Factors that impact upon the participation of girls and young women in sport and physical activity.

A Review of Evidence

Submitted to:

The Project Partners of

'She Got Game'

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Introduction

'CAUTION….DANGER AND POTENTIAL DISAPPOINTMENT AHEAD.'

Choosing the appropriate opening for a piece of work can often be a challenging decision. However, now that your attention has hopefully been gained, this work begins with some cautionary explanation. Firstly, it is highly recommended you read the entirety of this work. This is particularly relevant if you are the type of reader who is fond on quickly discovering the insight and information that has been obtained and plans to jump straight to the section entitled 'Key Findings.' Secondly, if you ever have the luxury of having some free time at work, it may also be advantageous to read this introduction section alongside the work of Ray Pawson (2006); Chapter 1 and 2 (pp1-37) are particularly relevant. The theories discussed by Pawson are important to the research undertaken in this work as they provide the theoretical framework for the way in which the findings have been analysed. However, for those who haven't the time to engage with an additional 37 pages of text, this introduction will attempt to set out exactly what this work is, and more importantly, what it isn't.

Over the last two decades there has been an increased desire from policy makers and programme designers to develop evidence based policy or interventions. Central to the rise of policy based evidence has been the attempt to coordinate the multifarious and fragmented body of empirical, evaluative evidence in order to produce an objective overview of what works policy sector by policy sector. This is often undertaken through a systematic review of evidence, also often referred to as a 'rapid review' or an 'academic review.' Pawson (2006) argues that attempting to pool such evidence to draw conclusive evidence of 'what works' is problematic and poses the challenge of, what chance culmination? Ultimately, policies or programmes that extract 'evidence' from a systematic review and simply apply it to their own setting and hope for success are missing a crucial point. The key determinant of any policy or programme is the context in which it operates.

Given this, it is relevant to lay out the purpose of this review. Firstly, this research has examined a number of relevant studies around the issues that impact upon girls participating in sport. In doing so, analysis has focussed on drawing out the key messages and themes that arise from each study. However, despite this, the work does not, and cannot, provide the magic solution as to what will work for 'She Got Game.' The project needs to consider the evidence and take a 'realistic perspective' of what is relevant and appropriate for the environments in which the project will be operating; context is crucial. To assist in this understanding, the work concludes by synthesising the key themes established by this review with the empirical research that has been undertaken to date by project partners. Doing so considers the findings in relation to 'She Got Game' and aims to provide the first steps in considering the context in which the project will operate.

Methodology

This review aims to explore previous bodies of knowledge relating to the participation of girls in sport and physical activity and synthesise this information with the empirical research undertaken by StreetGames, ISA, GAME and Stad Antwerp on selected community sport organisations.

To achieve this, two processes were undertaken; desk and empirical research. To complete the desk research key search terms were entered into relevant academic databases that included Google Scholar, JSToR, SPORTDiscus, EBSCO and DISCOVER. The terms used were 'girls, women, sport, physical activity and participation'. In undertaking this search, 171 articles and reports were identified as having relevance to this review. From this, 14 pieces of work were selected to inform this work. Each article was analysed to understand the following points

1. What was the research aiming to achieve?
2. What was the methodological approach to the research?
3. What were the key themes and findings that emerge from each piece of research?

Using the process above, each article was distilled and a thematic analysis used to present the key findings. Common themes, topics, ideas and patterns of meaning that came up repeatedly were identified. In doing so, the review focussed on three particular issues, these being:-

1. What are the identifiable barriers that impact on the participation by girls and young women in sport and physical activity?
2. What are the characteristics of those interventions that have been undertaken to increase participation amongst girls and young women?
3. What impact has the interventions had on the level of participation in sport and physical activity amongst girls and young women?

To support the desk research, interviews were conducted with 10 partner organisations to help understand the following points

1. How successful were organisations are at engaging girls and young women into sport and physical activity and why?
2. What are the challenges faced by organisations in engaging girls and young women into sport and physical activity?
3. What are the key areas of improvements organisations need to consider when developing sport and physical activities for girls and young women?

