

2018-2019

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Produced in  
collaboration with  
the Scottish  
Parliament and the  
Young Women's  
Movement

# **YOUNG WOMEN LEAD**

# **REPORT**

# About

The Young Women Lead Committee is a leadership programme for young women aged 30 and under who live in Scotland. It is delivered in partnership with the Scottish Parliament and the Young Women's Movement. The programme focuses on increasing political participation and was created from a need to address the underrepresentation of young women in politics.



# About

Over several months beginning in November 2018, 30 participants from a range of diverse communities came together in the Scottish Parliament to run their own committee inquiry, focusing on a topic of their choice.



[Image of the young women lead participants dressed in purple, at a Committee table]

# Foreword

"I've had the pleasure of convening this unique committee for two years now. After last year's committee won the Scottish Public Service Award for Championing Gender Equality, I admit to a moment of wondering where we could go next.

I needn't have worried. The young women on this year's committee have continued to inspire me with their desire and determination to change things, and to improve the lives of other young women growing up in Scotland. Their chosen topic of inquiry, access to sport for young women and barriers that prevent their participation, has come at an opportune moment. At the time of this report, the Women's World Cup is in full swing and UN Women have launched a #WomeninSport social media campaign. We're hearing about 'changing the game', and 'our girls, our game'. So I am delighted to present this report, produced by young women and representing the views of their peers.

We heard over the course of our inquiry that access to sport and physical activity has both significant benefits and barriers for young women. We heard that these aren't always insurmountable, and sometimes there are quite easy and creative solutions to be found.

The committee members have built an international network, hearing stories from around the world about how these issues are not unique to Scotland.

I am so impressed by the work and inquiry results of the Young Women Lead Committee, and am excited to see where they, and their report, go next."

**LINDA FABIANI**

# Topic

This year, the Committee chose as its topic of inquiry-the relationship young women have with sport [1] and physical activity, with particular regard to issues that might prevent participation.

[1] For the purposes of this inquiry, sport is an activity involving physical exertion and skill in which an individual or team competes against another or others as part of a team. Physical activity is activity carried out to sustain or improve health or fitness.

# Themes

In considering the issue, the Committee decided to focus on four strands—

How socioeconomic status and protected characteristics impact on young women's participation in and access to sport and physical activity. **1**

**2** How sport and physical education are provided in schools, and how that influences young women's attitudes.

How societal pressures and external influences including social media, impact on participation in sport and physical activity among young women. **3**

**4** Examples of good practice in provision of sport and physical activity for young women, and encouraging them to engage.

# Research

At our meeting in February, we took evidence from:

**Danielle Gordon**, Body Positivity Blogger, Chachi Power Project;

**Julie Gordon**, Tennis Coach, the Judy Murray Foundation;

**Mandy Jones**, Body Positivity Blogger, The Empowered Woman Project;

**Professor David Kirk**, Professor of Education, the University of Strathclyde;

**Mark McGeachie**, Head of Partnerships & Sustainability, Youth Scotland;

**Dr Helen Sharpe**, School of Health in Social Science, the University of Edinburgh.

# Research

We heard from the experts the many **challenges** and **barriers** faced by young women, which can prevent them engaging in sport and physical activity. The **transition** to secondary school, coupled with the body changes of **puberty**, are key factors. We also heard the challenges that **social media** creates, and the imagery and media coverage (and lack of) surrounding women in sport.

We heard of the value of **role-models** for girls and young women. Interestingly, these don't need to be celebrities. Often young girls look to their **friends**, **families**, and coaches for inspiration.



# Research Methods

We heard that, unsurprisingly, attitudes towards exercise are formed **early**. While these attitudes can be **changed** in later life, they can also be hard to undo.

Our report therefore explores what can be done at **schools** before looking at other areas in young women's lives, from **social media** to role models to pregnancy and maternity.

We also give special consideration to how **socioeconomic** status and **protected characteristics**, including race, sexual identity, and disability, might cause additional **barriers** for young women.

# Research Methods

To inform our work, we undertook a **questionnaire** which ran for three weeks, from Monday 25th March to Friday 12th April 2019.

