

**Challenging Social Exclusion through Sport: A Case Study of Marginalized, Adolescent
Girls in Bogotá, Colombia**

Thesis

Presented to the Faculty of Graduate and Postdoctoral Studies in partial fulfillment of the
requirements of the Master of Science in Interdisciplinary Health Sciences

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Ottawa, Ontario

May 2018

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Abstract

Background: Gender inequality is widespread throughout Latin America, in large part due to a 'machista' culture in which women tend to be regarded as inferior to men. In Colombia, especially in low-income areas, women and girls are consistently excluded and marginalized. As a result of this, adolescent girls are susceptible to gang recruitment, teen pregnancy, and substance abuse. In similar settings globally, sport has been shown to be an effective tool for development and for the socialization and inclusion of youth. Few studies have taken place in Latin America, however, and hardly any of them have focused specifically on marginalized girls. This study aims to address this gap in literature by exploring how sport can break down barriers of exclusion and promote inclusion of marginalized, adolescent girls in Colombia.

Methods: This qualitative, multi-methods study involved the analysis of data collected from semi-structured and key informant interviews, as well as participant observation sessions. All data collection was conducted in Cazucá, Colombia with participants from local NGO *Tiempo de Juego* (TDJ). Semi-structured interviews were conducted with adolescent girls between the ages of 11-18 who were participating in at least 1 sport at TDJ. Key informant interviews were conducted with TDJ staff and a guardian of several girls who participate in TDJ. Interview transcripts and participant observation memos and reflections were reviewed and coded to identify themes through thematic analysis.

Results: All participants interviewed indicated that sport had a positive impact on their day to day lives. Three main themes and two sub-themes were identified during data analysis: 1) 'Machismo' in Colombia with sub-themes: i) Gender Roles and ii) Gender Norms, 2) Exclusion and marginalization, and 3) Empowerment through sport. Most participants spoke about the prevalence of machismo in Colombian society and how gender roles and norms limit the types of opportunities that are available to them. Participants expressed how, although they are marginalized based on where they live, sport provided them with a healthy activity to engage in as an alternative to the negative behaviours that they are susceptible to in their neighbourhoods. Sport provided them with an outlet to escape from their daily problems, and they felt that through sport, they were able to realize their self-worth and gain confidence in themselves.

Conclusion: These findings suggest that sport can become a useful tool for promoting the inclusion of marginalized girls through empowerment. While sport was shown to break down some barriers of exclusion, further work must be done to explore its potential role in breaking down gender stereotypes that remain prevalent in Colombian culture. These results highlight the need for more sport programs that focus on marginalized girls in Latin American countries where women and girls remain a neglected population.

Keywords: Gender inequality, Sport for Inclusion, Social Exclusion, Social Determinants of Health, Colombia

Résumé

Contexte: L'inégalité entre les sexes est répandue dans toute l'Amérique latine, en grande partie en raison d'une culture « machiste » dans laquelle les femmes tendent à être considérées comme inférieures aux hommes. En Colombie, en particulier dans les zones à faible revenu, les femmes et les filles sont systématiquement exclues et marginalisées. Par conséquent, les adolescentes sont susceptibles de recrutement par les gangs, de grossesse à l'adolescence et de toxicomanie. Dans des contextes similaires au niveau international, le sport s'est avéré être un outil efficace pour le développement et pour la socialisation et l'inclusion des jeunes. Cependant, peu d'études ont été menées en Amérique latine et presque aucune d'entre elles n'a porté spécifiquement sur les filles marginalisées. Cette étude vise à combler cette lacune dans la littérature en explorant comment le sport peut faire tomber les barrières de l'exclusion et promouvoir l'inclusion des adolescentes marginalisées en Colombie.

Méthodes: Cette étude qualitative multi-méthodes a consisté en l'analyse de données recueillies à partir d'entrevues semi-structurées, d'entrevues auprès d'informateurs-clés, ainsi que de séances d'observation de participants. Toutes les données ont été recueillies à Cazucá, en Colombie, avec des participants de l'ONG locale *Tiempo de Juego* (TDJ). Des entrevues semi-structurées ont été menées auprès d'adolescentes âgées de 11 à 18 ans qui participaient à au moins un sport au TDJ. Des entrevues avec des informateurs-clés ont été menées auprès du personnel de la TDJ et d'un tuteur de plusieurs filles qui participent au TDJ. Les transcriptions d'entrevues, les notes d'observation et les réflexions des participants ont été examinés et codés afin d'identifier les thèmes au moyen d'une analyse thématique.

Résultats: Tous les participants interrogés ont indiqué que le sport avait un impact positif sur leur vie quotidienne. Trois thèmes principaux et deux sous-thèmes ont été identifiés lors de l'analyse des données: 1) «Machisme» en Colombie avec des sous-thèmes: i) Rôles de genre et ii) Normes de genre, 2) Exclusion et marginalisation, et 3) Autonomisation par le sport. La plupart des participants ont parlé de la prévalence du machisme dans la société colombienne et de la façon dont les rôles et les normes liés au genre limitent les types d'opportunités qui s'offrent à eux. Les participants ont expliqué que, bien qu'ils soient marginalisés en fonction de leur lieu de résidence, le sport leur offrait une activité saine en tant qu'alternative aux comportements négatifs auxquels ils sont exposés dans leur quartier. Le sport leur a fourni un moyen d'échapper à leurs problèmes quotidiens et ils ont senti que, grâce au sport, ils étaient capables de se valoriser et de prendre confiance en eux-mêmes.

Conclusion: Ces résultats suggèrent que le sport peut devenir un outil utile pour promouvoir l'inclusion des filles marginalisées à travers l'autonomisation. Même si le sport a permis de faire tomber certaines barrières de l'exclusion, il reste du travail à faire pour explorer son rôle potentiel dans la lutte contre les stéréotypes sexistes qui demeurent répandus dans la culture colombienne. Ces résultats soulignent le besoin de davantage de programmes de sport axés sur les filles marginalisées dans les pays d'Amérique latine où les femmes et les filles restent une population négligée.

Mots-clés: Inégalité des genres, Inégalité entre les sexes, Sport pour l'inclusion, Exclusion sociale, Déterminants sociaux de la santé, Colombie

Acknowledgements

This project would not have been possible without the support and guidance of several people.

Firstly, I would like to thank Dr. Sanni Yaya, my supervisor, for his confidence in me and in this project, and for his help throughout this entire process. I am grateful for the mentorship he has given me and the introduction to qualitative research overseas.

I would also like to thank everyone at *Tiempo de Juego* in Colombia. Without their support, this project could not have taken place.

Candelaria, thank you for supporting this project from the onset, and for welcoming me into your organization with open arms.

Regis, thank you for always being available for me in the month I was in Colombia. I am immensely grateful for your help in getting to and from practices and introducing me to all the coaches.

Diego and Brayan, thank you for helping integrate me into the practices and recruit participants for my interviews.

I would also like to thank the girls that took the time to participate in my interviews. It is because of them that I am able to write this thesis. Their opinions and thoughts are cherished.

Thank you to my thesis advisory committee members, Alexandra Arellano, Alexandre Dumas, and Raywat Deonandan, for their input and advice from the start.

I'd like to thank the Michaëlle Jean Centre for Global and Community Engagement for providing me with some funding to travel to Colombia through their Latin American Community Service Scholarship.

Lastly, I'd like to thank my family, both in Colombia for hosting me during the month I did my fieldwork and in Canada, for their encouraging words and constant support.

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List of abbreviations & acronyms

DFID	Department for International Development
FARC	Fuerzas Armadas Revolucionarias de Colombia
FIFA	Fédération Internationale de Football Association
HDI	Human Development Index
IDP	Internally Displaced Person
NRC	Norwegian Refugee Council
NGO	Non-governmental organization
PADF	Pan American Development Foundation
PAHO	Pan American Health Organization
REB	Research Ethics Board
SDP	Sport for Development and Peace
TDJ	Tiempo de Juego
UN	United Nations
UNDAW	United Nations Division for the Advancement of Women
UNESCO	United Nations Educational Scientific and Cultural Organization
UNDESA	United Nations Department of Economic and Social Affairs
UNFPA	United Nations Population Fund
UNHCR	Office of the United Nations High Commissioner for Refugees
UNDP	United Nations Development Programme
WHO	World Health Organization

Chapter 1: Introduction

1.1 Background on Colombia

Colombia is located in northwestern South America and is the only country on the continent to be bordered by and have access to both the Pacific and the Atlantic oceans. (Appendix A) It is a country rich in natural resources but with immense wealth disparities, particularly in terms of land ownership. In 2016, according to World Bank statistics, Colombia was the second most unequal county in the Americas after Honduras. (Alsema, 2016)

Most of Latin America's largest cities, including Colombia's capital Bogotá, are surrounded by slums and informal settlements characterized by high levels of poverty, street crime, and violence. People living in these areas often lack essential services and face overcrowding. Soacha, where this study was conducted, is a municipality in the south of Bogotá. It has high levels of poverty, low living standards, lack of proper sewage systems, unemployment or informal employment, and high levels of crime and violence. (Dureau & Gouëset, 2011) Soacha is also one of the country's largest receptors of internally displaced persons (IDPs). (Sobotová, Šafaříková & González Martínez, 2016) The majority of them were forcibly displaced by the country's armed conflict.

Colombia's armed conflict spanned more than five decades, making it the longest running conflict in the Western hemisphere. (Anderson, 2016) The main players were the *Fuerzas Armadas Revolucionarias de Colombia* (FARC), a left-wing guerilla group, the Colombian armed forces, and right-wing paramilitary groups. (LWBC, 2016) All of these groups used forced displacement as a weapon of war to eliminate the perceived supporters of their enemies and to gain access to strategic areas in the Colombian countryside and control over territory and resources. (Ibáñez, 2009) By the end of 2015, there were 6.9 million IDPs in Colombia, representing more than 13% of the country's overall population. (NRC Colombia,

2016) As of 2016, Colombia was the country with the most IDPs in the world - more than Syria, Afghanistan and Iraq. (UNHCR, 2016) The majority of IDPs in Colombia are displaced from rural areas to urban settings and end up settling in already marginalized areas on the peripheries of large cities that lack essential services, infrastructure, employment, and security. (Ferris, 2014) When they reach these areas, most lack the skills needed for employment and find themselves excluded from most sectors of the urban job market. (Corral & Flétcher, 2016)

On a more positive note, after five years of peace talks between the Colombian government and the FARC, a peace agreement was signed in November 2016. The imminent demobilization of thousands of FARC guerillas will involve their re-integration into Colombian society. It is unclear where they will settle, but if they travel to large cities like Bogotá, it is likely that many will find their way to marginalized areas such as Soacha.

1.2 Statement of Problem

There are a number of organizations working in Colombia to promote peace and social cohesion through sport in marginalized communities. Most of them focus on boys however, and there is little research being done on how sport programs can promote the social inclusion of marginalized, adolescent girls. This is interesting considering the many benefits that sport has been shown to have when practiced by marginalized youth, and how it has been successfully used to promote inclusion and positive relationships among groups of people. Sport as a tool to help empower and promote social inclusion, particularly among groups such as adolescent girls who are typically marginalized and excluded in Latin America, is a key area and focus for future research. This is especially important for the residents of neighbourhoods such as Cazucá, Soacha, Colombia- who face daily challenges of gang presence, street crime, violence, and the high risk of teen pregnancy. My hope is that sport will become a healthy alternative and provide girls in these kinds of neighbourhoods with a positive activity to occupy their free time.

Identifying the barriers that marginalized, adolescent girls face in Colombia and exploring the potential role that sport programs can play in helping break some of them down will shed light on the need for more 'sport for girls' programs in Colombia and in other Latin American countries that continue to neglect this vulnerable population.

1.3 Research Objectives

This study will explore whether sport can be used as an effective tool to break down barriers of exclusion, and/or to promote inclusion, specifically in adolescent girls in Colombia. I will aim to answer the following research question: how can participation in sport programs at *Tiempo de Juego* in Cazucá, help break down barriers of exclusion, and/or promote the inclusion of marginalized, adolescent girls in Colombia? This qualitative, multi-methods study, through participant observation, semi-structured and key informant interviews, aims to:

1. Explore what challenges and opportunities adolescent girls face in their day-to-day lives;
2. Explore what benefits these girls perceive to gain from participation in sport; and
3. Explore how sport can help break down barriers of exclusion through the empowerment.

1.4 Outline of Thesis

This monograph thesis is divided into five chapters. The first chapter provides background and contextual information on Colombia's current situation. Chapter one also includes the statement of the problem, the research question and the specific objectives.

The second chapter contains the literature review which defines social exclusion and social inclusion. Social exclusion will be introduced as a social determinant of health, as determined by the WHO. This chapter also provides insight into the situation of women and girls in Latin America, and an overview of women's sport in Latin America and Colombia. The final part of the literature review focuses on the Sport for Development and Peace (SDP) movement and how it has been shown to challenge exclusion in different contexts around the world. Chapter two also includes the conceptual approach that will be used in the thesis.

The third chapter outlines the data collection methods used for the study. It includes a description and explanation of the research context, research design and the data collection methods used (participant observation, semi-structured interviews, key informant interviews) as well as a description of the study participants and the recruitment process. Methods of data analysis will also be discussed, as well as ethical considerations for this study.

Chapter four will outline the results based on the analysis of data that was collected. The three main themes will be outlined in detail ('Machismo' in Colombia, Exclusion and marginalization, and Empowerment through sport), and quotes from the interviews as well as observational data will be highlighted to support the results.

The fifth and final chapter will tie the results of this study and the literature together and discuss how sport can be used as a tool to challenge exclusion and to benefit marginalized, adolescent girls. Recommendations will be made regarding future research directions, and my positionality and reflexivity as a researcher will be discussed. Finally, this chapter includes the limitations of the study, as well as the statement of contribution. The bibliography and appendices can be found at the end of the thesis.

