

IAPESGW Continent Serie



Maria Beatriz Rocha Ferreira

Inspirational women in America: making a difference in physical education, sport and dance

Maria Beatriz Rocha Ferreira  
(Editor)



*Inspirational women in America:  
making a difference in physical education,  
sport and dance*

editora  
NGME

Maria Beatriz Rocha Ferreira  
(Editor)

**INSPIRATIONAL WOMEN IN AMERICA:  
MAKING A DIFFERENCE IN PHYSICAL  
EDUCATION, SPORT AND DANCE**

Juiz de Fora  
NGIME/UFJF  
2016

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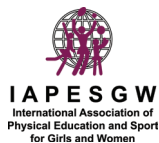
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# FOREWORD

It is a great privilege for the International Association of Physical Education and Sport for Girls and Women (IAPESGW) to have this opportunity to greet current, former and potential members and other readers through this book series. The purpose of the 'five continents series' is to commemorate some of the many inspirational women who have worked in physical education, sport and dance to increase opportunities for girls and women around the world. We thank Eliana Ferreira whose project led to the University of Juiz de Fora (Brazil) partnering IAPESGW on this unique venture.

**Inspirational women: Making a difference in physical education, sport and dance** is a five book series and IAPESGW is proud to say that members of the voluntary Executive Board stepped up to collect, edit and present each of these books for the series. We also thank the members of the Association who were the major contributors and facilitators of contacts that made this ambitious idea a success.

Oceania – Janice Crosswhite OAM (Australia).

Europe – Rosa Diketmüller (Austria).

Americas – Beatriz Ferreira (Brazil).

Africa – Anneliese Goslin (South Africa).

Asia – Canan Koca (Turkey).

The series will increase the visibility of women in the field across the world by profiling women's lives and achievements. It is

by no means an exhaustive collection of outstanding women. There will be many others who have been influential as roles models and leaders. But it offers a contribution in a world where men and male sports still dominate newspapers and television broadcasts alongside the history books of modern sport.

The editor of each book in this series had the autonomy to manage the collation of the volume as she preferred. She was also tasked with contextualising the continent in the introduction, offering a rationale and synopsis of the distinctive content and concluding each volume. The books are published by the research group "Núcleo do Grupo de Pesquisa em Inclusão, Movimento e Ensino a Distância [NGIME]" (Research Group on Inclusion, Movement and Distance Learning) coordinated by Eliana Ferreira – University of Juiz da Fora, it is a major publication project sponsor by the Brazilian government. It is expected that the books will be distributed to the Brazilian Universities and to attendees at ICSEMIS, Brazil 2016.

## **The International Association of Physical Education and Sport for Girls and Women**

The International Association of Physical Education and Sport for Girls and Women (IAPESGW) was formed in 1949 and is the longest serving voluntary organization supporting the advancement of girls and women in Physical Education, Sport, Dance and Physical Activity.

Our Aims are:

- 1 To bring together interested scholars and practitioners of many countries working to improve the position of girls and women in the fields of physical education, sport and physical activity.

- 2 To represent the interests of girls and women at all levels and in all areas of physical education, sport and physical activity.
- 3 To strengthen international contacts and networks.
- 4 To afford opportunities for the discussion of mutual challenges and to share good practice.
- 5 To promote exchanges of persons and ideas among countries.
- 6 To promote research on physical education, sport and physical activity for girls and women.
- 7 To co-operate with other associations and agencies working to promote the interests of girls and women in physical education, sport and physical activity.
- 8 To promote leadership development throughout the world.

Our Vision:

Throughout the world, girls and women will benefit from:

- Participation in physical education, sport, physical activity and dance.
- Improved health through physical activity for all.
- Scientifically-based information.
- Quality education.



Ultimately, throughout the world, girls and women will be empowered through physical activity to: enjoy a balanced and healthy lifestyle, achieve a sense of value and well-being and make a positive contribute to society.

Members of the Association share belief in the value of physical activity in the lives of all girls and women, thereby forming a network of voices of, and for, the support of girls and women, improving their position at local, national and global levels. All members supporting IAPESGW at national and international level are volunteers who are driven to make time and space for stronger international support and camaraderie that networks like IAPESGW can bring. Over many years IAPESGW has been the place where young or early career researchers have found a supportive and accessible context alongside experienced colleagues in which to embark on presentation and research projects. The Executive Board is strong by global reach and also range of academic and practical experience and skills. Members of the Board are elected every four years and new volunteers who really want to make a difference by serving such an Association are always welcome. The current Executive Board indicates the extent of our international collaboration and is as follows:

President: **Rosa Lopez de D'Amico** (Professor, Universidad Pedagógica Experimental Libertador, Pedagógico de Maracay, **Venezuela**).

Vice-Presidents: **Janice Crosswhite** (OAM and President of the Australian Women sport and Recreation Association (AWRA), **Australia**).

**Anneliese Goslin** (Professor, University of Pretoria, **South Africa**).

**Karin Lofstrom** (Executive Director – Canadian Association for the Advancement of Women – CAAWS, **Canada**).

**Rosa Diketmüller** (Assistant Professor, University of Vienna, **Austria**).

**Tansin Benn** (Visiting Professor, University of Plymouth, **UK**).

**Darlene Kluka** (Professor, University of Barry, **USA**).

**Gladys Bequer** (National Director of Physical Education and Health Promotion at the National Institute of Sports, Physical Education and Recreation (INDER) and Professor at the Higher Institute of Physical Culture (ISCF), **Cuba**).

**Marianne Meier** (Terre des Hommes International Federation, **Switzerland**).

**Maryam Koushkie Jahromi** (Associate Professor, Shiraz University, **Iran**).

**Canan Koca** (Associate Professor, Hacettepe University, **Turkey**).

**Keh Nyit Chin** (Professor, National Taiwan Normal University, Taipei, **Taiwan**).

**Beatriz Ferreira** (Professor, State University of Campinas – UNICAMP and is currently included in the program CAPES Visiting Professor Senior at the Federal University of Grande Dourados – Mato Grosso do Sul, **Brazil**).

**Arisa Yagi** (Professor Japan Women's College of Physical Education, Tokyo, **Japan**).

The full history of **Presidents** who have served IAPESGW is as follows:

1949 - 1961 Dorothy Ainswoth (USA).

1961 - 1965 Marie Thérèse Eyquem (France).

1965 - 1981 Liselott Diem (Germany).

1981 - 1989 Helene Tollich (Austria).

1989 - 1997 Patricia Bowen-West (UK).

1997 - 2005 Margaret Talbot (UK).

2005 - 2009 Darlene Kluka (USA).  
2009 - 2013 Tansin Benn (UK).  
2013 ... Rosa Lopez de D'Amico (Venezuela).

IAPESGW has held quadrennial Scientific Congresses since 1949 around the World:

1949	Copenhagen, Denmark	1985	Warwick, UK
1953	Paris, France	1989	Bali, Indonesia
1957	London, UK	1993	Melbourne, Australia
1961	Washington, USA	1997	Lahti, Finland
1965	Koln, Germany	2001	Alexandria, Egypt
1969	Tokyo, Japan	2005	Edmonton, Canada
1973	Tehran, Iran	2009	Stellenbosch, S. Africa
1977	Cape Town, S. Africa	2013	Havana, Cuba
1981	Buenos Aires, Argentina	2017	Miami, USA

In 1999 a special Conference event was held to commemorate the Association's 50th anniversary in the place of its birth - Smith College USA.

Alongside these Scientific Congresses, the Association contributes to other international scientific programs such as the quadrennial *International Convention on Science, Education and Medicine in Sport* (ICSEMIS). As a members' Association, IAPESGW responds to requests for information, support, research and action.

As a recognised Member Association of the International Council for Sport Sciences and Physical Education (ICSSPE), IAPESGW helps to construct international policy and aid work in sport and physical education. It is one of six bodies that contribute to the *International Committee of Sport Pedagogy (ICSP)*, a working group established by ICSSPE.

In addition to IAPESGW, the working group includes the following international partner associations: FIEP – Federation Internationale D'Education Physique / International Federation for Physical Education; AIESEP – Association Internationale des Ecoles Superieures d'Education Physique / International Association for Physical Education in Higher Education; IFAPA International Federation of Adapted Physical Activity; ISCPES – International Society for Comparative Physical Education and Sport; ICCE – International Council of Coaching Excellence. Representatives of this working group have contributed to collaborative research such as the "Global Voices project", and, through ICSSPE to the "Quality Physical Education (QPE) Guidelines for Policy-Makers" and the "Revised International Charter of Physical Education and Sport" that emerged from MINEPS 2013, Berlin, and were published by UNESCO (2015). The Association also has representation on related bodies such as the International Working Group on Women and Sport (IWG) where we work alongside Women Sport International (WSI).

IAPESGW's memberships continuing to grow with representation throughout the world via members on all five continents. The Association supports its members in the fields of sport, physical education, dance and physical activity for women and girls and provides opportunities for professional development and international cooperation. If you are interested in learning more or in joining please see our website at [www.iapesgw.org](http://www.iapesgw.org).

Be part of the future of the International Association of Physical Education and Sport for Girls and Women.

Co-authors:

Rosa Lopez de D'Amico (Venezuela) (Current President)

Tansin Benn (UK) President 2009 – 2013

Darlene Kluka (USA) President 2005 – 2009



# FOREWORD

This collection represents a milestone in the history of physical education as it seeks to present the conditions of equality and opportunities for physical activity around the world. This publication brings together experiences from five continents, highlighting elements which allowed to identify the progress and challenges of world policies in physical education.

In recent years, the Center for Inclusion, Movement and Distance Learning at the Federal University of Juiz de Fora – Brazil sought partnerships aiming to build a work disclosure policy that can support studies that consider the experiences of pedagogical practices in the physical activities. This is, undoubtedly a publication that makes us very proud, as it structure a proposal for a diverse and inclusive physical education.

A series of debates, the consolidation of an accessibility policy and the construction of pedagogical practices involving the conditions for a complete access, are the basis of this book.

In this sense, physical education acquires more relevance, establishing a more social understanding, related to accessibility and at the same time, is sensitive to the specific demands defined for education based on diversity.

Based on extensive material reported here, we share the idea that, every day, it becomes more evident that physical activities play an important role in ensuring the exercise of citizenship.

Profa. Dra. Eliana Lucia Ferreira  
Universidade Federal de Juiz de Fora – UFJF  
Ministério de Educação – MEC/BRASIL

1

# INTRODUCTION

MARIA BEATRIZ ROCHA FERREIRA





We deeply appreciate very much for all the women that helped to write this book. They devoted their time to bring the life of other women that inspired and ennobled their countries in the area of sport. Thank you for doing a great job. Bringing these contributions into a book is an emotional experience. The life of these women is a sparkle of hope and courage.

Women in America have influenced all areas of knowledge. In special we would like to emphasize and be grateful to those for their social activism, to promote women's human rights, empowerment, gender equality and women's suffrage. Among all of them, we point out the first pioneers to receive the Nobel prize, the American sociologist, philosopher and social activist Jane Addams to receive the prize in the category of Peace, in 1931, and the first Latin American woman, from Chile, Gabriela Mistral, with literary pseudonym of Lucila Godoy Alcayaga, to receive prize in Literature in 1945.

Many testimonies, experiences, challenges and overruns are shown in this book. These women represent **North America** – *Canada, Mexico, United States*, **Central America** – *Cuba and Puerto Rico*, and **South America** – *Brazil, Ecuador, Uruguay, and Venezuela*.

We can not forget the other countries that are part of this continent, and have exceptional women leaders, although they are not in this book, like those in **Central America** – Antigua, Bahamas, Barbados, Belize, Costa Rica, Dominica, Dominican Republic, El Salvador, Grenada, Guatemala, Haiti, Honduras, Jamaica, Nicaragua, Panama, Saint Kitts and Nevis, Saint Lucia, Saint Cristovan, Saint Vincent and Grenadines, Trinidad and Tobago, Turks and Caicos, and those in **South America** – Argentina, Bolivia, Chile, French Guiana, Guyana, Paraguay, Peru, Suriname. For different reasons we do not have representatives of these countries in this book. But surely thousands of women are building networks and supporting networks for other women in the area of physical education and sport.

The structure of the book is organized into ten chapters presented in alphabetic order. Each chapter is summarized in this introduction in order to allow the reader to have an idea of the richness of the life story of these women.

The chapter of Brazil presents three cases of women's story: the swimmer Maria Lenk, the tennis player Maria Bueno and the high jumper Aida dos Santos. Their biographies bring interesting moments that show women's resilience and overcoming of adversities through sports, the barriers imposed by an unjust society, and the pursuit of their social space and equality with men.

The chapter of Canada brings different aspects of women in sport, such as historical facts, cultural resistance of Canadian women embodied within sport, life story of minority women, the aboriginal peoples, gaps and bound(aries) in sport participation, unmatched talent and voices to be heard, women's movement and the sportswomen in the present day.

The chapter of Colombia is the life story of Martha Moncada de Rojas. She is an exceptional leader in Colombia, and had significant influence in all stages of her life, as physical education teacher, in public administration, in training courses in modern gymnastics teaching and biomechanics, and in higher education. Besides Colombia, she worked in Argentina – Buenos Aires. She was a pioneer in implementing the Physical Education Curriculum in Colombia. Her contributions in the academic field of Physical Education allowed her to be an international lecturer in academic events all over Latin America.

The chapter of Cuba is about the life story of *Ana Fidelia Quirot*, well known as "Caribbean Storm". She excelled in athletics winning Olympic and World medals. This remarkable athlete became an example of dedication and strong-will for both sports and life and is greatly admired by Cuban people. She stole the hearts of the people with her life struggle following a serious accident. She was able to overcome the accident and won other world medals. She inspired many women and was able to break prejudice in sport.

The chapter of Ecuador tells stories of three inspiring women who had challenged the status quo and offer hope and inspiration to others. The authors interviewed them on different topics related to sport and women. *Jenny Posso* Amongst is a well-known physical education teacher and coach. In Quito Jenny is known as a pioneer in women's

sports, encompassing gymnastics, dance, athletics, basketball, and football. *Vanessa Arauz León* tells her story as a football player, the barriers that had to be broken and how she overcame her health problems after having a serious accident. At the age of 26 years she became the head coach of the Ecuador national team in FIFA Women's World Cup Canada 2015. *Mabel Velarde Coba* is a very determined person that played football in Ecuador, Costa Rica, Tennessee and Missouri and California in the United States, and Argentina. She had significant influence in coaching and created the first girls football Academy in Ecuador. She played in the women's national team at the FIFA Women's World Cup Canada 2015.

The chapter of Mexico shows a panorama of the situation of women in sports, largely thanks to the collective influence that a country's public policies have had towards its sports women, or which look for within physical activity a space for personal or professional development. The authors based their work on documental analysis of Mexican laws and the presence of public policies regarding women and sports; the presence of public policies in the social imagination and the impact on the life of girls that take physical education classes, that practice sports, of those who study and work in the teaching of sports, the coaches and their opportunities, the managers and their professional development and the reporters and the value of their judgments.

The chapter of Puerto Rico discusses the inclusion of female athletes in the sport system in the country under a historical perspective. In the Spanish colonization, physical activities were almost exclusively for men, maintaining the rural tradition of traditional games, with little female participation. Later, with the arrival of African slaves in the land, physical activity expanded into activities related to a religious merging with dances and other competences, practiced by both women and men. The American invasion of 1898 came with a political, economic and social restructuring. These changes, in the social spheres, brought the incorporation of physical and recreational activities of Anglo American origin. The academic studies brought new information and helped to increase the status quo of women in sport.

The chapter of the United States gives a view of the changes with a different perspective, always looking for global transformations. Women and girls have a great distance to go towards equal treatment and equal pay in the sports world and in general, to balance the gender equity gap. The author gives a timeline of highlights for women in different sports in the country. Also, she shows the women's situation in different aspects, the lack of opportunity to prove that they need more *scholarships*, prize money, or any races longer than 800. She analyses carefully the impact and the results of the TITLE IX law to not exclude women to participate in any sport in different aspects.

The chapter of Venezuela gives an overview of different women's athletes and sport leaders. The author tells the life story of different sport women that overcame barriers, and prejudice and opened new doors, such as the fencers Gerda Muller and Ursula Seller, table tennis player Fabiola Ramos, the cyclist Daniela Larreal, taekwondo players Adriana Carmona and Dalia Contreras, the cycling and judo player Naomi Soazo, swimmer Alejandra Pinto, runner Gisela Vidal. Dalia Contreras (1983-present) who at the Beijing Olympics 2008 won the bronze medal for Venezuela in Taekwondo. The author tells story about significant women in **sport leadership**, such as Flor Isava Fonseca, Francis Teran Casabianca, Alejandra Benitez and in **sport education** such as Benilde Ascanio and Rosa Lopez de D'Amico

The chapter of Uruguay gives an overview of important sport historical moments since the independence in Uruguay in the 1830s. At that time the women were only spectators. The first female in sport manifestation was at the beginning of the XX century in roller-skating, followed by athletics, basketball and gymnastic. The first participation, in the Olympic Games, was in 1976 in the rowing competition. The authors present a statistics showing that the sport federation always had more men than women in all sport. However, some women had important highlights in high-level competitions, such as tennis in Roland Garros in the 70s, world sailing and athletic competition. The last part of the chapter is dedicated of the women participation in football showing the importance of this sport and how it has been growing in Uruguay.

2

**BRAZILIAN  
HEROINES:  
THE CONQUEST  
OF SOCIAL  
RECOGNITION  
THROUGH  
SPORTS**

VERA REGINA TOLEDO CAMARGO

MARINA GOMES

GABRIELLE ADABO



## Abstract

In this paper, we intend to address the media views and treatment of women's sports, as well as present the heroic efforts of some women who collaborated in bringing Brazilian sports to a new phase which most of the people are unaware of. It is crucial to retrace some of these histories, and in this sense we present here three cases: the swimmer Maria Lenk, the tennis player Maria Bueno and the high jumper Aida dos Santos. Their biographies bring interesting moments that show women's resilience and overcoming of adversities through sports, the barriers imposed by an unjust society, and the pursuit of their social space and equality with men.

From birth, girls and boys are separated by colours, clothing, and manners in acting, talking and playing. The girls are dressed in pink and boys in blue; they are supposed to wear dresses and play with dolls; the boys, on the other hand, play and act out adult life with cars and trucks. Toys, by their typology, are strictly divided into masculine and feminine universes, in the same way they are segregated in the games. When they involve fight and strength, they are ruled out for girls, who must remain within a limited circle of subtle and delicate amusement. As future women or men who have roles to play in society, children are encouraged to behave in stereotypical ways. The experience of these roles involves losses in social traits, with the transformation of the difference into inequality, as well as in psychological traits, with damage to the harmonious integration of being.

The segregation into two genders – male and female – that is based on the sexual organ of the child from birth creates a socially polarizing barrier between men and women. Manners, specific places and characteristics associated within each set the being and the role that each one must play in society, a mere reflection of their roles in reproduction. This conception is far from being able to deal with the complexity of each individual and with how fluid these barriers that insist on being imposed and generating inequality are.



As analysed by Henrietta Moore (1997), the very category of gender is socially constructed within disciplines such as biology and biomedicine. When we take, for example, an anthropological exercise, in other cultures, it is noted that the association between the physiological and the social role is not universal. It is, therefore, socially and culturally constructed, as well as the inequality that arises and that places one of the two sides - the male - in a position of superiority over their female counterpart, who is confined, as Simone de Beauvoir said (1970), simply to the restricted space of the other.

## **Media and women's sports**

The power of the media in reaffirming positions is undeniable, and this is explicitly noticed in sports. The female athletes exalted in the news are almost always appointed the role of muses. Their achievements have no prominence; instead, galleries with provocative poses, clothing details, accessories, hair and nails are emphatically featured. What matters is to show their beauty, more than their talent. What matters less are their achievements on the field or court, qualities, efforts, successes. What you see in the media are beautiful bodies parading instead of bodies capable of impressive feats. They draw attention to the uniform – preferably getting smaller and smaller, as the bikini imposition for beach volleyball female players a few years ago. The relaxation of clothing was announced only in 2012 by the FIVB (International Volleyball Federation) due to religious requirements in some countries.

Another point that is emphasized in relation to women is, very often, motherhood – and the same goes for the athletes. The search to fit the athletes in this topic makes it possible to find truly tragicomic examples in the press. One of Brazil's biggest broadcasters did not hesitate, once, to declare a new modality in the Brazilian Indigenous Games. The feature, entitled "Women's racing with children on lap is the novelty of the Indigenous Games in Pará" (CORRIDA..., 2006), talks about a non-existent and meaningless modality,

showing a picture of indigenous women holding children in a queue, supposedly waiting for the moment to run with them in their arms.

Besides beauty and motherhood, sexual definition is a recurring prominent topic in the bounded universe of women – but never in men's sports. The Brazilian judoka Edinanci Silva participated in four Olympic games, has won numerous world championships and a gold medal in the Pan American Games, but the largest amount of news related to her is about her femininity – and it was necessary to undergo tests to "prove" that she was a woman to compete in the Olympics in Atlanta. In a search through the *Folha de S. Paulo* newspaper's archive, the first mention to the athlete dates from 1996: "Judoka has sex surgery to go to Atlanta" and "Surgery affects femininity" news that had been followed, especially during that year, by a series of features scrutinizing the issue.

The most recent references to her in the media are a result of the emergence of other similar cases in the world, since the gender test requirement still persists. The Pink Card, or sex determination, is what the athlete used to prove that she has female hormones to compete in any league. The test is not required for male competitors. Lately, the matter was taken up with the case of the Indian athlete, Dutee Chand.

Thus, at the same time that women gain social recognition in sports, they are stigmatized by a biological determinism that holds them to their body traits – sexual organ, hormones – and reinforces inequalities.

## **Against the tide**

What happens when one insists to not fit in the pre-established social role, when one wants to cross the border that segregates women's and men's activities? Eleni Varikas (1999) addresses this kind of inadequacy of being when, based on her own experience, she talks about the Zorro complex: "What happens when we identify with Zorro and not with

his bride?" "To be born a woman", as she says, means being directed to occupy certain places, more consistent with the low profile of heroes' wives, in supporting roles, instead of taking the part of the hero who seeks adventures. And while dreaming that she is taking the place of the hero both inside and outside the stories, the girl is confronted with reality: "There remains the doubts that weigh in ambiguous praises to their goalkeeper feats, their ways of fighting, as a boy", says Varikas.

In the struggle for social space – and even outer (convincing example is done by the admirable Russian cosmonaut Valentina Tereshkova who, through careful physical, technical and psychological preparation, was able to place herself aside men on the cosmos exploration) – the feminist movements managed to organize the women's break as a subject in history and the struggle for the right to be recognized in various sectors. To write women's history is a way, therefore, to record and understand the processes of struggle for their integration in many different spheres, as in the world of sport.

During the first decades of Olympic Games, women had a very limited participation. The Baron of Coubertin (the 2nd President of the International Olympic Committee and one of the people responsible for the revival of the Olympic Games in Modern Age) did not allow women to practice sports as a competitive element. They could lose their grace and femininity, causing sterilization. The competition was just for men.

It was only in 1922 that women's sports was organized in the international sector, with the establishment, in Paris, of the International Women's Sports Union, responsible for organizing world championships in some modalities – but only those considered the most graceful sports were emphasized.

We observed that certain sports, since their inception, are categorized as "violent and of high-impact" and, therefore, restricted to men. We briefly point out three stories of women who have overcome this rigid obstacle and achieved fame with their achievements. The American Shirley Muldowney was the first woman licensed to drive a

Top Fuel dragster and compete in an activity that was, in the 50s, an all-male subject. She won more championships than any other competitor in this sport and her career has been told in the movie *Heart Like a Wheel*.

In 1966, Florence Nagle waged a legal battle against the Jockey Club, in the United Kingdom, in an attempt to recognize women racehorse trainers. The Jockey Club did not grant license to exercise trainers, forcing them to use subterfuge to appoint a man to represent. At the end of the legal battle, she won the right to be trainer.