Like, the analysis of the desk research, each interview was distilled and a thematic analysis used to present the key findings. Common themes, topics, ideas and patterns of meaning that came up repeatedly were identified. The themes of the review and interviews were then synthesised in order to help frame the context in which 'She Got Game' is operating. The work concludes by considering the implications that this research on the next phase of project development.

Presenting in themes gives structure to the findings and allows the information to be summarised more effectively. Despite this, it is important to recognise the limitations of presenting in this way and the wider limitations of this work more generally. Firstly, when conducting the analysis the researcher becomes the instrument for analysis, making judgments about coding, theming, decontextualizing, and recontextualizing the data (Nowell et al 2017). Whilst every attempt has been made to be rigorous, systematic and subjective researchers are not immune from influencing factors, often linked to habitus and how an individual is influenced by the context they operate within (Bourdieu, 1990). Secondly, and on a more practical level, the search terms were inputted using the English language and all the research was written in English. The geographical contact of the studies did vary and included research in Holland, England, Australia, the USA and Canada. Secondly, the focus of XX of the studies were on girls aged 11-24 and only 2 of the studies made reference to the personal characteristics (i.e. ethnicity, social status, ability etc.) of participants. Therefore, and without wishing to labour the point, context is also a limitation of the review and reinforces the need for a realist perspective when considering the findings.

Key Findings from Desk Research

Having analysed the research documents, the following section presents the findings from the literature selected. This is organised on a thematic basis, these are as follows. The Wider Environment; Organisational Support; Programme Design; Physical Access; Psychological Factors.

<u>Key Theme 1 – The Wider Environment</u>

Key words and terms identified in relation to this topic - male dominated, patriarchal nature of sport, body image, femininity, stereotyping, media representation, habitus and hegemony, role models.

Over half of the work reviewed made reference to the broader social environment that sport and physical activity exists within and the impact this had on girl's participation. The emphasis of this issue varied and depended on the wider focus of the research. At one end of the spectrum was the work of Paul and Blank (2015). A feminist perspective paradigm was core to their review of the impact of Flat-track Roller Derby. This study looked to establish whether Derby can empower women and transform their lives. In completing the work, Paul and Blank (2015) suggested that sport in the United States is often conceptualised as a male preserve with clearly defined perceptions existing around how beauty, desirability, and femininity are defined. The American Psychological Association (2007) suggests that the sexualization used by the media promotes the goal of keeping girls in their place and effectively limits freethinking of girls across the world. Paul and Blank (2015) identified a number of key benefits from participating in Derby, these being; the body and physical empowerment; the team as a source of friendship, resource collective and family construct; selling the connections between beauty and athleticism.

Despite the strength of the espoused benefits in relation to Derby, the study of Paul and Blank (2015) recognised that, whilst it is encouraging to see women participating in a physically demanding sport that challenges social conceptions and conventions, what has been experienced in Derby is having limited impact on the wider social perceptions that exist around women participating in sport and physical activity. Other studies also recognised these wider difficulties. The work of Adidas (2019) suggested that wider stereotypes regarding the perceptions of women and men participating in sport were problematic and that young girls suffered from a lack of role models within the mainstream media. The work of Boomkens, Metz, & Nijland, (2016) also noted that, 'what girls have learned from their social environment influences their choices' suggesting that the use of role models can help to broaden the horizons for young girls. Despite this, two problems are apparent. Firstly, there is an issue of profile. O'Reilly, Brunette and Bradish (2018) analysed 35,000 hours of sports programming in Canada's primary national sport networks and concluded only 4% of the coverage was dedicated to women's sports. Secondly there is an issue of media portrayal. De Carolis (2015) suggests that even if girls are able to step out of prescribed gender roles, there are few female athlete role models that they can look toward for guidance, especially with regards to positive body image. Most of these popular female athletes are highlighted specifically for their good looks and are consequently overly sexualized in the media (Tucker Center, 2007). This has the impact of keeping girls in their place, as described above by the American Psychological Association (2007).