Chapter 2: Literature Review

2.1 Social Exclusion and Social Inclusion

At the 1995 World Summit for Social Development in Copenhagen, social integration was identified as a key goal of social development and the aim of social integration was to create a “society for all.” (UNDESA, 2010) Bailey (2005) writes that The Social Exclusion Unit defines social exclusion as “a shorthand label for what can happen when individuals or areas suffer from a combination of linked problems such as unemployment, poor skills, low incomes, poor housing, high crime environments, bad health and family breakdown.” According to this definition, exclusion is prevalent in many forms, such as a lack of services and opportunities. Luxton and The Laidlaw Foundation (2002) state that regardless of the source of exclusion- poverty, racism, etc.- the consequences for people are the same: powerlessness and ‘voicelessness’, a lack of recognition and acceptance, economic vulnerability, and a diminished daily life. They also state that exclusion affects not only people but society as well, as it can threaten its social cohesion and economic prosperity.

Other definitions draw greater attention to the *processes* rather than the *products* of exclusion. The Commission of the European Communities defined the concept as “the multiple and changing factors resulting in people being excluded from the normal exchanges, practices and rights of modern society.” Four dimensions of social exclusion have been highlighted: spatial, relational, functional, and power. (Donnelly, 1996; Freiler, 2001) Nobel Prize winner Amartya Sen (2000) went on to highlight the importance of the relational dimension when he noted, “the real importance of the idea of social exclusion lies in emphasizing the role of relational features in the deprivation of capability and thus in the experience of poverty” (p.6). Sen describes social exclusion as both a cause and a consequence of poverty. Poverty, inequality, and social inclusion while not interchangeable concepts, are interdependent,

because to be fully included requires enough resources and capacity to participate fully in one's society and environment. (Mitchell & Shillington, 2002)

Sen also differentiates between *active* and *passive* social exclusion. Active, for example, when migrants or refugees are denied a political status by government officials. Passive, on the other hand, occurs through social- not legal- processes, such as poverty or marginalization. Regardless of whether it is active or passive, exclusion is manifested in many different ways (i.e. racism, discrimination, patriarchy) and can operate on many levels such as household, community, and global. (Mathieson, Popay, Enoch, Escorel, & Hernandez, 2008) In general terms, people are excluded by institutions and/or behaviours that reflect the prevailing attitudes and beliefs of the most powerful groups in society. (DFID, 2005) Geographical location can also result in exclusion by limiting a person's ability to access services (i.e. labour market, transportation) based on their isolated geographical position. (Oviedo & Dávila, 2016)

The United Nations Department of Economic and Social Affairs (UNDESA) has identified three important reasons to measure social exclusion: 1) to establish the extent of poverty and exclusion, 2) to determine the direction of change over time, and 3) to assess the impact of measures undertaken to promote social inclusion, as a practical tool. (UNDESA, 2010)

2.11 Social Exclusion as a Social Determinant of Health

There are many different definitions for social exclusion but for the purpose of this study, I will be using the definition from the Social Exclusion Knowledge Network's report to the World Health Organization (WHO) Commission on Social Determinants of Health. Their definition is as follows:

Exclusion consists of dynamic, multi-dimensional processes driven by unequal power relationships interacting across four main dimensions - economic, political, social and

cultural - and at different levels including individual, household, group, community, country and global levels. It results in a continuum of inclusion/exclusion characterised by unequal access to resources, capabilities and rights which leads to health inequalities. (Popay et al., 2008, p.2)

Social determinants of health are responsible for health inequities between populations and are the conditions in which people are born into and then grow, live, work and age in. The WHO lists social exclusion as one of the 10 social determinants of health, because people who are excluded are limited in their ability to live their most healthy lives, which can eventually lead to health inequities. (WHO, 2018) Mikkonen and Raphael (2010) state that social exclusion creates a sense of hopelessness, powerlessness and can result in depression which further diminishes the person's chance of inclusion. They also say that as social exclusion is often linked to poverty, it can create living conditions and personal experiences that endanger health, as well as create educational and social problems.

In 2017, Carissa F. Etienne, the Director of the Pan American Health Organization (PAHO) said that the biggest and most important challenges to achieving health and well-being in the Americas were social exclusion and inequity. (Mitchell, 2017) Interestingly, another one of the WHO's social determinants of health is women and gender equity. They state that gender inequality negatively affects the health- both physical and mental- of women and girls around the world. (WHO, 2018)

2.2 Women and Girls in Latin America

The United Nations Development Programme (UNDP) stated that women remain the most marginalized group globally. (UNDP, 2016) Women and girls represent half of the world's population and therefore also half of its potential, but gender inequality is prevalent worldwide.

Participation in the global labour force, for example, averages at around 80% for men and only about 50% for women. (Novta, Werner & Wong, 2016) It is clear that women's potential is not being fully realized. This is especially true in developing countries, where poverty can further exclude women from services that are readily available to women in higher economic strata. This type of exclusion can lead to health disparities within populations and not only affects the woman, but can also impact the success of her household, her community, and economic and social development. (UNFPA, 2017)

In Latin America, the exclusion of women is a widespread and deeply-rooted phenomenon. In 2010, 10 of the world's 15 most unequal countries- in terms of per capita household income- were in this region. (UNDP, 2010) According to the UNDP's Human Development Report (2016), Latin America has relatively high levels of human development among developing regions. When this value is adjusted for inequality however, its Human Development Index (HDI) drops by almost 25% because of its unequal distribution of development gains such as income. The report showed that women are at a higher disadvantage in this region, in part, because they do most of the unpaid and informal work. Unpaid work can include things such as cleaning, laundry, and cooking- among other things- while informal work can include jobs such as being a maid or a caregiver, often for wealthier families. Women carry out most of these informal jobs and *within* groups of women, it has been shown that those with a lower income spend more hours doing unpaid work than those with higher incomes, putting women in marginalized communities at a further disadvantage. (Amarante & Rossel, 2018) In Colombia, this is no different, as women make up the minority of the formal labour force, regardless of income bracket. (World Bank, 2016) The exclusion of women from the formal labour market is not only detrimental because it prevents women from fully accessing adequate income, but also because it can prevent women from benefitting from social contact and interactions that arise from paid work. (Gordon et al., 2000)

While women in Colombia are typically at a disadvantage to men, education is one area where they excel. Women have higher completion rates for primary, secondary, and tertiary education than men. (Amador, Bernal & Peña, 2013) Women in Colombia also have higher expected years of schooling than men, 14.5 years and 13.3 years, respectively. (UNDP, 2016) With higher levels of education than men, one may think that women would make up a significant part of the labour force, but this is not the case. Colombia has the second highest unemployment rate in Latin America, behind Venezuela. (Alsema, 2018) Women in Colombia make up the majority of the unemployed, nearly outnumbering men 2:1. (World Economic Forum, 2013) This clearly illustrates the gender gap within Colombia's labour force, as women are not seeing benefits as a result of their high levels of education.

Gender inequality is prevalent throughout Latin America, in part, due to its traditionally 'machista' culture. (Palaio, 2012) Machismo, derived from the word 'macho,' is a belief that describes male superiority and dominance over women. (Quiñones Mayo & Resnick, 1997) Women in Colombia are consistently excluded from many opportunities, and are frequent victims of sexual violence, sexual exploitation, and harassment. (Oxfam International, 2009) In Latin America, the gender roles that have been socially assigned to men and women typically attach a greater social value to masculinity over femininity, and women are often expected to normalize patriarchal values. (Nuñez et al., 2016) These gender roles are based on the notion of a woman being reliant on a man, and the man being the head of the household. (Marquez & Broadfield, 2011) Machismo implies that "proper" women are supposed to be responsible for taking care of their children and their homes. (Barker & Loewenstein, 1997) Women are seen as passive, selfless, and pure, and there is exceptional emphasis put on a woman's physical appearance. (Sanabria, 2015; Costantini, 2011) The Pan American Development Foundation (PADF) found that women and girls in Latin America had some of the lowest self-esteem rates in the world, due to the cultural emphasis put on physical appearance and plastic surgery. They

also found that low self-esteem lead to things such as poor health decisions and a higher possibility of staying in an abusive relationship. (PADF, 2014)

López and Vélez (2001) stated that gender roles in Colombia serve to normalize a girl's ultimate goal of becoming 'pretty like a doll' and a boy's of becoming 'strong like a champion.' They also observed that these gender roles were present in schools, specifically in gym class, with certain sports being assigned to boys because they were rougher, noisier, and physical, and others assigned to girls because they were more 'appropriate' as they emphasized flexibility, grace, and harmony. They suggest that this creates a sort of scale for sport for boys, with soccer on one end and another for girls, with rhythmic gymnastics on the other end.

According to a 2016 study carried out in Colombia, the designation of gender roles resulted in discrimination and oppression against women. Researchers found that about 40% of women do housework while only 1.4% of men do. Interestingly, when respondents in the study were asked about role reversal (i.e. men doing housework and women supporting the household) almost half of them believed that these roles should not be changed. (Observatorio de la Democracia, 2016) Young boys and girls are exposed to these ideologies early on and taught to assume the roles defined by society. Adolescence is a formative period during which girls become aware of their rights and their self-worth. But at the same time, as girls transition into adolescence, gender disparities widen. (UNDP, 2016) Girls in low-income areas are exposed to drugs, alcohol, and violence. In Latin America, they are particularly susceptible to teenage pregnancy, as it is the only part of the world where the teenage pregnancy rate is growing. (PADF, 2014)

Around the world, girls are systematically excluded from fully participating in many aspects of daily life. They face barriers in accessing education, jobs, and healthcare, with poor young girls living in rural areas having the least access to safe spaces designated to promote their inclusion (i.e. youth centers). (Lardoux & Jones, 2006) According to Hallman & Roca

(2007), the main requirement for the social inclusion of girls is to provide safe and supportive spaces where they can “interact with peers and mentors, strengthen their social networks, and enjoy freedom of expression and movement.” Sport has the potential to create these safe spaces for girls as it has been shown to promote psychological well-being by building self-confidence, self-esteem, and social integration. (UNDAW, 2008)

2.21 Women’s Sport in Latin America and Colombia

Globally, sport and exercise are fields that have traditionally been dominated by men. (Chalabaev, Sarrazin, Fontayne, Boiché & Clément-Guillotin, 2013) Bias towards male dominance often begins in schools as young boys and girls are taught to follow gender norms. (López & Vélez, 2001) In Latin America, women’s participation in sport has historically been characterized by societal norms that assigned more ‘socially appropriate’ sports to women and others to men. (López de D’Amico, Benn & Pfister, 2016) In Colombia specifically, schools have imposed the ideology that soccer represents values that go against femininity. (Vélez, 2009) These types of stereotypes and norms within sport help to perpetuate the idea that women are expected to remain beautiful, and men strong (Pfister et al., 2003) Female athletes have also traditionally been sexualized with significant emphasis being placed on their physical appearance. (Coakley, 2001) For example, in beach volleyball, women are required to wear bikinis, while men wear shorts. (López de D’Amico et al., 2016)

In terms of participation, girls in Colombia’s schools have lower participation rates in sport programs than boys. (Hoyos Cuartas, Gutiérrez García & Pérez Pueyo, 2012) Participation in different types of sports varies by gender, as some sports are practiced mostly by men (i.e. soccer) and others mostly by women (i.e. gymnastics). (Chalabaev et al., 2013) In Colombia, there is also a lack of female representation in coaching and management positions in sport, and in sport for development and peace (SDP) programs, a trend that is prevalent in

most countries. (Meier, 2015; Lopéz de D'Amico et al., 2016) A study by Gutierrez et al. (2014) found that the majority of physical education teachers in Bogotá were male, and female teachers were actually outnumbered 3:1. A lack of female representation in the sporting context means that there is a lack of female role models for young girls. This is important because having access to supportive role models can help girls transfer life skills from the field to their everyday lives. (Burke & Hutchins, 2007) Having visible and prominent female role models can be powerful as they can exert a strong positive influence on youth and the presence of these women may also lead to increased female participation in sport. (SDP IWG 2008; UNDAW, 2008) The importance of female role models in sport was summarized at the 2014 Conference on Women and Sport in Helsinki as follows, "Without women leaders, decision makers and role models and gender sensitive boards and management with women and men within sport and physical activity, equal opportunities for women and girls will not be achieved." (IWG, 2014)

Although it has been recognized that in Latin America, women's participation in sport in has a history marked with discrimination and division, there has recently been an increased value placed on women's participation in sport and physical activity. It has been recognized that participating in sports-related activities can create pathways to improved health, sense of well-being, empowerment, and greater life skills for women and girls. (Lopéz de D'Amico et al., 2016) Recently, research started moving from studying the conflicts and barriers that women face in their sport, to observing women in a powerful role where they are deconstructing hierarchies by participating in traditionally male-dominated sports such as boxing and wrestling. (Lopéz de D'Amico et al., 2016) Women who perform in sports that have traditionally been male dominated are starting to set new standards. (Meier, 2015) Things are slowly beginning to change in Colombia as well, especially at the professional level. The 1968 Olympic Games in Mexico was the first time that Colombia sent women athletes to the Olympics- 32 years later than men. Fast forward four decades to the 2012 Olympic Games, where Colombia sent more women than men

to the games. (Shaw, Barbour, Duncan, Freehling-Burton & Nichols, 2018) To date, Colombia has won a total of 5 Olympic gold medals- 4 of them have been won by women. (IOC, 2018) Colombia created its first professional soccer league for women in 2017. The implementation of this league included agreeing to broadcast some games on television in an attempt to increase exposure. (FIFA, 2017) Professional female soccer players can serve as role models for young girls by increasing the visibility of the female athletes and, therefore, normalizing the idea of women playing sport, which can contribute to the neutralization of gender inequalities. (Mills, 2010) As female athletes become more visible, both male and female audiences watching them participate at an elite level will start to transform their perceptions on the capabilities of women in sport. (UNDAW, 2008)