Another story that represents the female determination happened in 1967, during the Boston Marathon, with the athlete Kathrine Switzer. At the start of the race, the organizers realized that there was a woman registered and attempted to physically remove her from the race, because women were not allowed to participate in those competitions. But the public reacted and then she was allowed to complete the marathon. Only in 1972 were women officially accepted, and in 1975, Switzerland created a world circuit of street races that was of great influence to the inclusion of the women's marathon at the Olympic Games in 1984.

## **Women's sports in Brazil and the space conquered by three prominent athletes**

From the commitment – and good performance – of some pioneers, equality between genders has made significant progress in sports. The achievements on the courts, tracks and pools have been widening and reaching out to other societal groups. Some macho feuds soon yielded to their strength and determination. Others, nevertheless, seem to be surrounded by walls hard to climb. According to the Brazilian Olympic Committee (COB), in London 2012, women's participation represented about 40% of all athletes, a record high in the history of the Games.

In Brazil, however, an example of the still glaring inequality is in football. Women who practice the sport are subdued and placed on the corner, the clubs that have women's football struggle to have the same sponsorship or visibility as men's. The distance, not only socio-cultural, but also economic, can be noticed in numbers – it is enough to compare the salary of the highest paid woman player in the world, the Brazilian Marta Vieira da Silva, against the paycheck of Neymar da Silva Santos Junior, the Barcelona player.

Besides the players, there is also the issue with the referee. It was only in the 70s that women were allowed to perform this function, and still, the sports media treated it as just an experiment. The first Brazilian referee, Lea Campos, used to participate in championships without great visibility and that official status was achieved after arduous work. The pioneering determination has opened doors to other women and today there are 63 female referees and football assistants registered in CBF (the Brazilian Football Confederation, in English). Yet, it is an unimpressive number, if compared to the dimension of the sport in Brazil.

It is not, therefore, surprising, to see the difference in prices for the tickets at the Olympic Games in Rio de Janeiro, in 2016. Unlike what was observed in London, in 2012, when there was more equality, women's modalities prices were equivalent, in general, to 74% of the men's tickets: R\$ 260, compared to R\$ 350. For football matches, the women's final were sold for R\$210, versus R\$ 380 for men's, a difference of 55% (ESPN, 2015).

In the face of so many difficulties, we bring the story of the three Brazilian women who set out with determination and talent drawing a path that could be followed by other athletes later. We will talk briefly here about the swimmer Maria Lenk, the tennis player Maria Bueno and the runner and high jumper Aida dos Santos.

## **Maria Lenk**

Boldly the daughter of German immigrants in São Paulo, was one of the first women to appear in public wearing a swimsuit for competition. At that time, it was a knee-length piece made of wool – and it had been excommunicated by a bishop who considered it inappropriate. At the age of seventeen, she was the first woman from South America to participate in the Olympic Games, in 1932, in Los Angeles. She did not receive any Olympic medals, but had broken a world record and is considered a pioneer in Latin American swimming.

By overcoming barriers and obstacles, she achieved many victories. In the 20s, according to Lenk, women were not used to engaging in sports activities because, later, they could not get married, as they were perceived to have lost their "femininity". In 1939, she helped with the creation of the National School of Physical Education and Sports at the University of Brazil, located in Rio de Janeiro. She was the first Physical Education Teacher, and in her lectures, meetings and interviews, she always addressed the importance of sport for the inclusion of women in society. She was honoured by the International Swimming Hall of Fame, in Florida. She used to swim every day and took part in national and world championships until she was 92 years old. She was struck with a sudden illness while swimming and died in 2007.

## **Maria Esther Bueno and Women's Tennis League in Brazil (LIFT)**

Brazilian tennis had a great athlete who inspired generations. Maria Esther Bueno played her first championship when she was eleven years old. In 1957, at the age of eighteen, she won her first international title, the Orange Bowl, in the USA. She was the first woman to put in practice a stronger style of playing with strong serves and accurate rises over the net. Because of her achievements as a tennis player in 1959, 1960 and 1964

in Wimbledon, and in the US-Open of 1959, 1963, 1964 and 1966 she is still considered by experts as one of the greatest players of all time. She faced many financial struggles, but the effort was not in vain – she remained for ten years among the top players, and conquered nearly 600 titles, which today are on display at the Tietê Club Sport Museum, in Sao Paulo, where she began her training. Due to a number of consecutive injuries, she ended her professional career in 1974. She hasn't received the recognition she deserved in Brazil, but internationally she is invited to be a sportscaster in games and always receives honours. Maria Esther was the "Queen of Tennis", crowned with a wax statue at the Madame Tussauds Museum London, and two bronze statues, one at the entrance of the Tietê Club and the other in front of the Pacaembu Stadium, in the Charles Muller Square, in São Paulo.

In addition to her, there are also the outstanding pioneers who created the Women's Tennis League in Brazil (LIFT).

Female tennis players of the USA in the 70s faced many difficulties. There were not many championships and the awards were different compared to men's. Some movements, however, tried to improve the social position of women in sport. A very interesting fact happened with the tennis player Billie Jean King, the most influential player of post-war women's sports. Founder of the first Women's Tennis Tournament, she conquered all of the major awards in the sport. She was in the limelight, shining in more than 20 championships, and when she was interviewed by the media, she always addressed the treatment towards women, campaigning for equal pay and fighting prejudice. One of the players who opposed her most was Stan Smith, who once said that "women should stay home and have babies. That's what they are for". Billie responded with marches, and her attitude also bothered the tennis player Bobby Riggs, a former Wimbledon champion, upset by the rise of the feminist movement in the USA. He challenged any woman to defeat him, and on the 20th September 1973 it happened between him and Billie, making history as the "Battle of the Sexes". Billie won the match guaranteeing her a place in history and her name as one of the collaborators of women's tennis growth in the world.

This movement was also effective in Brazil, where, on the 24<sup>th</sup> March 1975, the Brazilian players created the LIFT. Based on the USA experience, the league would have autonomy to create championships and give financial aid to the athletes. The women's tennis situation had been critical up to that moment in Brazil, with few competitions and paltry awards compared to the men's awards.

Thus, women gathered which led to a boycott of the Brazilian Championship, mobilizing the entire national press and attracted the attention of the company *Sul América*, which supported the cause and promoted the First Women's Tournament.

The boycott made it possible to raise the technical level of women's tennis as well as to provide a greater number of championships. There was a specialized publication and correspondence between the associates, who covered the expenses by collecting monthly fees. The precursors were the tennis players: Gláucia Langela, Elizabeth Borgianni, Patricia Medrado, Cristiana Brito, Maria Cristina Andrade, Vanda Ferraz, Marília Matte and Claudia Monteiro.

The LIFT disappeared in the 80s, but the commitment of these women, who managed to tread paths and leave to future generations a legacy for equality in sports, will be imprinted for ever in this history.

## **Aída dos Santos**

Born in a slum in Niterói, Rio de Janeiro, in 1937, Aida had recognition in sports – albeit late – thanks to an unprecedented talent. She participated in the Tokyo Olympics, in 1964, with a historic fourth place in the high jump – without any doctor, coach or staff. She hadn't even received any uniforms or appropriate shoes. Before going to the stadium, in Japan, she heard from one of the officers that they delayed their lunch until she finished, thinking she would not go far in the playoffs. They could not be more wrong – despite



getting injured during the qualifying, as she was used to land on the sand and not on foam, she was the first Brazilian to arrive at a final. Up to the Beijing Olympic Games (2008), she remained the Brazilian with the best Olympic rating in individual sports. Aida had her career recently portrayed in a movie and, because of the filming, she was taken back to the Tokyo stadium. "Now that I went back there, it felt rewarding and sad at the same time. It was upsetting because it reminded me of the difficulties I went through. I was always adapting myself to the men's standards, because there were no women there", said the former athlete, who was the only woman in the delegation.

She still participated in the following Olympics, in Mexico City, and competed in the pentathlon, modality, in which she won two bronze medals at the Pan American Games 1967 and 1971.

Her daughter, Valeska Menezes dos Santos, is a volleyball Olympic champion and, together with her mother, they work at the Institute Aida dos Santos, looking after children in need and promoting social inclusion through sport.

## **Final Considerations**

All movements cited above had their importance and prominence, but we still struggle with the difficulties imposed by a society that treats women in sports unequally, and these twisted values and behaviours are constantly reframed by the media. Thus, it is imperative that Sports Public Policies revise many points related to equality, to promote the inclusion and growth of women's sports.

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# 3

## **INSPIRATIONAL WOMEN: MAKING A DIFFERENCE IN PHYSICAL EDUCATION, SPORT, AND DANCE IN CANADA**

SHELLIE MCPARLAND



Canada stretches from the rugged shores of Newfoundland's Atlantic Coast across its central region where city lights in the south emit a cosmopolitan glow and starry nights in the north sweep across a rural panorama of robust Arctic wilderness, past the reassuring prairies, over the humbling and snow-capped peaks of the Rocky Mountains, all the way to the surf of the Pacific waves. From these physical spaces – frozen ponds, open fields, fur trade routes – sporting traditions were born centuries ago that would embed themselves within Canada's national identity. Many brave and visionary women have influenced that identity through their struggling and succeeding to break into the male-dominated world of sport – to participate, to compete, to test their bodies' limits, to officiate, to coach, to organize, to administrate, to lead, to be respected, to be self-determined, to be healthy, to be expressive, to be defined by their abilities. Keeping in mind the vast geographical landscape and the even greater vastness of the struggle for gender equality in sport, physical education, and dance, here is but an historical slice of this country's female sporting past and a few of the individuals who played its starring roles. I've opted to present snapshots of different individuals, groups, and time periods, rather than a chronological history, which would be impossible to flush out completely in only one chapter.

## **Filling in the Historical Gaps with the Academic, Female Voice**

A fitting place to begin this history may be with those who brought it to life, made it accessible to others, and ensured its lasting impact on sporting scholarship and experience today. Just as the sporting field was, and continues to be, governed through hegemonic masculinity, so too was the academic field – a place occupied, up until recent decades, mostly by white men who wrote about other white men, while the goings on of the "fairer sex" were left to crumble into an irretrievable past (HARGREAVES, 1994; VERTINSKY, 2006). The lack of attention previously paid to women's sport histories in Canada is significant. We imagine what is possible for ourselves based largely on the



social and cultural stories that we ingest from birth. How would we know what we are capable of if we didn't know what we had already accomplished? How would we know where we were going, if we didn't know where we were coming from, our trajectory of growth and development firmly planted by the seeds of our boundary-breaking, ancestral sisters in sport? How would we fully rejoice in our kinesthetic talents and liberated bodies if we did not recognize and appreciate the struggle that has led to our own participation? A number of scholars took up the call to reach back in time and write women into sport history, and finally, going a step further, to apply feminist and other social theories, as well as emerging methodologies, to women's lived experiences in order to create meaning, raise consciousness, complicate and diversify the female athlete, and enact emboldened strides towards gender, sexuality, race, (dis)ability, and class equality.

In the 1960s at the University of Alberta, Canadian sport history got its foothold, and because historians had taken little to no interest in sport, it was up to the Physical Education scholars to build from scratch this new, academic field (MORROW, 1983). Guided by Maxwell L. Howell, M. Ann Hall was a master's student whose thesis was a history of women's sport in Canada prior to World War I (HALL, 2002). While present from the beginning, Hall's focus on women was not shared by many; the state of women's sport history before the 1970s is described as, "consisting of a few popular biographies of female athletes, some relatively obscure dissertations about influential physical educationists and highly specialized studies of specific physical education colleges and departments" (VERTINSKY, 1994). Canadian sport history, in its infancy, relied on a narrative-descriptive methodology that lacked the theoretical and sociological influences we see today (MORROW, 1983). Throughout the following decades, Hall continued to study women's sport, while the circle of female sport historians and sport historians studying females gradually grew amidst an ontological shift from the "one damn fact after another" style of writing to a theoretical interrogation of the social construction of gender and how it plays out in sport (MORROW, 1983, p. 69; VERTINSKY, 1994). Scholars in Canada, including Hall and Vertinsky, an English-born University of British Columbia faculty member who came to Canada in 1971, were among those who called for women-centered sport history and

sociology practices that could challenge the patriarchal dominance of female athletes, their strength, and their sexuality.

Over three decades after her master's thesis and at the end of her formal academic career, Hall (2002) published *The Girl and the Game: A History of Women's Sport in Canada*, the first comprehensive account of Canadian women's sport history. A relevant and entertaining interpretation of the cultural resistance Canadian women embodied within sport, *The Girl and the Game* is set upon the backdrop of the suffrage movement, the two world wars, the advent of the working woman, and the resurgence of feminist activism. It explores the medicalization of female bodies, the infantilizing and sexualizing media, and the outstanding performances by Canada's best athletes, and it is largely due to the existence of this book and the sources drawn upon to create it, that I am able to write this chapter. Many thanks to Hall for her extraordinary contributions to the study of Canadian women's sport, and to the many other academics who gave this field such strong roots within Canada.

While the study of women's sport has emerged with increasing momentum, gaps remain with regards to cultural minorities, especially Aboriginal peoples. Paraschak, Forsyth, Giles, and O'Bonsawin are just a few who have begun the task of shining a light on and interrogating the issues surrounding Aboriginal sport history and sociology, to which I now turn (see FORSYTH, 2007, 2005a, 2005b; FORSYTH; GILES, 2013; FORSYTH; PARASCHAK, 2008; GILES, 2013, 2004; O'BONSAWIN, 2013, 2002; PARASCHAK, 2014a, 2014b, 1995, 1990).

## **Aboriginal Women's Sport**

The Aboriginal people of Canada number just over 1.4 million and are divided into three dominant political groups: First Nations, Métis, and Inuit, each with their own cultural practices and heritage (GOVERNMENT OF CANADA, 2015). Their histories have

not been recorded with the same fervor as the Europeans'. Paraschak (1996) argues that, due to their removal to reserves, the Aboriginals are often an invisible people to the general populace and this is reflected in their existence on the fringes of sport history and sociology. We know little of their sporting activities during the 19<sup>th</sup> and early 20<sup>th</sup> centuries, and we know even less regarding the women's activities. As stated by Hall (2013), the stories of Aboriginal sporting women cannot be simply woven into the existing white history; the points in time that mark significant transitions for the predominantly white majority of Canadian women – the First and Second World Wars and the advent of the women's movement – are not shared by the Aboriginals who experienced their own turning points in time, including the colonization of Canada, the fur trade, the Indian Act of 1876, and lastly, perhaps the darkest stain on Canada's history, the forced residential school system that stripped Aboriginal youths of their culture in an attempt to assimilate them into white Canadian society.

Aboriginal cultures recognized the power of women, who maintained prominent positions within their communities. Women participated in sports, such as shinny (similar to field hockey), double ball (similar to lacrosse), and other activities considered women's games, including football, tossed ball, and juggling (CHESKA, 1982). Their sports and games represented an important aspect of their identities and their relationships to the land, but female strength and power were at odds with colonial masculine hegemony. The women's physicality was an obstacle that impeded colonization, and it was subsequently dismantled (HARGREAVES, 2000). Amidst the fur trade, which encouraged intermarriages between Aboriginal women and the traders, and the Indian Act, which attempted to further assimilate Aboriginals, the women were expected to take on the Victorian characteristics of female frailty. Discouraged from continuing participation in their own traditional sports and games, and prevented from participation in dominant sporting culture by male supremacy, Aboriginal women were henceforth selected out of sport and physical activities (HALL, 2013).

The belief regarding the frailty of women's bodies was further reinforced in the residential schools where girls were not given the same opportunity to enjoy sporting

recreation and physical activity as the boys (MILLER, 1996). Whereas their menstrual cycles formerly represented the power of the feminine, the Aboriginal girls' bodies were now subject to the medicalizing discourses of 19<sup>th</sup> and 20<sup>th</sup> century North America, which associated menstruation with illness – a sign of inferiority, weakness, and the singular life purpose of private sphere existence as mother/wife. Despite their marginalization, numerous Aboriginal women have succeeded at all levels of sport, and many have continued their work in advocating for more and better sporting opportunities for Aboriginal women.

Sharon and Shirley Firth, identical twin sisters of Inuvik in the Northwest Territories, were outstanding cross-country skiers, their careers spanning four Winter Olympics in the 1970s and 1980s and a combined 48 Canadian championships (HALL, 2008). Recruited into the Territorial Experimental Ski Training (TEST) Program as teenagers, the Firth sisters often struggled to negotiate the line between their traditional culture and mainstream sport (O'BONSAWIN, 2002). Along with Roseanne Allen, another cross-country skier from Inuvik, the sisters were the first Aboriginal women from Canada to compete in the Olympics, and both made their mark on the World Cup Circuit and the World Nordic Championships (HARGREAVES, 2000; O'BONSAWIN, 2002). Both sisters are recipients of the Order of Canada and the National Aboriginal Achievement Award.

Angela Chalmers is a former 1500m and 3000m runner born in Brandon, Manitoba. She attended Northern Arizona University where she was the NCAA cross-country champion in 1986. Chalmers is a three-time Commonwealth Games champion, a Pan-American silver medalist, and an Olympic bronze medalist (HALL, 2013). She was chosen as flag-bearer for the Opening Ceremonies of the 1994 Commonwealth Games in Victoria, British Columbia. Some viewed her symbolic role to be an appropriation of Aboriginal identity as a sign of Canadian progress towards equal opportunity and treatment of Aboriginal populations. Others, though, viewed Chalmers as an active agent and sporting heroine of difference and identity, her prominence celebrated through both Aboriginal and Canadian pride (HARGREAVES, 2000).

Waneek Horn-Miller was recently named one of the Canadian Association for the Advancement of Women and Sport and Physical Activity (CAAWS) Most Influential Women (CAAWS, 2015). A 1999 Pan-American Games gold medalist in water polo, Horn-Miller became the first female Canadian Olympian of Mohawk heritage in 2000 and adorned the cover of *Time* magazine (HALL, 2013). As an outspoken advocate for Aboriginal youths, Horn-Miller promotes sport as a means to personal growth, wellness, and leadership development. She is involved in numerous initiatives, including the development of a National Indigenous Sport, Fitness and Wellness Strategy (CAAWS, 2015).

## **Leaps and Bound(aries) in Sport Participation**

Louise Armaindo from Ste-Clet, Quebec, rode a high-wheeler bicycle in the 1880s to compete in races against men and women, being dubbed, “the champion female bicycle rider of the world” (HALL, 2008). While she was certainly a rarity, the invention of the safety bicycle at the end of the 19<sup>th</sup> century had women coming out in droves, as it is often put, to ride their way to physical emancipation (HALL, 2002). Despite the push-back from some members of the medical profession and other conservative men and even some women who claimed women riders were immoral, scandalous, and – believe it or not – masturbating in public, the bicycle gave women a new kind of freedom, brought them out of the private sphere, and even lead to dress reform (MORROW; WAMSLEY, 2010). It certainly was not the only sport that women were enjoying, as golf, curling, tennis, swimming, skating, tobogganing, snowshoeing, and other activities were taken up with varying degrees of popularity, determined largely by access to facilities and the amount of flexibility any given women or group of women could bend out of the patriarchal code that defined where women did and did not belong, as well as what they could and could not do.

While primary and secondary school physical educators aimed largely to enhance girls' reproductive health and beauty, many female students at Canada's colleges and universities were more concerned with sport, competition, and the new and exciting

physical challenges they now rightfully claimed as their own (HALL, 2002; LENSKIJ, 1982). They took up ice hockey, basketball, and baseball among other activities, demanding space and equipment, and organizing competitions with other schools. Ethel Mary Cartwright immigrated to Canada from England in 1904 and became the Physical Director of Royal Victoria College, an all-women institution of McGill University. She emphasized the importance of physical competence among the women and played an important role in organizing sporting competitions for her students through intramurals and, perhaps more importantly, intercollegiate sport (HALL, 2008). Her efforts, along with many others who valued women's sporting competition, lead to the 'coming of the skirts' – the humble beginnings of Canadian Interuniversity Sport, today's governing body in which thousands of female student-athletes from across the country compete in 11 different sports (CANADIAN INTERUNIVERSITY SPORT, 2015; WARNER, 2010).

As men went off to fight in the First World War, women took up their places, not only in the workplace, but also on the field, the court, the pitch, and the ice. Women's sport was becoming increasingly popular, as middle class women flocked to the cities, looking for work – and finding organized sport (HALL, 2008). One team that cannot go unrecognized is The Edmonton Commercial Graduates, a hugely successful basketball team that competed nationally and internationally from 1915 to 1940, drawing crowds in the thousands to each of their games (HALL, 2011). The Grads played against women's and men's teams with an unparalleled record, winning 500 games and losing only 20 (HALL, 2011). Coached by J. Percy Page, these athletes put Edmonton on the map and ignited an entire nation's enthusiasm for women playing basketball. They are exceptional, not only because of their playing record and popularity, but because of their ability to redefine female physicality as they moved their bodies through large spaces, with great speed, and with boundless athleticism.

## Unmatched Talent and Voices to be Heard

Another team that must be acknowledged is the 1928 Canadian Track and Field Olympic Team, dubbed "The Matchless Six" due to their unparalleled success. The team consisted of Ethel Catherwood (high jump gold medalist and world record holder at 5'2½"), Fanny "Bobbie" Rosenfeld (silver medalist in 100m; fourth in 800m), Ethel Smith (bronze medalist in 100m), Jean Thompson (fifth in 800m), and the 4X100m relay team of Myrtle Cook, Rosenfeld, Smith, and Jane Bell (gold medalists and world record holders at 49.4 seconds) (HALL, 2002). Theirs was the most successful team at the Games, despite being much smaller than many other teams, and members were welcomed home in both Toronto and Montreal with great fanfare, receiving considerable media attention (HALL, 2002). They set the tone for Canadian Olympic competition – their legacy is the cornerstone upon which generations of Canadian women have built their Olympic careers.

Team manager of "The Matchless Six", Alexandrine Gibb, was an uncompromising leader in the promotion of women's sport at a time when it was categorically gaining momentum. Her work began in Toronto where, in 1919, she helped in the organization of the Ontario Ladies' Basketball Association (HALL, 2001). She was the first president of the Toronto Ladies Athletic Club, the only female executive of the Canadian Amateur Basketball Association in 1922, and in 1925 she became the president of the Ontario Ladies' Basketball Association (HALL, 2001). That same year she began managing Canada's female teams travelling abroad to compete. Her guiding philosophy of "girls' sport run by girls" influenced many women to fight for and take up organizational and administrative positions in women's sport, leading to the formation of the Women's Amateur Athletic Federation of Canada of which she served numerous roles, including president (HALL, 2001).

From the early 1920s until her death in 1958, Gibb was an active journalist, writing for a female audience whose interests and knowledge were expanding beyond the home towards politics, international affairs, and sport and recreation. Between 1928 and 1940, Gibb published her column, "No Man's Land of Sport: News and Views of Feminine

Activities", six days per week, opposite the column of her supportive mentor, Lou Marsh, in the well-respected newspaper, *The Toronto Daily Star* (MCDONALD, 1995). Her positions of authority within women's sporting organizations coupled with her public platform made her an influential figure in the growing popularization of female athleticism (HALL, 2001). She was certainly not alone. Myrtle Cook and Fannie "Bobbie" Rosenfeld, both members of "The Matchless Six", were actively involved in women's sport organizations and also had their own columns. Cook, who has been hailed the matriarch of Canadian women's modern sport, published her column, "In the Women's Spotlight", in the *Montreal Star* for over 40 years, while Rosenfeld wrote for the *Toronto Star Weekly*, the *Montreal Daily Herald*, and the *Globe and Mail* with columns, such as, "Feminine Sports Reel" (MORROW; WAMSLEY, 2010). Phyllis Griffiths, another important figure in the formal organization of women's sports, wrote her column, "The Girl and the Game", for the *Toronto Telegram* for 14 years (HALL, 2001; MORROW; WAMSLEY, 2010).