Bourdieu's (1990) theory of habitus refers to, the deeply ingrained habits, skills, and dispositions that we possess due to our life experiences. Flintoff (2003) suggests that the behaviours actions and decisions of an individual is impacted by how one makes sense of personal experiences within their specific context. Consequently, as Matuska and Murray (no date) highlight, the way in which girls and women make sense of the intertwined issues of stereotyping, body image, femininity and media representation impact upon the decisions girls and women make as to whether to participate in
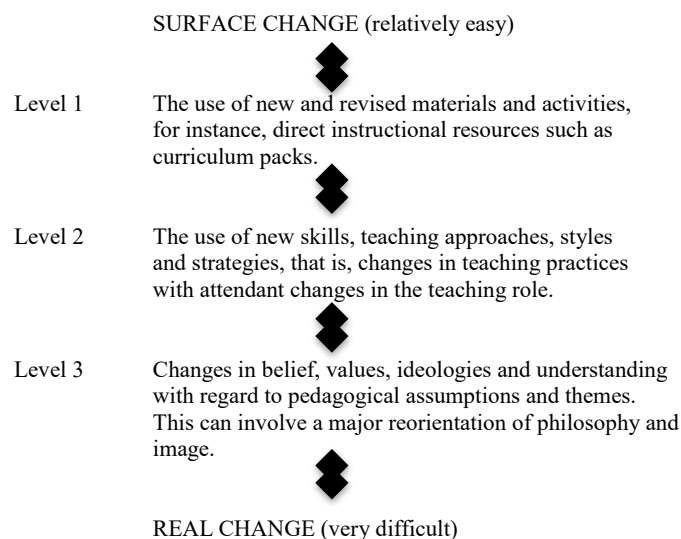
sport and physical activity or not. As Paul and Blank (2015) identified, challenging these wider environmental perceptions may be difficult but it is also essential if 'real change' (Sparkes, 1990) around the participation of girls and women in sport and physical activity is to be achieved.

Key Theme 2 – Organisational Support

Key words and terms identified in relation to this topic – organisational support, understanding, influence and advocacy, decision makers, embed into strategy, challenge perceptions, networks, club culture.

Bruintjes and Klap (2016) and Paul and Blank (2015) recognise the need for wider organisational engagement (from across the club, local municipality or authority) to facilitate this change. The work of Adidas (2019) produced some detailed ideas around the creation of the right environment to deliver programmes whilst Matuska & Murray (no date) suggest that the right environment is only achieved if the wider climate supports the process. Women in Sport (2017 and 2019) takes a broad view and suggest that women and teenage girls hold a number of core values which influence their engagement in sport and physical activity and that, in many cases, the wider sporting offer is not aligned with these. What is deemed as 'sporting culture' appears to be an issue that is problematic and needs addressing? In doing so and to achieve sustainable change, the alignment of values is key. The values that drive programmes need to align with the values and behaviours of girls and women they are looking to engage. However this change can often only occur sustainably if all those who lead and facilitate the delivery of the programme believe it is the correct and right thing to do. Understanding the values of women and girls is important, yet it is more important to shape the values and behaviours of those who deliver the programmes and those who influence the culture in which they exist. The importance of values and behaviours is recognised by Sparkes (1990) in his model on achieving levels of change across the delivery of sport and PE, shown in the figure below.

Figure 1: Levels of Change (Sparkes, 1990, p.4)

SURFACE CHANGE (relatively easy)

Level 1   The use of new and revised materials and activities, for instance, direct instructional resources such as curriculum packs.

Level 2   The use of new skills, teaching approaches, styles and strategies, that is, changes in teaching practices with attendant changes in the teaching role.

Level 3   Changes in belief, values, ideologies and understanding with regard to pedagogical assumptions and themes. This can involve a major reorientation of philosophy and image.

