/98 is silent on the contractual form of the athlete in training between fourteen and sixteen years old, and in addition, it does not mention all minors with regard to their working conditions, housing, sports training, not specifying what is appropriate, what is necessary and what rules sporting entities must follow regarding the protection and care of minors and training where their work environment and permanence is considered.

Taking a brief look at the Pelé Law, it is easy to see that it is a law with many articles revoked, a 1995 law, and it is worth remembering that in recent decades many athletes underwent training and this silence persists for generations. It is necessary that there is a specific law, at the federal level, that addresses the minor's needs regarding their hiring, protection, that removes them from the situation of legal vulnerability they currently live, and also that addresses their protection in the work environment and coexistence, after all, a high number of athletes reside in their training club.

In addition to the need to fill this gap in the law, we also verified the problems arising from the absence of a special sports work contract, after all, many minors start sports training, but the minority of them actually reach a professional contract, and in that sense, it would be important the creation of programs aimed at these minors for qualification beyond sport, preventing consequences in the sense that they will have the means to follow if sport is not in fact their future professional career. In addition to inspecting the school attendance of minors.

As we saw in the results of the field research, if the careers of most professional athletes did not work out, they had not reached a professional contract as it happened, there would be no plans beyond the possible career and there was no encouragement for this thought, reinforcing the idea of need for encouragement in these cases, after all, the minority will manage to be a professional and they will reach this conclusion at the age of twenty.

Considering that the law is a rule made obligatory by the coercive force of a competent authority, and, as something becomes obligatory, its compliance, as a rule, is enforced, as there is no law that provides for a certain matter, naturally there is no compliance. Therefore, given the absence of a law to ensure the rights and protect the athlete in training, there is no compliance with these requirements, in view of the absence of mandatory obligation. Even though there are laws that were mentioned, such as Law 9,615/98, the Statute of Children and Adolescents that somehow aim to protect minors with regard to work, in the case of minor athletes, evidence of insufficiency remains.

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Field research

The field research was carried out in 2016 in Rio Grande do Sul through interviews with twelve practicing Brazilian professional football athletes, born in different states of Brazil, three of them currently being coaches aged between 20 and 46 years. They received the following questions and the following results were obtained:

I- What is your opinion about the withdrawal of the pass and the beginning of representation through intermediary?

Although not all of them actually lived their professional careers at the time of the Institute of the Pass, all demonstrated knowledge about the subject, thus, 10 consider the representation through intermediary something positive. 2 are indifferent to change, arguing that the entrepreneur would be a “necessary evil” and that the ideal would be for the athlete to represent himself.

II- For the underage athlete, would it be better to live with the reality of the pass or the intermediary representation?

In relation to the minor athlete, 8 of them believe that the representation through intermediary is better for the minor due to the fact that there are those who “defend” him, considering his vulnerability due to his young age. 1 of them said they were indifferent to the change and the other 3 were unable to answer the question.

III- When you were not a professional athlete, did you have a “plan B” career?

In this question, 10 answered no and 2 answered yes.

IV- What emotional consequences do you think you suffered for joining the sport so early?

Unanimously, they responded early maturity, responsibility, personal growth, maturity to deal with demands, discipline, independence and character and personal development. In addition to early family formation. All considered these positive points, and mentioned the lack of family basis as a negative point.

V- What differences do you see comparing the treatment to younger athletes in relation to regions in Brazil?

As for these differences, 9 answered that the larger clubs have better housing conditions for the smaller ones; 3 mentioned the absence of basic survival conditions such as food, adequate hygiene and psychological support, especially in the Southeast, Northeast and Midwest regions (considering athletes who completed youth categories in more than one club); 6 mentioned greater inspection in housing in Rio Grande do Sul, as well as better conditions and care for minors.

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**FULL TIME EDUCATION, SPORTS AND PUBLIC POLICIES: AN ANALYSIS
OF MAIS EDUCAÇÃO, NEW MAIS EDUCAÇÃO AND SEGUNDO TEMPO
PROGRAMS**

**FORMAÇÃO INTEGRAL, ESPORTE E POLÍTICAS PÚBLICAS: UMA
ANÁLISE DOS PROGRAMAS MAIS EDUCAÇÃO, NOVO MAIS EDUCAÇÃO E
SEGUNDO TEMPO**

**FORMACIÓN INTEGRAL, DEPORTES Y POLÍTICAS PÚBLICAS: UN
ANÁLISIS DE PORGRAMAS MÁS EDUCACIÓN, NUEVA MÁS EDUCACIÓN Y
SEGUNDO TIEMPO**

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Abstract: Over the years, there has been a solidification of the discourse of full time education in the implementation of educational and sports public policies. In this article, we will seek to understand how the discourse of full time education appears in the context of public policies through the analysis of documents from the programs Mais Educação (PME), New Mais Educação (PNME) and the Segundo Tempo (PST). In PME and PST, holistic development appears as a proposal for training physical education classes having as means of experiences that

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have meaning. On the other hand, the PNME aimed at results and returns in favor of a unilateral and reductionist vision. We conclude that the PME and PST programs represented a viable alternative for phenomenological training where sport was used to develop the axiological, physical and affective aspects of human training.

Keywords: Full time education; Sport; Public policies.

Resumo: Ao longo dos anos, houve uma solidificação do discurso de formação integral na implementação de políticas públicas educacionais e esportivas. Neste artigo, iremos buscar compreender como o discurso de formação integral aparece no contexto de políticas públicas por meio da análise dos documentos dos programas Mais Educação (PME), Novo Mais Educação (PNME) e o Programa Segundo Tempo (PST). No PME e PST, o desenvolvimento holístico aparece como proposta de formação das aulas de educação física tendo como meio vivências que tenham significado. Por outro lado, o PNME visou resultados e rendimentos em prol de uma visão unilateral e reducionista. Concluimos que os programas PME e PST representaram uma alternativa viável de formação fenomenológica onde o esporte foi acionado para desenvolver os aspectos axiológicos, físicos e afetivos da formação humana.