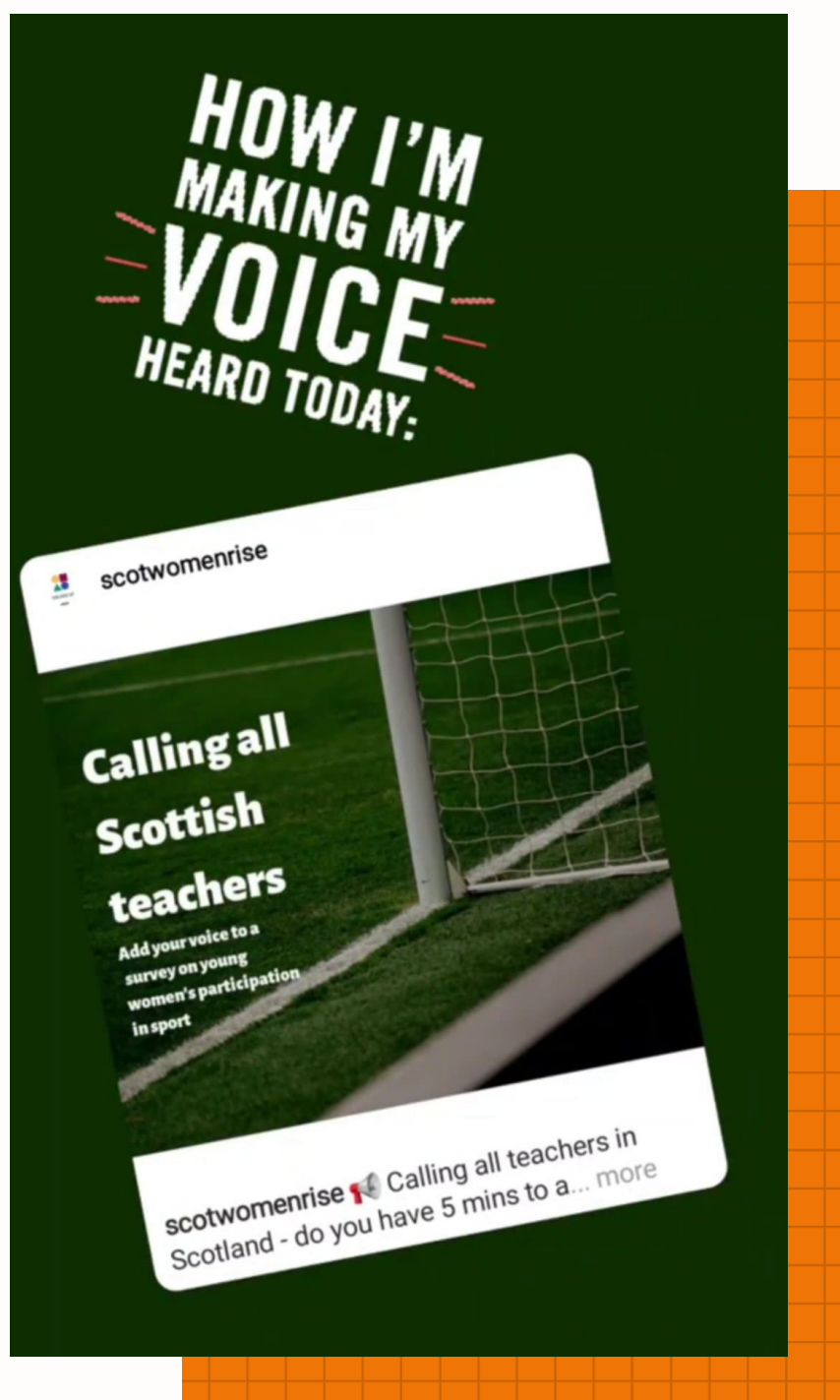
The questionnaire was in two parts: one was aimed at **young women** (under 30 years of age) living in Scotland, and the other at **teachers** in schools.

We received over **600** responses to the general survey, and **257** responses from teachers. We received **192** responses to our questionnaire aimed at those in school.

In addition, we held a **focus group** with a group of Girl Guides (aged 10-14).

We interviewed **coaches** too, to hear their views, and we met with **service providers** to hear what was working well.

# Research Methods



[Image of a screenshot from the questionnaire used on Instagram. A football net on a green background with text reading 'how I'm making my voice heard today!' in white]

# Findings

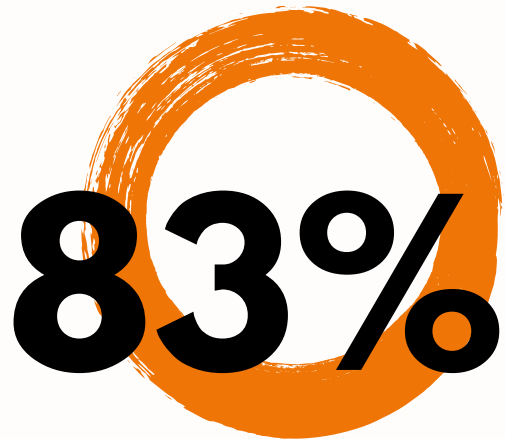
We received **192** responses from school-aged pupils.

