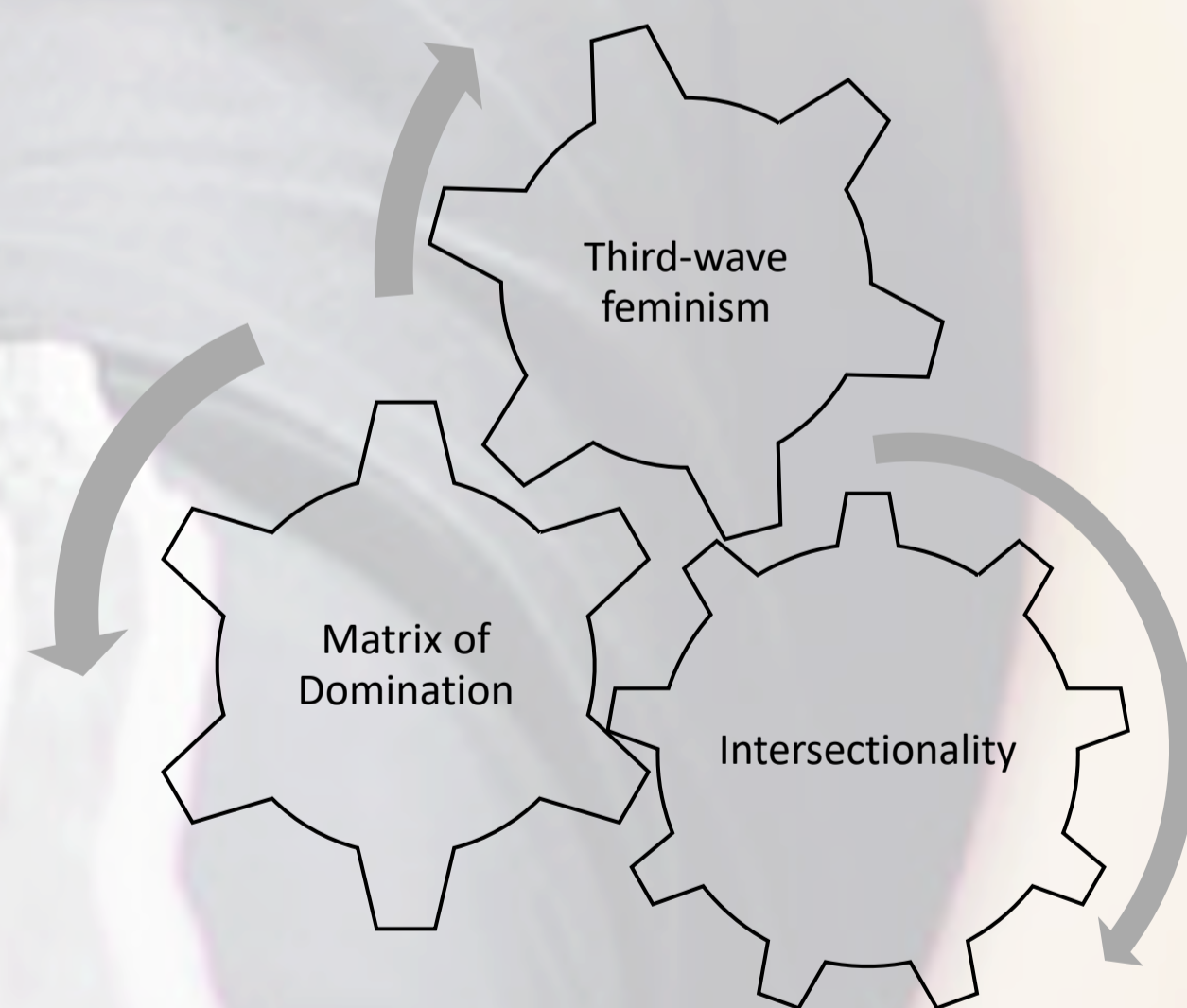


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Introduction

- Diversity and Inclusion is at the forefront of education reformation.
- PE must meet the needs of diverse learners through educational practices
- How fluid are the messages of equal opportunities for female Muslim adolescents in PE?
- Female Muslims are among the least active minority within the Active Lives surveys for both young people and adults (Sports England, 2019)
- A systematic review had to be conducted in order to investigate the progress of inclusion of female Muslim adolescents in PE, by examining the impact of existing policies and practice.

Key Theoretical Concepts



Aim of the review

What is the evidence of the impact of policy and practice on the inclusion of adolescent Muslim girls in PE?

Methodology

Realist Perspective- a realist synthesis of the evidence base provided established approaches that look to unpack the mechanisms through an explanatory approach, rather than a judgement approach in particular contexts and settings.

Method

Key Search Terms

- secondary, social inclusion, social cohesion, opportunity, access, Muslim, girls, females, adolescent, teenager(s), policy, procedure, programme, plan, practice, custom and preparation, with Physical Education/ PE

Electronic Database Search

- University of Birmingham ‘Find it’, SportDiscus, Medline, ERIC, PsychINFO, Sociological Abstracts, ProQuest and the Cochrane systematic review database & Google Scholar

Inclusion Criteria

- Studies were published in the English language
- Studies were Peer- reviewed research
- The study had to be published between January 2010- July 2020
- Written in the context of Secondary Physical Education (PE)
- Conducted in countries within Europe.
- The study had actively sought to capture the perceptions/impact of Female Muslims adolescents

Results

To review the literature, an extraction tool called a data matrix was produced. The extraction tool was composed by collecting information on the following: “first author, context, theory/concept, method, outcome and implications” (Griffiths & Armour, 2013 p.313). This process identified 6 studies that were classed as relevant to the research question of the study.