Palavra-chave: Formação integral; Esporte; Políticas Públicas.

Resumen: A lo largo de los años se ha ido consolidando el discurso de la educación integral en la implementación de las políticas públicas educativas y deportivas. En este artículo buscaremos comprender cómo aparece el discurso de la educación integral en el contexto de las políticas públicas a través del análisis de documentos de los programas Mais Educação (PME), Novo Mais Educação (PNME) y Segundo Tempo (PST). En el PME y PST, el desarrollo holístico aparece como una propuesta para la formación de clases de educación física teniendo como medio experiencias que tienen sentido. Por otro lado, el PNME apuntó a resultados y retornos a favor de una visión unilateral y reduccionista. Concluimos que los programas PME y PST representaron una alternativa viable para el entrenamiento fenomenológico donde se utilizó el deporte para desarrollar los aspectos axiológicos, físicos y afectivos del entrenamiento humano.

Palabras clave: Formación integral; Deporte; Políticas públicas.

1 Introduction

Over the years, we have observed an advance in the debate in defense of comprehensive training in the implementation of public educational and sports policies. The full time education in the schooling process has its main objective in the search for an expansion of the school's role in the midst of a new context of changes in society in the XIX and XX centuries. The search for this new standard has put in check a perception of traditional and technical training found in traditional school and, consequently, in physical education classes.

The school, while aimed at a select supply of places for the few, had as its essential role school instruction "and its social action was a linear expansion of the integrating processes of the homogeneous sociocultural community that had access to it" (CAVALIERE, 2002, p. 248).

The development of a democratic school, coming from an unstable scenario, brought elements that can reflect the identity of the school institution that, until then, was flooded with sociocultural disparity. The challenge is to find a new identity for the school, aiming at alternatives that provide conditions where children and adults have broad experiences in a democratic environment.

We can say that a reformist movement emerged that sought to rediscover the vocation of the school in the urban, mass, industrialized and democratic society, being directed by the new-school pedagogical current. In general, the movement to rethink the school [...] "was associated with the valorization of the activity or experience in its daily practice. The understanding of education as life, and not as preparation for life, was the basis of the various movements that formed it" (CAVALIERE, 2002, p. 251).

In Physical Education field, the traditional discourse of sport pedagogy started to suffer attacks from contestations of the objectives, methods and contents of Physical Education classes, leading them to be reviewed through a network of academic productions inspired by the theories of human growth and development, with the purpose of proposing alternatives to overcome the supremacy of sport teaching at school, the way it was being performed (NEIRA, 2015).

In this context, a traditional view of school Physical Education is put to the test. With characteristics that prioritized technical issues in physical education classes, this perspective did not contemplate a contextualized and sociocultural view of learning.

In addition, since the beginning of the XX century, the backdrop of this scenario has been the search for guaranteed rights and overcoming the challenges of historical inequalities. To this end, several educational proposals have been made, grounded on the expansion of the school day and the offer of activities in the fields of sports, art, culture and leisure, with activities in the school counter-shift.

The concept of full time education has advanced in the field and in the academic debate in Education and Physical Education, especially regarding the sportive phenomenon, broadening the horizons of a unilateral and technicist education, towards a phenomenological view of a multidimensional, critical, moral, and ethical subject, articulated with the dimensions of life, thus

being significant. Studies such as those by Machado, Galatti, and Paes (2014); Jacobs, Knoppers, and Webb (2012); Hellison and Doolittle (2007); Sanmartín (1995); Holt (2008); Carr (2002); Bailey (2005); Stegeman and Janssens (2004); Ruíz (2014), Naul (2008), and Binder (2012), provide foundation for this understanding.

That being said, the central question that will tension the debate in this article is: how does the discourse of a full time education show up in the context of educational and sports public policies?

For that, we will discuss the conception of full time education in the speeches made in the documents Mais Educação (PME), New Mais Educação (PNME), and Segundo Tempo (PST) programs.

2 The bases of the conception of full time education in public policies in the educational and sports fields

In the Brazilian context, there have been formulated conceptions and practices of full time education anchored in the expansion of the school day and in the offer of activities in sports, art, culture, and leisure field, with activities in the school counter-shift, which, since the beginning of the XX century, aimed at guaranteeing rights and overcoming the challenges imposed by the historical time..

The 1988 Federal Constitution, for example, proclaims a network of social rights that are fundamental to citizens, among them, education. In Article 6, it defends as social rights: education, food, work, housing, transportation, leisure, security, social welfare, protection of motherhood and childhood, and assistance to the destitute (BRASIL, 1988).

Education is highlighted as a social right, Art. 208, which affirms the State's duty to guarantee compulsory and free basic education from 4 (four) to 17 (seventeen) years of age (BRASIL, 1988).

Just like education, sports are also highlighted in the Constitution. In Section III, Art. 217, sports appears as the State's duty to promote it, both formally and non-formally (BRASIL, 1988).

In this scenario, there are indications that the concept of full time education and sport go hand in hand, since education and sport constitute the belt of rights for a full education.

The sport view as a tool for a full education of the subject took shape - still with limitations - in the 90's, with the emergence of the first methods that pointed to issues beyond a motor vision in physical education classes: the psychokinetic method, also known as Psychomotricity. This perception aimed at the full development of the child by focusing on motor, socio-affective and

cognitive aspects. The construction of psychological structures as one of the bases for development launches a new perception of training (NEIRA, 2015).

In the same line, other theories resorted to psychology as an epistemological field that emerged in the scenario of academic productions in physical education, as it is the Developmental Approach case, idealized by Go Tani et al.(1988).

This aspect was based on the articulation between biological maturation and cognitive, socio-affective and motor performances. Moreover, according to Neira (2015, p. 237), it "made Physical Education responsible for movement learning, intrinsically relating it to global development".

João Batista Freire (1989) proposes in his studies a whole body physical education, aligning an equal treatment to body and mind dimensions using games and play as pedagogical learning tools. In this perspective, playfulness and the link between body and mind take shape in the physical education scenario.