## **Women's Movement & The Women's Movement**

With Gibb, Cook, Rosenfeld, Griffiths, and a number of others, female voices were hardly absent in the media, yet sports coverage was overwhelmingly defined by men, and it both reflected and reinforced the dominant gender order. Female athletes' appearances were viewed as paramount, often discussed before athletic performance, if performance was mentioned at all (MORROW, 1987). Girls and women were steered towards those sports that were aesthetically appealing and upheld the feminine ideal, such as figure skating, gymnastics, and synchronized swimming (MORROW; WAMSLEY, 2010). Barbara Ann Scott was a champion figure skater turned media darling by the press. Between the years 1939 and 1948, Scott was a four-time Canadian Champion, a European and World Champion, and an Olympic gold medalist (MORROW, 1987). At a time when Canada was reeling from the horrors of World War II, Scott's public image was safe and traditional, reminding all of a happier and less-complicated time, while simultaneously reinforcing female domesticity over sporting competition (MORROW, 1987). She was so beloved as



"Canada's sweetheart", her doll-like image was literally manufactured and reproduced for the masses as the Barbara Ann Scott doll, which could be purchased for \$5.95 (MORROW; WAMSLEY, 2010). Scott won the Lou Marsh Trophy, Canada's greatest athletic award, three times during her career, but each time this achievement gleaned less press coverage than one of her shopping sprees in Paris (MORROW, 1987). As Morrow and Wamsley (2010) state, her "excellence was produced within a particular social context that often masked her tremendous athleticism".

While the first half of the 20<sup>th</sup> century marked a period of unparalleled growth in women's sport, the media reflected the deep and persistent sexist ideals that remained entrenched in female sport. The women's movement was renewed in the late 1960s, and when sport became part of Canada's feminist agenda in the 1970s, there was no turning back – only moving forward towards a complex and contested vision of women's sport in Canada. In 1974, Toronto hosted the first national conference on women in sport (ROBERTSON, 1995). Abby Hoffman, 1976 Olympic flag-bearer for Canada and an outspoken advocate for equal sporting opportunity for women, gave the closing remarks, stating, "I think some of us were perhaps too self-conscious and a little too ambiguous and ambivalent about our role as women in sport to take on an additional burden of becoming part of the women's movement" (HALL, 2002, p. 167). In 1981, Hoffman was named Director General of Sport Canada and pushed for more women in leadership roles within teams and sporting organizations.

That same year, the Canadian Association for the Advancement of Women and Sport and Physical Activity (CAAWS) was formally established and the relationship between sport and feminism was further forged. CAAWS initially experienced a period of inner-conflict regarding its agenda, likely influenced by its status as a government-funded organization and by its member combination of sportswomen and feminist activists (HALL, 2002). One issue that divided many was that of integration into men's sport versus separate-but-equal opportunities (LENSKIJ, 1985). Throughout its existence, CAAWS has promoted women's

sport and physical activity through numerous programs, awards recognition, leadership initiatives, and the creation of educational handbooks (CAAWS, 2015).

Between 1970 and 2000, Canada saw many women exhibit exceptional athletic talent on the world stage, marking numerous 'firsts' for women's sporting achievement. In 1971, Debbie Brill, who would go on to dominate her event for the next two decades, became the first North American woman to high jump six feet (HALL, 2008). Anne Ottenbrite, in 1984, became the first Canadian woman to win Olympic gold in swimming (HALL, 2008). In 1986, Sharon Wood was the first North American woman to summit Mount Everest (ROBINSON, 1997). After a long and publicized court battle in 1988, Justine Blainey won the right to play in the all-male Ontario Hockey Association in a precedent-setting case (ROBINSON, 1997). That same year, Vicky Keith braved the frigid Canadian waters to become the first person to swim across all five of the Great Lakes (ROBINSON, 1997). Carol Anne Letheren was the first female president of the Canadian Olympic Committee in 1990 and the first Canadian woman to sit on the International Olympic Committee (HALL, 2008). The Canadian women's wheelchair basketball team captured gold at the Paralympic Games in 1992, which they successfully defended four years later (ROBINSON, 1997). As a biathlete, Myriam Bédard became the first Canadian to win two gold medals at the Winter Olympics in 1994 (HALL, 2008). In 1996, five-time Olympian, Charmaine Crooks, became the first Canadian woman of colour to sit on the International Olympic Committee (HALL, 2008). Nancy Greene, an outstanding skier during the 1960s from Rossland, British Columbia, was named the century's top Canadian female athlete in 1999 (HALL, 2008). While there are simply too many "firsts" to mention, the decades that finished out the 20<sup>th</sup> century were, for Canada, a time where women conquered mountains and lakes, world records and new events at the Olympic and Paralympic Games, and the discriminatory laws that formerly excluded them from sport. There was certainly much to look forward to in the new millennium (For a more complete list of "firsts", see Robinson's *She Shoots, She Scores: Canadian Perspectives on Women and Sport and Hall's Immodest and Sensational: 150 Years of Canadian Women in Sport, 1997*).

## Today's Sportswomen

Today's sportswomen continue to amaze through their growing presence and achievement in sport, community, and country. Their contributions go beyond their athletic talent, as today's sporting heroines continue a strong tradition of social activism, leadership, and humanitarian efforts.

As a competitor in wheelchair racing, Chantal Petitclerc is Canada's most decorated Paralympian with 21 medals from five Games, 14 of which are gold (DÉFI SPORTIF, 2011). In 2008, her final year of competition, Petitclerc received the Lou Marsh Trophy, awarded annually to Canada's top athlete. One year later, she was named to the Order of Canada, the second highest honour of merit, recognizing "outstanding achievement, dedication to the community and service to the nation" (OFFICE OF THE SECRETARY TO THE GOVERNOR GENERAL, 2015). Among other leadership endeavors, she is a spokesperson for Défi Sportif, a Montreal-based organization that hosts international events for athletes with disabilities (DÉFI SPORTIF, 2011). Petitclerc is a worthy role model for all current and future Canadian Olympians and Paralympians, as demonstrated by her newly awarded position as chef de mission for Canada at the 2016 Games and as recipient of the 2015 International Women's Day Recognition Award, chosen by the International Paralympic Committee (INTERNATIONAL PARALYMPIC COMMITTEE, 2015).

Clara Hughes is one of Canada's most decorated Olympians, having medalled multiple times in both the Summer and Winter Games in cycling and speed skating, respectively. She is currently tied for the most Olympic medals won by a Canadian with Cindy Klassen, another speed skater with six pieces of hardware. In 2010, she was made an officer of The Order of Canada, received a star on Canada's Walk of Fame, and was inducted into Canada's Sports Hall of Fame (CANADA'S SPORTS HALL OF FAME, 2015). Despite her athletic success, Hughes' greatest impact on Canadians may very well have nothing to do with Olympic glory. In 2014, Hughes set off to ride her bike across Canada, stopping at schools and auditoriums along the way, and sparking a social movement

to erase the stigma surrounding mental illness. As spokesperson of Bell's "Let's Talk" campaign, Hughes has been outspoken regarding her own experiences with mental illness, using her athletic achievements and public profile as a platform for her humanitarian efforts.

Another winner of the Lou Marsh Trophy, Kaillie Humphreys took the award in 2014, a year that saw the gender barrier broken in bobsleigh. Humphreys, along with American, Elana Meyers Taylor, were the first women to compete with men in the 4-man bobsleigh event, placing 6<sup>th</sup> and 7<sup>th</sup> respectively in the North American Cup race in Park City, Utah (CLEVELAND, 2014). Humphreys is a two-time Olympic gold medalist in the two-woman bobsleigh with partner Heather Moyse, and she continues to lead the challenge against gender barriers in sport.

Eugenie Bouchard was named the Bobbie Rosenfeld 2014 Canadian Press Female Athlete of the Year after a standout season that saw this young tennis star become the first Canadian to reach the Grand Slam final in singles (DAIGLE, 2014). Her career is only just beginning and already Bouchard's success has trickled down to the grassroots level, as Canadian girls and women are taking up the sport with enthusiasm and excitement (CAAWS, 2015).

Canada's soccer superstar, Christine Sinclair, has had a similar impact within her sport. An 11-time Canadian Player of the Year recipient, Sinclair is also a Lou Marsh Trophy and Bobbie Rosenfeld Award winner (CAAWS, 2015). Her legendary status as one of the best players in the world has, no doubt, played a part in the growing spectatorship of and participation in women's soccer in Canada. In 2006, over 360 000 Canadian women and girls were registered to play (HALL, 2008).

During the 2014 Sochi Games, Canadians across the country gathered in living rooms, classrooms, bars, and restaurants to cheer on our heroines in the gold medal hockey game. The team was led by veteran star, Hayley Wickenheiser, who has played

in all five women's hockey Olympic championship games with four gold medal wins (CANADIAN OLYMPIC COMMITTEE, 2015). She is considered the best female hockey player in the world, while her retired teammate, Cassie Campbell, was the first woman to be elected to Canada's Sports Hall of Fame for hockey and the first female *Hockey Night* in Canada broadcaster (HALL, 2008). As Mary-Philip Poulin scored the game-winning, overtime goal for Canada in Sochi, the nation erupted in celebration. With the men's gold medal game to be held three days later, Gary Clement's (2006) comic, in which the men's coach instructs his team to "play like girls", was popularized once again through social media, representing, for many, a positive shift towards the long-deserved recognition of female athleticism and accomplishment.

## **With Gratitude**

It is an emotional and awesome experience to collect, in my mind and on paper, the accomplishments of all of these women simultaneously. I imagine their struggle and their fight. I see them running hills in the early morning, as the pouring rain mixes with the sweat running down their faces; I see them as the only girl in that game of pick-up, proving that she belongs; I see them taking over a squat rack and informing the previous user that he doesn't need to remove any weights; I see them getting knocked down, literally and figuratively, and always coming back for more; I see them moving their bodies with varying combinations of grace, artistry, aggression, tack, speed, and always coordination, strength, and power; I see them changing the way young girls think about their own limitless physicality. I was one of those young girls, and as I write this chapter, I am filled with gratitude for the extraordinary role models in whom I recognized my own love of sport and subsequently discovered the freeing sensation of a liberated body.

Those mentioned in this chapter are but a small representation of the wealth of influential and talented athletes and sport leaders that call Canada home. Beyond those whose names reside in the record books are the thousands of community volunteers,

parents, coaches, and administrators who work tirelessly to provide girls and women with the opportunity to play and compete at all levels. Canada's best athletes demonstrate a grit that reflects the harsh landscape upon which this country was built, and just as Canada's landscape changes from east to west, so too does the landscape of women's sport, as we continue to celebrate female strength, leadership, and success. "The skirts" are still coming, except now we're also wearing speed suits, soccer cleats, and hockey pads; we're carrying climbing gear, baseball bats, and dumbbells; we've got momentum pushing us forward, and there's no turning back.



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## **Brief Viate**

Shellie McParland completed her Master's in Coaching and Sport History where she used autoethnography to explore how gender inequalities from the past are still embodied by present day female athletes. She is currently a PhD candidate at Western University Canada in the Faculty of Health Sciences where she is using a critical narrative analysis to study the relationship between gender and women's attitudes towards and experiences of exercise and physical activity in order to better understand gender as a social determinant of health. McParland is a former All-Canadian track and field athlete in the pentathlon and is an assistant coach on the Western University Track and Field Team.



# 4

**MARTHA MONCADA  
DE ROJAS.**

**PIONEER IN THE  
IMPLEMENTATION  
OF THE PHYSICAL  
EDUCATION  
CURRICULUM IN  
COLOMBIA**

LUZ AMELIA HOYOS CUARTAS

CAROLINA GUERRERO REYES

MILDREY FÁTIMA MESA GALLEGÓ





Professor Martha Moncada<sup>1</sup>, a pioneer in the field of Physical Education, was born in Colombia. At the age of 79, she describes herself as a happy and passionate woman about what she does, who pursued Physical Education as part of a child's formal education and infused it into the school curriculum nationally. She was passionate about this, and it became her *Personal Flag*. Her immense motivation and entrepreneurial spirit led her stand out in different roles, as a teacher, academic manager and a dean at a University. She got involved in Physical Education during the mid-twentieth century, a time when sport-related professions were mainly considered only for men. Despite this perspective, she managed to combine a successful career in physical education along as well as a successful personal life. To this day, Martha is a firm believer in the benefits of physical activity for health and quality of life. As a result, she considers herself as a shining example of how aging includes maintaining a healthy and active lifestyle. These concepts, associated with the benefits of physical activity, are currently shared on her blog, *Plenitude and Life*<sup>2</sup>, which addresses issues related to physical activity and aging.

## Educational Background

Martha started her career as a teacher of Physical Education prior to earning a Bachelor of Science degree in Physical Education. She also conducted studies in Public Administration at ESAP<sup>3</sup>. Afterward, she attended training courses in modern gymnastics teaching and biomechanics in Buenos Aires. Currently, she is preparing to begin postgraduate studies in Psychogerontology.

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<sup>1</sup> Moncada (2015) In Moncada's Interview.

<sup>2</sup> Plenitud y Vida: Moncada's blog can be found at: [http://www.plenitudyvida.com/?page\\_id=2](http://www.plenitudyvida.com/?page_id=2) in Spanish.

<sup>3</sup> School of Public Administration. Escuela Superior de Administración Pública. Bogotá, Colombia.

## School Physical Education Entry

In 1950, it was quite common for schools to be segregated by sex. The presence of specialized training for women was the norm. The Pedagogical Institute was a training school for women who wanted to become teachers. This school was located in Pamplona, a small, but well-known University town in northeastern Colombia, where Martha found great teachers whose words and lessons provided her with profound inspiration and influence for her entry into the Physical Education field. Also during this time, Martha had teachers who served as mentors while conducting gymnastics classes and writing articles in *Gymnastics Magazine* and who provided opportunities for students to serve as mentees.

During her years of study at the Pedagogical Institute in Pamplona, Martha had the opportunity to meet a teacher who held a Bachelor of Science in Physical Education and whose words and guidance encouraged her to take the next step in her academic career. She wrote a letter to the National Directorate of Physical Education requesting a scholarship for further studies. Upon receiving the scholarship, she moved to Bogota and began her undergraduate studies in Physical Education at the National Pedagogical University of Colombia.

In 1956, the National Pedagogical University was the only university offering undergraduate programs in Physical Education in Colombia. The program offered lessons for both men and women, but classes were segregated. During the last year of coursework, men and women had permission to go to classes together. This proved to be an interesting, and successful, experience for Martha.

These years as a Physical Education teacher were definitive. Contributions received from her mentors at the University formed the basis for her career. "[...] At that time, teachers had less knowledge but more mysticism [...]" said Martha and, because of those teachers, it was possible to access new perspectives about Physical Education from Europe in different disciplinary fields such as pedagogy, sport science and sport-specific

teaching techniques, particularly in gymnastics and dance. At that time, having well-known lecturers, including Professor Cecilia Navarrete, was inspiring. Navarrete was an icon in sport in Colombia, as she successfully participated in the First Bolivarian Games held in Colombia in 1938. Navarrete is the first Colombian female athlete to represent the country at an international championship. She won a gold medal in the 100 meters.

Moncada particularly remembers the time when Physical Education did not enjoy high social recognition. It was a massive task to give to Physical Education academic value. Both students and teachers who were involved in Physical Education challenged themselves to prove that physical education was education through the physical.

## **Early years as a Physical Education Teacher**

In 1959, after earning a Bachelor of Science degree in Physical Education, Martha decided to work at a teacher training school administered by Catholic nuns in Manizales, another important university town in Colombia. During this process, she began to study the influence of Catholic education involving religious beliefs related to the roles of women's bodies and physical expression. Her thoughts were guided by the notion of immense potential that women had in the performance of motor skills.

Colombia in 1960s school Physical Education was performed by activities based around gender. It was common that Physical Education classes for females was geared to activities with high aesthetic components (e.g., Olympic and rhythmic gymnastics), while males had access and opportunity to participate in all sport (e.g., soccer and basketball) (CONTECHA, 1999; RODRIGUEZ, 1997).

After the publishing of numerous editions of *Gymnastic Magazine* throughout Colombia, written in collaboration with students from the teachers Training School in Manizales, Moncada was invited to teach gymnastics in Medellin.

The magazine involving gymnastics had great appeal until the late 1980s in Colombia. Through this magazine, professionals had the opportunity to show what Physical Education was about, with the aim to promote gymnastic skills, music and movement displayed in harmony. Performances were presented at festive activities involving the participation of families and the school community. In those activities, the influence of Swedish gymnastics was highly significant in Colombia (HERRERA, 1999).

## **Contributions to the development of Physical Education from the Ministry of Education**

In 1964, Martha applied for a job in the public sector at the General Directorate of Physical Education in the Ministry of Education. This division covered all the departmental education authorities in the Country. This was an opportunity to empower herself and lead in order to improve the status of Physical Education. She started working on the first curriculum for Physical Education at school level, as an academic subject. Up to that moment, physical education teachers had only a booklet with general guidelines for the implementation of these classes.

With the development of the physical education programs for the elementary level, the General Directorate of Physical Education received a ministerial resolution, in which three hours per week of Physical Education became part of each school's curriculum. This new regulation also brought a huge question: Who would be qualified to teach physical

education in the schools? Current teachers had developed their knowledge based on experiences with an empirical method related to gymnastics, sport and dance because there were not a sufficient number of graduates in Physical Education to cover all of the jobs that had been created.

In 1969, with the development of Diversified Media Education Program, was created Diversified Media Education National Institutes INEM<sup>4</sup>. These schools were set up on an innovative model of education that allowed students to attend the last two years of secondary school to add depth and rigor to the curriculum that helped them to foster the development of work skills in areas such as academic, industrial, agricultural, commercial and communicative. Moncada became responsible for the design of the Physical Education program for 20 INEM schools across the country. That initiative involved a team of academic experts from the National Pedagogical University and the University of Antioquia.

The program had three levels: theoretical foundations, deepening understanding and specialization. Controversial discussions in the academic Physical Education field began to be raised. Additionally, the INEM program required the construction of sport venues specialized in every school, which involved a joint effort of architects responsible for the design of these new facilities.

After several years of Physical Education curriculum implementation at INEMs, evaluation processes were begun based on evaluative protocol testing for physical education from *The American Alliance for Health, Physical Education, Recreation and Dance* (AAHPERD). This battery designed in 1958 by professors from the United States (MORA; GOZALEZ; MORA, 2007) came to Colombia in the 1970s with the *Peace Corp*, whose main purpose was to contribute to the training of professionals in Physical Education, in new teaching methodologies and evaluation processes based on norms

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<sup>4</sup> INEM stands for its initials in Spanish "Institutos Nacionales de Educación Media Diversificada" 1969.

for school-aged children. This was the first evaluative process of physical condition in schools in Colombia... and Moncada had led the initiative (FERNANDEZ; HOYOS, 2007) .

## **Contributions to the development of physical education in COLDEPORTES<sup>5</sup>**

In 1976, Martha found a job in COLDEPORTES as the Chief of Physical Education, Recreation and Youth Division. She led projects of youth associations, interschool games and Physical Education Centers. These programs have grown since their creation and, in particular, interschool games has become an institutionalized program for COLDEPORTES. In 2011, this program changed its name as *Sports Rebounding*<sup>6</sup> that currently covers an approximate population of 50,000 school students all over Colombia.

With regard to Physical Education Centers, Martha and Consuelo Zea championed a project influenced by a program developed in Argentina. They began a pilot centre in Medellin and, later on, had great results in Neiva in 1975. Physical Education Centers were located in strategic places around cities, allowing access to children and youth motivated to participate in any sport. With the support of the Ministry of Education and the Secretaries of Education from each department, school scenarios, such as parks and public spots contributed to the development of these Physical Education Centers. By the end of 1980, the country had more than 180 Physical Education Centres, located in the departments of Antioquia, Santander, Huila and Cundinamarca.

In agreement with the Ministry of Education, Moncada pursued the implementation of a reading literacy program that covered rural areas in the country, using sport and

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<sup>5</sup> COLDEPORTES is the Administrative Department of Sport, Recreation, Physical Activity and the use of free Time in Colombia. [www.coldeportes.gov.co](http://www.coldeportes.gov.co)

<sup>6</sup> Sports Rebounding. English name for "Supérate con el Deporte" program led by COLDEPORTES since 2011.

recreational activities as a motivational strategy for children and young people. Despite all the effort and the low percentage of literacy in the rural population, the project and its implementation had no plausible impact on eradicating illiteracy.

Up to this point, Bachelor of Science degrees in Physical Education reached a serious low in COLDEPORTES. COLEDPORTEES became facilitators in leadership programs for professionals throughout the country. Likewise, Martha established agreements with Germany. By 1970, Colombia obtained scholarships for officials from COLDEPORTES, teachers from Antioquia and Valle University, that allowed them to study abroad for professional development in Physical Education.

Additionally, Moncada organized the first unit of Sports Medicine in Medellin in agreement with San Vicente de Paul hospital. Currently, The Sports Medicine Center continues its operations under the administration of the Institute of Sports and Recreation in Medellin.

Since 1980, Moncada led six versions of a program called *National Gimnasiadas*, which consisted of student's gymnastics skill performances, published in schools' *Gymnastic Magazine* across the country. *National Gimnasiadas* had no competitive purposes and focused on new methods of teaching skills for gymnastics. These programs based on Modern Gymnastics performed by different groups in Latin America and Europe. Argentina was the invited country by COLDEPORTES to perform an exhibition, showing latest teaching strategies in Modern Gymnastics.

In the same decade, Moncada had a significant initiative along with COLDEPORTES. They carried out the revision of the Physical Education programs for schools. After revision, 10,000 copies were distributed in schools across the country. As a result, an innovative proposal emerged for the implementation of Physical Education in early childhood. Taking into account the great impact education had for preschoolers, professionals in physical education began to develop recreational activities and sport participation suitable for



children of ages 1-7. These processes conducted together with *The Institute of Family Welfare*<sup>7</sup>, led them from COLDEPORTES.

## Experience in Higher Education

After achieving most of her personal professional goals in life, something was still missing – university professor. For that reason, in 1981 Marta applied for a position at the National Pedagogical University in Physical Education, specializing in Sport Administration. She continued in that role for 10 years.

In 1992, Moncada was appointed as the head of department of the Bachelor program in Physical Education. This position became a major challenge for her. Her field of expertise was sport administration. Although this position at university demanded a high component of academic work, Martha believed that postgraduate studies for Professionals in areas of Physical Education, Recreation and Sport was the wave of the future. Three graduate programs were initiated: Specialization in Education of Sports training, Specialization in Physical Education, Recreation and Sport management and Specialization in Didactic strategies for Physical Education.

The fruition of postgraduate study, led by Moncada, became the founding moment for the National Pedagogical University that allowed the creation of the Physical Education Faculty. For professionals related to areas of Physical Education, Sport and Recreation, the opening of graduate programs was an exceptional opportunity to improve their education; they were the first such specializations offered in Bogota.

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<sup>7</sup> ICBF. Instituto Colombiano de Bienestar Familiar. A Colombian entity that works for the prevention and protection of early childhood, adolescence and families' well-being in Colombia. <http://www.icbf.gov.co/portal/page/portal/PortalICBF>

Subsequent to her academic career at National Pedagogical University, she retired in 1995. Only a week after resigning as Head of the Department of Physical Education, she received a call from CENDA<sup>8</sup> a University Corporation. It was an invitation to be the Physical Education department head. She invested 10 more years of hard work with great results. Student numbers increased from 60 in 1995 to 500 in 2005. As a result, Marthat became President of CENDA University.

By taking advantage of her extraordinary skills as a leader; Moncada focused her guidance in order to improve the academic development of the institution, by working on the accreditation quality of existing programs. She established agreements with institutions from the field of sports, for further program implementation in areas of physical activity and health oriented to the care of vulnerable groups, the elderly and people with disabilities. Those programs sponsored by local municipalities had a pronounced impact on local communities.

Additionally, Moncada worked as a lecturer for undergraduate programs at Military School of Cadets Jose Maria Cordoba and postgraduate programs at San Buenaventura University and the National Coaching School in Bogota.

Her contributions in the academic field of Physical Education allowed her to be an international lecturer in academic events all over Latin America. Currently, she has a great interest in writing a historical review about Physical Education in the country and its relationship to the present Education Policy.