2.3 Challenging Social Exclusion: Sport for Development & Peace

In 1978, the United Nations Educational Scientific and Cultural Organization (UNESCO) created The International Charter of Physical Education, Physical Activity and Sport as the first rights-based document stating that “the practice of physical education and sport is a fundamental right for all.” (UNESCO, 1978) Its goal was to orient and support policy and decision-making in sporting contexts globally. In 2015, the UNESCO revised the charter to introduce principles such as gender equality and social inclusion. The revised charter also highlighted the benefits of physical activity and, among other things, the role of sport for development and peace. Revising the charter was the UNESCO’s way of shifting from policy intent to implementation. (UNESCO, 2017)

During the late 1990s and early 2000s, several NGOs and larger organizations, such as the UN and FIFA, developed sport initiatives as tools for social change. In 2010, former UN Secretary-General Kofi Annan created the United Nations Office on Sport for Development and Peace and stated that, “sport has almost an unmatched role to play in promoting understanding,

healing wounds, mobilizing support for social causes, and breaking down barriers.” (Annan, 2010) In 2003, the UN formally recognized sport as a potential tool for development to help achieve the Millennium Development Goals, as it promotes inclusion and citizenship and brings communities together by bridging cultural divides. (UN Inter-Agency Task Force on Sport for Development and Peace, 2003)

Lyras and Welty Peachey (2011) define sport for development as “the use of sport to exert a positive influence on public health, the socialisation of children, youths and adults, the social inclusion of the disadvantaged, the economic development of regions and states, and on fostering intercultural exchange and conflict resolution” (p. 1). Since the start of the new millennium, research in the SDP field has grown substantially, and sport has been used as a vehicle for overcoming the barriers of social exclusion in a number of conflict-ridden countries around the world. Seefeldt and Ewing (2002) found that sports teams have the ability to meet an individual’s need for social inclusion, and when at-risk youth are targeted, sports can provide a safe alternative activity to violence and intimidation. According to Cardenas (2013), the main contribution of sport to peace building processes is its universality. He argues that due to its cross-cultural nature, sport has the ability to break down geographic and social barriers, making it an especially important component in social interventions targeting children and youth. Rossi et al. (2014) found that the sport initiative “*Segundo Tempo*” in Bahia, Brazil, successfully promoted social inclusion among its participants by providing them with opportunities that were previously not accessible to them. The Swiss Agency for Development and Cooperation (2005) found that “*Right to Sport*” in Ivory Coast, fostered a sense of belonging in youth, and participants achieved social integration that helped them overcome ethnic and religious divisions, and that similar programs in Medellin, Colombia resulted in a drop in indices of criminality. Sport has also been used as an intervention to combat youth delinquency, and has

been found to reduce self-destructive behaviour, increase self-esteem, mood and perception of competency, and improve socialization. (Collins & Kay, 2003)

Research by Bailey (2005) suggests that sporting activities contribute to the process of social inclusion by: bringing individuals from varying backgrounds together in a shared interest (spatial), providing a sense of belonging to a group (relational), offering opportunities for development (functional), and increasing 'community capital' by way of social networks, cohesion, and pride (power). Sport and recreation are especially beneficial to youth as they can gain life skills such as confidence, communication, determination, and leadership. Sport can be used to combat social exclusion by promoting social inclusion, however since competition is a major part of sport, special attention must be paid to ensure that sport does not actually foster exclusion through its competitive nature. (Donnelly et al., 2002) In order to effectively promote inclusion and break down barriers of exclusion, Donnelly & Harvey (1996) developed a list of issues that need to be addressed including: infrastructure (i.e. cost of participation, location of program), superstructure (i.e. active outreach, inclusive language), and procedural (i.e. social support, accessible resources) issues.

In terms of gender equity, sport has been shown to help transform gender norms and empower women. (Roper, 2013) A cross-sectional study with youth in Senegal found that gender attitudes of both boys and girls shifted after participating in sport programs. After participation in sport, youth expressed more positive gender beliefs, reversal of harmful gender stereotypes, and female participants felt empowered. (Meyer & Roche, 2017) A study by Oxford (2017) conducted in Colombia, found that sport programs that promote inclusion allow girls to challenge and contradict gender norms without any repercussions. The same study however, noticed that the stigmatization of girls existed, as girls were stereotyped as 'butch' or lesbian if they played certain sports that were traditionally more male-dominated, such as soccer.

It is also important to involve boys in order to help challenge cultural and societal gender norms. A Plan International initiative called “*Campeonas y Campeones del Cambio*,” translated as ‘Champions of Change’, works with youth on the north coast of Colombia to challenge gender stereotypes through soccer. They have successfully engaged male youth to address this issue. Program participants call themselves ‘a new generation that will not become passive to machismo.’ One participant demonstrated his attitude towards challenging gender roles when he stated that from now on he wants his sister to go out and play soccer while he stays home and does the dishes. (Miranda, 2018)

In an extensive literature review of sport for development and peace studies, it was found that although most SDP programs take place in Africa, Asia, and Latin America, 90% of SDP studies’ authors are from North America, Europe and Australia. (Schulenkorf, Sherry, & Rowe, 2016) There is a need for more locally based authors, as well as an obligation and a responsibility for North American, European and Australian authors to carry out their research alongside local organizations that can assist by providing social context. Research suggests that if sport programs take social context into consideration by focusing locally, being professionally managed, and well thought out, they have the potential to aid in conflict resolution and peaceful coexistence in regions of violence. (Fehsenfeld, 2015; Sugden, 2006)

2.4 Conceptual Approach

Michael Shookner (2002) created an approach and a lens to help determine whether programs are promoting the social and economic inclusion of individuals, families, and communities. This approach is meant to be used by a variety of groups, including governments, NGOs, and community groups to analyze the conditions that exclude people, communities, and

populations from fully sharing in the social and economic benefits of their society. This lens guided my overall approach to this study, as well as my interpretation of the results.

Shookner not only focuses on the types of programs that are necessary for promoting inclusion, but he also helps to analyze and identify various elements of both inclusion and exclusion. When using this lens, Shookner recommends keeping two core values in mind: social justice and valuing diversity. Social justice alludes to the just and equitable distribution of both social and economic resources in a society, while valuing diversity refers to recognizing and respecting the diversity in one's society (i.e. race, ethnicity, religion) and valuing the contributions of both men and women to that society.

Shookner uses this lens to classify elements of inclusion and exclusion based on eight dimensions in which they operate in society: cultural, economic, functional, participatory, physical, political, structural, and relational. (Table 1) He describes different elements that can be used when analyzing whether or not, and to what extent, a program promotes exclusion or inclusion. For example, under the 'cultural' dimension, elements of exclusion would include such things as gender stereotyping and intolerance, while elements of inclusion might include valuing contributions of women and men, and recognition of differences. Since gender inequality and the exclusion of women is such a complex issue, all eight of Shookner's elements can be applied in settings where women are excluded. In my study, I focused on integrating the cultural, economic, relational, and structural elements into my research to assess sport as a tool for inclusion. These elements will be discussed in relation to my results in Chapter 5.

Table 1. Shookner's dimensions of inclusion and exclusion

Source: Shookner (2002), p.5

Elements of Exclusion	Dimensions	Elements of Inclusion
Disadvantage , fear of differences, intolerance, gender stereotyping, historic oppression, cultural deprivation.	Cultural	Valuing contributions of women and men to society, recognition of differences, valuing diversity, positive identity, anti-racist education.
Poverty , unemployment, non-standard employment, inadequate income for basic needs, participation in society, stigma, embarrassment, inequality, income disparities, deprivation, insecurity, devaluation of caregiving, illiteracy, lack of educational access.	Economic	Adequate income for basic needs and participation in society, poverty eradication, employment, capability for personal development, personal security, sustainable development, reducing disparities, value and support caregiving.
Disability , restrictions based on limitations, overwork, time stress, undervaluing of assets available.	Functional	Ability to participate , opportunities for personal development, valued social roles, recognizing competence.
Marginalization , silencing, barriers to participation, institutional dependency, no room for choice, not involved in decision making.	Participatory	Empowerment , freedom to choose, contribution to community, access to programs, resources and capacity to support participation, involved in decision making, social action.
Barriers to movement , restricted access to public spaces, social distancing, unfriendly/unhealthy environments, lack of transportation, unsustainable environments.	Physical	Access to public places and community resources, physical proximity and opportunities for interaction, healthy / supportive environments, access to transportation, sustainability.
Denial of human rights , restrictive policies and legislation, blaming the victims, short-term view, one dimensional, restricting eligibility for programs, lack of transparency in decision making.	Political	Affirmation of human rights , enabling policies and legislation, social protection for vulnerable groups, removing systemic barriers, will to take action, long-term view, multi-dimensional, citizen participation, transparent decision making.
Isolation , segregation, distancing, competitiveness, violence and abuse, fear, shame.	Relational	Belonging , social proximity, respect, recognition, cooperation, solidarity, family support, access to resources.
Discrimination , racism, sexism, homophobia, restrictions on eligibility, no access to programs, barriers to access, withholding information, departmental silos, government jurisdictions, secretive/restricted communications, rigid boundaries.	Structural	Entitlements , access to programs, transparent pathways to access, affirmative action, community capacity building, inter-departmental links, inter-governmental links, accountability, open channels of communication, options for change, flexibility.

Chapter 3: Methods

3.1 Research Context

The primary data collection and fieldwork took place during July 2017 in Soacha, a disadvantaged and low-income neighbourhood on the outskirts of Bogotá, Colombia. More specifically, fieldwork was conducted in a smaller neighborhood of Soacha called Cazucá. Cazucá was chosen as the site for fieldwork as it is a marginalized area characterized by high levels of poverty, violence, street crime, and informal employment. (Oviedo & Dávila, 2016) It is also the largest receptor of IDPs in the whole country. (Sobotová et al., 2016) In Cazucá, there is a lack of extra-curricular programs designed for youth, which often results in an abundance of free time. (Santos Acosta, 2016) It is common for adults living in Cazucá to work in the center of Bogotá, a commute that can take up to a couple of hours each way. (Oviedo & Dávila, 2016) This often results in the lack of supervision of youth back in Cazucá, making them susceptible to gang recruitment, street crime, and drug and alcohol use- all of which can affect their education, health, and security. (Sobotová et al., 2016) Girls specifically are also at a high risk for teenage pregnancy, with 18% of births in the region occurring during adolescence. (PADF, 2014)

I collaborated with a local NGO, *Tiempo de Juego (TDJ)*, who work with young people in Cazucá. Their mission is to develop life skills in vulnerable children and youth through sports, cultural, and recreational activities that promote safe spaces. TDJ was running five sports during the time I was with them: soccer, futsal, track and field, basketball, and cheerleading. Although TDJ also organizes cultural and recreational activities in addition to these sports, my research and thesis focused only on sport and specifically on adolescent girls participating in at least one sport at TDJ.

3.2 Research Design

This study followed a qualitative, multi-method approach in the form of a case study. Case studies contribute uniquely to our knowledge of individual, organizational, social, and political phenomena. (Yin, 2006) This design was appropriate for this study considering the complexity of gender inequality, and the fact that participants were minors and did not know me, the researcher, very well. It allowed me to get to know a specific group of participants well instead of focusing broadly on a larger group. Multi-method research also allows for more in-depth and well-rounded data collection and the opportunity to explore sensitive topics such as the daily experiences and barriers faced by marginalized, adolescent girls. The data collection methods included participant observation sessions, semi-structured interviews, and key informant interviews.

3.3 Study Participants

The participants in this study were adolescent girls between the ages of 11-18 years old who were participating in at least one sport at TDJ in Cazucá. The breakdown of the participants' age and specific sport can be seen in Table 2. Since the objective of this study was to determine whether sport could be used as an effective tool to break down barriers associated with the exclusion of marginalized girls, it was appropriate to recruit girls living in neighbourhoods such as Cazucá, which have high levels of poverty, street crime, violence, and drug and alcohol use.

The key informants included 2 females and 2 males. One male and one female were program coordinators of TDJ, one female was a guardian of a few of the girls who regularly attended soccer practices, and the last male was a current monitor and past participant of TDJ.

3.4 Data Collection and Procedures

This study employed a multi-method approach to data collection using participant observation, semi-structured interviews, and key informant interviews.

Participant Observation is commonly used as the first method in qualitative data collection as it is an effective way to facilitate and establish relationships between the researcher and key informants. (Mack, Woodson, MacQueen, Guest & Namey, 2005) I intentionally began my data collection with this method so I could get to know not only the staff and participants at TDJ, but also, the logistics and intricacies of how the organization and the practices ran on a daily basis. Participant observation is also sometimes referred to as the 'gold standard' of qualitative research as it provides the researcher access to not only what people say they do, but what they actually do. (Green & Thorogood, 2004) This is especially useful as a complementary method when one is conducting interviews where participants will tell you about their own experiences. It allows the researcher to observe interactions between participants and gain contextual knowledge which can perhaps lead to a better and more comprehensive understanding of topics brought up in interviews. It also allows time to get to know participants and helps situate the researcher within the participants' routine so they can also get used to his or her presence.

The second phase of data collection involved conducting semi-structured interviews with adolescent girls. Interviews allow for an evolving relationship between the researcher and participants, ensuring that responses are sufficient in depth, detail, vividness, richness, and detail. (Rubin & Rubin, 2005) I began the interviews after being at TDJ for about a week. This allowed me to establish a rapport and/or a relationship with the girls before sitting down for a one-on-one interview with them. This was especially important in this study because even though I am fluent in Spanish and knowledgeable about Colombian culture, I am not from Colombia and was still considered somewhat of an outsider and a foreigner to the girls.

The last part of my data collection consisted of key informant interviews. Although I did not initially plan on conducting key informant interviews, it became apparent throughout my time at TDJ that there were some people that I should include in my study as key informants, such as various staff members from TDJ.