Soares et al.'s (1992) *Critical Overcoming Pedagogy* and Eleonor Kunz's (1994) *Critical Emancipatory Pedagogy* stand out in the scenario of a critical pedagogy of teaching and learning.

In the first, body practices have a strong relationship with culture and society, having a critical position towards the contents addressed. Soares et al. (1992) introduce the concept of body culture of movement, emphasizing the importance of systematizing the teaching of physical education at school, with sport as a content that should be considered in its broad dimension.

Critical Emancipatory Pedagogy, on the other hand, introduced the concept of movement culture, where movements are mediators of symbolic content. For Kunz (1994), this perspective may be a tool for human transformation and emancipation. About sports, the author argues that the content cannot be only practical, it must also be problematized, assuming a status of understanding the sports phenomenon, by means of historical issues, for example.

For Rocha et al. (2015) other researches have transcended the traditional scope of a physical education perspective and taken on a critical character as it is the post-critical theories case that are based on Cultural Studies and Multiculturalism⁴.

That said, throughout the Physical Education history, sport transcends as a trend that points it towards a multidimensional, cultural, and critical education, and it can be functional in the pursue of a fair society in search of social equality.

⁴ Compõe as produções dessa área os estudos de: Ferreira (1997); Oliveira (2000-2001); Silveira; Pinto (2001); Gariglio (2002); Amaral (2004); Neira; Gallardo (2006); Souza Júnior (2007b); Guimarães (2008a; 2009b); Nunes; Rúbio (2008); Oliveira; Chaves Junior (2009); Diniz; Amaral (2009); Gramorelli; Neira (2009); Millen Neto; Ferreira; Soares (2011); Pereira; Mendes (2010); Martiny; Florêncio; Gomes-da-Silva (2011); Oliveira; Linhales (2011); Pykosz; Oliveira (2009); Souza Júnior, Santiago; Tavares (2011); Nunes; Ferreira Neto (2011; 2012); Rosário; Darido (2012); Tenório et al. (2012b); Pizani, Oliveira; Barbosa-Rinaldi (2012) e Sousa; Souza Júnior (2013).

The sport practice that used to be seen as an alienating tool, which restricts the dimensions of movement and reproduces the rules of a capitalist society, gains a broad and phenomenological dimension of education.

Physical Education takes amplitude by enabling the offer of contents that are distant from the knowledge traditionally promoted by traditional scientific disciplines, and sees them as cultural phenomena. This Physical Education potentiality in the curricular organization meets the opportunity of a comprehensive training, citizen and in values, because, according to Varnier (2015), it is possible to promote a teaching in values, allowing the approach of different contents, provided there is a pedagogical intentionality.

It is no wonder that, according to Holt (2008), based on Biglan et al. (2004) studies, the last decade has witnessed a significant increase in the number of youth sports programs that bet on the belief that participation in sports can be valuable for personal development, capable of minimizing social problems such as violence, drug involvement, obesity, and so on.

A comprehensive education emerges from this perspective where sports practice is associated with a series of positive results. The teaching of sports assumes a network of values that, based on its practice, can contribute to a broad subject education in its cognitive (concentration/feedback), affective, social, moral, physical, and other aspects.

For that, Machado, Galatti and Paes (2014), in Machado et al's light (2011), support a proposal to approach sport, inside or outside the school context, from a perspective of Sport Pedagogy, which bets on the complexity of the sport phenomenon, leaving the motor aspect to be privileged or, commonly, highlighted in the teaching of sports, to also give voice to a socio-educational and historical perspective. In Galatti (2006), the authors state that:

[...] because sport is a phenomenon of multiple possibilities, it promotes not only the learning of technical and tactical issues, but it can also promote and discuss values. The treatment with values and modes of behavior in the process of teaching, living, learning and sports training is what different authors call a socio-educational reference (MACHADO; GALATTI; PAES, p. 418, 2014).

The valorization of the socio-educational aspect strengthens the expansion of the sports contributions for a human education, allowing the subjects to get to know each other and live in society.

In this sense, the discussion about full time education under the scope of public policies is necessary, since it has been part of the agenda of governmental actions in the national and international educational sphere, which is often linked to the improvement of basic education and the promotion of social projects, with sport as its partner.

The progressive expansion of the school day, covering a minimum of seven hours, was one of the contributions of this broad training, which, by means of a variety of pedagogical activities - among them sports - aimed at creating conditions to regulate the school paths, such as

the eradication of illiteracy, repetition, dropout, age/grade distortion, in such a way as to enable and expand sociability.

For that, full time education in the democratic rule of law agenda is ensured by a "belt of protective and progressive social policies, which promote relationships of belonging with the social and natural environments, the material and symbolic dimensions, the objective and subjective spheres" (MODESTO; MAZZA; SPIGOLON, 2019, p. 166).

For Cury and Cunha (2015) it is important to understand education under a historical-social matrix, starting from historical references that lead us to articulate the context of a historical narrative of education. On the other hand, for Araújo (2017), public policies are defined as complex and multidimensional processes that take place at various levels of action and decision (local, regional, national, and transnational), involving different actors (governors, legislators, voters, etc.) who act within institutional frameworks and in specific geographical and political contexts, aiming to solve public problems and distribute power and resources.

According to Lima and Marran (2013), public policy is the visible manifestation of a strategy adopted by the government to solve public problems, thus being a set of actions promoted by the rulers through standardizations, which start from a collective discussion and are later materialized through legislation or projects, with or without popular participation, aiming to meet a demand.

It is important to recognize that social diversity is key to understanding the scope of active social forces. Thus, thinking about quality education is thinking about an education and a citizenship that is active. Active citizenship feeds social responsibility from the understanding that responsibility belongs to everyone and not only to the government (GADOTTI, 2009).

Next, we will look at the discourses found in documents that have advocated full time education as an inductive voice in the search for a fair and more egalitarian society, such as: *Mais Educação*, *New Mais Educação* and *Segundo Tempo* Programs.