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<sup>8</sup> CENDA. Corporación Universitaria. Programs related to Education in Arts, Physical Education and Early Childhood. . <http://www.cenda.edu.co>

## **Assessment and Revision with the Colombian Institute for the Promotion of Higher Education (ICFES)<sup>9</sup>**

Parallel to her work at COLDEPORTES and universities, Moncada created an outstanding peer assessment process at ICFES. Her knowledge and contributions from both academic and administrative dimensions in Physical Education let her provide appropriate recommendations for accreditation in quality certifications with Physical Education programs. She worked hand-in-hand with eight universities, achieving high standards and quality education. As a complement, Moncada pursued the extension of the Physical Education program in the country. By personal motivation, she achieved the implementation of physical education programs in her hometown. Today, she enjoys national and international prestige and recognition.

### **Her vision about Physical Education Development in Colombia**

Martha Moncada considers that, during the first years of physical education implementation and development in the country, it was necessary to engage in major battles to assure its position within the school context. The academy and government agencies such as COLDEPORTES demonstrate facts and strong rationale how physical activity, sport and recreation have a close relationship with body culture, and it represents a boundless educational value that guarantees its contribution in the process of integral formation of the human being.

Moncada identified places where physical activity takes place such as schools, gyms, sport schools, leisure centers, among others, as the broad spectrum performance that provide Physical Education, recreation and sport. In addition, she highlighted the preventive

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<sup>9</sup> ICFES. Instituto Colombiano para el Fomento de la Educación Superior. Institution in charge of establishing methodologies and procedures guiding external evaluation for quality of education. <http://www.icfes.gov.co/>

role that physical education could play in order to achieve considerable impact on health and quality of life. She also recognized the immense capacity physical education teachers could have to raise awareness and motivate people of all ages to be physically active.

At present, Martha Moncada believes that Sport training centers, Sport schools and other training locations outside the school context may have greater social recognition than Physical Education programs at school. For that reason, she considers it essential for physical education professionals to be in the forefront to positively impact the social level generated from these practices.

## **Role of Women in the field of physical education**

During the establishment of Physical Education as a curricular activity, women were not directly involved in the practice of physical activity because of the small numbers of women involved in this area. Currently the work of professional women in Physical Education has spread throughout the country, by accomplishing different roles as teachers, researchers, scholars, executives and administrators.

From Moncada's perspective in her role as a woman, she believes that the responsibility connected to the current Physical Education and sport field, involves a high degree of commitment from women that will allow them to lead any initiative, by leaving fears aside, and demonstrating their professional capacities. She summarizes the role of women in the field of sport with a personal quote: "The prettiest thing a woman can do is to create a picture and write a story".



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## **Brief Vitae**

### **Luz Amelia Hoyos Cuartas**

Lecturer and researcher in the field of Sciences of Physical Activity and Sports. With major work on school sport, physical activity, disability and social studies of sports. Speaker and workshop leader on international academic events in the area of sport and related sciences. Author of books and academic papers related to school sport, physical activity and disability. Member of the editorial committee and the scientific committee on well-known international journals. Representing the Universidad Pedagógica Nacional, she participated on international organizations as: Secretary of the Latin American social and cultural sport studies (ALESDE), committee member of the American Association of Sciences of Physical Activity, Sports and Dance (ALCIDED), Colombia representative in the International Association of Physical Education and Sport for girls and women (IAPESGW); Academic Journal evaluator of Colciencias.

### **Mildrey Fátima Mesa Gallego**

Degree in Physical Education, Public Administrator, with specializations in Management and Sports, Management and Public Administration Management. Trainer and athlete. Thirty-five years of work experience in the areas of Physical Education, Recreation and Sport Training, focused on teaching in formal education and education for work, human development and institutional Planning; Design, formulation, implementation and evaluation of development plans, programs and projects; management program in the formulation and evaluation of public investment projects. Analysis of situations for planning, administrative and financial public organizations of Physical Education, Recreation and Sport. Experience in the design and implementation of processes and procedures for quality management systems in public entities (PPMS).



## **Carolina Guerrero Reyes**

Bachelor in Spanish and Foreign languages from Universidad Pedagógica Nacional in Colombia. She has been working in IB schools in Bogotá leading PBL project as tutor. Currently, she is English teacher at Universidad Pedagógica Nacional for the Physical Education Faculty and magister candidate in Education and Social development. She is co-founder of Colibríes Foundation (Hummingbird foundation), dedicated to the development of social innovation projects in Colombia.

5

**ANA FIDELIA  
QUIROT  
MORÉ, CUBA –  
CHALLENGES OF  
SPORT AND LIFE**

MARTA CAÑIZARES HERNÁNDEZ

ANA MARÍA MORALES FERRER

NANCY ZEQUEIRA CASANOVA

ANA FIDELIA QUIROT



## **Abstract**

This chapter discusses Cuban women's achievement in sports and focuses particularly on the outstanding aspects of the contribution of Ana Fidelia Quirot, well known as "Caribbean Storm", who excelled in Athletics winning Olympic and World medals. This remarkable athlete became an example of dedication and strong-will for both sports and life and is greatly admired by Cuban people.

## **Introduction**

This chapter focuses on the outstanding Cuban athlete Ana Fidelia Quirot. She was a brilliant athlete gaining many top international successes for Cuba and stole the hearts of the people again with her life struggle following a serious accident. Nowadays, women's leading performances around the world in many different areas allow them to take a very clearly-defined place in the physical culture and sports sphere of their country. Progress to this position has not been easy, but today most women have equality in sport, a well-earned position on account of their capabilities, achievements, dedication, and persistence.

Today Cuban women's social advances are marked by several deep transformations related to their condition and position in the society supported by policies, laws, programs, and regulations created in their favor. That evolution, according to Ares (2014) has promoted some changes in their social position. However, in many countries an overloading of roles on women persists that limits their full inclusion in some areas, including physical activity and sports. No matter if she continues working very hard in this sport.

## Some women's achievements in the Cuban sports movement

With the creation in 1961 of INDER (National Institute of Sports, Physical Education and Recreation) came substantial changes in all processes inherent in physical activity and sports, with growth in the belief that "sport is a right for all people". Those changes facilitated all Cubans opportunities and access to participate in every sphere of sport, including physical education in schools and community recreation. Explicit objectives were set for each age group to encourage life-long physical activity.

Cuban woman contribute in many different roles of the sports movement, including as athletes, trainers, teachers, doctors, scientists and members of the Olympic Cuban Committee. Women with disabilities receive great admiration and respect because of their struggles and dedication to overcome life's challenges to achieve success in sport.

INDER has contributed with a policy to help women participate in all physical activities and sports that offer pleasure, spiritual and psychological well-being and the development of physical abilities. Furthermore, women with disabilities participate at the top of the high performance sports pyramid, making them a paradigm to self-esteem, self-appraisal, and bravery. Cuban athletes have obtained medals in Central American and Pan American physical motor disabilities, blind, and deaf Games in Paralympics' Games, World Events, etc. There are a large number of women who support the scientific community that contributes to improving sporting results through the application of science, technology and innovation in INDER's fundamental programs.

On November 2004 the Woman and Sports Professorship in the UCCFD (University of Sciences, Physical Culture and Sports, Havana) was founded with a view to combining efforts to provide evidence of women's leading positions in Physical Culture, International and National Sport. At the same time it carries the mission to promote actions that unite teachers, students and others identified with women, physical culture and sport, taking into consideration other things such as life and work. It is a deserved tribute to Cuban women

who have achieved success in the revolutionary Cuban sports movement, protecting and nurturing rights for women. From such reflections on Women and Sport in Cuba, there is no doubt that Ana Fidelia Quirot Moré is one of the most remarkable sportswomen admired by the people for her bravery and determination.



Ana Fidelia Quirot was born on March 23th, 1963 in Palma Soriano, a municipality belonging to Santiago de Cuba. She is the Cuban athlete known as “Caribbean Storm”, who specialized in long-distance races. She is an example of commitment, dedication, and persistence in pursuit of excellence in sports, holding many decorations and laurels and being the Grand Prix Champion five times.

Ana Fidelia Quirot began training in 1974. She was attracted to sport in the primary school in the physical education lessons. At the age of twelve years she excelled at tests that indicated her talent and was invited to join the Sports Area in Palma Soriano. From this moment she started to obtain very important national and international recognition. From the beginning she stood out because of her discipline in the training regimes and high performance technical capabilities. Soon her trainers discerned a future filled with triumphs due her physical conditions, persistent and tenacity.

One of her first international experiences was the XIII Central American and Caribbean Games held in Medellin, Colombia in 1978 when she was 15 years of age. She won a golden medal in the 4x400 m relay.

At 23 years of age, in September 1986, Ana Fidelia Quirot became the Iberoamerican Athletics Championship Queen at the event held in Havana and won gold medals in the 400m and 800m respectively. She did not participate in the Olympic Games in 1988 in Seoul because of the boycott when Cuba did not attend in solidarity with North Korea. However, she defeated all international participants in the 400 m final in several games that year. During 1989 she obtained two titles in the World Cup in 400m and 800m and

was recognized as the best athlete around the world. Another outstanding achievement was the winning of medals in five Grand Prix 800m events as follows: 1987 (1:58,80); 1989 (1:59,02); 1991 (2:00,17); and two in 400m: 1988 (50,27) and 1990 (50,31). She won thirty nine races consecutively in 800m from 1987-1990, and fifteen consecutively in 400m, Pan-American Games were held in Havana in 1991 Ana Fidelia Quirot was an outstanding female athlete obtaining the national record in 400m with 49:61. Sadly the Cuban quarter in the 4x400 relay, in which she was a member were eliminated in semifinals.

## **Strength of will before life's challenges**

On January 22<sup>th</sup> 1993 Ana Fidelia Quirot suffered a tragic home accident putting her close to death. She sustained serious 2<sup>nd</sup> and 3<sup>rd</sup> degree burns over 38% of her body. The general opinion was that she would not return to sport and the accident would end her career. She was admitted to Amejeiras Brothers Hospital where the Historical Leader of the Revolution, Fidel Castro Ruz, went in person to see her because he was so concerned about her health. According to her words it was as "a song of life". He told her "Never mind in these moments whether you return to high competition, it is very important you recover your health. Fidel Castro was there, at her bedside giving all his personal support to continue fighting for her life and all medical staff were there helping in her recovery. The Cuban people expressed their support at each stage of her convalescence, which helped Ana Fidelia Quirot to get her strength and spirit back. The fight had only just begun as she had to face reconstruction surgery consisting of 21 operations that allowed her to gain good mobility in her damaged body. On her return to the track a rigorous and highly demanding training regime resumed. Once more she proved herself as a true champion succeeding in her return to competition and rejoining the ranks of the best 800m runners around the world.

Cuba's medical advances, Fidel Castro's and the people's concern, alongside the close affection of family and friends encouraged her through every day.

## Reappearance and victories

Ana Fidelia Quirot achieved the silver medal in the Central Caribbean Games of Ponce in the middle of multiple treatments and operations. It was a big surprise when the athlete showed up in World Athletic Championship in 1995, Goteborg, Sweden. Similarly in 1997 in Greece, where she achieved a time of 1.57,14.

In the Olympic Games held in Atlanta, 1996, this remarkable athlete won a silver medal. On four consecutive occasions she was awarded the media's best Latin-American and Caribbean athlete award in 1989, 1991, 1995 and 1997.



Using only one arm and still not in good health Ana Fidelia Quirot took part in the Central American Games in Puerto Rico, winning the silver medal in the 800m, but the most important motivation was the crowd's ovation which compelled her to run well on the track.

































During the first months in 1994 she had surgery on her arms, neck and axillae to get some much needed elasticity in her extremities. She was decorated in 1995 with Sport worth Order and Fidel Castro personally awarded her the Dignity Medal on which the Cuban flag is engraved.

In 2003 Ana Fidelia Quirot was registered in the Central America and Caribbean Athletics Fame Hall. Nowadays she is retired from high competition, but still participates in public relations at veteran events, helping to develop Cuban Athletics. She takes part in sports honors in IAAF which Cuba has hosted the championship. She has two children named Carla Fidelia and Alberto Alejandro, her great treasures. They are very good students because she has instilled honesty in them from an early age.












## Relevant sports Results

Ana Fidelia Quirot gained many awards in her sports career including the Trophy of Spain's Community delivered by the Monarchs as the best sportswoman in the area in 1988, and in Monaco she obtained the award for the best sportswoman in athletics.

RELEVANT RESULTS: 2015		
Year	Place	Championship
1978	 Gold Medal	Athletics Caribbean Central American Medellín,  Colombia
1979	 Gold Medal	VIII Pan American Games, San Juan,  Puerto Rico
1981	 Gold Medal	Athletics Central American Championship Santo Domingo,  República Dominicana
1982	 Gold Medal	XIV Caribbean and Central American Games La Habana,  Cuba
1983	 Gold Medal	Campeonato Internacional de Atletismo, en Barcelona,  España
	 M Gold Medal	Campeonato Centroamericano de Atletismo, en La Habana,  Cuba
	 Gold Silver	Juegos Panamericanos, en Caracas,  Venezuela
	 Bronze Medal	Juegos Panamericanos, en Caracas,  Venezuela
	 Bronze Medal	
1985	 Gold Medal	Athletics Caribbean Central American Championship San Juan,  Puerto Rico
1986	 Gold Medal	Athletics Caribbean Central American Championship  México
	 Gold Medal	International Athletics Championship  México
	 Gold Medal	La Habana,  Cuba
1987	 Gold Medal	IX Panamerican Games Indianápolis,  USA
1988	Iberoamerican Community Trophy I	Delivered by Spain Monarchs to the best area sportswoman,  Spain
1989	 Gold Medal	Athletics Championship, Barcelon,  Spain
	 Gold Medal	University of Duisburgo, World Cup Germany, Germany
	 Triple Champion	

Continued

Continuation

RELEVANT RESULTS: 2015		
Year	Place	Championship
1990	 Silver Medal	Athletics CentralAmeric, Santo Domingo  República Dominicana
1991	  	XI Panamerican Games, La Habana,  Cuba Tokio, ChampionshipMundial,  Japón
1992	 Bronze Medal	Olympic Games of Barcelon  Spain
1993	 Silver Medal	Caribbean and Central American Games, Ponce,  Puerto Rico
1995	 Gold Medal	World ChampionshipMundial, Gotemburg,  Sweden
1996	 Silver Medal	Olympic Games of Atlanta Atlanta USA
1997	 Gold Medal	World Championship, Athens Greek

## Other recognition

In April 2013 at the centenary of the IAAF Ana Fidelia Quirot was recognized. Several books have been written about her, for example, "Ana Fidelia Quirot: the Phoenix Bird". At present she is invited to give lectures, to talk about sports training and to share her experiences in national and international congresses, scientific events, symposiums and Cuban university workshops, and holds an honored position on the staff of the Sports Psychology Centre at the Cuban Sports University.



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## **Brief Vitae**

### **Marta Cañizares Hernández**

Licenciate Degree in Psychology, PhD Psychological Sciences, Graduate Professor in Sport Psychology and Headmaster of Psychology Physical Activity and Sport Studies' Centre. Lecturer in National and International Scientific events in Brazil, Ecuador, Venezuela, Colombia, Mexico, Italy, and USA. She is member of International Psychomotor Organization and Relaxation where Paris, France is a host city. She manages the Sports Psychology Master's Degree at the University of Sports. She consults many PhD Thesis's and masters and manages some scientific projects of CEPAFD.

### **Ana María Morales Ferrer**

Professor of Physical Education, Athletics' Specialist Licenciate Degree in Physical Culture, PhD in Physical Culture in Havana, Consulting Professor at the University regarding her specialty. She is an Associate Methodology's Specialist of Education Training Headship in the Postgrado Vicerectorship and she is Coordinator of Masters'Degree Didactics belonging to Contemporary Physical Education and Woman Professorship President at University of Sports in Havana. She is a member of Scientific Board PhD Program Committee and Scientific Degree in the Permanent Board in Physical Culture Sciences. She is a secretary of Scientific Degree Commission. She has given her international collaboration help in República Dominicana, Nicaragua, Ecuador, Colombia, Venezuela.

### **Nancy Zequeira Casanova**

Curriculum Vitae Professional Qualifications: University Assistant Professor, Translator and Interpreter in English, French and Russian Languages. Employment (Current & Previous) Titles: Language and Russian Literature Graduate, at the University of Havana, English High Level Translator, Language and French Literature Qualified Researches:

developed Emergence and Development of Scientific Technical Translation in the Science and Physical Culture University The Scientific Translation Transliteration in a Scientific Technical Information Department Lexical Basic Guide of Gymnastics Lexical Basic Guide of Physiology of Exercise Lexical Basic Guide of Athletics Publications Psychology of the exercise, book translated, Scientific Technical Publishing, Havana, Emergence and Development of Scientific Technical Translation in the Science and Physical Culture University, Portal INDER, Internet The Scientific. Translator and interpreter in International Indian Courses, Pan-American Games, Central American Games.

6

**INSPIRING  
WOMEN OF  
SPORT IN  
ECUADOR**

ANDRES ILLESCAS





Ecuador has a very low participation of women in physical activity and sport with an average of 43,9% of women doing less than 30 minutes of physical activity per day, which is more than double that of their male counterparts with 20,1% (EQUADOR, 2012). Another worrying fact is that according to a 2005 study, only 12% of women practice sport in Ecuador on average, and only 6.8% of women in rural areas practice sport. The main reason is the lack of time due to work and household activities (ORDOÑEZ, 2011). This chapter will look at the story of three inspiring women in Ecuador who had challenged the status quo and offer hope and inspiration to others.

## **Jenny Posso**

Jenny Posso is a retired physical education teacher who was also a supervisor for the ministry of education in the area of physical education. She was born in March 14th, 1952. Amongst P.E. teachers and coaches in Quito. Jenny is very well known as a pioneer in women's sports, especially in gymnastics, dance, athletics, basketball, and football.

Jenny practiced all sports as a child and youth player. She became known as an outstanding athlete excelling in basketball and athletics as a regional player of the province of Pichincha during her college and high school years. She surprised her family announcing she wanted to study Physical Education in college, as they wanted her to go to medical school. She remembers it was not usual in 1970 that a women wanted to study physical education in Ecuador: "They used to call us Karishinas (in native language, quichua, means "looks like a man") to tease us, but it was ok, we just laughed at them" explains Jenny with pride. During college she was also part of the initial group of traditional Ecuadorian dance called Runapac Cushicuna, which was the group that evolved into the famous Ecuadorian folk dance group "Jaccigua". At the same time, she re-started the gymnastics program for girls in the province which had been shut down some years before that due to lack of support.

After graduating as a Physical Education teacher Jenny worked at a traditional Catholic school in Quito and then in a public school before joining the Ministry of Education. She was named one of the supervisors who oversaw the sports and physical education in the region due to her vast experience in the area. She had the mission to promote women's sport and she did. In 1981 she started the first football tournament for school-aged young people in our country with four teams. She also established a program of continuous training for all teachers in the area of sports and physical education. In a recent interview at her retirement at the center for public school teachers she told us her story and responded to the following key questions:

### **What progress in the area of sports and physical education could you see from the time you were a student until your retirement as a teacher?**

- I think that the main advancement is in the way we see the physical education area now, the importance we give to it today is huge compared to my days as a student. However, some of the same problems still remain. When I was a student we didn't have many physical education teachers, we would only do what our teacher knew or liked as a sport, games, or just play by ourselves. In some boys and girls schools I saw during college that girls were left out of play, and that is something I wanted to change later on working for the ministry of education. I was one of 14 supervisors of the province and we applied and shared knowledge from German Physical Education teachers who came to Ecuador on an exchange program in the seventies. We started to teach planning for physical education classes and promote teaching of fundamental movement skills through games and competition. There was also a big difference and a gap in the transition between the different stages, so we tried to give a continuum to the curricula from ages 5 to 18.

## **What was your main contribution to women's sport?**

- As supervisors we coordinated the organization of primary school sporting events. We held the first all girls football tournament. We were not so concerned with the competition itself, but the opportunity it gave girls to share with other girls and develop themselves as students and members of the society. We worked with the coaches also explaining to them the differences between school sports and adult or elite sports. We had to organize the tournaments sometimes with money from our pockets, or asking donations, but found little support for girl's sports. Most of the support was given to high school male sports. However, we were able to start the tournaments that later became the largest in participation in the country.

## **How do you see women in sport today in Ecuador?**

- We are going through a transition phase right now with the new law of sport and education. School sport has moved from the ministry of education to the ministry of sports, but it has generated a step backwards for the whole school sport, not only girls. The ministry of sport has delegated to the student's federation to organize the sporting events for schools, but they already have too much in their hands with high school sport so the result is a setback in school sport. You can see how this affects the appearance of new talented athletes in our province teams, were most participants are native of other provinces.

## **What should the government do to support women's sport in Ecuador?**

- The government should provide a physical education teacher to every public school in the country. This teacher should work full time for the same school, and not like they do

now, working for 2 or 3 schools at the time. In that sense, the government would even help all the professionals in the area that are unemployed or working in other areas because of lack of opportunities.

## What has sport given you personally?

- Sport is my life, even now as a retired teacher. Because of the fact that you are in retirement does not mean you have to stay home and lie down to die. With age illnesses emerge so I always go out for walks with friends, attend the gymnastic groups for the elderly, and try new exercises. Sport gives me motivation and opportunities to see my friends.

**Posso, J. (2015, May 29) Interview for IAPESGW (Personal interview)**

## Vanessa Arauz León

Ecuador is extremely proud of Vanessa Arauz, the youngest person to become the head coach of a national team in a football World Cup in history. She was be the national team head coach of Ecuador in the Women's World Cup Canada 2015 at the age of 26. Vanessa is a former football player who had to quit at the age of 21 because of many serious injuries. She was born in Guayaquil but moved between Quito and Guayaquil playing football until she quit playing and decided to become a football coach. She graduated in the first class of coaches of the national football federation coaching institute of Ecuador in 2011. Vanessa was the second best student that year, out of 70 men and 3 women. Due to that outstanding academic performance, she became the assistant coach of the women's national team that year until 2013. She took charge of the team after the former head coach resigned and the federation offered her the job due to her outstanding work in promoting women's football and as an assistant coach. The day the team was heading to Canada to play the World Cup, Vanessa gave us a short interview.

## **How did you start playing sports, and how was that experience?**

- I started playing football at the grassroots in a school in Guayaquil called Fedeguayas at the age 8 years; all of the players were boys except for me and another girl. After this, I had the opportunity in 1998 to be a part of the female team of Emelec, and was lucky to play in Ecuador and some tournaments abroad with the team until 2002. That year I moved to Quito and started playing for the Club AFNA as the only girl of the team. It was interesting for me to try play a male dominant sport, I realized it was easier for boys at first, but it became a challenge for me that kept me motivated to learn and try to excel. I kept playing in different teams until the year 2006 when I had a knee surgery due to some injuries that kept me out of the field for almost two years. In that year I decided to become a coach and stop trying to become a football player.

## **Why did you choose football over other sports?**

- At school I practiced many sports like volleyball, basketball, athletics, and many others. At the age of ten years I decided to play football because I realized it was more suitable for me, I was too short for basketball or volleyball. Another important reason to practice football was the influence of one of my uncles. He was the one who took me to play for Emelec. I believe when you have people close to you encouraging you to be determined in a sport that is motivational, you follow that path.

## **What sort of barriers did you encounter in football?**

- I have a good anecdote about this. When I was playing for an all boys team at age 13 in a tournament one of the parents from the stands complained to the coach when I was ready to come into the game as a substitution. This person shouted from the stands, "take her out, she should be learning housekeeping stuff like ironing, what is

she doing on the field? Come on take her out coach". It was something I had expected and I had talked to my father, who was in the stands too, asking him to not respond to any of these hassles. I told my father I would demonstrate with my skills on the field that I deserve to be there. My dad looked at me and did the thumbs up signal so I kept playing my best. Funny thing, a penalty kick was called in favor of us that would give us the advantage with little time remaining on the clock. The coach called my name to take it, and at that point many voices came down from the stands in disagreement, other parents started asking the coach to name other player to take the penalty kick. However, I knew I was good at taking penalty kicks so I took it and scored. I went to the stands and dedicated the goal to my dad, but also told the person who was yelling at me I dedicated the goal to him also, so he can learn to value and respect what girls can do. The man came down after the game and apologized to me. I believe that is the best way to deal with prejudice and violence is by avoiding confrontation and letting the results and achievements speak for themselves.