3.41 Participant Observation

TDJ runs five different sports and I wanted to observe all of them at least once in order to understand some of the nuances and differences in the interactions between participants depending on the sport they were involved in. All sports, except futsal, were run at a municipal park in Cazucá called *Tibanica*. Practices took place a couple of times a week with days and times overlapping for some sports. For example, on Saturdays, all sports (except futsal) held practices at *Tibanica*. This made it easier for me because I could observe multiple sports on a given practice day. Futsal was run on the '*cancha sintética*' or 'turf field' located further within Cazucá, which I visited a few times to conduct participant observation sessions and several interviews. Upon my arrival at TDJ, I attended one practice of each sport to introduce myself and inform the girls that I would be conducting a study. This was an important step in beginning my fieldwork as I wanted participants to feel as comfortable as possible with me around and act as they normally would so I could observe common behaviours/interactions.

In total, I completed seven participant observation sessions and observed each sport at least once. The amount of time I spent participating vs. observing during my data collection varied between sports. For example, I am most familiar with soccer as I grew up playing and coaching it. TDJ also initially started off by offering only a soccer program and the foundation still heavily center around soccer (i.e. soccer is run on the biggest field, has the most children enrolled, has the most coaches). For these reasons, I was most comfortable fully participating in the soccer practices and observing/taking notes after practice or between breaks. On the other

hand, I am not as familiar with sports such as cheerleading so I tended to observe more than participate. It was still important to participate in some way however, so I helped the track and field and cheerleading coaches set up drills and took part in stretching/warm-up/cool-down activities. This way, I was still able to be somewhat involved while at the same time observing interactions between participants.

I took fieldnotes during each session, elaborating them into a memo immediately afterwards, which I then used to write a reflection on each day's observations. These memos and reflections served as my dataset for the participant observation part of my study and were later analyzed for common themes.

3.42 Participant Recruitment

With the help of TDJ staff, I used purposive sampling to recruit participants for the semi-structured interviews. Our eligibility criteria were:

- Girls aged 11-18
- Participating in *at least* 1 sport in TDJ

I had initially planned on recruiting girls between 12-18 years old. Upon arrival however, there were some 11-year-old girls who wanted to participate so I broadened the age range in order to include them in the study. When I arrived at TDJ, I introduced myself at each sport practice and explained what I would be doing (observing and then conducting interviews) and what my project was about. I explained that the interviews were completely voluntary and only girls that were interested in participating would be recruited. I then gave interested participants an assent letter (Appendix D) that explained my project in more detail. Along with the assent letter for participants, I sent a letter home with the girls for their parents (Appendix E) and an Informed Consent Form (Appendix C) to be signed by their parents. I had a difficult time getting

many of the signed consent forms returned to me with girls saying they had lost the forms or forgotten them at home. I spoke to TDJ staff and after going through the interview guide again, they deemed that it was not in fact necessary for me to obtain informed consent from the girls' parents. This is because in order to register their children in TDJ, all parents must sign a consent form which, among other things, allows their child to participate in projects such as mine (there have been other researchers who have previously collaborated with TDJ). After TDJ clarified this, I was able to begin interviews with the girls who had expressed interest in participating. Recruitment stopped after data saturation was reached.

3.43 Semi-structured Interviews

The interviews with adolescent girls focused on the barriers and opportunities that the girls face in their day-to-day lives, whether they felt that they were benefitting from participating in sport, and if so, how they think these benefits could help break down barriers of exclusion for them and for other girls living in similar neighbourhoods and facing similar challenges.

During the planning stages of this project, I developed an interview guide (Appendix B) with guidance from my supervisor Dr. Sanni Yaya. Before traveling to Colombia, I conducted a number of practice, pilot interviews on my own Colombian family members (adolescent, female cousins) in order to become familiar with the interview protocol, as well as to ensure the clarity of questions. Finally, TDJ staff went over the interview guide and approved it for use with their participants. After obtaining verbal consent from participants, all of the interviews were conducted in Spanish and audio-recorded with an Olympus recorder. On average, each interview lasted 15 minutes. In total, I conducted 19 interviews which were broken down as seen in Table 2.

Table 2. Summary characteristics of the interview participants

Item	N
Sex	
Female	19
Sport (at TDJ)	
Basketball	5
Cheerleading	3
Futsal	3
Soccer	5
Track & Field	3
Age (years)	
11-12	3
13-14	7
15-16	7
17-18	2

The interview was divided into four parts: the first part served as an introduction and ice-breaker between myself and the participant. It was designed to make the participant feel comfortable and have them to tell me a bit about themselves and their hobbies. It also allowed me to learn about the girls' daily routines and gain insight into possible struggles and/or barriers that they encounter on a daily basis.

The second part of the interview explored the participant's history with sport and at TDJ. We discussed how long the girls have been playing sports- not only at TDJ but also at school and in their community- and how long they have been part of TDJ's programs. This section was where we started discussing the specific sport(s) that the participant enjoyed the most and the one(s) that they practiced at TDJ.

The third part of the interview was where the most in-depth questions were asked. We discussed the participant's past experiences with TDJ and sport in general, and discussed if and

how sport has impacted their lives. In this section, I was also able to gain insight into the benefits that the girls perceived participation in sport has given them.

The fourth and final part of the interview was the conclusion. I asked the girls where they imagined themselves in the future and asked them to share anything else they might want to with me.

3.44 Key Informant Interviews

I employed purposive sampling when choosing my key informants and relied on my already established connections. In total, I interviewed four key informants: two staff from TDJ (one male and one female), a former TDJ participant and current mentor (male), and a guardian of several of the girls who regularly attended TDJ's soccer practices (female). Interviewing these individuals afforded me a different perspective on the potential role of sport in breaking down barriers of exclusion for girls. It also helped me gain further insight into societal and cultural norms, and common attitudes towards women in general and also towards women *in sport* in Colombia.

For interviews with key informants, I employed a semi-structured approach, creating an interview guide based on the questions I asked the girls, and using it as an aide and guide as I talked to them. I asked each question on the guide but was also more flexible if they wanted to discuss something else they deemed relevant to my questions. The interviews were all conducted in Spanish but not all were conducted in person. For example, I conducted a face to face interview with the guardian since I was able to talk to her during one of the practices. The interview with one of the TDJ coordinators, on the other hand, was done via e-mail. I sent her the questions and she sent me her responses. When necessary, I followed up with additional e-mails asking her to clarify or expand on some of her answers. This was done after July as I was

no longer in Colombia and able to conduct interviews in person. During the face to face interviews, I took notes during our discussion and wrote memos after, while in the case of the e-mail interviews, the answers they sent me served as transcripts. Before starting the key informant interviews, I obtained verbal consent from each of the participants.

3.5 Data Analysis

In order to begin analyzing data as soon as possible, the data analysis phase of this study was done concurrent with the data collection. For example, I started reading through the memos, reflections, and transcripts to look for themes as soon as they were created, even if all of the participant observation sessions or interviews had not yet been completed.

Analysis consisted of two stages: the first included writing memos and reflections about the participant observation sessions, while the second included the analysis of both the memos/reflections and the interview transcripts from the semi-structured and key informant interviews. I used a thematic analysis approach for both stages in order to identify common themes by coding. I employed both a deductive and an inductive approach to coding, which allowed me to make inferences on possible codes that would emerge during data collection *before* I had begun my fieldwork, as well as to identify codes and themes that emerged *during* the data collection.

To familiarize myself with the data as much as possible, I read over my memos and reflections, and listened to the interview audio files at the end of each day. I then transcribed the interview transcripts and managed my data using NVivo 11. Immediately after each interview transcription was complete, I would read through the transcript and use codes to find common themes. I found it more useful to employ this method than to wait until all interviews were transcribed, as it allowed me to start the data analysis process sooner, as well as to add any

new codes that emerged from my initial analysis to analysis of future interviews. That being said, after transcription of all the interviews was completed and I had my entire dataset, I went back and re-read all memos, reflections, and transcripts to identify themes using any new codes that emerged after initial analysis.

Since I started to analyze my interview transcripts while I was still conducting interviews, I was able to decide when I reached thematic saturation, a term used in qualitative research to describe the point when new categories and themes stop emerging in data. (Marshall, 1996) I stopped actively recruiting for interviews with the girls when I reached 15 participants because I determined that I had reached thematic saturation to effectively address my research question and objectives. In spite of this, four more girls approached me and asked to be part of the study, and I conducted interviews with them so as to not exclude them. No new themes emerged during their interviews however, which confirmed that I had in fact reached saturation at 15 participants.

I transcribed all of the semi-structured interviews verbatim using NVivo 11, however, not all of the transcripts were translated from Spanish to English. Instead, translation was done as necessary for dissemination (i.e. quotes supporting themes identified in data analysis).

3.6 Ethical Considerations

This study received approval from the Health Sciences and Science Research Ethics Board (REB) at the University of Ottawa (file# H04-17-07). The letter of approval can be found as Appendix F. Additionally, TDJ staff reviewed the study protocol and the study instruments and determined that the study met their local research standards. After reviewing the study proposal, TDJ sent a formal letter of support (Appendix G).

Chapter 4: Results

Thematic analysis was used to identify common themes in both the interview transcripts and the participant observation memos and reflections. During the analysis process, three main themes and two sub-themes were identified: 1) 'Machismo' in Colombia, along with sub-themes: i) Gender Roles and ii) Gender Norms, 2) Exclusion and marginalization, and 3) Empowerment through sport. These themes and sub-themes are explained in more detail in Table 3. Specific examples of data obtained by each data collection method are outlined in Table 4. This chapter will focus on the three main themes, as well as the two sub-themes, by describing them and providing examples of instances during data collection where they were expressed and/or observed.

Table 3. Themes that emerged during data analysis

Theme		Description
1.	'Machismo' in Colombia	Belief of male dominance over women Sports are for men, women are too weak
	i) Gender Roles	Girls assuming mother's role in household Becoming responsible for siblings, cooking, cleaning
	ii) Gender Norms	Expected behaviours from girls (wear makeup, look physically attractive, have a boyfriend, etc.) Girls should only play certain 'feminine' sports
2.	Exclusion and marginalization	Physical isolation (where they live, low-income areas) Economic exclusion (lack of resources) How they are treated due to gender, race
3.	Empowerment through sport	Girls experienced positive impact from participating in sport

Table 4. Examples of data obtained from each data collection method

Theme	Observational data	Semi-structured Interview data	Key Informant Interview data
'Machismo' in Colombia	Unequal distribution of resources between girls and boys. Boys not respecting girls' practice time or space. Men whistling at girls during practice.	Girls parents' not allowing them to play certain sports. Girls assuming mother's role in household. Boys underestimating girls because of their gender.	Parents not allowing girls to return to TDJ due to responsibilities at home. Female key informants reported being objectified by men daily.
Exclusion & marginalization	Low-income neighbourhood, lack of security. Girls' families had been forcibly displaced. Demeaning behaviour towards Afro-Colombian girls.	Girls exposed to drugs, alcohol, street crime. Girls' families have low economic resources. Afro-Colombian girls reported racism from adults.	Key informants discussed barriers girls face accessing labour force and quality education opportunities.
Empowerment through Sport	Girls playing alongside male teammates → cooperation and encouragement towards each other. Girls showing leadership skills by helping teammates.	Girls had increased confidence, self-esteem. Girls found safe space, support system at TDJ. Girls realized self-worth, capabilities as equal to male teammates.	TDJ staff said goal was to teach girls about making informed decisions about their bodies. Key informant said solution to inequality is putting power in girls' hands.

4.1 'Machismo' in Colombia

Machismo is widespread in Colombia and Latin America and can be characterized as the belief that men have the right to dominate and control women. Most girls referred to this during interviews and used the words 'macho' and/or 'machismo'. It often came up when we were discussing their families' reaction to them playing sports, as well as when I asked them how they felt as an adolescent girl who participates in sports. A 15-year-old girl who practiced cheerleading expressed her understanding of machismo when she said,

Ok so an example of machismo is that the woman can't play soccer because she is weak, and she doesn't know...So she's not going to have the ability to learn the rules or the norms... Or that a woman is...there exclusively to have kids and....um...to serve men.

A 14-year-old girl in the basketball group spoke about the experience of playing basketball with boys when she said, "Sometimes let's say... well the boys sort of diminish you. Because they say that women can't achieve the same playing level as them..."

Some girls mentioned that machismo existed in their own homes, with family members disapproving of them playing sports. A 16-year-old girl who practiced track and field expressed this when she said,

There are still women who themselves think that women have no rights, in sports, or even in society. I think society itself put that in your head...that...that everyone is machista. Like if our own mothers are the ones that say, 'No, the woman has to stay at home doing chores and stuff and the men have to go out and work because a woman can't work...' I think that it starts from in the home and from what you see in society.

Other girls told me that the men in their families disapproved of them playing sports. A 12-year-old girl in soccer told me, "I have some male cousins...oh and an uncle, I have an uncle too who doesn't like that I play soccer. He says it's only for men. That it's not for women. So...I don't pay attention to him." A 14-year-girl in basketball echoed this sentiment when she said, "This society is very machista. Because...ok let's say you're on your way to practice ok? And if your father says, 'No, you can't go to practice.' Well...you don't go to practice. Why? Because your father said so."

I also witnessed manifestations of machismo during some of my participant observation sessions and observed how time and resources were sometimes unevenly distributed between

the boys and the girls. During one of my observation sessions, I noticed that men in the apartments surrounding the field came out to watch the girls train. They started cat-calling and whistling at the girls. The girls were wearing the same uniforms as the boys and were not doing anything to warrant this type of attention.