2.1 Mais Educação Program (PME) and New Mais Educação Program (PNME)

Mais Educação Program was created by Interministerial Normative Ordinance N° 17/2007 and regulated by Decree N°. 7.083/10. The initiative was a Ministry of Education strategy in collaboration with the Ministry of Social Development and Fight against Hunger, the Ministry of Culture, and the Ministry of Sports, in order to promote full time education in state and municipal education networks in order to extend the school day in public schools to at least 7 hours a day, through pedagogical activities in the areas of sports, culture, art, and leisure during the after-school period. This training perspective can be found in Article 1, sole paragraph of the Interministerial Normative Ordinance no. 17/2007:

The program will be implemented by supporting the execution, in schools and other socio-cultural spaces, of socio-educational actions in the after-school period, including the fields of education, arts, culture, sports, leisure, motivating them to improve educational performance, to cultivate relationships among teachers, students and their communities, to the guarantee of social protection of social assistance and the education for citizenship, including thematic perspectives of human rights, environmental awareness, new technologies, social communication, health and body awareness, food and nutritional security, social coexistence and democracy, community sharing and networking dynamics (BRASIL, 2007).

The program involves the fields of education and sports in schools and other socio-cultural spaces, seeking for an educational perspective for citizenship and democracy.

Holt (2008) and Ruíz (2014) studies bring sport as a functional social transformation tool for the development of citizenship and democracy. In Holt (2008), it is clear that sport has an important role in promoting social integration, which, in a popular way, is a recognized social phenomenon. This is because sports offer a common and functional language for social and democratic development, since it creates conditions for political democracy and is fundamental to the development of citizenship. Ruíz (2014) proposes sport as a path of educational transformation, aiming at an education for citizenship, health promotion and disease prevention, ethics training and sex education.

The proposal of a broad formation that takes into account the multidimensions of human development with the offer of artistic activities, reading, creativity, sports and leisure are defended in this document that says in article 2, item V, that it aimed at:

V - to promote the sensibility training, perception and expression of children, teenagers and young adults in artistic, literary and aesthetic languages, bringing the educational environment closer to the Brazilian cultural diversity, stimulating sensoriality, reading and creativity around school activities; VI - to stimulate children, teenagers and youngsters to maintain an effective interaction around educational and leisure sportive practices, directed to the process of human development, citizenship and solidarity; VII - to promote the approach among school, families and communities, through activities that aim the accountability and the interaction with the educational process, integrating the social and communitarian equipments among themselves and to the school life (BRASIL, 2007).

The potential of sports practices comes into play, again, under the argument of accountability to the process of human development - and this includes several formative dimensions - of citizenship and solidarity.

It is no wonder that the activities proposed by the program moved towards this understanding. According to Moll (2019, p. 16), the idea of macro fields proposed significant

areas for human development processes and social life, expanding the formative perspectives, going beyond content listings. The author goes on to say that::

[...] in 2007, these macro-fields are arranged as Pedagogical Monitoring; Environment; Sports and Leisure; Human Rights in Education; Culture and Arts; Digital Culture; Health Promotion; Educommunication; Research in the Field of Natural Sciences; Economic Education. Each macro-field proposes activities that organize knowledge and practices, to be chosen by the schools, according to their educational project, strengthening the daily work and the pedagogical and financial autonomy of the schools.

In detail, the macro-fields that were part of the Program were: 1) Pedagogical Follow-Up with the offer of Science, History, Geography, Literacy, Foreign Language or Math activities; 2) Environmental Education and Sustainable Development with the proposals of Environmental Education and Sustainable Development activities; 3) Sports and Leisure with the offer of Athletics, Street Basketball, Basketball, Orientation Race, Soccer, Futsal, Rhythmic Gymnastics, Handball, Judo, Karate, Swimming, Recreation and Leisure/Puzzles, Taekwondo, Field Tennis, Table Tennis, Volleyball, Traditional Chess, Virtual Chess, or Yoga/Meditation; 4) Education in Human Rights with the proposal of Education in Human Rights; 5) Culture, Arts, and Heritage Education with the activities of Popular Crafts, Band Fanfare, Choral Singing, Capoeira, Film Club, Dances, Drawing, Heritage Education, String Instruments, Sculpture, Musical Initiation through Flute, Graffiti, Hip-Hop, Reading and Textual Production, Mosaic, Percussion, Painting, Circus Practice, or Theater; 6) Digital Culture with Social Networking Environment activities; 7) Health Promotion with Health Promotion and Disease and Illness Prevention activities offer; 8) Communication and Media Use with Photography, Comics, School Newspaper, School Radio or Video activities; 9) Investigation in the field of Natural Sciences with Laboratory activities, Science Fairs and Projects, and Educational Robotics; and finally, 10) Economic Education/Creative Economy with the Economic Education/Creative Economy activity.

For the development of each activity, the federal government transferred resources to pay for the monitors, the purchase of material kits, small services contracts, and the provision of consumable and permanent materials.

When we focus our analysis on the Sports and leisure macrofield, a comprehensive training perspective can be found in Mais Educação Program guiding document. According to this document, the Sports and Leisure macrofields are:

activities based on body, play, and sports practices, emphasizing the rescue of the local culture, as well as the strengthening of cultural diversity. The experiences worked in the perspective of educational sport must be focused on full time development of the student, giving meaning to the developed practices with critical and creative thinking. The access to sports practice through planned, inclusive and playful actions aims to incorporate it into the daily way of life (BRASIL, 2012, p. 15).

The holistic development appears as a training proposal for physical education classes having as a means the proposal of experiences that have meaning for the critical formation of the subjects, being planned, inclusive, and playful.

The proposal meets the complexity of the conception of full time education that has historically gained breath in the field of physical education. In it, physical education has a wide background for the development of an axiological teaching that has outlines for a full time education, considering sports as an ally to this challenge.