Questions focused on **enjoyment** of PE in primary school and secondary school, and what was taught as part of the **curriculum** around diet and exercise.

We asked how enjoyment of PE in school could be **improved**, and what **barriers** (if any) prevented young women from taking part in PE.

# School

## Positives



83%

of young women agreed or strongly agreed with the statement “at primary school I enjoyed Physical Education lessons”.



54%

agreed or strongly agreed with the statement “at secondary school I enjoy Physical Education lessons”.

# School

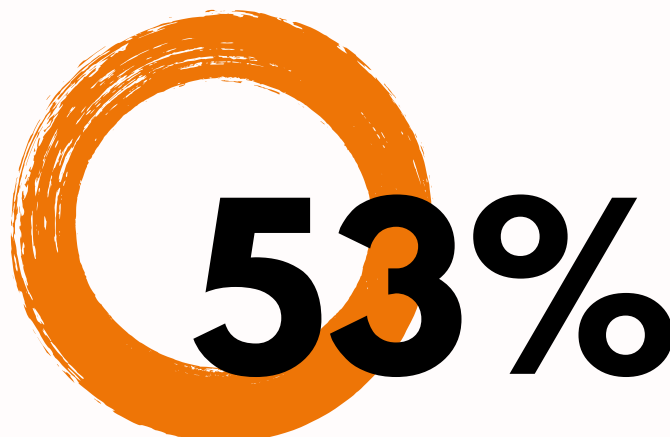
## Negatives

We heard many women had negative experiences of PE in school. Indeed, a common theme throughout our evidence was of PE “horror stories”:

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*I hated being in a class with boys. They would make fun of the girls and stare at our breasts and bums. It was even worse in swimming. They also would never pass the ball to us when we did sports, and they excluded us.*


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**53%**

of respondents advised that their enjoyment between primary and secondary school declined.

# School



**40%**

of respondents agreed or strongly agreed that school had taught them about the importance of a balanced diet.



**49.5%**

agreed or strongly agreed that school had helped them to understand the benefits of physical activity and exercise.

# School

For both primary and secondary students, factors that would increase enjoyment of PE included more **choice** of activities, better **facilities**, and more **focus on fun** as opposed to competition.

We heard it is easier to engage with sport later in life if an understanding of an active lifestyle has been learned in **childhood**. We want young women to develop a **positive attitude** to physical activity that begins at school and continues into adulthood.

From the young women we spoke to, it was clear that negative feelings around exercise began early, with **negative** experiences in **school** a key factor.

Although both boys and girls drop out of sport at this age, we heard that boys are more likely to re-engage sooner than girls and young women do.



# School

**Run Mummy Run**, a “running community supporting women to be fitter, happier and healthier”, has a membership of **61,000 women**. They told us that a “**bad experience** at high school” was a common shared experience among their membership.

This was echoed by Dannielle Gordon, Chachi Power Project, who told us “**horrendous**” experiences were shared with her. Many young women were put off exercise and only get back to it later in life.

We heard from Jog Scotland that an **over-emphasis** on technical aspects of sport and exercise in school can be off-putting. They suggested a more **holistic** approach to health and wellbeing in schools could make physical activity more **accessible** and relatable to women throughout their lives.

Other clubs we spoke to talked about trying to re-engage women later in life and having to **re-teach** approaches to sport.

# School



[Screenshot of an Instagram story by the Chachi Power Project saying 'so pleased to be able to help out this incredible team @scotwomenrise', with an image of the participants at the Committee table.]

# School

**Supportive**, positive physical **education** in schools is vital for establishing a **positive** relationship with exercise. We believe that if we are able to create a well-rounded approach to physical education in schools, which focuses on **wellness** rather than thinness, **fun** rather than competition, and **healthy** diet rather than calories, the experiences which follow young women from school will be positive.

# School

The Committee found that often provision of PE in schools does not provide a **wide range** of options for activities suited to young women and girls. One young woman told us:

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*At school it was so sexist and gender specific. I missed out greatly doing the sports I wanted to do - rugby and football. If I tried to play them I suffered terrible bullying and abuse from both kids and teachers. This occurred through both primary and secondary school.*

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# School

Another said:

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*When I got into high school, sports became segregated. Boys would go outside to play football and rugby while girls would play netball and rounders. Day in, day out, it was and still is exceptionally sexist.*

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# School

**Barriers** to participation, particularly related to body image in secondary school, are also not being addressed.

We heard from Prof. David Kirk, Professor of Education at the University of Strathclyde, that **listening** to what young women want and **adapting** PE lessons for each individual **context** can remove barriers to participation.