At one of the futsal practices, I noticed an unequal allocation of resources when it came time to scrimmage. The boys and girls practiced together until the scrimmage at the end of practice. Once the drills were finished, the coach asked the girls to please get off the field so the boys could scrimmage. He told them to work on their control while they were on the outside of the field, and that they could scrimmage if there was time left at the end. The outside of the field consisted of rocky, uneven, dirt surfaces which seemed unsafe to practice on. The girls played around for about half an hour while the boys scrimmaged, and not once did a coach or monitor check on the girls or give them any instructions as to what to do. When I asked one of the girls why they didn't scrimmage with the boys all together she said, "Oh no, no...when the boys play, only the boys play. Girls don't play with them." At the end of the boys' game, the girls had to plead with the coach until he gave them 10 minutes of field time to scrimmage.

During another observation session at a soccer scrimmage, I noticed some boys disrespecting the girls' training space. The field was divided into quarters with the girls playing in one of the quarters. During this game, however, a group of boys who had finished nearby walked right through the girls' playing field as if there were no game going on. One of the girls was visibly frustrated and told them to move, since they were in the middle of their game, but the boys paid no attention to her and continued to stroll right by. It was clear that the boys lacked respect for the girls and for their playing time. In all of my time at TDJ, I didn't see any girls exhibit this same type of behaviour towards the boys. I also witnessed something similar while I myself was playing. During my participation part of this session, I was close to the sideline where the boys were playing in the quarter of the field that was beside us. A few boys

started juggling and passing the ball back and forth to each other right on the field we were playing on. I asked them if they could move as the play was going on around them, and although they moved slightly, they stayed on the field.

Machismo was also mentioned during my key informant interviews. One of my key informants, an Argentinian woman who works with TDJ said, “Colombia is a very machista society and because of this, women are excluded from the labour force, and the community and society as a whole.” She also told me of her own experiences with machismo as a female living in Colombia, saying that she is constantly objectified by men, whether it is being cat-called walking down the street or being whistled and yelled at while using public transportation. Another key informant who was a guardian of several of the soccer girls told me that girls receive little, if any, recognition when it comes to sport, as most of it is given to the boys. She said that this needed to change but that this change needed to come first and foremost from within their own homes.

It was interesting to get a male perspective on the prevalence of machismo in Colombian society. One of my key informants, a young man who works with TDJ as a monitor and was previously a participant, told me about the stereotypes that he witnesses in daily life when he said, “Women are excluded in lots of ways like for example through machismo, because of their race or beliefs, and they are stigmatized as weak and as not having the same abilities as men.”

Two sub-themes that emerged during data analysis were gender roles and gender norms in Colombian society. Gender roles can be described as the traditional roles that men and women are expected to fill based on societal expectations, while gender norms are the behaviours that men and women are supposed to exhibit based on these expectations. In Colombian society, women are traditionally seen as the homemakers, and are expected to stay at home caring for their children and tending to their home. During my interviews, I would ask about the girls’ daily routines and some girls spoke about the roles that they are expected to fill at home, most taking on their mothers’ responsibilities when necessary. A 17-year-old girl in

cheerleading said, “My daily routine is to wake up, go to school and when I come back home I make lunch, do the house chores, and sometimes watch TV...then my brother and mom get home so I cook them dinner.” When asked about their daily routines, most girls stated that one of the first things they do when they get home from school is to do chores in order to help their mothers.

Another one of my key informants who works with TDJ told me about her experiences as a staff member having to deal with machismo from the girls’ parents. She explained that when a participant stops coming to practices, the coaches call home to follow up with them. Often, they find that the girls’ parents have told them that they cannot go back to TDJ because they have to stay at home and help around the house. She also mentioned that this rarely happens with the boys, and that if they ever do stop coming, it is often because their parents are encouraging them to get out of the house to work.

There are certain norms in Colombian society that women and girls are expected to follow. Throughout the interviews, girls told me that in their society, women’s physical appearances are often picked apart, they are expected to act ‘ladylike’, and if they act differently they can be labelled as ‘macho’ or lesbian. They also said that adolescent girls are expected to exhibit ‘traditional’ teen behaviours such as focusing on their physical appearance by wearing makeup, going to parties, having boyfriends, and with regards to sports, only playing *certain* sports. A 13-year-old girl in soccer told me,

Since I was a kid I’ve loved playing soccer and everyone would say that I looked like a tomboy, like a lesbian...Or a man...They asked why I played soccer...They said maybe instead that I should play volleyball or rollerblading or do ballet...My boy cousins would say that...one cousin- the oldest- he said that I wasn’t capable...that it was just for men.

Similarly, a 15-year-old girl in basketball shared her experience about starting out in basketball as one of the only girls in a group of mostly boys when she said,

Yeah well, the boys... they used to say that this sport wasn't for women. That it was too tough...for women. But our coach would tell them that no, whether you are a man or a woman you just have to give it your best shot.

It is important to note that these gender norms exist for men and boys as well. A 15-year-old girl in cheerleading discussed this with me when she said, "Ok so for example... in cheerleading which I am in...well, if there is a boy in cheerleading, everyone says he is gay."

During my participant observation sessions, I noticed that many of the girls wore makeup to the practices and I observed some of them brushing their hair on the sidelines. One of my key informants told me that in Colombian society, there is a huge emphasis placed on a woman's physical appearance and, consequently, adolescent girls feel pressure to look a certain way at all times. When speaking to another key informant, a young male and former TDJ participant who is now a monitor, he emphasized society's expectations of women when he said,

It's common to see girls come to practice in makeup but we have to understand that we live in a society where being beautiful is defined by your appearance, or how you dress, or if you're popular or not. Also, we have to understand that women are vain and it's normal that they want to get made up or look good for others.

At one of the futsal practices, there were some repairs being done on the netting surrounding the field, so there was a scaffold on one side of the field. When the repairs had finished and it was time to move the scaffold, the coach yelled, "Ok boys, let's go!" All of the boys on the field stopped their drill and ran over to move the scaffold. The girls moved out of the way, even the girls that were directly beside the scaffold. It was evident that there was a clear distinction between work that was meant to be done by men and not by women.

4.2 Exclusion and Marginalization

TDJ is located in Cazucá, a low-income neighbourhood on the outskirts of Bogotá. All of the girls who participate in TDJ's sports live either in Cazucá or in the surrounding neighbourhoods. Most of the girls talked to me about constantly being exposed to drugs and alcohol, street crime, and violence in their neighbourhoods. It became clear during the data collection that these girls are excluded not only by where they live but also by the kinds of behaviours and challenges that they face and are exposed to on a daily basis.

I myself experienced the effects of Cazucá's lack of security when I arrived to begin my fieldwork. When I first spoke with TDJ staff about the logistics of this project, they advised me against walking to the fields alone. Instead, every time I went to the neighbourhood, I called one of the staff members as soon as I arrived by public transportation and one of the coaches or monitors would come down to the bus station to meet and walk with me to the different fields or parks.

One of my key informants spoke to me about the barriers that these girls face in terms of being included in the country's labour force when he said,

The reality is that the girls and adolescent in Cazucá and the surrounding areas have a lack of opportunities both academically and in the labour force because the education that they get in their schools is not always the best, and when they graduate from school, they don't have the economic resources to go to university so they can't continue their studies. They lose work opportunities because they're girls that just got out of school and don't have any experience so they can't find work... If they're not going to school anymore and they're not working, they have lots of free time which is often used to engage in activities like consuming drugs, joining gangs, and robbing local places.

One of the girls, a 13-year-old who participated in soccer, spoke to me about her family's struggles and how TDJ supported her when she said,

Something that happened to me about 3 months ago...was that one day...my mom didn't have enough to make us lunch. So I had to come here- we went to school without eating breakfast, we didn't have snacks either- so we came here without eating lunch and it's really hard to do sports with nothing in your stomach. But my coach found us here and got a lot of girls together...and the next day they brought me lots of groceries and well...that really helped. What had happened was that my mom was really low on cash that day...she hadn't gotten her disability cheque even though she was supposed to. And she had to pay rent so...what she had, she had to use to pay rent, and there was nothing left for groceries.

The same girl talked to me about the behaviours that you can fall into living in neighbourhoods such as Cazucá when she said, "These neighbourhoods can be really depressing and stuff. So I started picking up some bad habits...Every night you would see gangs, and people smoking marijuana and well I...I started to fall into that stuff..." Many girls echoed this sentiment and described the difficult conditions that they are exposed to on a daily basis. A 16-year-old girl in soccer told me, "Nowadays...everyone is trying.... trying alcohol, marijuana, cocaine..." Similarly, a 15-year-old girl in basketball described her neighbourhood when she said,

Well there's...there's lots of robberies, they smoke a lot here. Already at 12-years-old there's kids smoking marijuana. Or there's girls that are 13... 13-years-old and already pregnant. So that's really bad. Those things can really ruin your life.

During my one of my participant observation sessions, I was sitting on the sideline watching a soccer game when two Afro-Colombian girls started chatting with me. They told me

that they were from Chocó, a department on Colombia's Pacific coast. When I asked why they moved to Cazucá, they told me that their families had been displaced by the guerillas and they had been forced to leave their homes. They said that they now lived in a house with many other families that had been displaced. Another participant, a 14-year-old Afro-Colombian girl in soccer, told me that her family had also been displaced and she had experienced racism from her own teacher at school. When I asked her about her experiences with sport, she said that she thought sport could help combat racism because it showed that everyone is equal. She then told me about a time she experienced racism in her school when she said, "Well...one of my teachers...someone stuck a paper on her back. And she said that it was all of us black people...she said we were...we were nasty and that we were the worst. But it was someone else, it wasn't even one of us. And the teacher was white."

I also observed some behaviour that was demeaning towards the Afro-Colombian girls during one of the soccer practices. At the end of the practice, one of the monitors was collecting all the soccer balls when she noticed that there were a few missing. She asked the girls to look for them, and one of them said, "I bet the black girls took them. They ran out of here real quick when they left." It was meant as a joke but it reflected the racist undertones that are present in everyday conversations.

4.3 Empowerment through Sport

I chose to work with TDJ because their aim is to provide youth with opportunities and life skills through different cultural and sport activities. One of their goals is to empower youth, and I was interested in exploring if and how sport was successfully empowering girls at TDJ, so I was eager to hear directly from the participants. All of the girls I interviewed spoke about the benefits that they gained from participating in sport and described the positive impact that sport had on their lives. Some of them told me that participating in sport had helped them learn about

themselves and realize their self-worth. A 16-year-old girl in soccer told me, “I feel good participating in sport because...well we are all the same and we all deserve the same respect and rights...Sport opens many doors...It can change your mood... It can change your life.”

The girls said they felt they had gained confidence in themselves and that participating in sport had increased their self-esteem. An 18-year-old girl in track and field told me, “I didn’t used to believe in myself. Now...I’m more confident and I know what I have in me to give.” She also highlighted the important role that her coach played in her experience at TDJ when she said,

I’ve been through some really tough situations these past 3 years and my coach...well more than a coach she’s been like a friend to us. Not only for me but for all of us. I had a really hard year...it was hard for me.... really hard because of a lot of different things... And she was always there. She helped me move forward.

One of her track and field teammates, a 15-year-old, shared with me that sport had not only helped her achieve her athletic goals but also helped her cope in her everyday life. She said, “Thanks to all of these practices and stuff well...I learned things like how to manage my emotions...It goes further than the actual practice... It’s a lesson that is valuable for my whole life.” A 15-year-old girl from basketball gave me an example of how these life skills translated into her daily life when she said,

Before basketball I was in my own world and only studied...and stayed at home. Now I go out to places that matter, and now I listen to my parents because before I didn’t have good communication with them...It was them over there and me over here. But now I communicate more with them, and I’m closer to them and to my family.

When I spoke to my key informants, they stressed the benefits of engaging girls in sport at a young age. A guardian of several Afro-Colombian girls spoke to me about the importance of

incorporating sport into children's lives. She told me that the reason that she regularly brings some children from the community house that she runs to TDJ, is because she thinks that it's important for them to start participating in sport at a young age. They learn discipline, how to follow rules, and how to get into a healthy routine- all things she feels are harder to learn and incorporate into your life when you are older.

A number of girls told me that sport was not only benefitting them as individuals, but was also becoming a healthy alternative for them and serving to steer them away from the negative activities and behaviours that are prevalent in their neighbourhoods. A 16-year-old girl in track and field told me,

Lots of girls only care about wearing makeup, or dressing nicely, or taking pictures of themselves. And well nowadays you see that most girls are already getting pregnant... So it's kind of cool knowing that you are using your free time for things that are good for you and also for society.

A 14-year-old girl in basketball described the impact that sport had on her life by becoming a positive activity to engage in when she said,

Sport is something that...wow...I prefer one thousand times more to be doing a sport than out on the street, or at parties, I don't know...At my age, everyone goes to parties and stuff. And...I'm sure that if it wasn't for sport, I would be going down the wrong path.

One of my key informants, a staff member at TDJ, told me that one of their main goals in incorporating girls into TDJ's sport programs, is to teach them to realize their self-worth so that they can be empowered to make decisions about what to do with their own bodies, especially given the prevalence of teenage pregnancy in the region. A 14-year-old girl in futsal spoke to me about how she felt empowered to take care of herself and make informed decisions when it came to pregnancy when she said,

We as women are the ones who have to take care of ourselves. It's not like...hanging around on the street corner with a guy, with another one...no it can't be like that. We have to do something productive to become successful... Not get pregnant at 15-years-old...I think that after achieving our dreams and reaching our goals, well then yeah...it's a good option to have kids. But if you get pregnant now well...everything is harder, school, work, friendships, life... Right now, we have all the freedom in the world.

While sport becomes a healthy alternative for these girls, it can also create a safe space where they can escape to if they are having difficulties at home or at school. This was brought up by a 16-year-old girl in track and field when she said, "Sometimes at home you have lots of problems but when you come here...you are liberated. You can talk it out while you run...and laughing is...there's nothing like it." She went on to tell me that her parents were separated but still lived together so when they fought, her father would sometimes take it out on her. She saw TDJ as a safe and supportive space where she could go to forget about her problems at home.