In the literature field, there are scientific studies that relate training through sport to aspects of life. Aligned to the same meaning, Holt (2008), Jacobs and Wright (2018), Stegeman and Janssens (2004), Ruíz (2014), Naul (2008), and Binder (2012) the studies contribute to the debate.

Holt (2008), Jacobs and Wright (2018), Stegeman and Janssens (2004), and Ruíz (2014) present the concept of lifeskills from different starting points but meet in meaning.

For Holt (2008), Jacobs and Wright (2018) life skills are those that allow individuals to succeed in the different environments in which they live, such as school, home and in their community, and can be acquired through participation in sports as long as it takes an intentional and connected perspective to life skills through demonstration, observation and practice.

Supported by the concept presented above, Stegeman and Janssens (2004) express that many of these skills are present in playing sports, and therefore sports can be a valuable vehicle for teaching life skills such as performance under pressure, problem solving, meeting deadlines and challenges, goal setting, communication, success and failure, teamwork, and so on.

Ruíz's (2014) concept of life skills dialogues with an educational perspective that aims to enable individuals to deal effectively with the dilemmas faced in everyday life, aiming at a positive and adaptable behavior, under the prism of unique and full time individuals, inserted in a culture and committed to their community (RUÍZ, 2014).

Naul (2008) and Binder (2012) bring foundations that are in line with the premise of a formative life discourse, which in the authors' conception is named as life world. In the Olympic Education scope, there is an advance in the proposals of systematization of pedagogical approaches that aim to guide the practical effectiveness of the Olympic Education teaching.

Drawing on Olympic education initiatives, Roland Naul (2008) outlines four didactic approaches that underlie the pedagogical practice of an Olympic education: *the knowledge-oriented approach, the experience-oriented approach, the effort-oriented approach, and the lifeworld-oriented approach.*

The *knowledge-oriented approach* is the most widely used pedagogical method of Olympic education in the world and is characterized by the cultural knowledge of the Olympic Games such as the dissemination of information about their host countries, their dates, facts

occurred, their symbols, among others. Books, brochures and didactic material are used as pedagogical tools for teaching this approach (NAUL, 2008).

The *experience-oriented* approach aims to provide experiences that refer to Olympic competition in order to understand Olympic values such as mutual respect, honesty, and fairness. A typical example of this approach are school games and competitions, especially those that reproduce the Olympic ceremonies, emulating their values.

The *effort-oriented approach* is based on the principles of German pedagogue Rolf Geßmann and presents the pedagogical concept that guides the learning process through sports competition, obtaining as a basis the development of principles such as equity - by providing game situations that refer to help, support, and consideration for the opponent - and mutual respect - by recognizing the other competitor's effort (NAUL, 2008).

The fourth and last approach is presented as an approach oriented to the life world, meeting the ideals proposed by Deanna Binder (2012). The situations experienced in the practice of sports are transported to situations occurring in everyday life, so that they provide an empirical link between the meanings attributed to the sports world to the world of life.

According to Varnier (2015), participants are more likely to experience positive aspects when programs have a pedagogical intentionality - which would justify the importance of planning sports activities set out in the document.

The Program also provides some principles of full time education, which, as mentioned in Article 2, proposes a conception of full time education articulated to interdisciplinary, the proposal of educational territories, the integration of public policies, the experiences promotion, and the affirmation of the culture of human rights, for example, according to an excerpt taken from Decree N°. 7.083/ 2010, which provides on Mais Educação Program.

Article 2 The principles of full time education, in Mais Educação Program scope, are:

I - the articulation of curricular subjects with different fields of knowledge and sociocultural practices referred to in § 2, art. 1;

II - the constitution of educational territories for the development of full time education activities, by means of the integration of school spaces with public equipment such as community centers, public libraries, squares, parks, museums, and cinemas;

III - the integration between educational and social policies, in dialogue with school communities;

IV - the appreciation of the historical experiences of full-time schools as inspirers of comprehensive education in contemporary times;

VI - the culture of human rights affirmation, structured in diversity, in the promotion of ethnic-racial, religious, cultural, territorial, generational, gender, sexual orientation, political option and nationality equity, through the insertion

of the human rights theme in teacher training, in the curricula, and in the development of teaching materials (BRASIL, 2010).

The conception of full time education in Mais Educação Program understands that the school territory can transcend the school walls, starting from the school's surroundings to multiple educational possibilities, in a way that dialogues with structuring and contemporary themes for life under a republican and democratic perspective. This conception should always be articulated with "other public policies that contribute to the diversity of experiences that make Full Time Education an innovative and sustainable experience over time" (MOLL, 2008, p. 5).

Moreover, the program foresaw that its development would be built and monitored by the Forum for Full Time Education and by the Committee for Full Time Education, being carried by several hands, in the bet of a shared and, therefore, democratic management.

For so, this perspective of full time education defended by the program underwent changes in 2016 with the reformulation of the program to the New More Education format.

Set by Ordinance Nº. 1,144/2016, issued by the Ministry of Education, New Mais Educação Program was regulated by FNDE Resolution Nº. 17/2017 that aimed to improve learning in Portuguese Language and Mathematics, also having the development of activities in the field of arts, culture, sports and leisure, boosting the improvement of educational performance in elementary school, by complementing the workload by five or fifteen hours per week in the school shift and afterschool shift.

As mentioned in Ordinance Nº. 1,144/2016, in Article 2, the program had the purpose of contributing to:

I - literacy, literacy promotion, and improved performance in Portuguese language and mathematics of children and adolescents, through specific pedagogical monitoring; II - reducing dropout, failure, and age/grade distortion, through the implementation of pedagogical actions to improve school performance; III - improving the learning results of elementary school in the early and final years; and IV - increasing the length of time students stay in school (BRASIL, 2016).

A phenomenological vision of education, where many dimensions of learning are taken into consideration, loses strength in the Ordinance mentioned above, and is absent in the final strategies presented. Arts, culture, sports, and leisure activities mentioned in the objectives by the same ordinance are also absent in article 2, in a movement disconnected from the program's interdisciplinary proposal.