We heard from one school that pupils asked for the white shirts they wore for PE to be a different colour as white can become see-through. When they were **listened** to and the colour changed, **participation increased**.

We heard similar experiences for a range of other barriers including body **consciousness** and **access** to resources. In one school when swimming lessons were changed to women-only, participation rates **increased**.

# School

# Recommendation

**We recommend the Scottish Government consider introducing guidance for schools on how to involve young women and girls in the development of PE classes within their schools.**



[Image of the participants sat at the Committee table]

# Puberty

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*I have very, very low confidence when it comes to my body and it got even worse as I got older and so I hate getting changed or running in front of people.*

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# Puberty

One of the factors we heard about was the impact of **puberty** on young women's **relationship** with physical activity.

This has **three** main factors:

**1** The **timing** of puberty often coincides with a move to secondary school, and the change in youth sports structure to a more **competitive** environment.

**Physical** changes mean bodies work and **2** behave differently. Young women may feel **self-conscious** about this, and not want to change in open changing rooms or participate in sports settings where they feel they can be **looked** at.

**3** A lack of knowledge and **support** about how to deal with physical activity, health issues that impact women, and the changes of puberty. For example, **period products**, supportive clothing, pre-menstrual tension symptoms means young women feel **unsupported**.

# Puberty

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*I think as girls grow up and go through puberty, PE can be embarrassing and the reason for boys or girls to taunt them.*

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# Puberty

All of these factors can **combine** with an increased self-awareness to create an environment that is **difficult** for young women. However, we heard of a number of small but **productive** changes that can be made to help support young women.

A lack of **education** in schools about puberty and periods means many young women are not aware of what is “normal”. In particular, heavy **periods** and **endometriosis** can be undiagnosed and untreated and can have a **serious** impact on participation in sport.

We also heard that parents and teachers need to be **educated** and made aware of the changes and **challenges** young women face. Something as simple as providing **supportive** clothing or different period products can be the difference in **participating** in or **avoiding** sport.

# Puberty

## Recommendation

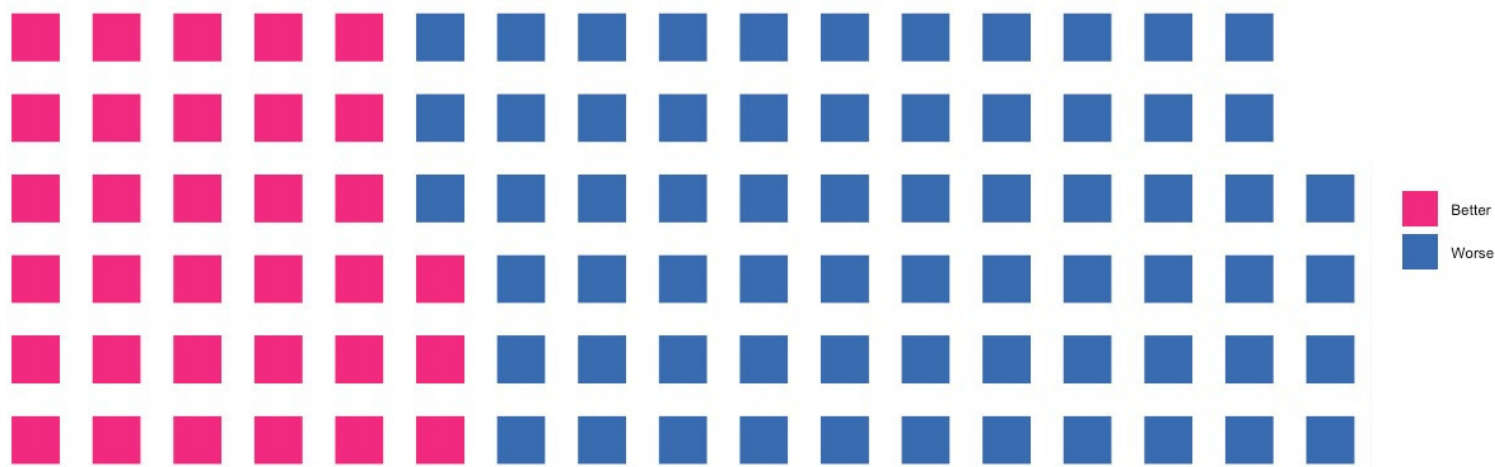
The Scottish Government should work with a partner organisation which specialises in youth information to co-design a portal for young women. This would contain information about young women's health issues, puberty, body changes, and sport or physical exercise. This should be co-created with young women so the information is relevant and helpful to them.

We recognise that period poverty can act as a barrier to participation in sport. We **support** plans for **free** period products to be made **available** in schools and **elsewhere** to combat period poverty.