### **What is your evaluation on the current situation with women's sport in our country? Do we still face the same barriers?**

- I believe there has been progress in that respect. For the qualifying game with Trinidad and Tobago last year we had close to twenty thousand spectators at the Atahualpa Olympic Stadium in Quito. This great attendance in part was due to the support of the Ecuadorian football federation, which decided to let women and children attend the game for free, but also because many people wanted to go and watch our team play and support our nation. That attendance was historic for women's sport in Ecuador; it shows how people have started to challenge the sexist point of view that sport is only for men, especially football. It reflects how society is challenging traditional gender roles. Some years ago even women would say sport is a waste of time and girls should be learning how to cook and take care of the house chores, but today parents ask where to take the girls to learn football. This has generated an awakening; but we still have a long way to go.

## **What is your main contribution to women's sport?**

- I think the main effect of the national team is to build respect from the public. We try to be role models for kids by the way we work and present ourselves. We always look to give a professional appearance in our interviews, we want kids to be our fans, to dream of becoming a football player. The team has participated in a few campaigns promoting women's football and related themes. We support FIFA festivals to encourage girls to participate in football also. A very important goal of ours is to create a truly professional league in Ecuador for women in no longer than five years from now. Nonetheless, the best contribution for women's sport is the qualification to the World Cup. We have only played a national tournament for women in the last three years with many limitations but it helped us to build a strong team and open many doors. The qualification made all eyes turned to women's football, we received great attention by the media and the public has started to respond to that.

## **What are the next steps Ecuador has to take to consolidate women's sports and look for gender equity?**

- Well, to have true gender equity in sport there has to be a big bang all over again (laughs). For female football to catch up to male football we need many years. I think the change has to come as a global effort, because in many places the reality is similar. Maybe the only place where women's football is as important as men's football is in the United States. In order to get there we need to create more grassroots schools for girls, and more agents placing players in teams overseas are some of the actions that should be taken. I don't believe it has to be the same as men's football because we play differently, but we must strive for equity. You have to realize women still play for the love of the game in Ecuador, for the memories, and the will to play.

**Arauz, V. (2015, May 28) Interview for IAPESGW (Personal interview)**



## Mabel Velarde Coba

Ecuador's first women's national team to compete at the FIFA Women's World Cup Canada 2015 will have 26 year-old Mabel Velarde as one of their key midfielders. However, what seems to be the summit of her career as a football player is only another small step in a difficult and long road across four countries in all of the Americas, where Mabel has been looking to find her place in elite sports since the age of eight.

Mabel started playing organized football in middle school at an all boys football academy team in Quito, Ecuador, the city where she was born in the 4th of December of 1988. After four years of training with mostly boys she moved to Costa Rica with her family at age twelve and played for Saprissa Football Club for two years. Mabel found in Costa Rica a more organized girls league where she felt challenged and acknowledged. The highlight of this experience with Saprissa was a participation in the Schwan's USA Cup in the United States of America. This tournament was her first contact with high-level competition and appropriate organization in female youth football in 1992 at the age of fourteen.

At the age of fifteen Mabel returned to Ecuador and started playing for the semiprofessional club team of the Catholic University of Ecuador in one of the first female league tournaments held in Ecuador. She had a great season with her club team and was called first to the regional team, and then to the national team for the first time at the age of sixteen. Mabel played for the national team of Ecuador as a youth player in three South American cups, and one Pan-American tournament as a starter. She shared the field with worldwide known footballers like Marta of Brazil and became the main prospect in women's football of Ecuador. However, the limited support from the football federation to women's football and the scarce interest of the public in her homeland made her take a difficult decision, to leave the country in search of greater challenges in sport.

Conscious of the quality of college football in the United States of America, Mabel applied to many universities and after many attempts she finally obtained a scholarship

at Lee University in Tennessee, at the age of nineteen. She remembers this process as difficult as many agencies offered to place her at a school with no results in exchange for expensive brokerage fees and tedious paperwork. Her opportunity arose when a friend of hers who was coaching in Tennessee showed Mabel's YouTube skills video to a women's college coach. The coach, looking for skillful players, was greatly impressed by Mabel's talent. She was offered a scholarship to play for Lee University of the NAIA college league. Her family supported her dream of playing college football with traveling and visa payments. Mabel soon realized the level of the game was very high in the United States, especially in the physical and academic aspect. Balancing sport and school was very tough at first but her determination and discipline helped her have a great first season and a transfer to Southeast Missouri State University in Cape Girardeau, a first division, NCAA team in Missouri. She continued her studies in Personal Training and fitness for three years in Missouri before going on to play for the for a short period for the San Diego Sea Lions of California, in 2010, a semiprofessional team. After this great experience, she decided to return home to Ecuador.

Back in Quito Mabel realized the significant differences in female sports, especially football, between United States and Ecuador. Besides the amounts of resources allocated in female football, Mabel understood one of the main limitations for the development of girl's football in Ecuador was the lack of grassroots programs. She decided to become a coach and after a period of six months playing for a local university team, she travelled to Argentina to study physical training and nutrition in sports. During her stay in Argentina, she also was able to play for the renowned Boca Juniors Club Team. She played for the Boca Juniors female team and studied in Argentina for two years before suffering a serious knee injury that made her quit football and return home in 2012.

Once again back in Ecuador, along with all the experience obtained in Costa Rica, United States, and Argentina, Mabel decided to start her grassroots project, creating the first girls only football Academy in Ecuador called "Academia de Fútbol Femenino Mabel Velarde". She started coaching youth teams for the province and looking for sponsors and

partners for the Academy at the same time she started her studies as a licensed coach of the Ecuadorian Football. Mabel remembers how difficult it was to juggle coaching school and finding places to practice, sponsors, and other support, since most of the time she would get the answer that girl's football was not of interest to them. After a year of unproductive efforts, she decided to open the Academy with her own resources and the support of her parents in 2014. Nonetheless, the dream of playing herself at the top level was still alive. She went through a very long rehabilitation process for her knee injury before she was able to coach and play again.

Mabel's academy has done very well in the first year with more than a hundred girls are currently enrolled from ages 5 to 17 years. In addition, Mabel kept playing at the first national women's league hosted in 2013 for a team called ESPUCE, and then for Quito FC from 2014, where she is the head coach and also a key player. Because of her studies, injuries, and travelling, Mabel had been out of the national team for seven years since she was a youth prospect, a period also in which Ecuador hosted the Copa America and obtained the qualification to the FIFA 2015 Canada Women's World Cup. She was aware that a great season with her club team in 2014 would give her a chance to return to the national team, so she took that chance training everyday on her own beside the team practice, resting, and eating properly. She was very influential for the team, as a thinking coach and player. As a result of a great campaign she received an opportunity to try out for the team at the national team camp at the beginning of 2015. Out of a pool of almost 40 players, and after a difficult selection process, Mabel made the final cut. She became one of the 23 selected players to travel to Canada with the national team. Previously she had quit playing football for almost two years due to a tough knee injury, but during that time she gained her coaching license, founded her youth female Academy and coached a semipro team in the national league. Her story is that of a determined woman who pursued her childhood dream of going as far as possible in sports. In the morning before travelling to Canada, Mabel kindly responded the following questions:

## **What are the differences and similarities that have you encountered in women's football in all the countries you have played (Ecuador, Costa Rica, United States, Argentina)?**

- The principal similarity that I encountered was the passion for the game, the way girls dream and live for football, the way they enjoy playing. The big difference that I found is the level of preparation of most coaches of girl's football in the United States, which also reflects the way players take care of themselves and approach training. These girls know they are a part of a process that starts at an early age and can take them all the way to college and professional teams. Their sporting goals are higher than ours here in Ecuador; the culture of professional management of sports helps players aim high. That is why American female young players take sport more seriously and show more discipline and dedication than Latin American players.

## **Could you tell us more about your Academy project for girl's football, and what type of advice you give to the girls who dream to excel in sports?**

- First of all, I think the academy is a shared dream that I have with my parents, as a result of my personal journey in football and their support. They know how difficult it can be for girls to find quality training and support. I wish to pass along the passion and the idea of football as a way to offer progress in the lives to these girls. I want the girls of the academy to have an opportunity to go to university in the United States through football also, and work for their dreams.
- I would advise girls to pursue their dreams; I would tell them there are no obstacles in the way, but only challenges you must tackle. Challenges like being away from home, or finding motivation by yourself, actually make you grow as a person. I would tell them to be confident, to build that confidence in oneself every day with hard work from an early age.

## **How are you and your teammates for the first ever participation in a women's football World Cup for Ecuador in Canada 2015?**

- For my teammates and me this is a dream we are lucky to live. We are so excited that we could not sleep last night because we travel today. However, we are not only going to participate, but also to go as far as we can. As Ecuadorians, we have to grow out of the complex of inferiority; we must believe that we can compete with anyone since we have the same skills as everyone else.

**Velarde, M. (2015, May 28) Interview for IAPESGW (Personal interview)**

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## **Brief Vitae**

### **Andres Illescas**

Consultant in sport for development holds a Master's degree in Counseling Psychology by the Carson Newman University in USA, where he attended on a soccer scholarship as a player and a coach. He also holds a Master's degree in sport for social coexistence by Universitat Oberta de Catalunya in collaboration with UNESCO and FC Barca. A former professional soccer player in, Andrés was born in Quito, Ecuador in 1977. Currently he coordinates "Time to Move", a program of physical activity in over 200 public schools in Ecuador, but also collaborates with different sport projects for public and private organizations.





# 7 | MEXICAN WOMEN IN SPORTS: A POLITICAL EMERGENCY WITH GENDER PERSPECTIVE

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## Abstract

Physical activities like sports require a masculine profile, while they refer to the control of the use of leisure time, the roles that refer to a familiar structure which are completely non-operable nowadays. Prevailing stereotypes in educational and social programs show the imbalance of opportunities within this generation of a major number of barriers for the social participation of all citizens, and, therefore, in an exclusive atmosphere, where equity and quality of life are restricted to the vision of the group in power at the time.

The incorporation of the gender focus in public policies demands fairness, as suggested by international organizations, to settle the gender gap and discrimination by sex, thus it becomes in the motor of political objectives and ideological principles of a country regarding their women. This mechanism constructs on the basis of regularity a vehicle to create the conditions of participation and development of women. Sport becomes an opportunity for empowerment.

Mexican tradition quotes a democratic dynamic that, as a consequence, results in major opportunities for women in all fields, even though in sports there has always been a marked difference for the female gender. The proposal of modern sports driven by Pier de Coubertin written in the Latin words *citius, altius, fortius* "faster, taller and stronger" consolidates in the social imagination an exclusive practice for supermen that a show of strength and rudeness, perhaps partly by the female situation involving an immobile role of the time period.

That social configuration continues in many common social spheres for women when physical practice, sometimes risky, and other times obliged, which arises through inspiration, social relations, health, entertainment or also in the search for identity. Sports nowadays is practiced under a masculine coerced tradition of structures that sets up and restricts the participation of women as sports women, coaches, judges, principals and reporters, just to mention the options of participation. All of those are governed by

structures that are legitimized by laws, plans and national programs, regional and local, but with no elements that position the needs of women and that show no evidence of the urgency of affirmative action, moreover, with a real operational view, that can adjust the equity gap.

These discourses created in the frame of legality and the bosom of the sport system conform to a “crystal ceiling” and/or an invisible barrier that impedes the advancement of women in any of the circumstances of life, in the case of sports, it becomes natural that men are the only technical managers, administrators, coaches, those who have the time and opportunity at home to practice sports, those who in basic education have the attention of their teachers, the news discourse is serious when expressed by a male; women are good at sports that connote their aesthetics and femininity, promoting fitness activities like (zumba, aerobics, dancing, etc.), organizing events and training at the level of sport initiation. Out of these transgress possibilities women are discriminated, excluded, they desert, and become non-perceived or minimized regardless of their actions.

The present chapter shows a panorama of the situation of women in sports, in a great measure due to the fact of the collective influence that a country's public policies have had towards its sports women, or which look for within physical activity a space for personal or professional development. The elements that integrate the outgoing document are: a documental analysis of Mexican laws and the presence of public policies regarding women and sports; the presence of public policies in the social imagination and the impact on the life of girls that take physical education classes, that practice sports, of those who study and work in the teaching of sports, the coaches and their opportunities, the managers and their professional development and the reporters and the value of their judgments.

## The notion of the body, of the feminine and masculine

The idea of the body derives from the perception of each being from its biological function, in a first intention, and further on its definition will come from the role that has been assigned to it. This is not surprising, that social life clearly separates men and women with a clear mark of superiority for masculinity, due to the fact that the discourse remains in a text that we can call, body-semantic, where a biological aspect such as giving birth, determines socially the rest of the activities devoted for women.

Notwithstanding, the concept of masculinity and femininity is bound to the body. Perceptively body and movement could seem to be an inseparable bond that, due to several unpredictable issues, many times leads to a separation of their relations, from accidents to genetic alterations. Also the constitution of the corporal scheme indicates if it is male or female, not as well as the different tasks that are assigned socially.

The female or male body is encompassed by the group, the class, the geographical location and culture (BOURDIEU, 2000) and fancies an approach by affinity, the identification by resemblance of that who boasts the force and the power in front of the subjected. It also happens among nations, as we can see throughout history, similar to colonization, one gender always rules over the other: memory allows us to see masculinity with much more importance. Males' bodies resemble strength, achievement and conquering. Femininity is understood in the other way, polarizing the interaction of both, a situation that adopts different forms in today's society but because of reasons of permanent memory, it is placed in the tradition where all that resembles confronting, achievement, force and mobility, evokes men.

Regardless that men and women exist, the sense of strength attributed to men provokes an understanding of that is related to him. Language, urban organization, ruling, scholar curricula tend to male supremacy, meanwhile the female visibility remains as a pre-understood feature marked for its fundamental task for reproduction, not for

social development and evolution of thoughts, even though institutional policies insist in establishing a new perceptions of the individual.

The determination of the notion of the individual person is conceived by means of the statements that we attribute to (him/her). The theory of person is kept in this way in the field of the logical objects regardless of the statements that we attribute to it. It is the great focal strength of the person on the side of the reference of identification (RICOEUR, 2003).

## **The body in movement of Mexicans: from illegitimate to legitimate**

In the latest years of the 20<sup>th</sup> century, Marshall Berman (BERMAN, 1988) established that any solid vanishes in the air in presence of modernity, in reference to his work towards urban development, and it can be seen in the need for change in the paradigms of person and gender concept.

The social figure of Mexican women, as it similarly occurs in many other places, remains framed in stereotypes, so then its development from infancy, implies the differentiation on the treatment, the subordination to the presence of man at home (grandfather, father, brother and else relatives), its physical development must respond to this pattern where its creativity and intellect are of less esteem than its sensibility, assuming that they have less resistance and competitive power than males.

The maneuvering of a female body is founded in a crossing between objectification where the physique of the body is overwhelmed related directly to the complementation of exclusively the male's sexual and reproductive pleasure, and the transformation proposal at the time of breaking the stereotypes and imposed schemes to obtain the liberation and control of its structure. Beauty (everything relative and abstract), fragility, perdurable

youth, the immobile state of its image, only provoke a permanent state of dissatisfaction in front of the changes that are in these days proposed.

The feminine, is a process of structuring, non-structuring-restructuring that opens, in recent generations, the possibility of establishing new forms of male-female relations, a change in the paradigm that is pro-active and favorable to increments on the one hand by viewing the female doing in the social fields, and on the other hand, by the recognition of her potentiality in the change of tasks that are dedicated or stereotyped as for men.

Within these changes, moral dimensions appear where pre-understood values for social functioning are bonded to the real and true performing in the sense of productivity in favor of problem solving towards community, being women leaves a captive posture to strengthen the vision of a new woman where the beginning of its work does not depend on the space provided by another, but in the recognition of, as a human being corresponds, its decision, her opening to new ideas and tasks, will be mutual to the male switching that in response will have to leave its manipulating attitude and opacity towards female presence.

In Mexico, the legitimacy of access for women to the free usage of their body and to an equality in sports practice is guaranteed by the content of article fourth of the Constitution:

“Men and women are the same in front of the law. This will protect the organization and development of the family (Reformed by decree published in the National Newspaper of the Federation on the 31<sup>st</sup> of December, 1974).

Everybody has the right to physical culture and the practice of sports. It corresponds to the state its promotion, encouragement and stimuli according to the ruling of the subject (Added by means of decree published in the National Newspaper of the Federation, on the 12<sup>th</sup> of October, 2011).



Regardless sports issues, the legitimacy of its participation are not added without distinguishing and evenly in the General Legislation of Culture and Sports (pronounced on the 13<sup>th</sup> of June, 2013, and reformed on the 9<sup>th</sup> of May, 2014). In the 2<sup>nd</sup> article, 11<sup>th</sup> fraction, and in its ruling:

Guarantee all people without distinction of gender, age, disability, social condition, religion, opinions, preferences or civil status, the equal opportunity within the development programs in physical education matters and sports are implemented.

These modifications to the Mexican legislation have proclaimed the equity from the recommendations of the world conventions (International Letter of Physical Education. UNESCO, 1980; Olympic Letter of the COI, The Conference in Brighton 1994, England), however there exist no specific policies for its, and empowering in the field of physical culture.

It's the Comité Olímpico Mexicano (COM) or Mexican Olympic Committee the only sporting organism that establishes in its objectives the impulse for women:

Promote, encourage and increase the preparation and directive influence of the female sector in the sport field and especially in the Olympic field.

Additionally, the COM has the Women's Commission in the Olympic Movement, dedicated to foment a positive influence among gender equity and help women access and gain a substantial experience in sports.

Regardless of public policies with gender perspective, in 2004 CONADE started the National Program of Equity of Gender in Physical Culture and Sports that was integrated in 2006 with conferences, workshops, information and broadcasting, meetings, statistics and budgets with gender perspectives, to give recognition to outstanding women and

investigations to better understand the situation of women in sports<sup>1</sup> and propose solutions to unresolved matters on sports gender equity, as affirmative action's (CONADE-INMUJERES, 2004).

Further on, in 2010, CONADE published on its webpage a commitment called Women and Sports, in charge of doing the requirements in relation to the different members of the Sistema Nacional de Cultura Física y Deporte (SINADE) or National System of Culture and Sports, that being conscious of the responsibility that this means, facilitate the strategies so that the social programs of physical culture and sports can impact in the Mexican female population. The SINADE had as its main objectives:

Promote a Public Administration of the Physical Culture and Sports with gender perspective in its plans, programs, projects and working mechanisms.

Favor the equal participation of women and men in the physical culture and sports projects.

Impulse the access to and participation in equal conditions and opportunities in all the fields of power exercise and decision taking.

The objectives reached after the design of public policies in the period of six years 2006-2012 were (CONADE, 2010): a) The signing of a collaboration agreement, b) Seven editions of the National Recognition of Women in Sports, c) Celebration of the International Day of Women, through conferences and different events, d) Awareness Workshops for sports officers, e) The book "Woman and Sports a Gender View" was published, where the results of this work show the difference that women confront in the working sports field.

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<sup>1</sup> From this initiative the first state of knowledge of the performance regardless dues and challenges was published about women in Sports, the document is titled "Women and Sports: a gender vision", the publication was coordinated by CONADE-most important organism of sports-and INMUJERES (National Institute of Women).

In the national program of Physical Culture and Sports 2014-2018, the diagnosis of it, denote as a weakness the rare presence of women in the decision making of physical activation and sports. In the sports direction, the presence of women in the government organizations of the Sports National Associations is limited, although 42 conform to the Olympic cycle and para-Olympic, there are only three women, and in the State Institutes of Sports the figure is similar. To address it, the following strategy was established:

Invigorate social development through sports, especially in women's development and of those with special abilities (Strategy number 5 of the plan).

Action lines:

- 1 Start a communication project that reports the participation of women in sports.
- 2 Promote specific projects for women and for disabled people.
- 3 Develop the inter-sectorial table about "sport and disability".
- 4 Conform a sport technician web, coaches and supporting personal that benefit the Paralympics and adapted.

From this public policy reductionist perspective, with a related inclusion-oriented discourse in motor disability and for establishing a committed text with the maintaining of a masculinized system in the national sport. In colloquial words, the remedy does not correspond to the disease. The strategy in a difficult way as it has been written can achieve the incursion of women to the decision taking seats.

## The sport participation of Mexican women

In Mexico the information of formal participation of women in physical practices or as well, in leisure activities of active type, resembles to the Porfirian<sup>2</sup> epoch, evidence exists since 1880 (PAZ, 2011) of leisure practices, oriented to the movement and body expression, first as viewers and later as practitioners in some sport discipline.

We have to highlight that these practices have been influenced by foreign mobility to our country and therefore, they were also limited only to Porfirian aristocracy, such expression can be verified in scholar surroundings (BEEZLEY, 1983) or as well, in private spaces and in clubs where wealthy families gathered up (PAZ, 2011).

Regardless bicycles, skates usage, golf, tennis and basketball the affordable sport activities for Mexican women in the Porfirian epoch (ZAMORA, 2011), also with aces were horse riding and billiards; those that were not allowed or considered rude were: football and rugby, both disciplines exposed women to a more rude corporal exposition and demand, than those aesthetic sports and activities aforementioned.

In that epoch, in the rural area women expressed themselves throughout religious rituals, games and pre-Hispanic games. We owe to them inventions such as: "Arihueta" Race, Dumbbell Game, Quoits, and others that were practiced by both sexes without discrimination such as the Corn Cane Game, Tarahumara Wrestling, Romaya, Cane Game, Mixteca Ball, Leg Extension Game, Ring Control, Flying Cob or "Corozo" Game, some of those that were practices with mixed teams (CONADE-INMUJERES).

Retaking the out coming of the arrival of the sport practice, they were formalized in 1923 the School of Physical Education and the Mexican Olympic Committee (SANTOYO, 2012), in 1933 the Sport Confederation CODEME – in charge of gathering the sport

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<sup>2</sup> Presidential period of Porfirio Diaz, Mexican leader with a high French and British influence.

federations (nowadays that has been replaced by the government), in 1988 CONADE – its antecessor was INJUVE 1950 – and in 2003 the first Sport Ruling is proclaimed.

Today the conditions have been changing for good, as they include more women who practice physical-sporting, nonetheless, there is always something left behind. The first Olympic competition in which women participated was in 1932 which took place in “Los Angeles” and since that moment only 15 medals have been won from '97. This figure allows us to understand that the gap is still large in opportunity matters, no doubt there exists the need to design strategies that allow women to truly advance, viewing their needs and eliminating the obstacles that are imposed by politics and that run down to the most intimate part of the social structure.

## **Determinants of the development of women in sports**

The indicators that mostly intervene in the permanence and consolidation of women in sports come from as far as institutional, social and scholar matters. After having interviewed Olympic medalists, world champions, national players selected in various disciplines, the following determinations were found (CONADE-INMUJERES, 2004): *within the social influential factors*, we can find family, a moral institution, where women develop as daughters, spouses and or mothers depending on the state of life in which they live, therefore, it depends on the permissibility and support of the family so that they can become a sports woman, coach or judge. In reference to *scholar determinants*, the qualitative study with outstanding sportswomen, revile a lack of motivation of the Physical Education class and an abandoning of the subject in 4th year (in between 9 and 10 years of age). At the same time those who feel stimulated by the school subject can arrive to develop in a sport panorama. In reference to *the performance of institutions*, it has been to enact and legitimate allowed physical practices for women and the forbidden ones, as to consider them as an alien to their feminine condition, delicate and less suitable for the pregnancy attribute. Such a situation has consolidated stereotypes and imaginary that

doesn't help the starting of women in sports, the institutions, with their actions have limited their view to the projection of exclusionary public policies (SALAZAR; MANZO, 2008).

## **The presence of Mexican Women in sports**

Nowadays sport practitioners, have an easy-going participation during their infancy and adolescence in regional and national events, the Scholar Sport Games and the National Olympics, are a format that allow as unique the participation by age and state.

In the case of women coaches, there exists a wide gap-of 10 coaches that assist as head of the teams to national competition games only 3 are women, meanwhile in an international frame the difference is 1 per each 10. This information, was validated by a study done by the University of Colima and by the University of Veracruz (SALAZAR et al., 2015) to determine the knowledge that the coaches have that direct in the National Student Games (universities) and the National Senior High School Games (high schools), where the women coaches do not reach more than 35% and are who have university studies, with sports formation and Masters or PhD studies.