REAL CHANGE (very difficult)

A number of the studies explored the issues associated with developing the right culture. Matuska, N., & Murray, S. (no date) highlighted the importance of having the right climate to support participation, recognising the need for support from policy and advocacy in changing the wider perceptions around whether girls should play sport. Bruintjes, E., & Klap, E. (2016) suggest that the culture in sports clubs needs addressing as, in this setting, there are more benefits for boys; better training times, more opportunities for competition, more training facilities, more financial and material rewards for participation. In their recommendations of how to increase the engagement of teenage girls into sport, Women in Sport (2019: p.25) suggest that the sector must collaborate more to build long-term solutions with wider and sustainable impact. They state that,

There is not one place in which to address this and solutions need to have a long term focus. We need to tackle this challenge both in and out of schools and even beyond the sector in order to share insights and good practice, and to deliver significant change in the positive impact that sport can have on girls' lives and their future wellbeing.

In support of this this section ends with a note of caution. In undertaking research that aimed to promote physical activity among adolescent, Okley et al (2017) discovered that unless supporting organisations are engaged into the process the project will end in abject failure. This is possibly a message well worth heeding as the 'She Got Game' programme develops.

Key Theme 3 - Programme Design

Key words and terms identified in relation to this topic - safety, scheduling, type of activity (team, individual, mainstream vs niche), supporting meaningful relationships, peers, friends, leader support, re-creation of family construct, interpersonal activities, participant empowerment, friendly and welcoming environment

The majority of the papers reviewed had some focus on the way in which programmes can be designed in order to overcome the previously discussed factors that limit access. Many recognised that often there is a disconnect between what girls want and what sport offers. This disconnect was recognised as being driven by two distinct yet related issues; specific programmes and wider sporting culture. Issues regarding culture have been discussed in the previous key theme. Therefore, from a delivery perspective there is much the sports leader can contribute.

Bean (2015) and Boomkens, Metz and Nijland (2016) discuss the importance of the sports leader in achieving a more suitable culture. The project managed by Adidas provides some very practical and applied information around the role the leader can play in supporting the participation of girls. The importance of relationships was core to the work of Adidas, including coach to participant and participant to participant relationships. The work stressed the importance of leaders creating a safe, welcoming, friendly environment in order to support participation. The Adidas project was not the only work offering this advice. Bean, Forneris and Fortier (2015) recognised the importance of creating a girl's only environment which offered positive leader support to establish a trusting and caring environment where friendships can emerge and strengthen. Casey et al (2017) concluded that a Healthy Welcoming Environment contributed to improving participation amongst girls. They highlighted that interpersonal issues (e.g. the coach to participant and participant to participant relationship) was crucial and that welcoming factors were consistently the most positive influence on decisions to participate. In defining welcoming factors, friendliness and knowing someone were identified as the most influential factors.

Boomkens, Metz, & Nijland, (2016) developed 9 methodological principles around effective programme design to support girls participation. Seven of the nine relate to the points discussed

above however the other two require some further discussion. Firstly, expanding the living environment. Boomkens, Metz, & Nijland, (2016) suggest that many young girls feel secure, happy and confident in the safety of their own family environment and that programmes should try to extend this experience to the sports session setting. The concept of sport recreating the family construct was also recognised in the work of Paul and Blank (2015). Extending the non-threatening family environment is an interesting concept that possibly requires further consideration. Secondly, Boomkens, Metz, & Nijland, (2016) believe that participant choice and participant led activity is crucial for programme success. This requires a bottom up, needs led approach that is based on open consultation and empowerment, a point also endorsed by Matuska & Murray (no date).