We would encourage policy makers to make **provision** for **free** products in gyms and sports clubs, as well as schools and educational establishments, to allow participation of young women.

# Social Media & Body Image

Does social media make you feel better or worse about participating in sports?



# Social Media & Body Image

Young women's role models often come from social media, with “**influencers**” playing a key role. Sites like **Instagram** are image-based, and many young women follow accounts that focus on fitness or body positivity. In our research, the **majority** of respondents said social media made them feel **worse** about sport and physical activity but most also follow **fitness** and **body positive** accounts. We agree this suggests young women want to engage with fitness related content, but it may not lead to positive outcomes.

Mandy Jones, The Empowered Woman Project, told us that social media offers information on how to **change** your body: waist trainers, makeup, weight loss pills, or exercise that is intended to achieve a **specific look**. This information is not always healthy, **safe**, or obtainable. She described the look social media often promotes as almost “cartoon like”. Danielle Gordon, Chachi Power Project, agreed society thinks women are meant to be small, cute and presentable.

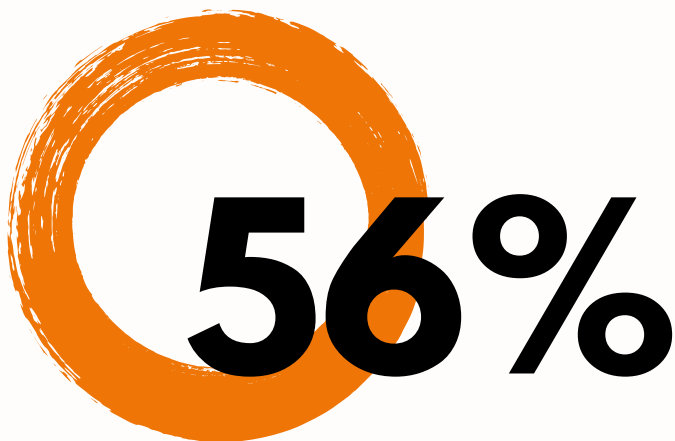
# Social Media & Body Image

Dr Helen Sharpe, School of Health in Social Science, University of Edinburgh, said that a large body of research shows looking at images that **glorify** thinness (“thinspiration”) is very **detrimental** to young women’s body image. While these images dominated five to six years ago, in the last few years we are seeing a move to a “**fit**” **ideal**, which focuses on “lean” (“fitspiration”).

While fitspiration might seem to be positive and promote health, research suggests it simply **replaces** thinspiration as another **negative** influence, a replacement of the “ideal body”. She told us that both thinspiration and fitspiration **perpetuate** negative messages about weight (“fatphobia”), and that higher weight is **morally** bad. Nor do either help women **engage** in physical activity in a healthy way.

# Social Media & Body Image

However, women don't always **seek** this information out. Through advertising, celebrity and influencer endorsement, and algorithmic creation of feeds, they can be regularly exposed to it, whether they choose to see it or not. Unsurprisingly, the effect of being exposed to these images impacts on young women's **body confidence**.



**56%**

of the pupil responses cited body confidence as a barrier to participation.



# Social Media & Body Image

We want young women to feel physical activity is not just about physical appearance. Projekt 42, an Edinburgh-based gym, said:

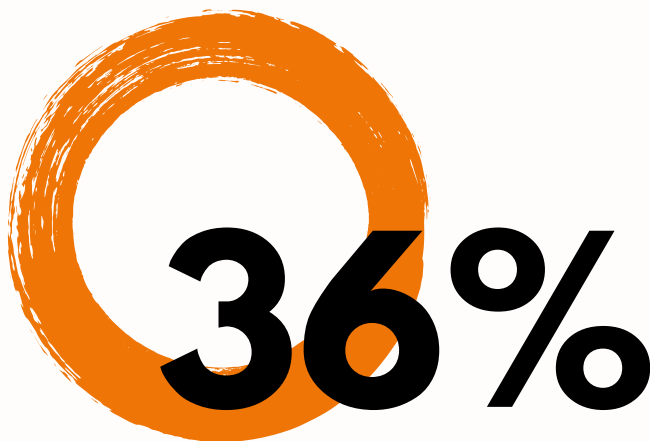
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*When engaging anyone to take part in sport or physical activity we believe it's important to promote the benefits to physical and mental health rather than focussing on body image... This is most important when engaging teens to take part in sport and physical activity as there is a greater proportion of under 16 years olds affected by body dysmorphia.*

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# Social Media & Body Image

We know that social media has the power to make us feel both **better** and **worse**, depending on circumstances. We are aware of ongoing discussions around the **regulation** of sites like Facebook and Twitter, and their influence on young people.