And how has sport been present in the New Mais Educação Program? Throughout 2017 Guideline Booklet, sport is presented as a learning support, in order to endorse the discourse of a

performance training presented above, including it in the responsibilities of those who will mediate the learning, named as "facilitator". According to the guidance booklet:

Facilitators will be responsible for carrying out activities of the school's free choice in the fields of arts, culture, sports and leisure. They must plan and carry out the chosen activities in accordance with the students' needs and abilities, considering the program's objectives, especially with the improvement of learning in Portuguese and Mathematics. Thus, activities from different fields can be linked to the process of reading, writing, text interpretation, expansion of literacy and literacy, calculation, identification of shapes, problem solving, in short, improving mathematical learning (BRASIL, 2017, n.p).

When we analyze the goals of the Program, we find a reductionist discourse - the concepts of full time education, education, and physical education - anchored to a performance profile and, purely, assistential, by betting only on the improvement of learning for children in dropout situations through the permanence of students in school, without taking into account a sociocultural, human, and critical proposal that sports and physical education could provide.

This point of view goes against and diverges from what is presented in the Guiding Document of the New Mais Educação Program, from 2016, which kept the concept presented in the Sports and Leisure macro-field of Mais Educação Program, mentioned above, where the full time development is built through the strengthening of cultural diversity, playfulness, creativity, and criticality.

According to Moll (2019), the disfiguration and replacement of Mais Educação Program by New Mais Educação Program responds to a regressive logic. PME pointed to broad horizons, intercultural dialogues, educational territories, differentiated pedagogical arrangements, intersectoral policies, and to an agenda for the construction of the full education policy that sought the historical experiences in the area and dialogued with the present of the schools. Thus, understanding the learning processes as part of a process of social and cultural recognition and self-recognition.

In addition, for the author, New Mais Educação Program,

It feeds the myth that it is possible to change 'results' and achieve better 'performance' with more time and reinforcement of what the school already does. There is a return to the logic of 'complementary activities' in the afterschool, without the effort of building continuous time. The horizon narrows and seems to respond to the evaluative logic focused on instructionality, competition, rankings so harmful, given the profound inequalities of output among students and among schools (MOLL, 2019, p.19).

After several mismatches in the transfer of funds for the development of the Program, in December 2019 the program was discontinued.

Supported by Guar (2006, p.22), who mentions the words of Ansio Teixeira at the opening of the Carneiro Ribeiro Popular Education Center, in Salvador, who said that "one could

not do education for cheap", it is important to understand that, given the wealth of objectives that a comprehensive education proposal contributes to the education of a society, its implementation cost follows suit.

With the school hours extension, there are still complementary costs such as food, maintenance, investments in materials, teachers/educators hiring, etc. The sharing of these expenses should be the responsibility of state and municipal governments, in an inter-sectoral way, so that a real alternative can be created for the viability of a full time education project that walks towards universality without ruptures.

The rupture of the project stems from a neoliberal discourse assumed from the implementation of New Mais Educação Program, with a reductionist and performance ideology proposal, which develops in its governmental actions, the dismantling of education and social projects.

Despite the mismatch in objectives between the Programs, it is important to establish the PME's place in the development of a solid proposal for full time education that contemplated the principles of a conception of full time education, which, in partnership with sports, gave voice to the widespread discourse of full time education.

2.2 Segundo Tempo Program (STP)

Established in 2003, by the Federal Government, and active until today, Segundo Tempo Project (STP) was a program developed by the Ministry of Sports, with the objective of integrating children and young people by means of sports and complementary activities during the school shift. Each center can attend to 100 beneficiaries, organized in 3 classes with a maximum of 35 students.

In addition, the program is currently divided into three strands: standard - for children from 6 to 17 years old; Paradesporto - for people with disabilities from 6 years old; and University - for University students..

STP participants are offered the practice of at least three sports with a minimum frequency of three times a week in two daily hours. In addition, they are also offered school reinforcement activities and cultural activities, as well as meals, since the activities take place during the school shift.

The program has didactic material prepared to guide the pedagogical actions of the centers. In addition, the program provides continued education for the teachers and educators who are in charge of the program.

The program's target audience is children and teenagers in a state of social vulnerability, promoting full development and citizenship. It is accessible to find in its divulgation means

speeches of education that are anchored to the goal of providing the development of social values, the improvement of physical and motor capacities, social integration, besides keeping children and teenagers away from drugs, prostitution, criminality, and other social risks that come from the environment where they live.

It is in the guidelines that the socio-educational principles of a perspective of full time development of the individual as a full time part of the educational process are mentioned, because according to the document:

[...] sport is provided for by Law No. 9.615/98, which addresses this practice in education systems and in non-systematic ways of education in order to avoid selection and hyper-competitiveness of its athletes, achieving the full development of the individual and their training for citizenship and for the practice of leisure. The socio-educational principles of educational sport are based on the following pillars: principle of inclusion; principle of participation; principle of cooperation; principle of coeducation; and principle of co-responsibility (BRASIL, 2018, p. 4)

In the principles in values, mentioned above, such as cooperation, inclusion, co-education and co-responsibility, throughout the Program Guidelines of 2018, we can find the discourse of training in constituent values for a moral and ethical training, which according to the document, sport should contribute "to the education and it brings human beings closer together in order to strengthen the development of values such as morality, ethics, solidarity, fraternity and cooperation" (BRASIL, 2018, p. 4).