Key Theme 4 – Physical Access

Key words and terms identified in relation to this topic – facilities, space, clothing type, equipment, money, time

All of the studies reviewed made reference to at least on the varying range of access issues that women and girls face when looking to participate in sport. A broad range of issues were identified with some well-known and some less so. Access to space and place is the first one to be explored. At a basic level, Adidas (2019) recognise that a key reason why girls drop out is a lack of space and / or facilities. In exploring this further, Matuska & Murray (no date) suggested that access to sports facilities is often hierarchical and that girls and women are at the bottom whilst Bruintjes and Klap (2016) believed that sports clubs favoured boys with better training times, more opportunities for competition, more training facilities, more financial and material rewards for participation. The work of Boomkens, Metz, & Nijland (2016) identifies that having a 'private' space that feels safe and where the girls are able to experience a positive outcome is a basic principle of working with adolescent girls. In addition to space and place, many of the studies discussed other, more practical issues facing women and girls in participating in sport; many of these are well versed. These included a perceived lack of time which leads to sport being deprioritised, lack of support structure from disengaged parents and a lack of confidence to wear the type of clothes that are believed to be required to play sport (Women in Sport 2019). There is clearly a link between these issues and the 'Personal Factors' theme and will be discussed later. Additionally, as explored in the 'Programme Design' theme, it is important recognise that the culture which operates within sport and physical activity plays an important part in supporting of hindering girls and women engagement.

Key Theme 5 - Personal Factors

Key words and terms identified in relation to this topic – self-esteem, confidence, physical changes, body image, anxiety, stress, lack of awareness and education on benefits of participation, family culture, supportive environment, skills level, accepted by others, competing interests

Issues relating to personal and psychological factors appeared consistently in all studies reviewed and there is an increasing level of knowledge that exists in this area. Women in Sport (2019) undertook comprehensive insight into what matters to the lives of teenage girls. The study identified five 'anchors' of what girls today value and build the foundations of who they will become. These are support network; socially connected; independence and new experience; moments of pride; keeping on top of it all. Likewise in their studies on older women, Women in Sport (2017) explored the core value that are important to women in modern life and there influence how they want to spend their time and energy. The six core values identified were, looking good; feeling good; achieving goals; developing skills; nurturing friends and family; having fun.

Other studies recognised a range of personal factors that influence participation. The work of Adidas (2019) recognise that the building of relationships is essential and emphasised the importance of allowing formal and informal time within sport sessions to achieve this. In their study of what influences participation of high school aged girls in Australia, Casey et al (2017) highlighted that welcoming factors were consistently the most positive influence on the decisions made by girls as to whether to participate and that friendliness and knowing someone were the most influential factors. Likewise in evaluating the 'Girls Just Wanna Have Fun' project, Bean (2015) identified the emergence and strengthening of friendships as a core reason as to why girls engaged.

Finally, there were two other personal factors that impact upon participation that were identified across the studies. These were parental support or encouragement and educational awareness in order to overturn the negative connotations associated with of sport and physical activity participation. Matuska, N., & Murray, S. (no date) suggested that education is needed about the health, social and economic benefits of engaging in sport and physical activity and that parents are carers should be involved in process of engaging girls through discussion. Bruintjes, E., & Klap, E. (2016) believe that education should focus on the developing the traits associated with self-efficacy (e.g. esteem, confidence). They suggest that programmes should support improving the intrinsic motivation of girls by engaging them in the programme design process and ensuring that decisions and choices are acted upon. In their curriculum guide, Adidas (2019) make the point that girls are more susceptible to experiencing higher levels of stress than boys and that sport can be stress relief outlet. Drawing on evidence from a study by the President's Council on Physical Fitness and Sports (1997), they suggest that a positive relationship with sports participation can enhance both the physical and mental health of adolescent girls, improving self-esteem, self-confidence, competence, mental health, and body image; 'mens sana in corpore sano' is indeed a long standing and well established principle.

Key Findings from Empirical Research

To support the desk research, 10 interviews with partner organisations were undertaken and emerging themes identified. These were as follows. Delivering Success; Identified Challenges; Programme Improvement.