**36%**

of those that did not take part in sports outwith school stated that this was due to body confidence issues.

# **Social Media & Body Image Recommendation**

We welcome the recent Scottish Government Social Media Guidance for Young People Grant Specification which will include advice on body image and dissatisfaction with appearance, diet, and physical activity.

**We agree that the Scottish Government's Advisory Group on Healthy Body Image should consider aspects of body image related to health and fitness in any future advice and public campaigns. It should also consider how it can work with the UK Government in issuing new codes of practice to social media companies within its strategy on Online Harms. We ask the Scottish Government to raise the specific experiences of young women in their participation in the UK Council for Internet Safety. We would welcome opportunities to inform future work in this area.**

# Women-only and other inclusive spaces

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*I hated being in class with boys.  
They would make fun of girls and  
stare at our breasts and bums.*

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# Women-only and other inclusive spaces

The focus on body image created by social media, coupled with **body changes** at puberty, clearly affects young women. **Changing rooms** and unsuitable PE kit seem to further highlight insecurities in young women.

Mandy Jones, The Empowered Woman Project, told us that from ages 13-15, mixed PE classes are “**troubling**” for young women as their bodies change.

There is a lack of **information** about the impacts of these changes on exercise, and we heard this can range from **discomfort** around periods, to not being comfortable asking for help to buy a **supportive** sports bra.

# Women-only and other inclusive spaces

Julie Gordon, Judy Murray Foundation told us that in the 16-24 age group, **success** comes when girls are **together** in groups through their teenage years. As the youth sport environment becomes more **competitive** and elite as children get older, more **recreational** and **social opportunities** have to be presented to keep people engaged.

Dr Helen Sharpe agreed that peer networks tend to drop out, or disengage, together and for that reason peer networks are very important.

Jog Scotland told us physical exercise in a mixed environment can sometimes highlight **insecurities** and further distance young women from participating fully in sport.

# Women-only and other inclusive spaces

Changing rooms are also difficult. Although predominantly gender segregated, we heard that **open-plan** changing rooms are a barrier as young women feel **insecure** and self-conscious.

Teenage girls appear to benefit from women-only spaces. One Scottish high school we spoke to noted a marked increase in PE attendance for swimming lessons when they introduced **girls-only classes**.

Women-only classes also provide teachers with the opportunity to **tailor** physical education and Curriculum for Excellence

framework to girls' interests and needs, something Professor Kirk noted as key to improving their relationship with physical activity and their general wellbeing.

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*Right from being a young girl I wasn't keen on getting changed in front of others, not because of body confidence issues but just because I simply like my own privacy.*

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# **Women-only and other inclusive spaces Recommendations**

The Scottish Government's Advisory Group on Healthy Body Image should work with schools to consider how they can provide more welcoming environments for young girls to participate in sport.

This should include in particular:

- 1** Improvements in changing facilities to increase privacy;
- 2** PE kit options;
- 3** Opportunities for inclusive, women-only classes.



# Fun Factor

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*In primary school the lessons were meant to be fun, like it's fun to exercise. But in secondary it's like you have to be good at the sport you play and there's more pressure so it's not very fun anymore.*

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Young women often have a negative idea that exercise is a form of **punishment** used to **change** aspects of their bodies. From evidence we have gathered, we learned that finding an environment that is fun, supportive, and **emphasises community** can change this perception.

# Fun Factor

Feel Good Female Fitness told us it's important "for those who are not extremely self-motivated, to find an environment that is **fun** and where the people around you support and **motivate** you." Our evidence suggests that women generally seem to be drawn back to sport and physical activity by **community** driven initiatives which offer peer support and a sense of purpose.

Prof. David Kirk told us that the way youth sport is structured **perpetuates issues**. From age 12-13, sport becomes highly **competitive**. Whereas before that age the focus was on fun and anyone being able to play. From secondary school skilled players are funnelled into exclusive teams and programmes. A **gap** then exists in provision for those who want to play for fun, or may be less skilled.

However, with insecurities around body image, influences from social media, and unfamiliarity with a changing body, it is of little surprise that physical activity is **rarely** seen as "**fun**" by young women of high school age.