A few girls spoke about feeling empowered to become leaders after participating in sport at TDJ. A 13-year-old girl in soccer told me about starting her own soccer initiative for younger children in her building, "I want to buy some supplies- since they don't have the budget to pay for a soccer school- and train them right in our building. With nets and everything." She also told me about taking on a leadership role at the practices to encourage and help out her teammates, "Sometimes I notice that lots of kids... for example, they don't eat lunch...or they can't come because of a problem they have. So I go to them and ask what's wrong and stuff...and ask how I can help them." Similarly, a 17- year-old girl in cheerleading said,

I used to be really shy...I didn't really like talking to anyone. And now well...I don't like when other people are alone, or are too shy...So I go to them and I'm like, 'Hey come play with us, what do you want to do? Do you need help? I can teach you how to do this...' So, I make sure they feel included.

During the interviews, one of the common themes that emerged was the girls starting to challenge traditional gender stereotypes as a result of participating alongside boys in sports at TDJ. A 16-year-old girl in track and field told me,

Lots of people at my school say...that... for example that soccer is just for men and that sport is just for men. But I think by playing, we have shown them that no, it's for both sexes and that...that we can give it our all.

A 14-year-old girl in futsal also discussed challenging society's expectations of women when she said,

Everyone says that soccer is bad for women. They see a girl playing soccer and say that she's a lesbian...but it's not like that, because we as women also have the right to... to play soccer...not just men. Every woman can accomplish whatever she wants in soccer.

One of her teammates echoed this sentiment when she said, "It's not just because you play sports that you're...a lesbian let's say. You can play sports and also have your feminine side." Similarly, when I spoke to another girl, 12-years-old and in soccer, she stated, "We aren't just here to wash dishes...we can also go and have fun playing sports." A 16-year-old girl from futsal who was empowered through playing soccer then told me, "I have a friend who loves soccer but her mom says that soccer is only for boys. But I don't believe that. We are all equal. If a man can play soccer, a woman can too."

Although machismo was still very prevalent in the interactions and activities I witnessed while doing my fieldwork, I also observed how, in some instances, it can be challenged by sport. This is especially true in settings where some of the sport practices are mixed, and boys and girls are forced to work together as teammates. For example, a 15-year-old girl in basketball told me,

The boys pass the ball more to the girls now. Before, they were in their own group and they would just leave us to one side. Now they pass it more to the girls because there are some girls that can take 3-point shots and are even better than them.

I also witnessed cooperation and teamwork between the boys and the girls during some practices. They would often have to choose their own groups for drills and would try to include everyone. For example, at one of the futsal practices that I was observing, all of the drills (except the scrimmage) were mixed with boys and girls and throughout the practice, I heard a lot of the older boys encouraging the girls if they missed a pass or missed the net on a shot. Practicing together was a way to show everyone, men and women alike, that women have the right and the ability to play alongside men.

Chapter 5: Discussion

This chapter begins with the integration of my results with the aforementioned literature. I will then discuss the significance of this study, as well as potential future research directions. Next, I will reflect on my position as a researcher and on my experiences while conducting this study, and I will also state the limitations I encountered during the fieldwork and during the data analysis. Finally, I will make a statement of contribution and close the chapter off with conclusory statements.

5.1 Integration of Results

My overall study results are consistent with previous SDP studies that have found sport to be an effective tool to combat elements of social exclusion and promote the inclusion of youth. All participants in this study felt that sport had a positive impact on their lives and that it served as a healthy alternative to the negative activities and behaviours that are prevalent in their neighbourhoods. That being said, my findings also highlight the existence of machismo in girls' daily lives, and suggest that further research is needed on how to combat this cultural ideology with more than just sport.

While there has been an abundance of studies exploring how sport can promote development, peace, inclusion, and/or equality, very few of them have taken place in Colombia, and hardly any have focused specifically on marginalized girls. The limited published material and the fact that Colombia is located in the most unequal region in the world when it comes to gender equality, show that there is a need for more studies that explore the impact that sport can have on marginalized girls living in Colombia's poorest neighbourhoods. This is a gap that my study aimed to fill.

The following section will contextualize this study's results in relation to the literature and to Shookner's Approach to Inclusion/Exclusion (2002) which aims to determine whether programs are effectively promoting the social inclusion of individuals.

Exclusion exists in many forms and can affect individuals in varying areas of their life. (Bailey, 2005) Cazucá is a neighbourhood where opportunities are lacking and people are systematically excluded. (Oviedo & Dávila, 2016) As evident from my interviews, this particular population of adolescent girls feels marginalized not only in their community but, also, as females in their society as a whole. Through the interviews, I became aware of the barriers that these girls face on a daily basis. Girls living in Cazucá and its surrounding neighbourhoods are at a high-risk for teen pregnancy, drug and alcohol use, and gang recruitment. If we look at these findings through Shookner's Approach to Inclusion/Exclusion (2002), we see that there are various dimensions through which these girls are excluded, including cultural, economic, relational, and structural elements. Shookner highlights elements of inclusion that programs can incorporate into their models to combat exclusion. I will use these elements to state if my findings found that sport was in fact effective in breaking down barriers of exclusion in order to promote inclusion of these girls.

Colombian culture, because of its patriarchal nature, lends itself to women's oppression and discrimination. Women consistently experience disadvantages in society and are limited by gender stereotypes. (Observatorio de la Democracia, 2016) I observed the cultural element of exclusion firsthand, as the girls frequently spoke about the gender roles and norms that their society expects them to abide by, and the way that they frequently feel 'diminished' or not valued because of their gender.

These girls are further excluded because of where they live. This can be looked at both through an economic lens and a relational lens. The poverty, crime, and violence that is prevalent in this area limits the girls' capacity for personal development, and can eventually lead

to health inequities. In some cases, girls told me about their families' lack of economic resources and how, because of this, they sometimes had nothing to eat for a whole day. People that live in Cazucá are also excluded because of its geographical isolation from the concentration of employment and education opportunities in the city centre, and because of poor transportation services. (Oviedo & Dávila, 2016) Although all women in Colombia are impacted by the country's gender wage gap, those who live in low-income areas are further marginalized, have fewer opportunities, and tend to occupy most of the informal, unpaid employment positions.

A crucial part of positive development of adolescents is the development of both trusting relationships and a social network. (Drolet & Arcand, 2013) When girls that are isolated and/or excluded lack opportunities, it can lead them to seek some social proximity or something that affords them a sense of belonging within harmful spaces (i.e. gangs). Similarly, when positive opportunities or programs are not readily available, girls can fall into these harmful spaces and become involved in negative activities such as petty theft and drug and alcohol use. One of my key informants explained the cycle of poverty and exclusion that these girls can fall into due to a lack of education, or the low *quality* of education they receive. These girls experience difficulties entering the workforce and since they are at an economic disadvantage, most of them are not able to attend university. This results in them staying in their communities, often with an abundance of free time, which can result in them becoming involved in negative activities.

Studies have shown that sporting activities can contribute to social inclusion by providing participants with a sense of belonging to a group. (Bailey, 2005; Fehsenfeld, 2015) My findings are consistent with this idea and show that sport is effective in providing girls with a healthy and positive activity to engage in, where they can also find a sense of belonging and a purpose. (Seefeldt & Ewing, 2002) Most girls said that sport had become their main activity during their free time and compared themselves to their peers who didn't play sport and, coupled with an

excess of free time, were involved in harmful activities like drug and alcohol use or were pregnant at a young age. Sport provides a sense of belonging by providing participants with both a network of social support and a 'place of refuge'. (Walseth, 2006) Many girls told me that they felt alone before starting at TDJ, but that after becoming involved in sport, they felt like part of a family with people they knew they could lean on through difficult situations.

Sport can also serve to promote inclusion by providing opportunities and experiences to participants that were previously not available to them. (Rossi et al., 2014) In my study, girls expressed their appreciation for TDJ and sport, saying it had afforded them the opportunity to meet likeminded people that they would not otherwise have met, and that were now some of their closest friends. Others said that going to TDJ served as a distraction for them and that it was somewhere they could escape to from their daily problems. As many of these girls did not have a strong family unit at home, they felt like they had a support system at TDJ in their peers and coaches. Part of the role that sport played in these girls' lives, was creating a safe space where girls were free to express themselves. A space where girls can interact with each other and enjoy freedom of expression is one of the most important things necessary to promote the inclusion of girls. (Hallman & Roca, 2007) Girls feel that within sport they can challenge and contradict expectations that they are typically expected to fill, by their parents or by society, without any repercussions. (Oxford, 2017) Many girls told me about their family's or parent's disapproval of them playing sports, or certain sports, but when they came to TDJ, they were surrounded by peers who enjoyed the same activities as them, and they were not questioned or judged for wanting to play sports.

While many studies have shown sport to foster a sense of belonging and promote inclusion in youth, it is important to note that the benefits of sport may be indirect, as well as direct, outcomes of playing a sport. (Sobotová et al., 2016) Put differently, it may be the social interactions that arise from sport that create its benefits rather than the actual participation in

sport. I witnessed this during my observation sessions, as some girls seemed more engaged with each other and seemed to be having more fun during the 'off times' at practice (warming up, cooling down, in between drills) than during formal games and scrimmages. Perhaps this is because not every girl is as competitive as the other, and formal scrimmages tend to highlight only a select few of the girls' strengths and limit opportunities for social interactions compared to other moments during practice. It is important to approach research within the sport for development field thinking about sport as a 'site for socialization experiences' and not necessarily as something that directly *causes* socialization outcomes. (Van Eekeren, ter Horst & Fictorie, 2015) Furthermore, sports, because of their competitive nature, can in some cases serve to exacerbate exclusion. (Donnelly et al., 2002) In order to avoid this when designing programs to promote inclusion, values such as cohesiveness, teamwork, and cooperation should be emphasized over the competitive nature of sport. In these settings, a distinction must be made between sport and physical activity. Physical activity should not be mistaken as synonymous for sport, as physical activity includes other things such as exercise and various activities that involve movement of the body (i.e. playing, walking, dancing). (WHO, 2011) When trying to promote socialization through sport, it is perhaps more important to place less emphasis on the exclusionary aspects of sport or on the actual physical benefits of sport, and focus more on the social aspects that arise through sport such as participation and connectedness. This is something that I found TDJ to execute very effectively as they consistently promote cooperation over competitiveness. Their methodology serves to include every participant as opposed to focus on winning.

While I found sport to be an effective tool in breaking down some barriers associated with exclusion, I also noted, both during observation sessions and in interviews I conducted, just how prevalent the machismo ideology remains in Colombian society. Using Sen's differentiation of active and passive exclusion, we can observe that machismo falls under passive exclusion.

Mechanisms that result in passive exclusion, usually social processes, are perhaps more difficult to combat than processes that result in active exclusion. For active exclusion there is usually a specific solution that can be applied (i.e. passing a law). (Sen, 2000) What makes this ideology most difficult to eradicate is that exclusion is a result of the most powerful and prevalent behaviours and attitudes of society, in this case patriarchy and machismo. (DFID, 2005) This idea is deeply ingrained in Colombian culture and because of this, most children are brought up believing that women are inferior to men, and that both women and men are expected to fill certain roles in society based on their gender. I was aware of the prevalence of machismo and what a patriarchal society Colombia was before starting my data collection, but I did not expect it to come up so frequently in the interviews, which is why it became one of my main themes.

Throughout the data collection, I witnessed the prioritization of boys over girls as girls were often not allocated the same resources as the boys and were sometimes treated with a lack of respect from their male teammates. What was perhaps most alarming to me was that the girls rarely complained and acted as if it was normal for the boys to be prioritized over them. It was clear that, as athletes, the girls are not taken as seriously as the boys. This unfortunately is a common behaviour that is observed worldwide and that interferes with the achievement of gender equity (Coakley, 2001) This behaviour and the belief that boys' time should be valued over girls' time is problematic not only because girls internalize it, but also because boys start to normalize the idea that they are superior to women, something that can translate into their daily lives and interactions.

In their own words, girls described the gender roles that society expects them to fill and the way they are 'traditionally' supposed to behave. These traditional gender roles restrict women to staying in the house and taking care of their home and their children. Since men are typically the breadwinners, the woman is seen as submissive and complacent to her husband.

(Sanabria, 2015) This ideology implies that women are the weaker sex and therefore should not be undertaking the same sort of activities as men (i.e. playing certain sports) because of their diminished capabilities. One of the problems with these beliefs is that the longer they are practiced at home, the more women will start to internalize them and believe that their worth will always be less than a man. Several girls told me that their mothers were the first to stop them from participating in sport because they thought they should stay at home helping out with chores, the cooking, and the cleaning. This reflects a more serious problem and demonstrates how deep-rooted this ideology is embedded in Colombian culture. While sport can help to combat exclusion, it cannot change the attitudes of entire families. If a girl's own family members are against her leaving the house to play sports, it will be difficult for sport to act as a tool for her inclusion.

These gender roles and norms are also embedded within the country's structures such as workplaces and schools. When I asked the girls what sports were offered at their school, many said that their school offered soccer and basketball for both boys and girls, but sports like volleyball or cheerleading only for girls. This is consistent with the literature that has found schools in Colombia to create a certain spectrum of sports ranging from rougher activities supposedly more appropriate for boys (i.e. soccer) to sports more appropriate for girls such as volleyball. (López & Vélez, 2001) My findings were also consistent with literature that has observed the stigmatization and labelling of youth that do not adhere to typical gender norms within sport. (Oxford, 2017) Girls that played certain sports were labelled 'butch' or lesbian, while boys who participated in sports like cheerleading were typecast as gay. These norms result in girls, and in some cases boys, steering away from sports that they might enjoy but that their families, peers, and/or society do not approve of. Girls may hide their interest in certain sports or even their talent in order to follow the social order and avoid being stigmatized or labelled, as homophobia, especially in Latin American countries, is seen as a weakness.