Other principles, such as the right to citizenship as a commitment to social advances, equity and social justice, the democratization of sport participation, the diversity of experiences, pedagogical transcendence through the approach of body culture contents, and values as substantial for an education, appear in this document, which we will present next:

- **Right of Citizenship:** considering that sport and leisure are precepted as rights by the Federal Constitution and by other infra-constitutional regulations, through the development of educational sport and its various manifestations, these are recognized and materialized so as to advance beyond their legitimacy, that is, they are presented as a social practice committed to social advances, such as equity and social justice.
- **Unrestricted Participation:** it concerns the democratization of participation, enabling full access to body practices, without any distinction or discrimination of color, race, gender, sex, or religion.
- **Diversity of Experience:** through body practices, the benefited have access to wisdom, knowledge, experiences, and attitudes that empower them.
- **Pedagogical Transcendence:** the educational sport embraces widely the body culture contents, being these central elements of the pedagogical activities in the centers. This is because it is understood that, by means of the several body practices (invasion sports, brand and with dividing net, dances, fights,

capoeira, circus activities, adventure body practices, among others), the benefited ones should not learn only the dimension of knowing how to do (procedural), they should also assimilate a knowledge about (conceptual) these contents and a knowledge of being (attitudinal) and relate to each other, in such a way that these themes can effectively guarantee the citizenship education of the participants.

- Values: in the development of educational sport, values are inherent to body practices and have a substantial character, especially those involving social and cultural aspects, such as participation of all, cooperation, co-education, co-responsibility, respect for rules and colleagues, inclusion, regionalism, emancipation, and wholeness (BRASIL, 2018, p. 7).

In the document, sport is presented as body culture content, being developed through a range of body practices capable of addressing the conceptual, attitudinal and procedural dimensions. This amplitude of learning aspects dialogues with the phenomenological completeness of education and is close to the learning perspectives of César Coll et al. (1998) and Charlot (2000).

Commonly known, César Coll et al. (1998), presents three teaching contents, namely: conceptual, procedural and attitudinal. The conceptual contents are those linked to facts, concepts or principles. The procedural contents are related to knowing how to do. And the attitudinal contents are those articulated to values, norms and attitudes.

Advancing in the perception of the three above-mentioned contents and betting on a relational perspective that enriches and subjectives the learning process are the studies by Charlot (2000), who presents three forms of epistemic relations or figures of learning: objectification-denomination (knowledge-object), imbrication of the self (knowledge-domain), and distancing-regulation (knowledge-relational).

In the program's Pedagogical Manual, of 2008, sport is proffered as a strategic training program for children and young people's lives, developing several personal, social, and cognitive skills, which will be presented below:

The new way consists in understanding sport as a privileged way to educate children and young people for life, thus promoting human development in our country. Worked within the philosophy of education through sport, children and young people develop personal, social, cognitive and productive skills. This is education focused on promoting human development. It is an education that develops skills, abilities, attitudes, behaviors, and values. The one that believes that each child carries within him or herself a potential. And this education is the opportunity that must be offered by society for the potential in each child to be realized. (OLIVEIRA; PERIM, 2008, p. 32).

The document highlights the importance of axiological training for human education, delegating this functionality to sport. Thus, sport assumes this function of value education that conditions it to a corporal practice capable of strengthening a holistic education that is able to

dialogue with the world of life. Thus, as the proposal presented by Mais Educação Program, sport can be a functional tool for learning the world of life, with academic researches endorsing this discourse - Naul (2008) and Binder (2012).

In the Handbook analysis, the promotion of the four pillars presented by UNESCO, through Delors' Report (1998), is presented and contributes to foster a concept of education for human development, which according to the document, is about an education that is able to promote the four learning: "being, living together, knowing, and doing - and able to transform this learning into four competencies in the students' lives - personal, relational, productive, and cognitive" (OLIVEIRA; PERIM, 2008, p. 35).

The promotion of a citizen education is also defended in the document's lines, since it presents a conception that is free of prejudices, and that has a sense of justice, personal and collective respect, as we will present below:

[...] queremos formar cidadãos democráticos, que saibam compreender, aceitar e conviver com as diferenças, livres de preconceitos e defensores dos direitos estabelecidos para todos. Em relação a valores, as atividades esportivas permitem um intenso trabalho, uma vez que o esporte oferece ricas oportunidades para a sua expressão. Respeito, solidariedade, cooperação, sinceridade, senso de justiça, responsabilidade pessoal e coletiva (ou seus opostos) podem ser expressos e identificados nas atividades esportivas. São os valores que orientam o modo de agir e as nossas escolhas entre ser ou não ser (OLIVEIRA; PERIM, 2018, p. 36).

The pedagogical foundation of the program is anchored in the provision of body practices of an educational nature, so that the contents cover the conceptual, procedural and attitudinal dimensions, in a planned, inclusive and playful way (BRASIL, 2018)

The social background that sports carry defines it with a notion of social capital. Authors such as Holt (2008) and Bailey (2005) share the theoretical debates of Bourdieu (1997), Coleman (1988), and Putnam (2000) to direct this thesis.

For the authors, the notion of social capital that emerges concerns the role of social networks and shared activities, and is closely articulated to the concepts of trust, community and civic engagement. The emphasis is given to social processes and ways of improving community organizational capabilities, which from a social cohesion, creates or strengthens the physical, social and cultural infrastructure of communities (HOLT, 2008).

Once the practice of sports provides a structure as a social activity, creating opportunities to make friends, develop networks, and reduce social isolation, it seems safe to say that the sports phenomenon presents dimensions for the development of social capital.

For Grando and Madrid (2007), the sport developed in Segundo Tempo Program and in Mais Educação Program contribute to the implementation of actions that aim to meet the needs and interests of the population, being propellers of sporting practices.

It was based on this formative discourse that Segundo Tempo Program was presented as the largest Olympic education program in Latin America and submitted to Brazil's bid to host 2014 FIFA World Cup and 2016 Olympic and Paralympic Games.

Mais Educação Program, having sport as an evident macro field in the development of the Program, mentioned in sections above, was also submitted to the proposal of popularization of physical education and sport classes in school units with the perspective of increasing investments for this purpose.

Despite the advances, the path followed up to the present day does not match a continuous vision of governmental actions. Currently, the Sport for All campaign promotes different sports programs such as Sport and Citizenship Project, Playing with Sport Project, City's Sport and Leisure Program, Village Living Project, Delas Project, Healthy Life Program, the Struggle for Citizenship Program, Turning the Game Project, and the Cedes Network. Given the variability of proposals, many of the initiatives are not active, nor are they intended to impact the local territory and universalize the practice of sports where they are being developed.