# **Fun Factor**

# **Recommendations**

**Not all young women want to be elite athletes. Where they do, they should be given appropriate coaching and support to develop their skills.**

**However, more focus should be given to participation in sport and physical activity that is fun, whether this is through provision of free facilities (like tennis courts and outdoor gyms) in parks, or funding of non-competitive clubs and classes. While these may have an upfront cost, we believe the long-term preventative gains in terms of health and mental health would be significant.**

**We would recommend that the Scottish Government support and monitor SportScotland to fund and deliver non-competitive, community-based sport programmes for women across Scotland.**

# Inclusivity

Sport and physical activity should allow children to learn not just **technical** aspects but also about other people and working as a **team**. It is crucial that everyone feels they can **participate**. The Daily Mile has looked to do this by making physical activity a part of children's everyday routine, encouraging them to go and enjoy being outside:

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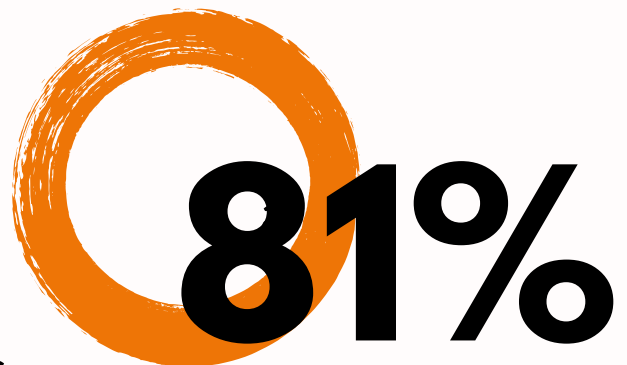
*It's always fully inclusive – every child, every day. They should all be out together in the fresh air. Children with mobility difficulties should be supported to take part.*

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# Inclusivity

Our questionnaire assessed the impact certain **protected characteristics** (race, sexual orientation, gender reassignment, pregnancy and maternity, religion and belief, and disability) had on young women's participation in sport and physical activity. Separate questions asked about the impact of socioeconomic status. We received **618 responses**.

We heard a good example of a school which operated “**bowling shoe**” type hire system for their rugby boots, making sporting equipment accessible to all. This sort of initiative to make equipment **available** could help remove **socioeconomic** barriers to participation.



**81%**

of respondents told us family income and disposable money impacted on their relationship with sport with membership fees, cost of competing, cost of equipment, and travel costs to facilities all mentioned as factors.

# Inclusivity

67 respondents had children, and **65%** of those young women commented **motherhood** had **negatively** impacted their relationship with physical activity. Time, finance, lack of childcare facilities and low confidence were the four main barriers to their participation since becoming a mother. However, **14%** also commented their participation had increased as they wanted to be healthier for their children.

Although pelvic **incontinence** doesn't just impact on women who are pregnant or have children [2], it can be a barrier for mothers who wish to return to sport or physical activity. Elaine Miller, pelvic physiotherapist, told us that many of these issues can be fixed with a course of **six physiotherapy sessions**, but that many don't know how or are too embarrassed to access them, and it can take an average of seven years for women to access help.

[2]Elaine Miller told us incontinence affects approximately 20% of 15-25 year olds.

# Inclusivity

The Equality Network published “Out for Sports” [3] in 2012 which looked at **homophobia** and **transphobia** in sports. They found that homophobia and transphobia were massive barriers for LGBTI+ people’s participation in sport, particularly for trans people. In this committee's research, 25.8% of respondents identified as LGBTQ+.



22%

commented that they had negative experiences due to their LGBTQ+ identity. A recurring theme was issues faced by women identifying as being part of the LGBTQ+ community in **changing rooms**.

[3] <https://www.equality-network.org/our-work/policyandcampaign/out-for-sport/>

# Inclusivity

Projekt 42 have worked hard to create an inclusive space for the LGBTQ+ community[4]. From providing **pronouns** on their personal trainers' information boards to hanging the Trans Pride and LGBTI+ flags on the wall of the gym, they work to ensure the physical space is welcoming. In addition, they offer women-only, trans-masculine and trans-feminine fitness classes and childcare in the form of a play area for gym users' children. They told us they aim to create:

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*positive environments with positive roles models, where every act of sport and exercise is celebrated for the benefit it has to both physical and mental health.*

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[4] 'LGBTQ+' was the term used in the Committee's research, and the Equality Network's research uses the term 'LGBTI'.



# Inclusivity

**67 respondents** considered themselves to have a **disability** and **18%** of those felt it impacted on their relationship with sport. Another theme that was identified was a lack of **awareness** and training for teachers to **support** young women with disabilities in PE classes.

We received a small number of responses to our questionnaire from individuals from a BME background. They did not identify any exercise-related issues specific to their race or ethnicity but our sample rate of responses was too small to draw conclusions.

Our sample rate of responses was too small to draw conclusions about religion and belief.