Key Theme 1 – Delivering Success

Key words and terms identified in relation to this topic – activity variety, informal sessions, social time, discussion, workshops and topics, girls only sessions, role models, the right coaches / leader, training coaches, understanding participant needs, participant led, understanding local context

Organisations responded with a range of innovative and practical solutions around how to successfully deliver programmes that engage girls. In order to overcome many of the well-known barriers to participation, organisations suggested that the activities should be free of charge or low cost and that the activities provided should not only be traditional sports but a mix of sports and games and that this should be led by the girls. In developing the right environment organisations recognised the importance of creating a safe space where they can be themselves, won't be judged, can push themselves and where it is acceptable to fail and not be judged. To overcome the fear of judgement, all but one of the organisations interviewed highlighted that their sessions operated on a 'girl's only' basis with no boys in attendance. This approach was seen as important in developing the right environment where girls can develop their confidence, self-esteem without the worry of being judged.

There was a belief from organisations that the right environment is important and a welcoming experience should not just be a one off but provided continually in order to encourage regular participation. Organisations identified a range of different approaches to develop the right environment. In what appears a sophisticated approach, the organisation 'SheZone' looks to function on an association basis, where the participants are seen as members and not customers. Despite this, She Zone believes that the participants often do not feel or know this and that the girls see the She Zone offer as 'loose activities.' The concept of creating a 'movement' such as this is 'on trend' and in keeping with a range of other political, social and environment issues that are currently generating significant interest across the varying forms of social media (Sivers 2019). The work of 'Us Girls' in South Wales also highlighted their approaches in creating the right environment. Alongside sport, the project offers workshops and discussions on different topics such as emotional health, well-being, as well as engaging in topics such as sweat and body changes. They believe this offer helps to create a valuable relationship with the girls on a personal level.

In achieving the right environment, all organisations recognised the importance of the coach or leader. There was a recognition that the coach or leader needed to act as role to the participants. A range of organisations suggested that, to achieve this it is preferable to have the coach or leader as a women as they can understand and relate to the problems of girls better. Other organisations recognised that the coach needed to act beyond the traditional functions of coaching the technical aspects of sport which corresponds to points made about developing the right kind of environment. For some organisations the presence of a youth worker, operating in partnership with a coach was seen as crucial in creating the right atmosphere in girl's only sessions. The notion of the youth work sector working alongside sports coaches is not new, first being introduced 60 years ago (Wolfenden 1960).

Key Theme 2 – Identified Challenges

Key words and terms identified in relation to this topic – moving beyond participation, resource allocations (funding, facilities and trained delivery workforce), growth constraint, perception of the role of girls, 'Sport for All' versus lower representation of girls, engaging hard to reach

All organisations recognised the challenges they faced in engaging girls in sport and physical activity. These were identified as external and internal challenges. Externally a range of issues were highlighted. The broader perceptions of the role of girls and their participation in sport were reflected from interviews. The influence of the immediate environment of the girls (parents, brothers/sisters) who do not understand the benefits from the activities was described as problematic. One project, which exists in a strong Rugby playing geographical location, stated they were working within a wider context which includes the perception from many that Rugby is a sport that girls should not play. Beyond the wider perceptions were numerous other challenges. A number of organisations stated the difficulties in securing the right coaches or leaders. Many organisations previously stated the importance of women coaches, but in many instances this skilled workforce was not available. This identified skills gaps was not around the technical knowledge of delivering sport. It was recognised that coaches and volunteers know how to organise sports activities but most of the time lack the social skills or other specific skills how to engage girls. In overcoming this there was a reflection that there was a lack of high quality training and support for those coaches and volunteers who work (or would like to work) with girls.