In this sense the social prejudices regardless of capacity and managing competitiveness of women in front of first class teams and or professional in sports traditionally masculinized (football, basketball, athletics, boxing, volleyball and an unstoppable list of other disciplines recognized by CONADE), have generated a gender gap between male and female coaches in Mexico (PACHECO; DUGO; ZAMORA, 2013). The minimal participation of women coaches in National sport competence and hiring of clubs and public and private institution is a constant. This situation has obliged women coaches to incorporate into the working and economical life, such as fitness clubs (aerobics, zumba, dancing, yoga, pilates, etc.) where there are openings, but it also constrains, the feminization of those physical-body practices where there is a barrier that legitimatizes its capacity and competence only within the scope of attention of sedentary

women (SALAZAR; MANZO; MEDINA, 2012). The radicalization has created sport spaces of first line and high competence that are controlled by males, referring lack of expertise in technical and tactical matters, control of group, emotion control and leadership.

## Conclusions

The social conditions in the generic interrelation result as a challenge for humanity. The practical sense implies we search attitudes, break old schemes, historical in its majority, to live in a plentiful equity, the participation and inclusion, from the conceptual to the thinking form and manifestation.

In Mexico the conditions in which women evolve, imply a congruent way of thinking to the political declarations, from the removal of the features that suppose the female nature. From the imposed canons, the female gender has to establish its fighting attitude, and continue the way of their ancestors and all together, with the masculine world, can operate a democratic society, where equality can be much more than recognition, the creation of a plentiful life.

The gender meeting, moreover than the conventional view, invites the search, innovation and encountering of different senses to the meaning of being a woman, pretend that the force, the strategic thought, the development of intellectual and physical skills, implies that society can be the correct ground for the assumption and visibility of the role of women in different cultural frames.

The gender point of view causes us to analyze the evident differences between men and women. It is impossible to consider an equity that can stay in an ideal way. The reality is in a distribution of just power, the excess to well-being and therefore diminishing all that has been taken away from women historically in relation to sports, even if there is

no guarantee of being immediate in this issue due to the fact that the past cannot be eliminated in the act.

In Mexico, if it's true that there are bonds, burdens, ideological weights, there also exist advancements, changes, positive thoughts for the ongoing search of better conditions to interact in full conciseness and responsibility in relation to human evolution.

The historical limits of women vanish, the actual momentum is mobile, commutable and correct, in a time sense that, also, break schemata throughout the grasping of technology and the science of individuality, similarly it can be extended, transformed. The changes are generated in the women's relations with family and society, that permanent non-movable object takes now different paths.

This new paradigm proposes a new world, new relation instruments in between genders, innovation, non-divorced changes of the historical past, on the contrary, these times claim the recognition of the contributions that served as a frame for the presence of today. Women will access a different world as long as it is possible to perform, and then the reflecting action of masculinity will make it visible, even if that change can bring uncertainty, the change is what stays and the differences nourish the culture, they make society last longer where equity emerges from recognizing in each person its possibilities and form giving them the opportunity of appearing and being from its own nature.

In the sport field, it will be required to work harder tending to the reconfirmation of the women's status considering that all those old fossilized formats must be demolished for their democratic participation and its collocation in accessible ranks where she can compete, state an opinion and its manifestation can break with the traditional ornamental role that has been attributed to her. As well it is needed the creation of requiring, decision-taking and life forms where the change of relation of men and women departs from the recognition of the need of completion and form non-separation.



The relation between stereotypes, beliefs, values and supposed norms that are implicit in the definition of women in sports, offer a changing panorama. It is impossible to affirm that all opportunities are available; there is a long way to go to balance the participation, the recognition and female importance in the sports field. It's a pending task to support the creation of spaces free from prejudice. Get rid of the assumption and all introjections of dependence and submission, the incorporation of women is slow in all fields, this change in an area will provoke the removal of others, then sports can be in the ideal framework for the emergence of an inclusive model where the future movement can be the path from tolerance to coexistence.

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Official Journal of the Federation: <http://dof.gob.mx/index.php> 2th march 2015

## **Brief Vitae**

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8

**THE INCLUSION  
OF THE FEMALE  
ATHLETE IN THE  
PUERTO RICAN  
SPORT SYSTEM**

DELIA LIZARDI-ORTIZ



Puerto Rico, the smallest of the Greater Antilles, lies as an emerald between the Caribbean Sea and the Atlantic Ocean. Our people are a mix of different races and cultures from America, Europe and Africa. Known for its natural attractions, artists and above all, our athletes. Sports and physical activities are part of any culture in the world, like is part of ours.

Through stories and documentation of the men's participation in certain sports, we'll find obliquely information of women and their relationship with sports and physical activities. Women evidence their participation in sports and physical activities for different reasons. At some point in history, they were required to use their body to survive. They used to run, hunt, climb trees, and hike everyday so they could sustain themselves. We could start from the indigenous era where the body was used, both men and women, for various survival tasks such as hunting, planting, rowing, climbing and jumping. (DOMENECH, 2003). We can use as an example the game of "Batú", which was a religious and festive game where the natives or Taínos played using a ball made of resins and rubber. It was practiced frequently by both women and men. It was established that the natives were good swimmers, warriors, ball players and participants of the areyto, a ceremony that includes dance, movement and games. There was no difference between genres in this matter. Native women could be Areyto's master of ceremonies, the most important position in that rite (SUED, 1979).

With the Spanish colonization, physical activities were almost exclusively of men, maintaining the rural tradition of traditional games, with little female interaction. Women were allowed to ride horses and participate in folk, passive games. Later, with the arrival of African slaves in our land, physical activity expanded into activities related to a religious merging with dances and other competences. These activities of African origin were practiced by both women and men.

The American invasion of 1898 came with a political, economic and social restructuring. These changes, in the social spheres, brought the incorporation of physical and recreational activities of Anglo American origin. Official activities such as swimming,



volleyball, baseball, basketball and cycling were integrated into the social and sporting life of the island (DOMENECH, 2003). Interestingly, between 1913 and 1914 organized women's volleyball teams emerge, but these were short-lived (CASTRO; URIARTE, 1986). There was little compilation of females tasks related to sports.

The topic of the participation of women in Puerto Rican sports has been studied lightly from late sixties. Academics like Ribes (1972) and Huyke (1983) used the figure of only one athlete as an example.

The first work that speaks about feminine participation in Physical Education is the volume "Sport" written by Emilio Huyke (1983) for *Puerto Ricans Collections Encyclopedia*. It narrates a recount of the medals won by Puerto Ricans in the sixties, and the sports suited for them. Inside the stories, in the section "Women in Sports" are exalted "feminine characteristics" that possessed Puerto Rican athletes.

In the seventies, sports journalists Elliott Castro and Carlos Uriarte created a series of research papers about women in Puerto Rico's sports, specifically the case of a number of athletes that were having problems with different sports federations suffering from genre discrimination.

Twenty years later, the first academic work about the female athlete focusing in aspects such as cultural participation, sports, education and labor was written. Concepción (1992), works on three main periods between Puerto Rican women's participation and the government agencies in charge of promoting sports.

Sportswomen in Puerto Rico have not been exempt from beliefs that create obstacles and minimize their participation in local, regional and international sports activities. For that reason there have been few people and sports institutions that encourage the participation of women in sports.

Since the early twentieth century, there were some debates that question the physical capacity of women to practice a sport. These discussions raised the arguments that women could only participate in sports, as stated Huyke (1983) that “do not force women to lose their feminism in practice”. Some women participated in recreational activities, folk games and dances versus men who already had access to organized sports that were more physically demanding.

Puerto Rican athletes have struggled tenaciously to join a sport –where questions regarding their feminism, sexual preference and exposure of their body are more exploited than their ability to perform a sport and excel at it.

Women were excluded to participate in organized sports until the nineteen forties, when a female Puerto Rican delegation of 42 athletes representing Puerto Rico in the Cental American and Caribbean Games (1946) celebrated in Barranquilla, Colombia. This participation brought accusations of lesbianism among some participating athletes, resulting with the administration banning future female presentations in sport (BIRD, 1992). We returned to a dark period in women’s sports. The passive, weak and obedient woman in our society came back.

Within this new passive function created for women, the University of Puerto Rico in Río Piedras had other points of view regarding this matter. In 1945 Physical Education courses became compulsory for all university students, including females. Mandatory classes of physical activity were divided between genders; males performed physical contact sports while women were assigned calisthenics, archery and games. The courses were taught first by Puerto Rican teachers who were chosen for this role. These teachers were Francisca Pescador, Angelita Gallard, Gloria Pérez, Sarita Donhert, Carmen González, Myrna Fernández, Lydia Vélez, Carmen Berríos, Gladys Díaz, Gladys Janer, María Teresa Betancourt, Ana Rosa García and Cecilia Jones. None of these teachers studied Physical Education in their bachelor degree. They were chosen by Francisca Pescador, who was the director of the Women's Physical Education Department. They were chosen in the

search for a quality social behavior among the female teachers. In the fifties, a group of American teachers arrived with more specialized courses. These teachers came from Texas Women's College in Austin, Texas. These were Doreen Kink, Kathy White, Claudine Sherrill, Nelda Mathias, Marilyn Gower, Anne Harris, Ruth Koppel and Jean Moore. The academic load of these teachers was six preparations in courses such as folk dances, music exercises, basic rhythms, tennis, volleyball, track and field, softball and basketball. They worked six days a week and many of the courses were given in the sun or rain. They had to work in the university intramural program without pay, unlike male teachers who were paid as compensation for the extra work. Female teachers were paid less than men teachers, even Puerto Rican female teachers were paid less than American female teachers. American teachers were paid \$185 monthly versus Puerto Rican teachers who were paid \$150 dollars monthly.

The University at this moment was an important entity in the promotion of sports because the available opportunities for practices were few and these were confined to urban areas. Besides, the academic world was one forbidden for a large percent of the population, especially women, the statements that were made to limit the female participation under voices that gave passivity to women rose (HUYKE, 1983).

This statement, along with other economic arguments, led to the exclusion of female college sports, specifically the Interuniversity Athletic League, a sports organization founded in 1929 by the athletic directors from different universities. Female athletes did not participate in that league until the seventies, although the Physical Education Program at UPR introduced the volleyball, tennis and swimming in 1969 by the implementation of the Federal Title IX in 1972, which provides for equal participation of both genders in sports activities in educational institutions. This law forced universities to recognize, promote and encourage women's participation in official sports, although most of the time wasn't applied in accordance with this law. At this time, not all sports were filled with female teams.

Organized sports suffered a decline in female participation in the fifties. The females who wish to have participation beyond had to pay the full cost to attend sporting events as the case of Mabel Aguayo, who had to cover all the costs by herself to travel and represent Puerto Rico in the Central American Games Caribbean in Mexico in 1954. Or the greatest, Rebekah Colberg, a multi-sport athlete and medalist, who had to raise the money for herself, to help other female athletes to participate representing Puerto Rico in Central American Games in 1938, prevailing over the decision of the sports administrators.

Twelve years later, because of the celebration in Puerto Rico of the Central American Games in 1966, a construction of the entire sport infrastructure began. Sports facilities were built throughout the island. It was an imperative formation of a women's delegation to represent Puerto Rico in all sports where feminine presence was required. Later, women's participation in organized sport became important.

The University of Puerto Rico returned to be a catalyst for several reasons. Female enrollment in Río Piedras began to increase in the seventies, as in other public and private institutions in the country, causing more women to be interested in many sports, benefiting from their participation athletic program. More women became curious in studying Physical Education, a formerly exclusive field for men.

Physical education programs in public schools began to diversify with women serving as physical educators. It is undeniable that these educational fields are product of our social modernity; they were the vehicle that helped the woman to have greater participation. The role of the woman educator creates a massification of women in sports. From the seventies, an increase participation of women and girls in different sports was assisted by the raise of the number of female teachers of Physical Education. This tendency of participation increased in regional games when these were held in the island.

It was expected to have more men representing in sports in and out of Puerto Rico, but these numbers are changing to women's benefit.

After eighty years of participation in regional games, the number of women participating is greater than men. In Guadalajara 2011 and Toronto 2015, the women delegation participating in the Pan American Games are more numerous than the male counterpart. Women are participating for the first time in sports such as baseball and golf. This changes in the later sixties and early seventies were the beginning of major changes to women and their presence in sports. In terms of sports administration there have been changes, slower, but with a hopeful end. In 1969 Dora Pasarell Matos, former tennis player was appointed by the incumbent governor to direct the Administration of Parks and Public Recreation. Before that year no woman had agreed to a position of power, both as intermediate and scaling as a high director within any public or private agency. After her, Lucila Lopez-Cepero became president of the Athletics Federation of Puerto Rico and Athletic Director of the Catholic University of Ponce and the Intercollegiate Athletic League.

Sportswomen, started to get noticed by the government agencies and by the local media. In terms of sport administration, Lucy Molinary was appointed head of the Physical Education Section of the Department of Education in 1984. She was also the first female director of the Athletic Department at the University of Puerto Rico, Río Piedras campus, she worked in the Office of Parks and Recreation and directed the Office of Sports and Recreation in San Juan in 1996.

In 1993 the former tennis player Marimer Olazagasti was appointed Secretary of the Department of Recreation and Sports. She was the national champion of the United States Tennis Association in 1978. Marimer has been part of the organizing committee of the seventeenth Central American and Caribbean Games, celebrated in Ponce, Puerto Rico in 1993 and the eleventh Central American and Caribbean Games celebrated in Mayagüez PR in 2010. At a municipal level, Ivelisse Echevarría, a former player of the national softball team and representative in Central American and Caribbean, Panamerican and Olympic Games, served as Secretary of the Department of Recreation and Sports of Guaynabo. María Batista, a former swimmer of the National Swim Team, served for eleven years as

Secretary of the Department of Recreation and Sports of the municipality of San Juan. Under her mandate, the San Juan Natatorium opened.

In terms of sports organizations with international importance, Sara Rosario occupies the position of second vice president of the Olympic Committee of Puerto Rico since 2008 and served as Chief of Mission at the Central American and Caribbean Games in San Salvador 2002, Pan American Games in Santo Domingo 2003 and Olympic Games in Athens 2004. Since 2012, Rosario was elected the first woman to occupy the presidency of the COPUR and has opened the spaces and channels to promote more research on female athletes.

One of the positions with the most difficult reach for any female, the presidency of the Boxing Commission of Puerto Rico, is occupied by Dommys Delgado since 2009. In 1995, Delgado became the first woman worldwide to be president of a boxing commission. In 1996, she was appointed executive secretary of the World Boxing Organization.

As to the athletes who have represented Puerto Rico in regional and world competitions, there is an extensive list naming the ones that have broken barriers. In Athletics, some of them are with Rebekah Colberg, who won two gold medals at the IV Central American and Caribbean Games in Panama in Discus and Javelin throw. Angelita Lind who won two gold medals at Central American and Caribbean Games in Havana 1982 and Santiago 1986, Naydi Nazario, first Puerto Rican to compete in the first marathon edition in the Olympic Games in Los Angeles 1984 and gold medal in marathon at the Centro American and Caribbean Games of Santiago 1986. Also, Beverly Ramos won two gold medals and a bronze one at the Central American Games Mayagüez 2010. In Boxing, Kiria Tapia who won the gold medal at Pan American Games of Guadalajara 2011, she was the first woman to win that medal. Volleyball player Aury Cruz who has played in professional teams in Asia and Europe has won 2 silver and a bronze medal in CAC Games (Cartagena, Mayagüez and Veracruz), Karina Ocasio with one silver and one bronze medal at Central American Games of Cartagena 2006 and Mayagüez 2010 and played professional volleyball in Italy, Japan and currently plays in China. In swimming, Anita Lallande won 10 gold medals at Central American and Caribbean

Games in San Juan 1966, Sonia Alvarez who won 14 medals in 4 different Central American and Caribbean Games, competing also in a Pan American Games of Santo Domingo 2003, World Championships in Rome 1994, Olympic Games of Atlanta 1996, and Vanessa García who won gold medals a total of 5 gold medals, 2 silver medals and 2 bronze at Central American and Caribbean Games of Maracaibo, 1998, Cartagena 2006, Mayaguez 2010 and 1 bronze at Pan American Games in Rio 2007. In Taekwondo, Ineabelle Díaz who won bronze at Pan American Games in Winnipeg 1999, 4 gold medals and one silver at Central American and Caribbean Games in Cartagena 2006, El Salvador 2002, Maracaibo 1998, Ponce 1993, Mexico City 1990 and a silver medal at World Championship Madrid 2005 and bronze in New York 1993. She also participated at the 1992 Olympics Games in Barcelona. Judo athlete Nilmarie Santini won gold medals at Pan American Games in Indianapolis 1987, Havana 1991 and a bronze medal at the World Championship in Netherland 1986. Maniliz Segarra won a silver medal at Central American and Caribbean Games in Santiago 1986, another silver at the Pan American Championship in 1992 and was part of the group of the first women that participated at the Olympics Game in Barcelona 1992. Lisa Boscarino gold medalist at Pan American Games in Indianapolis 1987, bronze in Havana 1991, gold medalist at Central American and Caribbean Games in Santiago 1986, and participate at Olympic Games in Seoul 1998, Barcelona 1992. In tennis, Beatriz "Gigi" Fernández who won a gold medal in doubles at the Olympics Games in Barcelona 1992 and Atlanta 1996 representing United States. Recently Monica Puig winning gold at Central American and Caribbean Games Mayagüez 2010, Veracruz 2014, silver at Pan American Games in Guadalajara 2011. Actually Puig is ranked number 49 in the World Tennis Asssocation for Women. Lucía Martínez who won silver and bronze medals in Hobie Cat and Yachting in differents editions of the Central American and Caribbean Games as at Pan American Games and participated at the Olympic Games of Barcelona 1992 and Atlanta 1996. At last Luz Marie Grande, a bodyboarder, whose achievements include victories in Pipeline, US Open of Bodyboarding, Arica Chilean Challenge and in the Latin American Surfing Championship. She has participated in countries as Brazil, Venezuela, Mexico, Virgin Islands and Hawaii.

And the list will continue to grow.

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## Mini vitae

### Dr. Delia Lizardi-Ortiz

Ph.D. in Puerto Rican and Caribbean History from the Center of Advance Studies of Puerto Rico and Caribbean in San Juan. Currently serves as a History lecturer at Universidad del Este, teacher in the public system and lecturer. Her research interests revolve around gender inequities in the Puerto Rican sports as body politics, labor politics among female athletes and discrimination. She has written several essays on Puerto Rican female athletes for local journals. Her recent publication *Image of the Puerto Rican Female Athlete: 1960-2014* was published with Olympic Solidarity funds under the International Olympic Committee.



# 9

## **THE LEGACY OF TITLE IX IN THE UNITED STATES: IMPACTING A GENERATION OF GIRLS AND BEYOND – UNITED STATES**

CHANDRIMA CHATTERJEE



I feel very blessed to have the opportunity to share some of the history of women in sports in the United States with a world of women and girls. In my thirty-plus years of growing up in this country, being the child of immigrants, and an athlete from the age of five, I've seen countless doors open through the years, sometimes in favor of girls, and I view the changes with a different perspective, always looking for global transformations. Women and girls have a great distance to go towards equal treatment and equal pay in the sports world and in general - see No Ceilings<sup>1</sup> report. We become lost within that world here, a myopic viewpoint, and fail to see just how far things have come in the past 30 years, especially compared to other countries, including where my parents are from. I did not have the opportunity to play soccer after the age of 12, at which point co-education teams ceased, and my school, in the post Title IX era, did not offer soccer to girls. Instead I chose another avenue, just as many my age did. I chose track and field, by then girls were avid runners, and I had been running since I was five. It was a perfect fit. But, I never thought at that age at least, why wasn't I allowed to play soccer. There's now proof, partly thanks to the progress since Title IX, that giving girls an opportunity to do something, is what it takes to get them to do it. That by offering sports, or STEM courses, and giving girls the cue that they can join, the battle is more than half over. Because girls just don't realize they can do it! Once the trigger is there, they join and thrive. A record 3,267,664 girls participated in sports in 2013-14 per the National Federation of State High School Associations. "If you build it, they will come".

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<sup>1</sup> No Ceilings Report: <http://noceilings.org/report/highlights.pdf>

## Not an exhaustive timeline of highlights for women in sports in the united states

- 1866 The all-female Vassar College fields two student baseball teams.
- 1875 The first professional baseball match between all-female teams is held between the Blondes and the Brunettes in Springfield, IL.
- 1890 Bloomer Girls, hundreds of teams consisting primarily of women, begin to get paid as they travel the country playing baseball against men's teams.
- 1892 Gymnastics instructor Senda Berenson Abbott adapts James Naismith's basketball rules for women and introduces the game to her students at Smith College.
- 1896 The first women's intercollegiate basketball championship is held between Stanford University and the University of California at Berkeley.
- 1926 The Amateur Athletic Union sponsors the first-ever national women's basketball championship.
- 1934 After playing for more than 40 years, the last of the Bloomer Girls teams disbands.
- 1936 The All American Red Heads Team, a barnstorming troupe similar to the Bloomer Girls, is formed. It is generally regarded as the first women's professional basketball team.
- 1943 To fill the void left by many major league players enlisting for war, the All-American Girls Softball League is formed under Chicago White Sox owner Philip Wrigley. The League gradually transforms into the All-American Girls Professional Baseball League.

- 1954 The All-American Girls Professional Baseball League plays its last season.
- 1967 Kathrine Switzer runs Boston Marathon with the help of her trainer and boyfriend. The resulting physical incident with race official attempting to throw her out of the race makes headlines. After completing her marathon, all women were banned from any Amateur Athletic Association sanctioned competition with men.
- 1972 President Richard Nixon signs Title IX of the Educational Amendment.
- 1973 The Tennis "Battle of the Sexes" - Billie Jean King beats Bobby Riggs in a showdown.
- 1974 The Women's Sports Foundation is created by Billie Jean King. It is "a charitable educational organization dedicated to increasing the participation of girls and women in sports and fitness and creating an educated public that supports gender equity in sport". The first women's professional football league (WPFL) kicks off its inaugural season with seven teams.
- 1977 The first varsity women's soccer program begins at Brown University.
- 1988 American Women's Baseball Association (AWBA) forms a four team league in Chicago.
- 1991 FIFA stages the first women's World Cup in China. The U.S. team wins the Championship and triggers a national fervor for the game.
- 1996 National Women's Baseball Association is formed to serve as an umbrella organization for various professional teams across the country.



- 1996 Women's soccer makes its Olympics debut in Atlanta, enticing many of the top international stars to stay in the game instead of opting for retirements. The U.S. team wins the gold medal.
- 1996 The NBA Board of Governors approves the concept of a Women's National Basketball Association (WNBA) to begin play in June 1997.
- 1997 The inaugural Women's National Basketball Association season begins on June 21.
- 1999 In 1999, the United States women's soccer team beat China for the Women's World Cup
- 2000 The National Women's Football League (NWFL) is formed
- 2000 Major U.S. media companies and individual investors join forces with the nation's leading female soccer stars to form the women's United Soccer Association (WUSA).
- 2003 WUSA folds against a background of financial crisis.
- 2009 WPS (Women's Professional Soccer) takes up the mantle as top level professional women's soccer league in the United States
- 2012 WPS folds due to internal struggles, lack of resources, legal struggles.
- 2012 The birth of National Women's Soccer League (NWSL) – a professional women's soccer league, run by the United States Soccer Federation.
- 2015 The Women's World Cup Title goes to the US Women's National Team. NYC holds its first ever ticker-tape parade for a female team. Record-breaking numbers for viewership.

The reason there are no intercollegiate sports for women at big universities, no scholarships, prize money, or any races longer than 800 meters is because women don't have the opportunities to prove they want those things. If they could just take part, they'd feel the power and accomplishment and the situation would change. After what happened today, I felt responsible to create those opportunities. I felt elated, like I'd made a great discovery. In fact, I had. - 1967, Kathrine Switzer<sup>2</sup>, First Female to Run the Boston Marathon with a bib number (an official entry).