(Coakley, 2001) The larger picture isn't necessarily that girls will not be able to practice the sport they want to because they may be looked down upon, but that girls are not being encouraged to be fully autonomous and make their own decisions. Instead, they are taught to follow the social order and act within the norms that have been assigned by society.

It is important to note that although sport can act as a vehicle for the socialization and inclusion of youth, it is not the total solution for society's problems. This was evident during my fieldwork as traditional gender stereotypes remained prevalent, even within an organization that is trying to change patriarchal gender attitudes. It must also be recognized that in contexts where populations are *most* marginalized and lack basic services (i.e. famine), sport may not be the ideal tool to use as it cannot guarantee to meet people's basic life needs. (McCarthy, Bergholz & Bartlett, 2016) Oxford and Mclachlan (2018) summed this up when they stated that while sport can bring about some changes in self-awareness and individual perceptions, it cannot necessarily bring about large scale social change.

Although sport itself is not the total solution to gender inequality, it can certainly help mitigate the issue. To effectively challenge this issue however, programs need to involve men in order to change their attitudes on supposed 'traditional' gender roles. Organizations that are involving boys in the fight towards gender equity are teaching their youth to value women, and allowing them to make autonomous decisions in order to challenge gender norms. (Miranda, 2018) One of my key informants, a young man who works at TDJ, told me that his hope was to promote cooperation and cohesion of boys and girls on the playing field, and to give girls a leading role on the field, which would hopefully translate from the field into their everyday lives.

My results are consistent with literature that has shown sport to promote socialization of youth and to increase self-esteem and perceptions of competency. (Collins & Kay, 2003; Pedersen & Seidman, 2004) Overall, every girl I interviewed stated that sport had helped her in her daily life. The girls spoke about realizing their self-worth, gaining confidence, and becoming

leaders in their communities. One participant even spoke about starting her own soccer program for disadvantaged children in her building, an example of how these girls are taking the life skills they are acquiring at TDJ and applying them in their daily lives.

Girls expressed that through sport, they had been empowered to become better versions of themselves. Some spoke to me about their female peers that did not participate in sport, and were constantly worrying about their physical appearance, going to parties, and getting involved with drugs and alcohol, but that they- through sport- had found something of greater importance to themselves. In everyday life, girls are often encouraged to see themselves as weak, dependent, and powerless, and women's bodies are constantly scrutinized and pressured to look a certain way. (Coakley, 2001) In sport however, power is put back into girls' hands as they learn to value themselves and discover their own capabilities. This can also serve to help mitigate the increase in teen pregnancies in Latin America, as girls learn to value their bodies and make informed decisions about when to start a family. Girls spoke to me about many of their friends, as young as 13-years-old, becoming pregnant and told me that they themselves had many things they wanted to accomplish before starting a family.

5.2 Significance and Future Research Directions

Empowering women benefits not only women but society as a whole. Diminishing women and denying them their rights reduces human capabilities. (Luxton & Laidlaw Foundation, 2002) Gender equality is essential in order to expand economic growth and promote social development. (UNDP, 2016) It is therefore important to invest in programs and tools that can help break down barriers of exclusion to help promote inclusion of women and girls.

Machismo and the belief that men are superior to women, and that women can only perform certain roles in society, are embedded deep within Colombian culture. Restricting women to certain roles limits young girls and prevents them from fully exercising their capabilities. Girls who grow up with a belief that their future is determined by what society expects of them, and not by what they aspire for themselves, will be limited in what they do. Because the patriarchy that exists in Colombian society permeates daily life in homes and in schools, young people and adolescents are particularly important groups to target. It is more difficult for adults who have grown up with and internalized this notion to change the way they think, than for youth who can themselves help break down societal norms and gender stereotypes. If they start seeing gender inclusion and equality on the playing field, there exists the possibility that it can translate to their everyday life off the field. Targeting adolescent girls with programs to promote their inclusion is a step taken towards changing society's mentality from viewing women as liabilities to viewing them as assets and as an integral part of society.

This project is quite timely as it is being done during a historic time in Colombia's history. That being said, although an historic peace accord was signed in 2016, displaced families and communities from around the country continue to pour into the slums of Colombia's largest cities. New armed groups have moved in to fill the void in rural areas that the FARC guerillas once controlled. (Amnesty International, 2018; UNHCR, 2017) Approximately 80% of displaced people are women, or children under the age of 18. (Ferris, 2014) As seen in recent years, most of these IDPs will migrate to large cities and settle in already marginalized neighbourhoods such as Cazucá, increasing the size of this at-risk population. As was evident from interviews with the girls in this study, living in Cazucá limits opportunities and puts up barriers to inclusion. The influx of many more displaced women and girls is a phenomenon that has no immediate end in sight. For this reason, it is important to get a head start on preventing further exclusion by creating safe and supportive spaces and opportunities, like sport programs, that take girls in,

foster a sense of belonging, and promote their inclusion. Projects like these would also be an opportunity to explore the role that sport can play in promoting reconciliation and reintegration into society.

Since gender equality is both a male *and* female issue, it would be interesting to conduct a study similar to this one which included boys as well as girls. A Meyer & Roche (2017) study using surveys found that after participating in sport, both boys and girls expressed positive gender beliefs and reversal of harmful gender stereotypes. My study found this to be true with female participants, but it would be interesting to explore whether these ideologies also change among male youth in Colombia. Future studies should aim to expand on Meyer & Roche's results by including male participants but with more in-depth, qualitative methods such as interviews and/or focus groups that can delve further into cultural and societal norms.

There are three important reasons to measure social exclusion: 1) to establish the extent of poverty and marginalization experienced by a particular group, 2) to determine the direction of change over a period of time, and 3) to assess the impact of the program whose goal it was to promote inclusion. (UNDESA, 2010) This study focused on the first and third reasons but did not attempt to assess the impact over time. Perhaps future studies could incorporate the second reason into their methodology in order to assess whether a sport program is effectively promoting social inclusion over time. In evaluating whether sport can effectively promote inclusion of girls in the long-term, it is also important to include the girls' parents. Their perspectives on attitudes and behaviours of their children before, during, and after participation in sport will help researchers gain insight into whether or not the girls feel more included over time after becoming involved in sport.

Finally, although my study took place in Cazucá, my sample population was not necessarily representative of the neighbourhood, as I did not have many IDP participants. If another project similar to this one was to be undertaken in Cazucá, perhaps there could be a

greater focus on recruiting IDP participants. This would have to involve approval from an ethics committee and would take a great deal of time, but since Cazucá is the largest receptor of IDPs in all of Colombia, it would be a project worth pursuing. IDPs are also a unique group of people as they are not only marginalized when they reach areas like Cazucá, but are then further stigmatized *because* they were displaced. Many are also Afro-Colombians from the country's Pacific coast and when they reach their new neighbourhoods, they tend to be discriminated against because of their race. It would be very interesting to explore the ways this additional marginalization *within* groups of already marginalized people is manifested, and the potential role that sport could play in promoting their inclusion.

5.3 Positionality & Reflexivity

A crucial part of conducting qualitative research is to include positionality and reflexivity during the data collection and analysis phases. Every researcher has a certain positionality that can be affected by things such as their age, gender, sexual orientation, cultural background, and socioeconomic status. It is all of these factors that affect the position from which a researcher views a problem. The act of reflecting on his or her positionality is defined as reflexivity. Reflexivity is, as a researcher, recognizing that you and your positionality will be part of producing the data and that your meanings can affect the research, and then reflecting on that subjectivity to ensure that it does not affect your research. (Green & Thorogood, 2004)

As a Spanish speaking, half-Colombian woman who grew up playing and coaching sports, I was comfortable conducting this study and felt that I was well suited to conduct interviews with adolescent girls. A huge advantage in this study was that I have previously lived in Colombia, understand the culture, and fluently speak Spanish so I did not have to rely on a translator. Since there was no language barrier, it was easier for me to integrate myself into the sport practices and build relationships with the girls. That being said, I recognize that I was still

considered an outsider to these girls as I don't currently live in Colombia. One of the reasons I partnered with TDJ, was not only so that they could help me recruit participants, but so I could position myself within an organization that was already familiar to the girls. It put me in a more trustworthy position with the girls than if I were conducting the study on my own with no affiliation to a local group.

As I am familiar with Colombia and its cultural nuances, I had my own views and opinions about what I expected to find before commencing this study. Through memoing and writing reflections, I was able to review and reflect on my views and my position to determine whether I was being subjective. I also added key informant interviews to my methodology in order to include adult participants currently living in Colombia. Conducting key informant interviews after the interviews with the girls served not only to reinforce many of the themes that arose during the discussions with the girls, but also to gain a different perspective and focus more on *why* certain types of behaviours and attitudes are prevalent in Colombian society. The key informant interviews also served to combat my positionality as a researcher by challenging my predetermined notions of the issues being observed.

5.4 Limitations

While this study effectively answered the research question that I set out to answer, there were some limitations I encountered during the data collection. The biggest of these was a lack of time. Due to budgetary constraints, I only had one month to complete the data collection. Since there were five different sports that I wanted to observe and they did not occur every day, the time I spent with participants from each sport was limited. All of the sports differed and had their nuances and it would have been beneficial to have more time to explore these differences. For example, it was difficult to observe and participate in track and field as it was a much more individualistic sport, so most of the practice consisted of the girls running around the park on

their own. With no time constraints, I could have spent much more time getting to know the girls, observing their interactions, and even participating more in their practices.

To fully understand the girls in Cazucá and their daily struggles, it would have been beneficial to completely immerse myself in their lives. While I was living in Colombia during that month, I was living in Bogotá in a different neighbourhood about an hour away. I did not have to worry about violence and crime like the girls, which meant I could not realistically relate to the problems that they were facing. The girls knew that I didn't live in Cazucá which is another reason I was seen as an outsider to them.

Although my results agree with literature on how sport can be used as a tool to promote inclusion of girls, I must recognize that there may have been some social desirability bias in the interviews. Social desirability is described as the desire by the interviewee to appear more morally worthy to the interviewer. (Green & Thorogood, 2004) The girls knew that I was conducting a study on sport and inclusion and, given the fact that we were conducting the interviews at TDJ, a program that aims to promote cohesiveness through sport, they may have felt pressure to give certain answers. They may have also seen me as someone in a position of power over them as I am older and was working alongside their coaches. This could have influenced them to adjust their answers to what they thought I wanted to hear. To limit the social desirability bias, participants were assured that their responses were confidential and that there was no right answer.

Another limitation of this study was that the interviews with the girls were, on average, around 15 minutes long. I had initially planned on having the interviews be around 30 minutes long, but it became apparent that adolescents don't always talk as much as adults would- something that I learned is a common challenge when interviewing youth. In order to compensate for this, I added participant observation and key informant interviews, as a way to obtain a more well-rounded and robust dataset.

A major finding of this study was the prevalence of machismo in these girls' lives. In hindsight, it was an oversight not to include male participants, as they would have given the project a whole other dimension. By including boys as interview subjects, I could have explored gender roles that they may feel pressured to fill, as well as their attitudes on gender stereotypes that are prevalent in their culture and society.

Lastly, a limitation I encountered while analyzing my data was the conceptual approach that I chose to use. During data analysis, I frequently went back to Shookner's Approach to Inclusion/Exclusion. Since he outlines elements of both inclusion and exclusion, I was limited in how I analyzed my data since I was applying these already-established dimensions to my results, so I was in some way led to find exclusion within my results.

5.5 Statement of Contribution

This thesis was completed in partial fulfillment of the requirements for the Master of Science in Interdisciplinary Health Sciences program at the University of Ottawa. I was the principal researcher for this study and was responsible for designing the project, developing the study instruments (consent form, letters for participants and parents, interview guides), conducting the fieldwork in Colombia, memoing and transcribing, translating the transcripts, analyzing the data, and interpreting the data for the writing of this thesis.

Dr. Sanni Yaya, my supervisor for this project, played a significant role in this project by guiding me through each stage of this study. He assisted me through the inception of the study, the design of the study, the writing of the thesis proposal, the development of the study tools, the writing of the ethics application, the analysis of the data, and during the writing of this thesis.

There were also some members of *Tiempo de Juego (TDJ)* who contributed to this project. Candelaria Lucero, Partnerships and Projects Coordinator at TDJ, facilitated the

logistics of the project including setting me up with people at TDJ's main sites to facilitate my fieldwork. Diego Alejandro Rodríguez, Director of Projects, helped me recruit participants by introducing me to each sport's coach and their participants. Both he and Candelaria read over the interview guide and approved it for use. Regis Ortiz, Activities Coordinator, served as my main contact at TDJ's sites and facilitated my interviews and participant observation sessions by taking me to each site.

5.6 Conclusion

This study highlighted the importance of sport as a potential tool that can be used to break down some barriers of exclusion and promote the inclusion of marginalized girls. While these overarching results showing sport as an effective tool for inclusion are not necessarily new, the biggest contribution of this study is its unique study population. Girls living in Cazucá remain a neglected population, and this study aimed to give them a voice. For the girls in this study, sport has become an outlet for them to escape from their daily struggles. Sport served to increase their self-esteem, confidence, and self-worth. Through the social interactions that resulted from participation in sport, they were able to feel the support of a group of their peers, which led them to become empowered leaders and to realize that their capabilities should not be limited by societal and cultural constraints. My hope is that these girls who have newly discovered their potential on the field, will unlock their potential off the field as valuable members of society that can make important contributions. It is important to note that while sport was shown to be an effective tool to promote well-being and socialization in adolescent girls, it is not a panacea. Machismo and gender stereotypes are still very prevalent in society and even within sport programs like TDJ, so further work must be done to promote positive gender attitudes and to value the diversity and contributions of women in Colombia.

Appendix A: Map of Colombia



Source: http://www.nationsonline.org/oneworld/map/colombia_map.htm

Appendix B: Interview Guide

Challenging Social Exclusion through Sport: A Case Study of Marginalized Adolescent Girls in Bogotá, Colombia

Welcome and thank you for taking the time to participate in this interview.