Internal challenges were also identified, many of which focused on organisations facilitating the right environment which supports long term, sustainable participation amongst girls. Many organisations

felt that policies were not specific enough or in some cases were non-existent. Where policies does exist there was a believed the rhetoric of the policy did not meet the reality of the activity on the ground. One organisation suggested, 'policymakers think very abstract; they think they know what is going on while reality is very different. You need people who know and can work with both sides'. Organisations stated there despite verbal support was a lack of infrastructure backing including long term funding, trained workforce or access to the relevant facilities. Many felt that the project based nature of activities was problematic and hindered sustainability; when the funding stops, the programme stops as well and this is not a long term solution. There was a suggestion that the nature of project work hinders creativity. The provision of a grant often leads to external parties wanting an element of control of a programme and this, in turn, means a loss of freedom. Perhaps unsurprisingly, given the grounded nature of many of the projects, there was sense that the right internal environment should be created through a bottom up approach. Project development should be demand driven. Whilst this is in keeping with the development of a movement approach, consideration needs to be given as to how this is implemented in practice. The thoughts of one of the interviewees offers a word of warning

I'm the only carrier, it's getting more and more attention, and I do get support from the team manager. But I'm a real hands-on person, so I don't know how to put such a thing on paper. I don't know where to start

Key Theme 3 – Programme Improvement

Key words and terms identified in relation to this topic – parental engagement and support, organisational engagement and support, educating key decision makers, challenging perceptions, embedding into core provision, levelling the playing field

In analysing the transcriptions the difference between the types of organisations interviewed was notable. Organisations who identified they were more successful in engaging girls were often more autonomous and less related to the infrastructure of local government or municipalities. The more 'successful' organisations often focused only on engaging girls into participation and in doing so, they demonstrated clear policies or goals which helped to shape what they were aiming to achieve. Despite its obvious attraction for success, consideration has to be given as to whether the development of an exclusive approach overcomes or exacerbates the problem. Does developing girls only sessions, for girl by girls lead to longer term solutions? Whilst it may be deemed relevant now, is this separatist vision the one that sport and physical activity wants to portray moving forward. Recognising that, in the main, this is a point that relates to the wider environment, it is worth consideration in the contexts of where the 'She Got Game' project operates.

Alongside this macro analysis, the interviews highlighted some practical and applied solutions that can help in programme improvement. The engagement of girls is seen as key. It is important to ensure that all women and girls engagement is led by the customer, whether a one off session or an ongoing project, and in order to achieve this projects need to talk, talk, talk with the coaches, volunteers and girls. Understanding is needed before policy can be written or projects developed. To support a process of cross-fertilisation between the policymakers and the coaches on the ground was recommended. Each party should be more aware of each other's situation so when you policy and plans are written both worlds are taken into account. The final and a more practical element was an identification that coaches and volunteers need training to in order to succeed and projects to improve. This should focus on body awareness, the challenges of social media, developing confidence and self-esteem. Given the focus of 'She Got Game' this is an encouraging message to hear.

Implications for 'She Got Game'

Sixty years ago a small committee reported on the general position of sport in the community in the UK and concluded that what was needed in this field was a whole 'new deal' (Wolfenden 1960). Having considered the findings within this review it could be argued that this message rings true with regards to sport and physical activity participation for girls and women. However, when considering the implications of the information in the context of 'She Got Game' it is important to remember the realistic perspective of Pawson. Clarity is needed around what the project can and, possibly more importantly, cannot influence and change. The thoughts below are an attempt to offer some kind of conclusion and set this review in the context of the 'She Got Game' project and what it means for the development of a 'Guidebook for Organisations'.

Developing a Framework for Sustainable Change

Evidence from this review suggests what is needed is a wider culture change. This is not an easy fix or simple approach. Many programmes operate in splendid isolation often driven by a dedicated individual or individuals. A system change is needed. Key organisations and community groups in the contexts or locations that the project will work should be targeted and engaged into the process. Within these organisations, relevant individuals who can influence and enable the culture change needed should be identified and engaged into the process. These enablers of sustainable change should be recognised as advocates for the work of the project and are crucial in offering local support. In turn this will facilitate the environment that allows the project, and its dedicated individuals who deliver sports sessions, to succeed.