Boston Athletic Association<sup>3</sup> director Will Cloney when asked his opinion of Switzer's Boston Marathon completion said, "Women can't run in the Marathon because the rules forbid it. Unless we have rules, society will be in chaos. I don't make the rules, but I try to carry them out. We have no space in the Marathon for any unauthorized person, even a man. If that girl were my daughter, I would spank her"<sup>4</sup>.

Five years after Switzer's landmark unsanctioned marathon, Title IX passed and with it, brought the beginning of the end to excluding women and girls in men's and boy's sports and competitions. In 2015, 13,374 women ran in the Boston Marathon. Runners in the United States are now comprised of 58% women. That is true empowerment both because of legislature and because of pioneers like Switzer, who was nominated into the National Women's Hall of Fame in<sup>5</sup> 2011 for creating a social revolution by empowering women around the world through running. She continues to work to improve running opportunities for women in different parts of the world<sup>6</sup>.

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<sup>2</sup> The Switzer Story: [http://kathrineswitzer.com/site/wp-content/uploads/SwitzerStory\\_RunnersWorld.pdf](http://kathrineswitzer.com/site/wp-content/uploads/SwitzerStory_RunnersWorld.pdf)

<sup>3</sup> The Boston Athletic Association: [https://en.wikipedia.org/wiki/Boston\\_Athletic\\_Association](https://en.wikipedia.org/wiki/Boston_Athletic_Association)

<sup>4</sup> [http://www.mediaed.org/assets/products/151/Kathy\\_Switzer.pdf](http://www.mediaed.org/assets/products/151/Kathy_Switzer.pdf)

<sup>5</sup> National Women's Hall of Fame: [https://en.wikipedia.org/wiki/National\\_Women%27s\\_Hall\\_of\\_Fame](https://en.wikipedia.org/wiki/National_Women%27s_Hall_of_Fame)

<sup>6</sup> <http://impowerage.com/not-too-late/active/kathrine-switzer-empowerment-through-running>

What is TITLE IX? "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance".

Title IX, which dates back to the 1970s, had a huge and unforeseen impact female participation in sports. It was a section of the Education Amendments signed into law by President Richard M. Nixon on June 23, 1972.

The Founding Mothers of Title IX were just looking for a more level playing field in academics. "We had no idea", says Bernice "Bunny" Sandler, who helped draft the legislation and now works as a senior scholar for the Women's Research and Education Institute in Washington, D.C. "We had no idea how bad the situation really – we didn't even use the word sex discrimination back then – and we certainly had no sense of the revolution we were about to start"<sup>7</sup>.

In 1970, prior to the 1972 enactment of Title IX, there were only 2.5 women's teams per school and only about 16,000 total female intercollegiate athletes. In 1977/1978, the academic year preceding the mandatory compliance date for Title IX, the number of varsity sports for women had grown to 5.61 per school.

A decade later, in 1988, the number had grown to 7.71 and at the turn of the century, the growth continued to 8.14<sup>8</sup>.

Title IX has expanded opportunities for female athletes, but it is not the final solution. Legislature can only serve its purpose with proper enforcement and well-written guidelines. Unfortunately, schools, universities and organizations have been finding their ways around the law. In the 1980s Title IX felt tremendous pressure from opponents. In

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<sup>7</sup> <http://espn.go.com/espnw/title-ix/article/7722632/37-words-changed-everything>

<sup>8</sup> <http://acostacarpenter.org/AcostaCarpenter2012.pdf>

1984, in a Supreme Court ruling on *Grove City vs Bell*, it was determined that Title IX only applied to specific programs that received federal funding, such as financial aid offices, not athletic departments in general. Also minorities and the disabled were left without recourse when faced with discrimination in education. The decision by the Supreme Court was essentially overturned when the U.S. Congress later passed the Civil Rights Restoration Act of 1987, which specified that recipients of federal funds must comply with civil rights laws in all areas, not just in the particular program or activity that received federal funding. The key phrase here is "civil rights" and the fact is that women's rights, including the right to participate in sports, had to be placed into that category in order for things to start progressing. The fact that sports inclusion and a right to equivalent opportunities are inherently linked is a crucial turning point in the history of American women in sports. That sports were a mere extension of an educational bill merely indicates that no one really grasped the level of impact it would grow to have on girls and women.

In a recent study of 1100 National Collegiate Athletic Association (NCAA) schools<sup>9</sup>, intercollegiate sports for women, most of the trends are positive.

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<sup>9</sup> <http://acostacarpenter.org/AcostaCarpenter2012.pdf>

**In 2012:**

## Athletics Job Market for Females

13,792 female professionals are employed within intercollegiate athletics (including coaches, assistant coaches, SIDs, ATs, athletics administrators, and Strength and Training Coaches) – highest ever.

3974 females are employed as coaches within intercollegiate athletics.

7024 females are employed as assistant coaches within women's athletics

215 females are employed as athletics directors within intercollegiate athletics.

**Participation:**

9274 women's intercollegiate teams is the highest ever.

8.73 women's teams per school is the highest ever.

Basketball is the most popular sport, followed by volleyball and soccer.

**Coaches:**

3974 female head coaches of women's teams is the number highest ever.

42.9% of women's teams are coached by females.

2% to 3% of men's teams are coached by females.

57.1% of women's teams are coached by males.

97 to 98% of men's teams are coached by males.

One out of five of all teams (M & F) are coached by females.

Four out of five of all teams (M & F) are coached by males.

Less than half of women's teams are coached by a female.

100 more female coaches of women's teams are employed than in 2010.

There are 396 more female coaches of women's teams than a decade ago.

When the athletics director is a female, more female coaches are likely.

When the athletics director is a male, fewer female coaches are likely.

In 1972 more than 90% of women's teams had a female coach.

That last sentence is why Title IX is often criticized. Coaches still tend to be men. The trend is more likely if Athletic Directors are also men. But, overall, critics feel that the relationship between coaches and athletes is muddled and more likely to result in sexual exploitation or abuse<sup>10</sup>.

In spite of record participation numbers, the reality is that in a country where the struggle for equal pay is still very much in the national dialogue but far from being addressed, these statistics are to be expected. Women are less likely to be hired as coaches or directors of athletic programs. I've seen countless female athletes reach the end of their professional careers and realize there is no coaching option open for them.

In 2012 a little less than 1 out of 2 coaches for women's teams is a female.

97 out of 100 coaches of men's teams are males.

6 of 10 paid assistant coaches of women's teams are females.

1 of 5 head coaches of all NCAA teams (M & W) is a female.

7 of 8 assistant coaches for women's teams are paid.

1 of 5 athletics directors is a female.

9 of 10 athletics programs have at least one female on the administrative staff.

Almost 1 of 3 head athletic trainers is a female.

1 of 10 head sports information directors (SIDs) is a female.

3 out of 10 females employee in intercollegiate athletics are employed as head coaches.

There are recent notable exceptions to the lag in leadership roles. Take, for instance, the U.S. National Women's Soccer Team, formerly coached by Pia Sundhage and next by Jill Ellis who took the USWNT to a Women's World Cup Championship Title in 2015. History was made in July 2015 in the National Basketball Association when Becky Hammon, who

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<sup>10</sup> <http://www.theatlantic.com/entertainment/archive/2012/02/how-title-ix-hurts-female-athletes/253525/>

last year became the first woman ever to become an assistant coach, was named by the San Antonio Spurs as head coach for their summer league team. Instead of being judged for being the first female head coach of the NBA, she asks that she be simply judged on her performance as coach. It is only when we, as a society, are able to drop the "first female" out of the title of a woman, that we are truly able to say we've reached a tipping point. We are still very much in the pioneer stages of women's equality, both in the sports realm and in other fields in Science, Technology, Engineering and Math.

Still many schools, especially those with football teams with large rosters and no female equivalent sport, struggle to comply with Title IX. Often schools resort to eliminating minor men's sports teams<sup>11</sup> rather than adding women's teams, and with it, eliminating opportunities for athletes of both genders. Add to that list a growing number of grievances with resource allocation (transportation, locker room facilities, medical access, other equipment). Sexual assault cases are alarmingly on the rise<sup>12</sup>. Over 121 institutions are now facing pending lawsuits. Some misinformed blame Title IX for bringing young men and women in such close proximity of each other. Apparently with equal opportunity comes violence towards women, in a society where one in four women are raped in college. Rather than putting the blame on a lack of education and overall ignorance of appropriate dating practices, many are quick to place judgment on Title IX. A completely unfair conclusion and one that basically is saying giving girls and women opportunities puts them at risk.

Within the United States' high school system, more noncompliance with Title IX persists.

One way that a school can demonstrate compliance with Title IX is to show that the percentage of spots on teams allocated to girls is roughly equal to the percentage

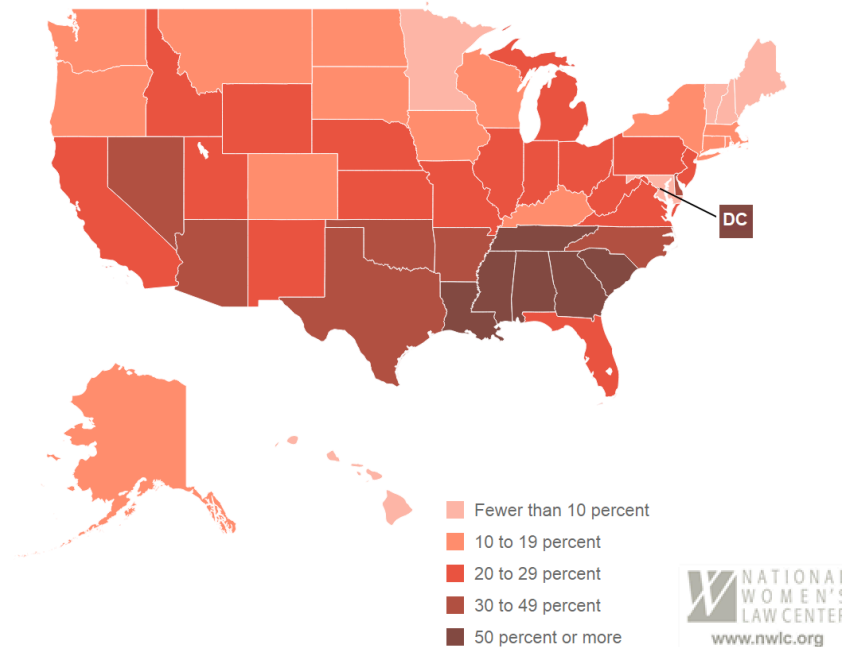
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<sup>11</sup> <http://www.nytimes.com/2011/02/09/sports/09titleix.html>

<sup>12</sup> <https://www.documentcloud.org/documents/2167643-list-of-121-postsecondary-institutions-with.html>

of students who are girls. The term “large gender equity gap” refers to a gap between the percentage of spots on teams allocated to girls and the percentage of students who are girls that is 10 percentage points or higher. For example, if at School A, girls are 45 percent of all students but only get 33 percent of all the spots on teams, then School A has a gender equity gap of 12 percentage points. While there is no set gap that constitutes a violation of Title IX, the federal law prohibiting sex discrimination in education, gaps of 10 percentage points or more indicate that schools are likely not complying with the law. The map as of 2012 via the National men’s Law Center<sup>13</sup>:

### Share of High Schools with Large Gender Equity Gaps in Sports



<sup>13</sup> <http://www.nwlc.org>



Much of this can be addressed by collective means (i.e. parents voicing their opinions about girls' rights to equal opportunity) and more guidelines for athletic directors they must adhere to for both boys and girls. Co-educational programs and fitness courses are one way to address some of the communication gap between boys and girls. In order for there to be real change there must be education of both genders about the positive aspects of gender equality and respect in a safe space, and that almost always is best done in the school.

Parting thoughts: It's impossible exaggerate the effects of Title IX on society. The year before Title IX was enacted, there were about 310,000 girls and women in America playing high school and college sports; today, there are nearly 4 million. Is it the final solution to the gender gap in sports? No. Definitely, more work needs to be put in the administering, management and enforcement of Title IX, so no one's rights are infringed. Title IX failed to take into account the many loopholes that institutions have since then discovered. Respectable resources and institutional support being the at the top of that list. The national and local media has a responsibility to also share women's sports across the nation. No one can continue to claim that women's sports is too boring after the roller-coaster ride to glory that the U.S. Women's National Soccer Team just had. As a side note, I recently was told by a Brazilian female body-builder that in her country, soccer is considered unfeminine, a lesbian sport, and that people will not watch it because it is not as entertaining and fun as watching the men's teams play. I was not alive at the time, but something tells me that that those were words the pioneers of women's athletics in the United States heard (and may continue to hear too, but at a lower rate now). Progress comes with greater dialogue and awareness. Every time I run (as an adult) I think of the women who came before me, who fought for my right to run a marathon with men. I think of the times as a child I competed with the boys and was the fastest in the 50-yard dash. At the time, those things seemed insignificant. But, as an adult, I can now think to my future children and believe that they will too have the right to compete, to play, to learn and to be themselves. That, for me, is the true meaning of sports - an avenue to become your best self.

## **Brief vitae**

### **Chandrima Chatterjee**

Co-founder and director of Street Soccer Philadelphia, is a sports and social change program developer, event manager, promoter, digital media specialist and curator. She is the social media director and interim communications manager of Street Soccer USA. Her background in public health, biology and community management for various political campaigns across the nation, contribute to her unique ability to assess and address issues that global and national nonprofits face in a methodical manner. She has worked with sports for social change NGOs across the world. She is also occasional writer for Brown Girl Magazine, Corner of the Galaxy and editor/director/writer/photographer for Women United FC, a women's media group covering soccer in North America and beyond.



10

**WOMEN IN  
THE SPORT OF  
URUGUAY**

NAIR ACKERMANN

TERESITA BRAIDA



The purpose of this chapter is to give a space to the women who had challenged models and structures in historical moments of our independence from the XIXth century until now. We are thankful for the importance given to this chapter among others from the world to enrich all of us with the variety of proposals and visions.

## **Sport and Physical Education backgrounds – women in Uruguay**

In order to see progress in Women and Sport in the Uruguay of the XXI century, it is necessary to look back to the early years of Uruguayan independence in the 1830s and appreciate the immigration flow of great projection in the Rio de la Plata.

In the book of Nahum – “Historia de las Sensibilidades en el Uruguay”, La Cultura Sencible says that “the first sport teams were Football, Weightlifting, Rowing and other sports manifestations which were organized in the capital city Montevideo since 1860, near the port where British people used to practise them and Creoles who used to watch. Until that moment the few sport manifestations were exclusive for the male gender while women were only spectators. The first female sport manifestation known was developed at the beginning of the XX century in the Roller-skating sport, in a warehouse when a group of women put the roller-skates on and, wearing typical clothes from that time, performed this sport activity, which was more a game than a sport indeed” [...], it is also observed how women participate in religious activities and popular festivals like the Carnival, achieving with the last one an enjoyment of their body in an artistic activity of leisure because together with the music they obtained a massive participation getting away from work and the typical activities.

In gender perspective it is necessary to remember that the women’s Rowing was integrated into the Olympic Games recently in 1976 in a program, less hard than men.

In Athletics, the Athletics federation was founded in 1919 and from there it accompanies the development of the sport, in all the areas, South American sports, Pan American and Olympics, including masculine branch as the feminine one [...]

José Pedro Varela in his book "Reforma de la Educación en el Uruguay" – 1874 – placed the practise of Physical Education in the area of the educational formation of childhood in Uruguay starting with elementary education.

Here, the first steps in equality conditions in Physical Education for boys and girls were taken and continue in secondary school.

In 1913 the first Square of Physical Culture in Uruguay were built as places for entertainment and for the formation of sports values. They were free of charge with an initiation in Basketball, Athletics and Gymnastic. The young people attended these all over the country to lessons and some of them were created in USA.

### **Uruguay in numbers and its link with Sports**

Numbers from the last census in Uruguay, 2011

Population	3.286.091
Men	1.610.356
Women	1.723.696

95% of the population is urban.

Regarding the question if they practise any physical activity frequently, respondents answered:

50% of the Uruguayan declare they do some physical activities or sport regularly.

53% who live in the country are active, while in the capital city Montevideo, 55% are sedentary.

38% of women do some physical activities and only 6% participate in a sport.

Montevideo is divided into zones: coast – northeast – centre and northwest.

Coast – 57% active and 43% sedentary

Northeast – 34% active and 66% sedentary

Northwest – 44% active and 56% sedentary

Centre – 48% active and 52% sedentary

According to the Sociologist A. Pereira, an estimate of the number could be 350.000 people, which represents the 12% of the total population.

### **Sport Women Federated**

This investigation took place in Uruguay with each one of the 71 Sport Federations and where the Ministry of Sport is related to most of them. In this consultation 43 answered a form and the rest with the Institution personally. This database is corroborated every 2 years observing sustainability of the data, and in practise we could see a high improvement on the quality of sport people.

### **Total of Sport People counted in Uruguay**

Women and Men	200.847 (total of sport people federated)
Only women	16.434

O.N.F.I. (the National Organization of Children's Football) from 4 to 13 years old – total 62.000 – 620 clubs, 62 leagues and 2.000 girls between 10 and 13 years old play *futbol*.

A.U.F. (Uruguay Football Association) has had growth thanks to the promotion impelled by FIFA, the Uruguayan Football Association and the Feminine Football Committee. Total: 27 teams in Under-16 and major league.



O.F.I. (Countryside Football Organization) which has 50 teams in Feminine Football from the age of 13, with annual championships.

### **SUMMARY of Sport Appearances in Uruguay by sex**

O.D.E.S.U.R. Games 1987-2015 period.

Women	182
Men	544
TOTAL	726

Pan American Games since 1983 until 2011.

Women	176
Men	553
TOTAL	698

Olympic Games 2012

Women	14
Men	107
TOTAL	121

We will go through the history with some examples in two of the oldest sports in Uruguay, Football and Athletics, coincident with the creation of the C.N.E.F. (National Commission of Physical Education) on the 7th of July 1911, under the law Nº 3.789(6)

Within this XX century is when the modern sports manifestations appear in our country. Football is the first sport to be played nationally and internationally with the games against Argentina which were in 1903 (it is important to remember that the Uruguay Football Association was founded in 1900), until the famous 15th August 1910 where Uruguay wore its famous sky-blue uniform for the first time in order to differentiate

themselves from the Argentine team Alumnis. From that moment on Uruguayans started to identify with the sky-blue uniform as a sports soul state (editor option: "as a colour identifying national identity").

Then other sports started to wear the same sky-blue uniform colour.

The population practises essentially one sport, Football – almost 160.000 practise it (O.N.F.I., O.F.I, A.U.F and the University Football League) therefore 79% of the total. Concluding that the immense majority of them are men, since according to A.U.F information there will be 1200 female players in Montevideo and a similar number in Uruguay which totals nearly 2500.

Uruguay is a country with mono-sports characteristics, with a strong masculine influence.

Uruguayan Athletics, founded in 1919, has impacted several sports competitions, including World champion, World records, in young categories like Andres Silva or Ricardo Vera in an Olympic Game in the 3000 hurdle race (position: 12<sup>th</sup>) in 1992. In women's competitions we reached the 20th position in world competitions in several opportunities. Notably In the case of Deborah Rodriguez, in a South American Game for U-20s in 2014 she won four gold medals.

The female presence in Uruguay sports deserves a special note though, because if we give a closer look to the numbers of the total population in Uruguay and the federated sport people we will find:

Women represent 8% of the total population of sports athletes, this is little quantitatively, however if we look at it in a qualitative way, we see Uruguay's presence in numerous sports. Tennis - Roland Garros in the 70s with a medal won by Fiorella Bonichelli

in doubles. The sisters Foglia in Sailing in 2004, Ana Norbis with a world record (for few hours) in Mexico 68, Deborah Rodriguez won a bronze medal in world young Athletic competition and an Olympic representation at the age of 19, to give a few outstanding examples.

It is interesting to see how in the last years the presence of women in sport has grown, practicing different sports in Uruguay and in foreign countries, such as Swimming (Argentina, USA and Brazil), Handball (Italy, Spain, Brazil and Argentina), Athletics (Spain and Brazil), Volleyball (Argentina and Brazil) and Football (USA, generally connected with studies and sports training).

### **Actual Sport structure in Uruguay**

The Ministry of Tourism and Sports, which was created with the promulgation of the law N° 17.866 executing unit 002 (The National Department of Sports). Related directly with:

The Uruguayan Confederation of Sports, a private organization which gathers almost all the federations in Uruguay.

The Uruguay Olympic Committee, which gathers the 27 Olympic federations and some more (in its foundation all were part as guest, is the example of the federation of Bochas).

In 2015 the Sport is dissociated from the Ministry in order to be a Sport Secretary depending directly on the Presidency of the Republic.

## Uruguay and football played by women

The first records of women playing in football fields come from 1970.

The Uruguayan Association of Football (A.U.F.) sees the concerns of women who want to play this sport, in 1995 the Association formalizes the situation, and in 1996 the first female player signings officially start, along with competitions in indoor football and traditional football with the participation of 7 teams in experimental tournaments. The first official Uruguayan Championship of Feminine Football was played in 1997 with the participation of 8 teams that year. Now, in 2015, Uruguayan Championships are played in two categories: Under 16 with 12 teams and the First Division league with 15 teams, playing a total of 220 matches annually, continuously for 5 year.

Is important to highlight the beginnings of the Women's Football Department in the Uruguayan Association of Football created in 1996 whose main leader was Matilde Reich (Physical Educator), and direct collaborator Jorge Burgell (Trainer) who later became the president of Feminine Football – A.U.F.

### International Activity

In March 1998, Uruguay participated for the first time in a South American Tournament (the third played) in Mar del Plata – with the following results:

Paraguay 3 – URUGUAY 2

URUGUAY 2 – Ecuador 2

Argentina 2 – URUGUAY 1

URUGUAY 1 – Bolivia 1

This National Team trained for four months without any economic help which impeded playing in friendly matches before the tournament. They could not even search for the best player in the countryside where women's football is more important than the Capital City.

#### Women's World Cup 1999

In the World Cup of 1999, 16 countries participated:

Europe: 6 places

Asia: 3 places

Africa: 2 places

Oceania: 1 place

America: 3 places (1 and a half places for CONCACAF and 1 and a half places for CONMEBOL)

Worldwide 29 million women of all ages play football.

Women's football by the numbers in 2010:

12% of young\* football has women as their main attraction. (\*do you mean youth?)

Women of all ages play football in the 209 associations of FIFA in one of the existing modalities.

In the FIFA Women's World Cup of 1991, sixteen National teams competed.

In the FIFA Women's World Cup of 2015 in Canada twenty-four National teams are participating.

#### Canada FIFA Women's World Cup 2015

The Canada FIFA Women's World Cup qualifiers:

5 continents

128 National teams

398 matches

Canada FIFA Women's World Cup tournament:

24 National teams

672 players

Referees and assistant referees in the FIFA Women's World Cup

	1994	1995	2014
Referees	0	26	281
Assistant referee	3	31	357
TOTAL	3	57	638

Uruguay in 2014

- 5 referees (3 of them are international referees)

- 2 assistant referees

## **Participation of Uruguay's women's football in World Cup 2012 and odesur games**

In the year 2012 the Under-17 national team participated in the South American tournament finishing as runners-up. This was the first time that a women's national team qualified for a World Cup, the one in Azerbaijan.

The team was coached by a female trainer, and the same happened with the Under-20 national team.

In the year 2014 the National team competed in the ODESUR Games.

## Sport women in the present

In our country (Uruguay) there are women who stand out in individual sports like Athletics. For example, Deborah Rodriguez, who at the age of 23 passed to the highest category in her test in the 400 hurdles race becoming the best racer last year (2014).

She began her career in an athletics school in Montevideo when she was a little girl, moving later to train and live in Maldonado. At the age of 17, she attended the world championship in the track and field event as the youngest athlete in it.

Later, she competed and won gold medals in youth categories, Under-20, and recently, in the ODESUR Games 2014, she won two gold medals in the 400 hurdles and 800 metres races.

In 2015 she wants to win the gold medal in the South American tournament, and improve her performance in the Pan American and the Athletics World Championship in China, and also qualify with her personal best for the Olympic Games in Rio.