Findings from a thematic analysis of the evidence base

- Policy and practices in PE failed to provide equal opportunities for female Muslim adolescents due to the prominent discourses of ability and competition embedded into the curriculum and decision making processes by teachers and departments.

Discourses



- Female Muslim adolescents are an intersectional minority that are not celebrated in the PE environment. Policies and practices within PE struggle to adapt teaching and learning to meet the needs of this group.

Identity

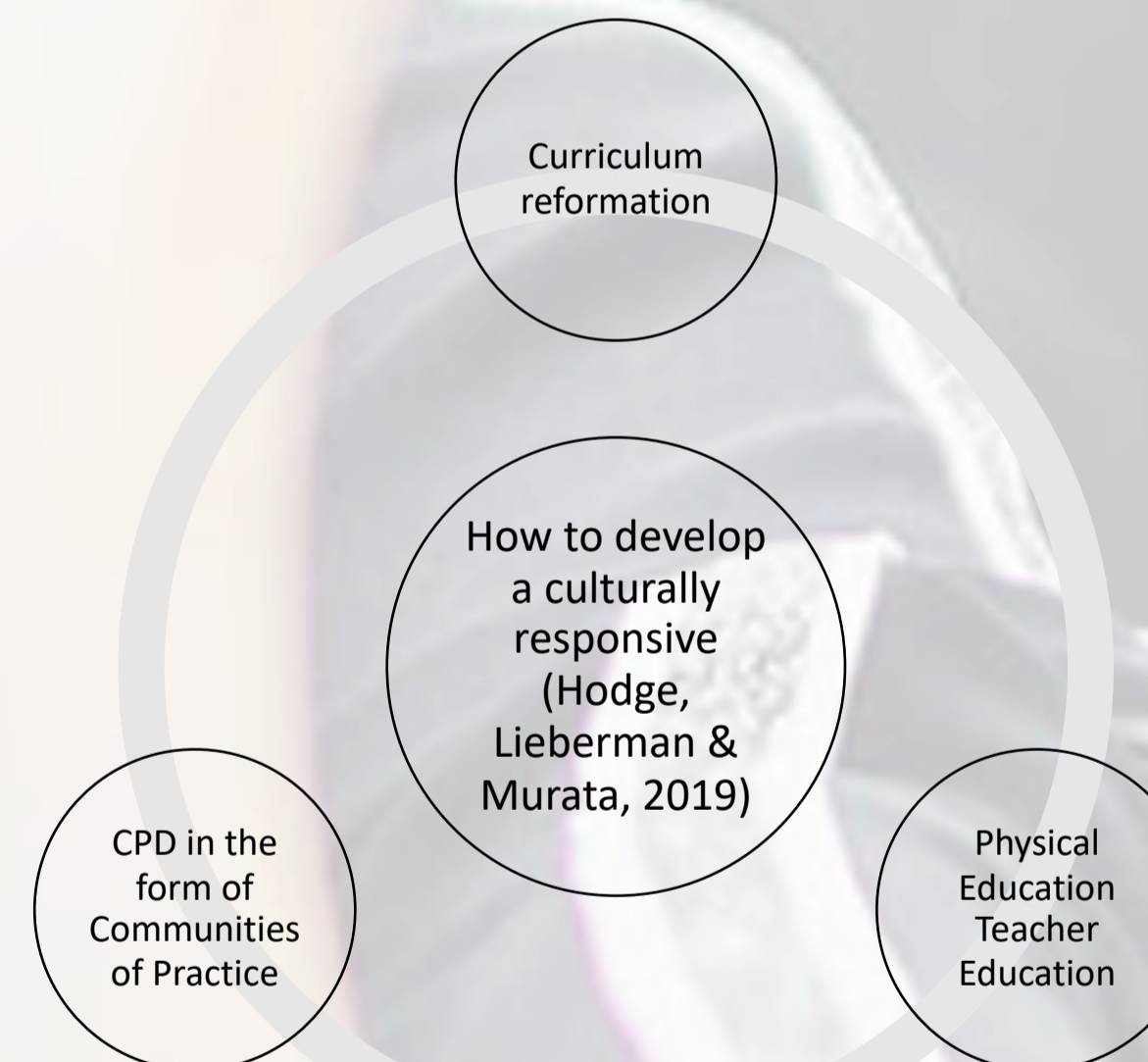


- Female Muslim adolescents were active agents of their learning in PE, however, due to the conflicting PE environment, agency was constricted, limiting the opportunities available for female Muslim adolescents in PE.

Agency



Recommendations



Implications

- Weak evidence base (only 6 papers that capture female Muslim adolescents in PE)
- The evidence base seems to capture the experiences of Pakistani Muslim girls and therefore is not a reflection of the wider female Muslim adolescents' community.
- Therefore more qualitative research is needed to identify the impact of policies and practices on female Muslim adolescents in PE from a range of ethnicities, religious sects and even geographical locations

Conclusion

Diversity and inclusion agendas are apparent in curriculum and practice, however, the translation of these agendas within the PE environment is seen as unsatisfactory. When it comes to the inclusion of female Muslim adolescents in PE, progress is slow, therefore curriculum and practices should be revised so that they are successful in accommodating female, Muslim adolescents in safe spaces of practice in PE. The most effective way in which this could be achieved is if policies and practices look to facilitate the development of culturally responsive teachers.

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