Consequently, it is proposed that the 'Guidebook for Organisations' will be structured around the sustainable change process and consider the following:

1. The bigger picture

Sport and physical activity does not exist in some kind of vacuum untouched by external influences. Gender inequality exists in wider society and social structures such as the media reinforces this from a sports perspective. Organisations need to understand this wider gender inequality and reflect upon the impact it has on the aspirations and ambitions of girls to participate in sport.

2. What Price Culmination

The range of the barriers and difficulties that impact on girls and women participating in sport and physical activity are vast. It is challenging, in the context of one project, to deal with all of these. Additionally not all will necessarily apply to the geographical location in which projects are operating. It is more important to work with organisations in order to develop real understanding of what the key problems are in their local context and how this impacts on the opportunities and ability for girls to participate.

3. Envisioning the Future

The sports leader in the field is the key agent in this and plays an important role in recognising the needs of participants. Hearing the participant voice is essential and the sports leader is integral in supporting this. Having heard the challenges and what needs to change, organisations need to respond and develop their vision on how they want the future to be different.

4. Securing Commitment

Having envisioned the future, organisations need to consider how they will contribute to change being delivered. Part of this process may focus on considering which other local organisations can collaborate to support the process. Either way, gaining organisational buy-in and commitment around what are we doing and how are we doing it is crucial in achieving sustainable change.

5. Supporting Sustainability

Long term success requires alignment between the participants, sports leaders and organisations. In the long term, key influencers within organisations are crucial advocates in this work. Wider infrastructure may need developing and changing. This will include securing a commitment to reviewing practical issues such as funding allocations, facility use and workforce training.

Conclusion

The evidence presented in this review has covered a range of topics and thoughts around the issues that impact upon girl's participation in sport and physical activity. In concluding the work there are two points to consider. Firstly, it could be argued that what is required in this field in a new deal. To achieve this, development is required with the wider environment, across organisations and with individual actors. This is best described as operating across the macro, meso and micro levels. Secondly in delivering a new deals behaviours needs to change. This behaviour is not just confined to the individual participant. Behaviour change is needed across the macro, meso and micro field. To help guide this, it may be advisable to give some thought to the constituent parts that form the COM-B theory of behaviour change. This is demonstrated in the figure below, as developed by Michie (2014).
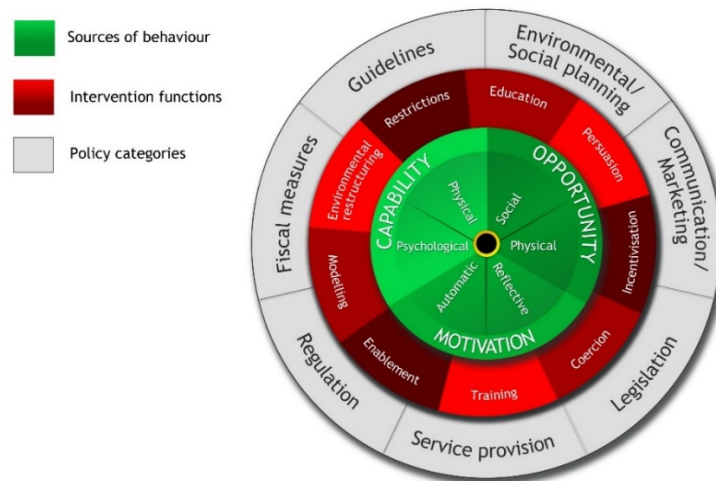
Although this model offers a useful guide to the theory of behaviour change, this work concludes where it started. The constituent parts of the 'She Got Game' project will each operate in its own context. Therefore, despite the breadth of information in this review and the depth of detail that underpins the COM-B model, taking what Pawson (2006) describes as a realistic perspective will be vital to the success of the project. Simply extracting the 'evidence' from this systematic review and applying it to a particular setting in the hope for success misses the crucial point. Understanding the context in which the project operates and working with this context will be crucial to the project's success. Ignoring this realism puts the project at risk of not achieving its desired outcomes; caution, danger ahead.

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