No doubt she has become a female athlete at the top of her category in South America and ranking in the I.A.A.F is a source of national pride for a third world country\*. (\*developing nation instead?)

We also wish to highlight the progress that women's hockey teams made, which since the creation of the Hockey Federation in the '70s has included climbing upwards in the South America and Pan American rankings and pass second world round. \*unclear of meaning here.

In the 90s there was a consolidated work that gave its rewards in South America and Uruguay. For the first time ever they were able to win against Chile in a South American tournament (ranking the National team in the top 16 th of the tournament). In the year

2003, in the Pan American games in Santo Domingo, they achieved a historical moment when they won the bronze medal against the USA in an amazing final.

The hockey performance continues to grow upwards after being ranked in the 68<sup>th</sup> position. Nowadays they are in the top 16 and trying to qualify for the next Olympic Games.

The Handball Federation was founded in 1982 and since that moment has not stopped growing. It has been ranked in the top 3 for years, competing with Brazil and Argentina. They won several medals in South America and notably, the bronze medal in the Pan American Games in Santo Domingo in 2003. They have represented Uruguay in World Championships in the two categories, beach handball and the traditional handball.

It is important to highlight the presence of women in this sport because women comprise 50% of the federated members in the different leagues which equals approximately 20,000 of sports women. Furthermore, there is a strong presence in the educational system.

This year they are working to qualify to the next Pan American Games.

In other sports we see important improvements, however without any international recognition.

We feel women's sport is growing in quality and quantity.

Attentions

Notes... Prof. Matilde Reisch

History of sensibilities, Nahum

Education for people. Jorge Pedro Varela

Research Health and Sport. Secretaria Deportes Municipio Montevideo

Traducción Matías Tognola

Uruguay, 2015



## **Brief Vitae**

### **Nair Ackermann**

Physical education teacher, worked for 30 years in the Ministry of Sport in outdoor fields, teacher in public schools and opened doors for the sport field. For 15 years works in Montevideo Council at the Secretariat of Sports as Community Activities Coordinator. Participant at the four Women and Sport Seminar – AECID. Organized the Good practice Guide for Women and Physical Activity.

Since 2010 holds the Presidency of the Council for Women's Football Uruguayan Association until today, organizing local and South Americans championships.

Member of the Football World Organization Committee – FIFA for sub 17 women since 2012.

Participant of the Management Congress in Public Policy, Director of Sports Facilities Planning of Montevideo.

### **Teresita Braida**

Professor of Physical Education and Director of technical studies area related to the Olympic Sports Competition, and worked with the relationship of the 53 sports federations in Uruguay with the Ministry of Tourism and Sports. Participant in the Odesur Games – 2014, with the female football delegation in Chile, March 2014. Master in Economics and Sports obtained by the University of the Republic. Speaker in multiple lectures on Gender, Sports Management. Professor in Sports Touring and discipline Schools Athletics. Died in June 6, 2015 by a declared disease a year earlier.

1 1

**VENEZUELA  
– DIFFERENT  
STORIES: THE  
OTHER SIDE OF  
THE COIN IN  
WOMEN'S SPORT**

JOSIL JOSEFINA MURILLO CEDEÑO



For years the historian Joan Scott drew attention to the need for revisiting history as a discipline in order to recognize the participation of women. It is more to fill in the gaps, understand the systematic study of the past and understand that the story could not have been done with only half of the human race Luz Marina Rivas (2003).

Throughout the history of humanity there have been memorable deeds in every country and at different times, which reflect the culture, the knowledge of their peoples and their idiosyncrasies. Passionate writings reflect the sensitivity of the author(s) to narrating the exceptional qualities the subjects on which they focus. Such stories are in themselves an expression of the country from which they come, and without collecting such memories current and future generations would not know the heroines of the past who laid the foundations for their lives and futures. This chapter pays tribute to some Venezuelan women who led the way in women's sport participation.

It is a fact that the sex of a person influences much about their lives as girls and boys, women and men. Society perceives men differently to women in many ways, for example, competence in labour markets and sporting prowess. In some cases men and women strengthen restricting stereotypes by avoiding certain past-times and jobs that they perceive to be more masculine or feminine appropriate. Such gender hegemony permeates most societies. Fortunately not all men and women act this way and some have the courage to challenge stereotypes and the status quo to open new possibilities for all men and women. All this is based on the collective knowledge of different circumstances in each geographic situation and sadly many myths and stereotypes around women remain.

In Venezuela there are famous women who have paved the way for female participation and performance in various fields of knowledge, and here we will share some whose legacy has improved the representation of women in the field of physical competition sport, sports administration and in education. Evidence is from oral histories, regarded as one of the most valid forms of research in the field of social sciences. Oral

histories enable us to understand a person's feelings, their education, their life's achievements and challenges. Collective oral histories from women enable us to understand their communal customs and day to day routines, the life of their towns and communities (GOMEZ, 2002, p. 22).

## Venezuelan women Olympians

An overview of athletes who have been participating in the Olympic events is the focus in this first section. A historical review indicated that the Venezuelan delegation included women for the first time in Helsinki 1952. There were two: Gerda Muller and Ursula Seller and they were both fencers.

An example of the persistent passion for fencing which enabled female Olympic participation was in the life of Dr. Ursula Seller (1935-present), a dentist by profession and a participant in fencing from an early age at the stipulation of her father who believed all children should practice sport. During her schooling a new teacher arrived in 1949. It was Professor Rodolfo Barta, a Hungarian military man who fled his country because of the Russian invasion. He arrived in Venezuela and started training in fencing with a small group of women formed. The group started with 8 but dropped leaving only Ursula attending. For her, fencing was a family activity. One of her brothers decided not to continue in the sport and gave her all the florets. She was dedicated to the fencing for some time and attained great achievements "[...] one of the most pleasant memories was the opportunity that the National Sport Institute (IND) provided to us to be at Helsinki in 1952" (U. Seller, personal interview, May, 20, 2009). This was a great break-through for Venezuelan women. There were negative incidents in Ursula's sporting life. During the conversation she commented that in an international event the Central Americans held in Mexico she won the gold medal in her competition.

At that time, the medals were made of real gold and that medal was a very nice one... there was a discussion about the medal and my medal was to the Mexican hands.

I did not understand, but at that time the medals were delivered in a little box. And the Venezuelan delegate strongly emphasized to me that not open the box. When we arrived in Venezuela, I opened my medal and I was so proud, but a journalist who was waiting for me told to me, Ursula, sorry but your medal is bronze not gold and said third place. It was at that moment I knew that they hadn't given me my gold medal (U. Seller, personal interview, May, 20, 2009).

What we really can see here is an anti Venezuelan values specifically in the delegate. Ursula broke the barrier of female exclusion from the Olympic Games but her anecdotes indicate there were challenges.

Venezuelan Women's participation numbers in the Olympic Games remains less than men's but that does not detract from the enormous success of the women. In some cases the performance of women has been considered better than men's. For instance the participation of women at Beijing was 52 and 57 men the total of athletes were 109. The person designed to take the banner was the female softball team and the responsible of the Venezuelan standard was our Maria Soto (The Capitan of the team). And the only medal that our country got was by the hand of a woman her name Dalia Contreras.

The next example is Fabiola Ramos (1977-present), who is the only female athlete to participate in five consecutive Olympic Games: Atlanta 1996; Sydney 2000; Athens 2004; Beijing 2008 and London 2012. Her passion is table tennis. Also, she was the standard bearer for the delegation in 2008 in honour of being the only female Venezuelan with five uninterrupted appearances at the Olympics. The key to her success lies in four words: discipline, perseverance, effort and determination. Without any doubt she represents the queen of table tennis in our country, an example to follow in future generations. Sadly she decided to withdraw from the London 2012 games and has now chosen to embark on a new facet of her life as leader of a minister in sport in May of 2013.

Another in the list of distinguished Venezuelan women is the most recognized cyclist in the country Daniela Larreal (1973-present). Her specialism is track events. Her participation in the Olympic events is similar to Fabiola Ramos. Daniela has been in five Olympic Games but not consecutively: Barcelona 1992; Atlanta 1996; Sydney 2000; Athens 2004 and London 2012. She is the daughter of the best cyclist in Venezuelan history Daniel Larreal. In her last Olympic participation in 2012 she achieved two honors diplomas. She is recognized as 'Athlete of the year' chosen by the circle of journalists in 2011. She retired after 2012. There is also another important aspect of her life: parallel to her athletic career she obtained a bachelor's degree in Physical Education.

The next female to be honored in the chapter is Adriana Carmona (1973-present). She is considered the top 'awards' woman in Venezuelan Taekwondo account: with two bronze medals in the Olympic Games (Barcelona 1992 and Athens 2004). She is considered one of the most important athletes in the history of our country. Adriana participated in four Olympics: Barcelona 1992; Sydney 2000; Athens 2004 and Beijing 2008. Her career included accomplishments and prizes, including in American, Central American and Pan American Championships and the Olympic Games. She was chosen as a member of the hall of fame of the Venezuelan Olympic Committee (COI). She has a special place with memorabilia of medals, uniforms and other ornaments. Also, she was the standard bearer for Sydney 2000. In 2004 Adriana was elected as "Best Amateur athlete" by the circle of sports journalists in Venezuela. Since withdrawing from elite level sport she has made inroads in the sport management as Director of Sport of Anzoátegui state of her place of birth. Adriana also authored a book about her history called: "the paths of the foot and fist 2006".

In the same sport we also find Dalia Contreras (1983-present) who at the Beijing Olympics 2008 won the bronze medal for Venezuela in Taekwondo in the Venezuelan recognized Taekwondo. She participated in two World Cups obtaining two bronze medals in South Korea 2001 and Germany 2003, a silver medal in the Pan American Games in Santo Domingo 2003 and Central American and Caribbean Games with two gold medals in San Salvador 2002 and Colombia 2006. Dalia retired from the sport after Beijing 2008.

In this same role model position, although not as well-publicized by the media as the previous figures in our sports history, we have the only Venezuelan Paralympic gold medal, the young Naomi Soazo (1990-present) who is an athlete in the disciplines of cycling and in judo. She participated in the 2006 world championship in France in judo as a selected competitor for Venezuela and gained seventh-place. In 2008 Naomi participated in her first Paralympics Games in Beijing and won the gold award. Unfortunately this great achievement of being the first Venezuelan woman to get a medal in the Paralympics has not been so widely recognized. In 2012 she decided to leave judo because of a growing problem with visual impairment and she began participating in adapted cycling but recently she announced that she is training for judo again aiming to compete in the next Paralympics.

The siren of Maracay the young Alejandra Pinto (1991-present) is a valuable figurehead for swimmers in Venezuela, being only 16 years of age when selected for her first international competition – the 2008 Olympic Games in Beijing, and its most challenging race in open water. She finished in position number 9 of the world. In 2010 she participated in the South American Games Medellin earning a total of 4 medals: gold in the 800m, silver in 1500m free, silver in butterfly 200m and bronze in 4x200m. In the same year Alejandra attended the Central American and Caribbean Games Mayaguez in its twentieth competition and she accumulated a total of 6 medals in the following events: gold in 200m free, gold in 400m free, gold 4x200m relay gold in 800m free, silver in 1500m bronze in free and 200m butterfly. In London 2012 she achieved the position of 8th in the 800m freestyle and won an Olympic diploma, becoming the first Latin American since 1968 to reach a final in that category. She gained a personal best which was also a Venezuelan and Latin American record (8:26: 43). She was recognized as an athlete of the year 2014 by the circle of sports journalists (CPD). The award was created in 1944 and is awarded on an annual basis to athletes, leaders, coaches, teams, national teams and institutions in the more prominent Venezuelan sports throughout the year. All the members of the organization participate in the vote.



While it is true these women's names are well-known there are other less publicized but highly capable women athletes who persevered with great determination to reach high level of success. Flamerich, 2010, said about Gisela Vidal (1940-present):

"In the beginning (of Gisela's career) there were weaknesses, struggles and the need to build strength and capability. She (Gisela) showed us that not all good athletes are born; many can get there through their own efforts, sweat, perseverance and strong training regime (p. 18)".

According to this author the young athlete was not well regarded by the coaches who criticized her on several occasions. She was determined to practice sport. Her coach Eduardo Ramirez believed in her. There was a dispute before the 1968 Mexican Olympics whereby Gisela put herself forward for trials in her preferred event, 800m hurdles but was sent to Maracaibo to fulfill the required trials to find the officials had not fulfilled the required paperwork. Upset, she decided not to run in other trials which brought her into legal dispute with officials. The federation decided to suspend the athlete for two years and she was unable to fulfill her dream of assisting in the Olympic event. This was an outrageous case of violations of her rights. Subsequently, the media exposure of this wrong-doing led to a reduction in the suspension to four months. Gisela was recognized as a great athlete in the years 1964, 1965 and 1967. She also had the tenacity to go through University and qualify as a dentist. In 1983 she was exalted to the Sport Hall of Fame by the Circle of sports journalists and in 2009 was honored in the Hall of Fame Athletics of Venezuela.

Moving on, there is a famous family deserving of highlighting in the sports history of Venezuela - the Carrasco-De Antonio family. For health reasons the family moved to a sea-side location and, with only the coaching support of the parents, three daughters trained to high levels of success in water-skiing:

Peter, their father, taught them the basics of the sport and then tirelessly their mother Victoria devoted many hours to driving the boat maneuvers, ensuring their daughters were challenged with increasingly complex figures that allowed them to gain the competencies to compete with high levels of difficulty for good scores. The triumphs achieved by the sisters Carrasco are the result of the contribution and the drive of a family in one direction: to sporting triumph (FLAMERICH, 2010, p. 19).

The Carrasco sisters were prominent in the sport of waterskiing for many years. They reached the top in events including: the World Championship in Bogotá in 1973 where in figures Mary Victoria Carrasco won with 10,160 points followed by Willy Stahle with 7,120 and, including a fall in her routine, Maria Esperanza Carrasco still finished 13th. Despite accidents Maria Victoria worked hard to beat her own personal best record score nine times between the years 1973-1979. She was world champion in 1973 in Bogota, in 1975 in Thorpe Park, London, in 1977 Idroscalo, Milan, Italy. She also won the South American Championship (1972 and 1975), two Pan-American Championships (1976 and 1978) and three masters in the United States of America (1974, 75 and 77) among others. An event similar to the Pan-American Championship was held in Mexico in 1976, the first three places were occupied by the sisters Carrasco in chronological order. The lives of each of the sisters Carrasco epitomized constancy, discipline and love for the skiing. The youngest sister Ana Maria was designated the best Venezuelan water-skier of all time.

These are some names and stories of less well known sports in Venezuela that represent a richness of women's legacy in national sport. Elite level athletes require many special characteristics as well as talent such as: discipline, tenacity, determination, the right mind-set, vision and life-dedication. The athlete is a special human being whose trajectory is infinite, because once they have fulfilled their dreams in competition most continue for the rest of their lives in sport in some way.

## Sport Leadership

In the following section the profiles of women important in Venezuelan sport history and leadership will be raised. Flor Isava Fonseca (1921-present) became the first Venezuelan woman to be part of the International Olympic Committee (IOC) having been a top level competitive horse-rider. She said that from her childhood she practiced ballet and hockey but a fall and injured knee prevented her from continuing her ballet studies. As motivation to get well and move forward her parents gave her a horse which is why went into the practice of riding. During her athlete career she knew the administration in sports was, according to her words, a disaster. "Herself consider that she is an intellectual given to the sport, but that the sport never returned" (F. Isava, personal interview, May, 14, 2009). Flor Isava decided to make a difference in sport administration. A great legacy is her achievement in gaining a place on the IOC in 1981, which took much determination. In Tokyo she was introduced to Juan Antonio Samaranch, the first and only Venezuelan to achieve this at the time. She was an active member of the IOC for 20 years (1981-2001) and was then appointed honorary member for life. From that moment on, the people started to recognize Venezuela and the Venezuelan athletes. Her tireless work is to preach to the gender equity message:

[...] That women wake up and in particular the Venezuelan we have to push them to do sports, to train, to be leaders, and this is a struggle and when I am in a course or conference she points at them and tell them to direct and restore the glory that the country gave them (FLAMERICH, 2010, p. 19).

Mendoza (2013) points out that Flor Isava Fonseca was also the first woman who belonged to the Executive Commission of the IOC in the period between 1990 and 1994. Without doubt, as the first woman she journeyed into a world dominated by men. Similarly this distinguished lady of sport created, in 1991, the Foundation Flor Isava dedicated to promoting education and the sport among the prisoners of both sexes in Venezuela. She was president of the Venezuelan Confederation of Sports and National Swimming Captain.

Continuing to profile women who have been involved in the high level sports leadership, the first at national level is Prof. Francis Teran Casabianca (1961- present) remembered in particular for the program "Venezuela in motion" where the main objective was to motivate people towards the practice of physical and sports activities in public places. She founded and produced the business magazine Corpusport and was a contributor to recognized companies such as the Anticancer Society, Children's Foundation and in the movement of the Special Olympics. One of the most significant achievements of women in High Performance sport was her appointment by Presidential decree as President of the National Institute of Sports (IND). She was also designated as the first Minister of Sports in the Ministry of Education, Culture and Sport of our nation in 2000.

In 2006 Francis Teran Casabianca established the Ministry of Popular Power for sport. In the years 2008-2010 she designated another woman, Victoria Mata, who before being appointed was the deputy minister for physical activity. During this time the largest Venezuelan delegation competed at the Olympic Games.

Another woman of international sporting fame was the fencer Alejandra Benitez (1980- present) who is also a dentist and Venezuelan politician. She was also a fashion model in newspapers and national magazines. As an athlete she gained several international titles among them World Champion junior teams in Dijon-Francia 1999, bronze medal in the Junior World Championship team in South Bend- USA 2000, Habana-Cuba Champion in the world cup 2005 and she competed in the Olympics of Athens 2004, Beijing 2008 and London 2012. Alejandra Benitez was designer as a Sport Minister in 2010-2011. It is important to emphasize the commercials that were offered to this leader with some pictures that she had made in its facet model which were most publicized that their activities as a minister.

Profiling such women in sport leadership/management/administrative roles enables us recognize that women can and should take their place alongside men in this male-

dominated field. Women change the face of sport and need to keep striving to overcome the many challenges they inevitably meet.

## Sport Education

The final section profiles some Venezuelan sport women who have led in the academic field. Prof. Benilde Ascanio (1940-present) was an outstanding athlete, the first woman to win a medal in Central American competition in 1956. She achieved many National Records in 100m, 200m, long jump, high jump and hurdles. She took an academic route when she graduated as a Physical Education teacher then postgraduate studies in Germany at the Superior Studio in Cologne, gaining a Masters Degree in Education at the UCV in Sports Technology. Benilde Ascanio also became President of the Association of Intercollegiate Athletics and Sport Coordinator at UPEL. She was the first Technical Director of High Performance in the National Sports Institute (IND). She is a role model as an excellent teacher of physical education who has also given much to sport through academia, she also authored a text on athletics.

Another outstanding woman of Venezuela is again a sportswoman who became a teacher – Dr. Rosa Lopez de D'Amico (1966 – present) at an early age she started in gymnastics and worked hard to gain a position in the national team of women's artistic gymnastics representing the country in several national and international events representing our country. Following a successful competitive career she served as sports coach and leader in the city of Maracay. She was a member of the technical commission of the gymnastics federation and of the Venezuelan Association of gymnastics, developing several technical programs for the discipline.

Rosa Lopez de D'Amico graduated at UPEL Maracay in two specialties English and Physical Education, with a master's degree and a PhD in Philosophy of Education where her thesis was in Sport Management from the University of Sydney, Australia in

2001. She gained much wisdom, without pausing and built a foundation of knowledge through which she could fuse her love of sport and academia. Rosa became co-founder and coordinator of the research unit of the research center: "Studies in Health Physical Education Recreation and Dance Sport" EDUFISADRED in 2001, the first to be created. She has authored many scientific publications in refereed journals, books, and chapters in books. Rosa promoted and directed the first on-line academic journal in the field of Physical Activity and Science 'Actividad Física y Ciencias'. She has been recognized in major research awards such as: the Productivity Award, Academic University Research, in 2007, awarded by the core development of scientific, humanistic and technological of the Venezuelan universities; the award for investigative work UPEL 2008; Honor Award and the Scientific Merit Fundacite, Aragua 2008. Rosa also coordinates a major project for Physical Education books for high-schools in Venezuela (ALCIDED – Advisor). She has mentored numerous undergraduate, masters and doctoral students leading the way to self-belief and personal achievement. All of her work has promoted research at national and international level with the purpose of raising the academic status of our field in and beyond Venezuela. She has been an invited speaker in national and international events across all continents. She was also was the coordinated of the creation of the first doctoral program in Activity Physical Science and Sport in Venezuela.

As a result of her hard work and professional commitment Rosa has been selected to be a member of the board of several academic organizations at international level and is currently the President of the International Association of Physical Education and Sport for Girls and Women (IAPESGW), being the first Latin-American woman to take the position since the association's inception in 1949. Rosa has also served on the International Society for Comparative Studies of Sport and Physical Education (ISCPES - vice president), ICSPES Latin American Association of Cultural studies of Sport (ALESDE-Secretariat), the International Council for Sports Science and Physical Education (ICSSPE) and as contributor in the founding of the Latin American Association of Sport Management (ALGEDE – President – 2009-2015).

## Conclusion

Although these names in sports administration and academia may not be profiled in journalistic reporting these people have contributed, alongside top athletes, to inspiring hundreds of other girls and women to become involved in sport, as practitioners, leaders/ managers or academics. There are many avenues of value that contribute to enrich the sports world and that of its participants. Maybe the footsteps of these role models can enable future generations to find the strength and perseverance to do something special for Venezuela and for women. For sure – "[...] every day we learn something new" by our own actions and respecting others we can make things happen with the human qualities of commitment, determination, compassion and strength. Today even in the vicissitudes and uncertainties of the world it is important to continue believing and motivating the girls and women of Venezuela to "step up" for their beautiful country.

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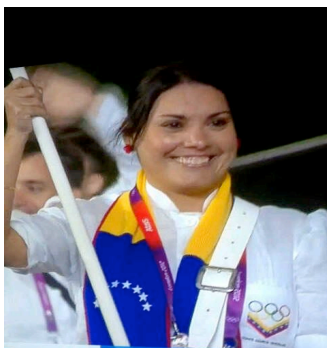
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## Gratos recuerdos



FABIOLA RAMOS



DANIELA LARREAL



ADRIANA CARMONA



DALIA CONTRERAS



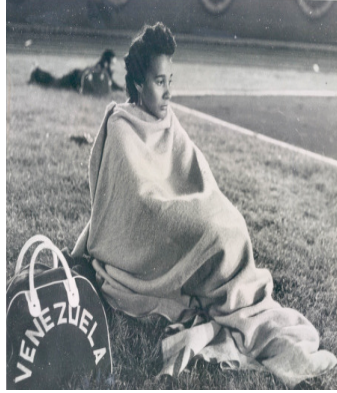
NAOMI SOAZO



ALEJANDRA PINTO



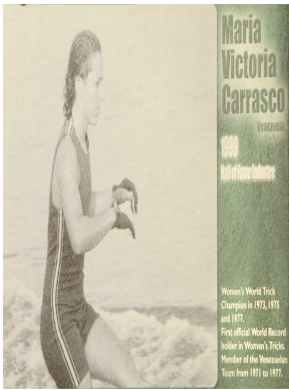
BENILDE ASCANIO



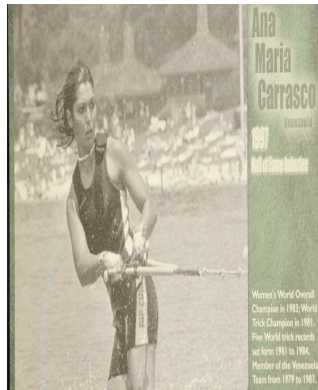
GISELA VIDAL



URSULA SELLER



MARIA VICTORIA  
CARRASCO



ANA MARIA CARRASCO



MARIA ESPERANZA  
CARRASCO



VICTORIA MATA



FRANCIS TERAN



FLOR ISAVA



ALEJANDRA BENITEZ



IAPESGW CONGRESS 2013  
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ROSA LOPEZ DE D'AMICO

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