The gap may be the result of a lack of interest in sports training, since the Ministry of Sports was extinguished in 2019, transforming it into a Special Secretariat for Sports, and it is now part of the Ministry of Citizenship. Besides the symbolic impact, the extinction of the Ministry of Sports has led to a reduction in the amount of funds allocated to the proposals developed in the agenda of this Ministry.

The resources cutoff hits the advances of public policies in the sports area that were being invested as a historical mark of the legacy of 2016 Olympic Games and 2014 World Cup held in Brazil. In addition, the threat of making Physical Education non-mandatory in 2017 went hand in hand with the fragmentation of a conception of full time and human education, richly developed and grounded in Physical Education field.

3 Conclusion

We have drawn the conclusion of this article with the perception that the educational and sporting proposal of the analyzed programs headed towards a Welfare State through the promotion of public policies that induce the expansion of school time, the promotion of sport as a sporting phenomenon for the development of values and moral construction, the multidimensional promotion of learning and learning opportunities, in the pursuit of a citizen,

emancipatory, and social justice education, in favor of the integrity of the human being's education.

It was in this scenario that social rights were strengthened and materialized as fundamental rights, conquered through social struggles that sought to appeal to the historical debt of these social rights silenced over time, education being a fundamental part for the transformation of society.

The target audience of public schools end up being originated from this historically exclusionary movement where, many times, they see full-time education schools and social sports projects as strongholds for minimizing these weaknesses. Therefore, according to Guar (2006, p. 20):

[...] it is necessary to be aware of the risk of a decrease in the quality of these programs, caused by the absence or insufficient provision of resources for the services offered, which makes the collaboration of professionals well prepared for the educational task unfeasible. If the population is vulnerable, it will need even more competent and well-structured programs, the cost of which is certainly higher.

Gadotti (2009, p. 54) talks about the importance of the sociocultural quality of education. For the author, the concept is linked to investment in the conditions that enable educational quality such as transportation, health, food, clothing, culture, sports and leisure. According to him, it is not enough to activate public inclusion policies, inserting students in a state of vulnerability to promote inclusion. It is also necessary to insert with them "their culture, their desires, their dreams, the will to "be more" (Paulo Freire). It is necessary to enroll the life project of these new students in an ethical, aesthetic and ecopedagogical perspective". Thus, full time education needs to aim at the sociocultural quality of education, which is synonymous to full time quality.

However, we recognize that in order to develop quality in the offer of this educational perspective, endogenous and exogenous aspects are associated, such as a series of specific deficiencies like, for example, teachers' education, career, and salaries; inadequate infrastructure; school size; number of students per classroom; shifts and part-time shifts; school organization; pedagogical processes; curricular organization; and policies of access, permanence, and pedagogical support, among others.

Although we find a path that seeks the valorization of Education and, consequently, the search for quality in the educational field, Fagnani (2014) and Cara and Pellanda (2018) state that there is still a long way to go.

The legacy of a past of injustices and inequalities endorses the urgency of facing these challenges at higher levels for the full development of citizenship. On the other hand, many of these struggles had their voices silenced by dominant interests that saw - and still see - school

institutions and sports as prey of the conservative classes, interested in maintaining a type of education.

For Foucault (2012), doctrine binds individuals to certain types of utterances and prohibits access to others. And it is within the construction of public policy agendas that these discourses are valued or silenced.

In recent years, a neoliberal reductionist movement has been taking shape in the agendas of public educational and social policies which, from this perspective, has been promoting agendas that have been defragmenting the integrity of the subjects' education and delegitimizing a democratic society that seeks the reduction of social injustices.

Studies such as Fagnani (2014), Bedin (2013), Ribeiro, Richter and Borges (2019), Rossi (2019) and Cara and Pellanda (2018) synthesize this unbalanced path that has been defragmenting a comprehensive education, especially by the interests of the market order, through the reduction of rights and budget freezes.

For Ribeiro, Richter, and Borges (2019), what is placed in the ideological discourses, in many moments, are of a conservative, reactionary, patriarchal, xenophobic, sexist, and fundamentalist character.

For Fagnani (2014, p. 1003), the challenge is to expand the dialogues in the construction of consensus for the "formulation of a national project focused on combating the various faces of social inequalities, which requires the construction of a field of alliances and increasingly expanded public debates. For the author, a transformation agenda for social protection and education must be conditioned to the defense of the values of the Welfare State, much of which is included in 1988 Federal Constitution.

Thinking about proposals for social, educational, and sports public policies that imply in the development of human potentialities as the greatest asset to be taken care of is still a challenge for the fulfillment of a definitive government agenda.

The best way is to understand education and sport as an element of democratic transformation, constituted by the subjects and for the subjects, anchored on the principles of education, which are based on a universalistic and holistic view, because otherwise, we will be betting on a conception of full time education where 'more education' will be in 'second time'- as elucidated in the proposal of New Mais Educação program.

The proposals of integral education experiences found in the Mais Educação and Segundo Tempo programs represented a viable alternative and an overcoming of a capitalist neoliberal project in a rich phenomenological education project presented throughout this study.

The principles of full time education have been expanded to a conception of full education that is anchored in universality, so that it can meet the right of all in a secular, accessible, universal way, meeting a variability of educational opportunities and so many other principles.

Physical education classes and sports were thought under the logic of democratic experience, which brings together several subjects, adding significant socio-cultural values to the students' education, because the meeting of these differences leads to dialogues and experiences essential to a comprehensive education, making it possible to articulate learning activities in school and out of it through a meaningful curriculum.

Sport, specifically, was established in these documents as a constructive partner for a holistic education, being used to fulfill the responsibility of developing the axiological, physical, and affective aspects of human education.

Finally, New Mais Educação Program presented an educational proposal that was disconnected from the concepts presented in the documents analyzed. The restricted educational proposal is far from a multidimensional educational proposal presented in Mais Educação and Segundo Tempo programs.

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