# **Inclusivity**

# **Recommendations**

**It is clear that protected characteristics can create additional barriers to participation. The Scottish Government should ensure that views from these communities are included whenever they are developing services or guidance.**

**Extra training and guidance should be produced for teachers to equip them to deal with the additional barriers and sensitivities around protected characteristics and sport.**

# Role Models

We asked organisations to suggest ways that they could be **supported** to create a larger **impact** either through help from the government or through collaboration with wider organisations. The majority highlighted the importance of creating positive **role models**. University of St Andrews Saints Sport believe the best way to do this is by encouraging more women not just to play but to coach and work in the industry:

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*There needs to be greater emphasis, by government, Scottish governing bodies and others, on female role models in position of influence; coaching, officiating, sports administration and performance.*

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# Role Models

These role models not only have to be **active** across **diverse** areas of the sporting industry, but must also represent a broad spectrum of abilities. We should “showcase individuals across the sporting spectrum, not just the (unattainable for the vast majority) elite.”[5]

Julie Gordon, Judy Murray Foundation, told us that girls have too **few** role models as they move to secondary school and the predominance of female teachers in primary school who fill that role become fewer as they get older. She suggested a programme focussing on **leadership** for teenage girls was key.

[5] University of St Andrews, Saints Sport

# Role Models

Julie Gordon added that **relatable** role models and **representation**, from **amateur** sports to **professional**, are a necessary part of improving young women and girls' relationship with sport. Without women's input it is difficult to imagine how we will change **stereotypes** on physical activity and without **positive** examples it is hard for young girls to imagine that there is **space** for them. In order to see more women reaching the elite level we need to start by creating more female coaches who understand the female body.

On Instagram, we asked the young women who they consider their sporting role models to be. **Eight** of them mentioned well known athletes, while **14** spoke of people they know, such as their mum, sisters, and coaches. Julie Gordon emphasised that girls want to know they are **cared** about and their coaches are **interested** in them, and therefore their role models are closer to home.

# **Role Models Recommendation**

**Role models come in all shapes and sizes and for young women, they are often close to home. To develop role models, the Scottish Government should invest in programmes for female coaches and teachers at all levels, including elite sport. Support for programmes that encourage mothers and carers to be active should also be prioritised.**

**These should take into account the time, caring, and financial difficulties mothers and carers face in accessing sport and physical activity. However, as the first role models a young woman may have are often close to home, the long-term benefits of investing in these programmes can be realised not only by mothers and carers but also for their children.**

# Conclusion

Perhaps the most obvious **recommendation** to come from this engagement work is that of further **monetary** support from local **authorities**. As budgets are cut and resources for charity-run or volunteer-led activities continue to shrink, the impact has been **widespread** across Scotland and the population has **suffered**.

Many of the issues faced by the Scottish public at large - illness, low self-esteem, and loneliness - could be tackled in a **safe, healthy environment** through local leisure centres and clubs.

# Conclusion

We know from our research that young women suffer even more as they try to contend with **societal pressures** and, at best, mixed messages fed to them by the media. It could prove economical in the long run to **invest** more money and resources in young women's sports **education** and offerings to support and prepare women for adulthood.

Embedding healthy, positive **relationships** with sport and physical activity from a young age is, as many studies have proven, likely to result in continued physical activity and overall improved health and **wellbeing** in later life.



# Participants

Lauren Aitchison  
Maxine Cairney  
Lisa Douglas  
Hannah Lorne Gray  
Katie Heath  
Anna Henschel  
Svea Horn  
Dionne Hossack  
Shika Hurrydass  
Olivia Kanyike  
Amy King  
Katrina Lambert  
Amy Leishman  
Ciara Maguire  
Abbie McGrath  
Kris Muir  
Lauren Pluss  
Elizabeth Chao-Ying Rao  
Ashley Stein  
Diane Stewart  
Samantha Stewart  
Jenni Snell  
Reigan Walker  
Nancy Wallace  
Nell Westbrook  
Beccie White  
Rhona Wilder  
Janis Wong

# Coordinating Team



The Scottish Parliament  
Pàrlamaid na h-Alba

R a c h e l E d w a r d s

H a y l e y F o r r e s t e r

A l a n i s M c Q u i l l e n



A u d r e y O p d y c k e - B a r n e s

B e t h C l o u g h t o n

E l e n a S o p e r

# Thank You

The Committee would like to thank all those who sent them written evidence, gave evidence at Committee, and participated in their engagement activities.

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# More Information

If you would like to know more about the Young Women Lead programme, please contact us at [hello@ywcascotland.org](mailto:hello@ywcascotland.org).

Digital copies of the report and the annexes can be found on [ywcascotland.org](http://ywcascotland.org)



The Scottish Parliament  
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