My name is Laura, and as you know I am conducting a study on how sport programs like *Tiempo de Juego* can benefit adolescent girls in Colombia.

Everything you say is important to me and will help me better understand your experiences. Please feel free to speak openly and use any language or words you are comfortable with. There are no right or wrong answers to the questions I will ask you. You can decide to stop the interview at any time or not to answer a question if you don't want to. But I hope you will decide to answer all the questions because your answers will help us understand your experiences as adolescent girls living in Altos de Cazucá and taking part in a sport program.

I would like to record the discussion to help me remember what you say and so that I don't miss anything that you mention. Everything that we discuss today is confidential and the recording will be kept secure. It won't be shared with anyone except my supervisor at university. Is that okay with you?

Please try to speak loudly so that the recorder will capture your voice. In order to protect your privacy, you can use your first name only when you introduce yourself or a fake name or nickname if you want.

Before I turn on the recorder, do you have any questions?

Introduction

1. I'd like to begin by having you tell me a little about yourself. Perhaps we can start by having you introduce yourself to me?
Prompts:
How old are you?
Tell me a bit about where you go to school/work
What are some of your interests or hobbies?
Are you from Altos de Cazucá? Have you lived here your whole life?
Do you have any brothers or sisters?

History with sport & *Tiempo de Juego*

2. Have you been interested in sports for a long time?
Prompts:
Did you play sports before coming to *Tiempo de Juego*?
Did you grow up playing sports?
Did you play sports in school?
3. How did you hear about *Tiempo de Juego*?

4. When did you join *Tiempo de Juego*?

Prompts:

What motivated you to start the program?

5. What activities do you participate at when you come to *Tiempo de Juego*?

Probes:

Sports and/or cultural activities, how many times a week

Experiences with *Tiempo de Juego*

6. Tell me a little bit about why did you decided to participate in *Tiempo de Juego*'s sport programs?

7. What do you like the most about/is your favourite thing about participating in *Tiempo de Juego*?

Prompts:

How do you feel about the people who work at *Tiempo de Juego* (i.e. staff and coaches)?

Do you have a favourite activity?

8. What is the most challenging thing for you about participating in *Tiempo de Juego*?

9. Do you think you have learned anything about yourself or about your peers as a result of participating in *Tiempo de Juego*?

Prompts

Do you think participating in the sport program at *Tiempo de Juego* has changed you as a person? How? Can you give me an example?

Probes:

Positive impacts, benefits

10. How do you feel as a girl participating in sport programs?

Prompts:

Do you see as many girls as boys participating in sport?

How do they boys react to you playing sports? Do they say anything to you or act differently with you because you are a girl?

How does your family react to you playing sports? Do they encourage you?

11. Do you think the program promotes inclusion of girls in sport? If so, how?

12. Is there anything that *Tiempo de Juego* could do to try and get more girls to join the program? If so, what could they do?

Thanks so much for all of your answers. We are coming to the last part of the interview and there are just a few questions left.

13. What would you tell a girl that is new to the neighborhood who asked you about whether she should join *Tiempo de Juego*? What advice would you give her?

14. Is there anything else you would like me to know about the sport programs here at *Tiempo de Juego*? (last question)

Conclusion

Thanks so much! Those are all of the questions I have.

15. Are there any questions that I should have asked but didn't?

16. Did you understand all of my questions? Were any of my questions unclear?

17. Do you have any questions for me?

As was mentioned in the consent form, you have the right and opportunity to review my transcript in the case that I use anything you said. Do you want to review the quotes before I use them in my thesis?

If they answer yes: Can you please provide me with your email address so that I can send the transcripts to you?

Thank you so much for participating in the study! If you have any questions, you can reach me at

Appendix C: Informed Consent Form



Informed Consent Form

Title of the study: *Challenging Social Exclusion through Sport: A Case Study of Marginalized Adolescent Girls in Bogotá, Colombia*

Principle Investigator: Laura Bland-Lasso, University of Ottawa MSc in Interdisciplinary Health Sciences Program, Faculty of Health Sciences, 25 University Private, Ottawa, ON, K1N 6N5

Supervisor: Dr. Sanni Yaya, University of Ottawa Associate Professor, School of International Development & Global Studies, Faculty of Social Sciences, Social Science Building, 120 University, Room 8005, Ottawa, ON, K1N 6N5

Invitation to Participate: I am invited to participate in the abovementioned research study conducted by Laura Bland-Lasso and under the supervision of Dr. Sanni Yaya, in fulfillment of a master's thesis project. I have been invited to participate in this study because I am an adolescent girl between 13-18, living in Bogotá, Colombia and participating in *Tiempo de Juego's* sport programs.

Purpose of the Study: The purpose of the study is to explore how sport programs through *Tiempo de Juego*, can promote the inclusion of adolescent girls in Colombia.

Funding: This study has been partially funded by the Michaëlle Jean Centre for Global and Community Engagement at the University of Ottawa.

Participation: My participation will consist of an interview lasting 30-45 minutes with Laura at *Tiempo de Juego's* office at Calle 65 16-09 Barrio la Esperanza, Bogotá, Colombia. The interview will be audio-recorded to accurately capture what is said. I may request that the recording be paused at any time, and I may choose how much or how little I want to speak during the interview. All information I share will be kept private (only Laura will have access to it) and will only be used for her thesis. I may request to have access to my transcript after the interview to review it and/or tell Laura if there is anything that I don't want to be shared in her thesis.

Risks: My participation in this study will involve me talking about how participating in *Tiempo de Juego* has influenced me and people around me. I will answer questions regarding what challenges adolescent girls face in Colombia, and how I think participating in sport programs has helped me overcome these challenges. If sharing negative experiences, this could possibly cause emotional discomfort, stress, anxiety, or even later regret over disclosing personal information. I have received assurance from the Laura that every effort will be made to minimize these risks by attempting to establish a respectful and comfortable environment for me during the interview.

Benefits: My participation in this study will help to inform researchers on the impact that sport programs can have on adolescent girls, and how these programs can serve to overcome challenges associated with their exclusion. Discussing the benefits of sport programs may help me realize how I can further incorporate sports and physical activity into my everyday life. It may

also reinforce the fact that women are just as capable of doing the same things that men are, such as playing sports.

Confidentiality and anonymity: I have received assurance from Laura that the information I will share is confidential in nature. I have been informed that my identity will be concealed by use of fake names and any identifiable information used in this study will be concealed to prevent others from identifying me. I understand that information from the interview will be used only for exploring how sport programs can help promote social inclusion of adolescent girls in Colombia; all of Laura's data will be collected for this purpose, then analyzed and published as a part of her master's thesis.

Anonymity will be protected by using fake names instead of my real name. If Laura chooses to quote me in her thesis, she will not reveal my name but, instead, state my gender and age as, "Adolescent girl, age #." While Tiempo de Juego staff and/or other participants may know who is participating in the study, they will not have access to the interviews or to the interview content.

Conservation of data: The data collected (both hard copies and electronic) such as signed consent forms, tape recorded discussions, transcripts, manuscripts, field notes, etc. will be kept in a secure manner. Data will be stored electronically with enough security such as a firewall and passwords. A backup copy of the data will be stored on two password-protected external hard drives accessible only by Laura and her supervisor. After 10 years from the thesis defense, all data will be destroyed (shredded or deleted) and properly disposed of by Laura and her supervisor.

Voluntary Participation: I am under no obligation to participate and if I choose to participate, I can withdraw from the study at any time and/or refuse to answer any questions, without suffering any negative consequences. If I choose to withdraw, all data collected until the time of withdrawal will be destroyed as noted above.

Acceptance: I, _____, agree to participate in the above research study conducted by Laura Bland-Lasso of the MSc in Interdisciplinary Health Sciences Program, Faculty of Health Sciences, University of Ottawa, under the supervision of Dr. Sanni Yaya.

If I have any questions about the study, I may contact Laura or her supervisor. If I have any questions regarding the ethical conduct of this study, I may contact the Protocol Officer for Ethics in Research, University of Ottawa, Tabaret Hall, 550 Cumberland Street, Room 154, Ottawa, Ontario, Canada, K1N 6N5, however they will only be able to correspond in English or French.

Tel: (613) 562-5387, Email: ethics@uottawa.ca

There are two copies of the consent form, one of which is mine to keep.

Participant's signature: _____ Date: _____

Parent/guardian's signature: _____ Date: _____

Researcher's signature: _____ Date: _____

Appendix D: Assent letter for participants



Hello,

My name is Laura Bland-Lasso and I'm a student at the University of Ottawa in Canada. I'm in Bogotá to do some research for my thesis project as part of my Master's degree. My contact (Name) at *Tiempo de Juego* thought you would be a great person to talk to because you participate in *Tiempo de Juego's* sport programs.

I'm interested in looking at how sport programs can benefit the lives of adolescent girls in Colombia. My project will look at the benefits of the sport programs in *Tiempo de Juego*, and how they can help overcome challenges that adolescent girls face here in Colombia.

I'd like to invite you to participate in an interview, at a time that suits you, at *Tiempo de Juego's* office. We would be talking about things like how you think sports have impacted you and the people around you, if you think you have changed after participating in sports, and what challenges you face in your everyday life. The interview will take about 30-45 minutes of your time, and all information will be kept confidential. I will not share it with *Tiempo de Juego* staff, your parents, or other participants. It will only be used for the writing of my thesis, which you can have access to in the future if you'd like.

Your decision to participate or not participate in the study will not have any effect on your participation in *Tiempo de Juego's* programs or activities.

Are you interested in participating in an interview? If you are, please take a Consent Form home, have your parents sign it, and return the form back to me. The participants for the study will be chosen on a first come/first served basis, as I only need around 15-20 participants.

Thank you!

Laura

Appendix E: Letter to parents



Hello,

My name is Laura Bland-Lasso and I am a graduate student at the University of Ottawa in Canada. I have come to Bogotá to conduct research for my thesis project as part of my Master's degree. My contact (Name) at *Tiempo de Juego* thought your daughter might be an important person to talk to because they participate in *Tiempo de Juego's* sport programs, and your daughter also expressed interest in participating in the study.

My project will explore how sport programs like *Tiempo de Juego* can serve to promote the inclusion of adolescent girls in Colombia. I will be observing some sport training sessions (behaviours and interactions between the participants) and conducting interviews with adolescent girls who participate in *Tiempo de Juego's* sport programs.

I'd like to invite your daughter to participate in an interview, at a time that suits her, at *Tiempo de Juego's* office. Topics will include how she thinks participation in sport has impacted her and the people around her, if she thinks she has changed as a result of participating in sport, and what barriers she faces as an adolescent girl living in Colombia. I will need about 30-45 minutes of her time, and all information will be kept confidential. It is to be used only for the advancement of knowledge related to my study topic.

Please note that your daughter's decision to participate or not participate in the study will not have any effect on her participation in *Tiempo de Juego's* programs or activities, as I am conducting this research independently, without any affiliation to *Tiempo de Juego*.

If you will allow your daughter to participate, please sign one of the attached consent forms and have your daughter bring a copy back to me. If you would rather talk to me first, you can either email me to set up a time or come *Tiempo de Juego* as I will be at the training sessions.

Thank you for your attention to this matter.

Laura Bland-Lasso

Appendix F: REB Approval

File Number: H04-17-07

Date (mm/dd/yyyy): 05/09/2017



Université d'Ottawa
Bureau d'éthique et d'intégrité de la recherche

University of Ottawa
Office of Research Ethics and Integrity

Ethics Approval Notice Health Sciences and Science REB

Principal Investigator / Supervisor / Co-investigator(s) / Student(s)

<u>First Name</u>	<u>Last Name</u>	<u>Affiliation</u>	<u>Role</u>
Sanni	Yaya	Social Sciences / Others	Supervisor
Laura	Bland-Lasso	Health Sciences / Others	Student Researcher

File Number: H04-17-07

Type of Project: Master's Thesis

Title: Challenging Social Exclusion through Sport: A Case Study of Marginalized Adolescent Girls in Bogota, Colombia

<u>Approval Date (mm/dd/yyyy)</u>	<u>Expiry Date (mm/dd/yyyy)</u>	<u>Approval Type</u>
05/09/2017	05/08/2018	Approval

Special Conditions / Comments:

N/A

Appendix G: Letter of invitation from *Tiempo de Juego*



FUNDACIÓN TIEMPO DE JUEGO

Nit: 900.238.123-5

University of Ottawa
Office of Research Ethics and Integrity
Tabaret Hall, 550 Cumberland St, Room 154
Ottawa, ON, Canada
K1N 6N5

March 15, 2017

To whom it may concern:

As Partnerships and Projects Coordinator for *Tiempo de Juego*, I express the support of the organization to Laura Bland-Lasso in the development of her MSc thesis entitled “*Challenging Social Exclusion through Sport: A Case Study of Marginalized Adolescent Girls in Bogotá, Colombia.*”

Tiempo de Juego is a non-profit organization that teaches children and adolescents from vulnerable communities life skills, through sports, cultural and recreational activities which help them create their own life projects and promote a movement towards peace, equality and cohabitation. The organization seeks to distance youth from the social ills that surround them and empower them as agents of change.

Laura will be conducting field work for her thesis with *Tiempo de Juego*'s participants, through participant observation and interviews with adolescent girls. We will assist her in the selection process as we have been working with the community for eleven years and have established relationships not only with the participants but their families as well.



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FUNDACIÓN TIEMPO DE JUEGO

Nit: 900.238.123-5

Laura will explore how sport has promoted social inclusion among these marginalized girls, something that is very relevant to our foundation, as we recently incorporated a gender inclusion component to our existing framework. It is our hope that Laura's results and thesis as a whole will provide useful feedback that we can incorporate into our model.

We look forward to hosting Laura in July 2017 and working together to promote the social inclusion of marginalized Colombian youth.

Sincerely,



Candelaria Lucero Dente
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