INclusivity in the OUTdoors

Insights and recommendations from the 2021 Raising Our Game Webinar Series

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FULL REPORT

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Insights and recommendations from the 2021 Raising Our Game Webinar Series

Executive Summary

The 2021 Raising Our Game webinar series provided an opportunity for the Outdoor Sector to explore a range of themes around Equality, Diversity and Inclusion (EDI) in the outdoors.

The aim of this report is to share the findings from Phase 1 of the project and offer some actions individuals and organisations can begin to take as a result of what has been learned from this. The report also includes many ideas and initiatives that could be included in Phase 2 of the project.

Over 10 webinars running between January and September 2021, our vision was:

"To stimulate conversation and collaboration on EDI, inspiring action on broadening participation and strategic leadership, particularly within the Outdoor Learning community."

The webinar series saw 1348 live attendees across the first 9 events and over 1,200 YouTube views of the recordings (by 22 September 21).

Despite the topic being a 'conversation' within the sector for 40+ years there was an appetite to make change happen with 46% of attendees wishing to "help shape the system and change EDI in the outdoors".

The webinar series provided opportunities to gather information about where the sector is at on a wide range of themes. These have been presented in a 'Webinar Series Report'. The complimentary 'Outdoor Learning for Everyone Report' presents a wide range of academic and other sources that have examined the issues and explored solutions to EDI matters in outdoor learning and recreation. Together these reports present evidence-based insights and recommendations that can motivate and resource people to take action.

6 Key Findings

1. The outdoor learning field has much to do to be more equitable and inclusive of diverse groups.
2. Delivering this work requires an equal and diverse partnership of communities to challenge bias, privilege, and discrimination.

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3. There is a need, a demand, for individuals, organisations and senior leadership to take responsibility and action in making the outdoors a diverse and inclusive place.
4. Perceptions and understanding were identified as the biggest 'barrier' to INclusivity in the OUTdoors (often from a "white" perspective).
5. There are clear indicators and evidence of how individual volunteers, professionals, organisations and national bodies can make a difference.
6. The field should continue to share its intentions to raise our game and celebrate widely our successes in doing this.

Raising Our Game

Drawn from examples of actions for change identified in research or webinar series, the project team recommend the following six key principles:

1. **Everyone can make a difference**
   Many aspects of EDI are played out through language and in the everyday interactions we have as part of daily life. Whoever you are and whatever your role in the outdoors you can make a positive difference with self-awareness, education and inclusive action.

2. **Leadership and organisational commitment**
   Understand your current position and identify the potential opportunities within your context. Create clear short- and long-term goals detailing the benefits of achieving the vision.

3. **Understanding and working with communities**
   There is no one size fits all model for EDI – understanding the context you are working in is crucial to understanding how to effect change, and how to forge new partnerships.

4. **Responsive services and customer care**
   Seek out and include diverse voices impacted by discrimination. Encourage the sharing of information, experiences, and research in order to provide inclusive programmes and services.

5. **Diverse and engaged workforce**
   Make EDI conversations normal. Seek to understand and incorporate multiple diverse perspectives in all areas and at all levels of an organisation. Do this collaboratively so that everyone 'owns' the knowledge.

6. **Journey of continual improvement**
   Continue to develop and implement new ideas, share new developments, experiences, learning, and ideas with the outdoor community. Together we can all be part of a movement for change.

Actions for Change

A framework for change is offered by introducing a structure for self-assessment of inclusion at one of five levels. The first level, Invisible, implies that the principles of inclusion are non-existent within the community. The highest level to strive for is a Culture of Inclusion, which describes a community that is completely welcoming and inclusive.

We offer this broad framework as a way you can reflect on your current position and identify areas for actioning change.

We do not recognize that there is a problem.	We know there is a problem, we are taking tentative steps, but we are not sure how to proceed.	We have acknowledged the importance of diversity and are taking formal steps to promote inclusion.	We are committed to eliminating all forms of discrimination through systematic change.	Inclusion is normal and part of our culture.
Invisible	Awareness	Intentional Inclusion	Strategic Inclusion	Culture of Inclusion

(Alberta Urban Municipalities Association, 2017)

Alongside six key principles, to guide thinking, examples of actions/ approaches are presented under each of the five levels of inclusion. They are not exhaustive and those committed to change are encouraged to refer to the Outdoor Learning for Everyone Report and the Webinar Series Report when choosing actions to positively impact greater equality, diversity and inclusion.

Next Stages

The field should continue to celebrate successes and promote all the groups, projects and initiatives that are making a difference. Commitments to action tailored to an organisation, its workforce and the individuals and communities it serves are also encouraged.

Future ideas and initiatives to be explored for INclusivity in the OUTdoors Phase 2 are grouped into two broad themes: EDI implementation; and sector development. Funding and collaborative partnerships to assist with the outlined projects and other initiatives is essential to action the next steps.

Project Partners

The webinar series was imagined and delivered by a project team sharing a common interest and drive for a more inclusive, equal and diverse environment for those accessing the outdoors or working in Outdoor Learning.

The project was a collaboration between the Institute for Outdoor Learning (IOL), the Association of Heads of Outdoor Education Centres (AHOEC), MOSAIC Outdoors, The Outward Bound Trust and the University of Cumbria.

REPORT AUTHORS *November 2021*

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Contents

Executive Summary 2

CONTENTS 5

INTRODUCTION 6

Raising Our Game 6

2021 RAISING OUR GAME PROJECT TEAM 7

Project Funding 7

OUTDOOR LEARNING FOR EVERYONE REPORT 10

Summary of findings 10

WEBINAR SERIES REPORT 11

Methodology / approach 11

Summary of findings 11

6 KEY FINDINGS 12

Validity and limitations of findings 12

Terminology and language 13

MAKING A CHANGE 14

Six Key Principles 14

A Framework for Measuring Inclusion 14

EXAMPLES OF ACTIONS FOR CHANGE 16

Invisible level of inclusion 16

Awareness level of inclusion 16

Intentional level of inclusion 17

Strategic level of inclusion 17

Culture of inclusion 18

NEXT STAGES 19

Celebrating action 19

Visible commitment 20

INclusivity in the OUTdoors Phase 2 20

APPENDIX A 22

Key Terms 22

APPENDIX B 24

The Outdoor Learning for Everyone Report 24

APPENDIX C 25

The Webinar Series Report 25

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Introduction

The 2021 Raising Our Game webinar series provided an opportunity for the Outdoor Sector to explore a range of themes around Equality, Diversity and Inclusion (EDI) in the outdoors.

The aim of this report is to share the findings from Phase 1 of the project and offer some actions individuals and organisations can begin to take as a result of learning. The report also includes many ideas and initiatives that could be included in Phase 2 of the project.

Our vision was "to stimulate conversation and collaboration on EDI, inspiring action on broadening participation and strategic leadership, particularly within the Outdoor Learning community."

The primary aim of the webinar series was to create a space and focus for a series of topics relating to EDI in the outdoors to be discussed by the OL community. In doing so we were able to provide education, and to learn from a diverse range of people, opening up fresh conversations and sharing current practice, ideas and research.

The webinar series provided information about where the sector is at on a wide range of themes connected to Equality, Diversity and Inclusion. This is complimented by research from academic and other sources. The full reports from the webinar and academic research are called 'The Outdoor Learning for Everyone Report' and 'The Webinar Series Report'. An overview of each report is provided on page 12 and page 13 of this document, with the full reports included in Appendices B and C.

The insights and recommendations contained within the reports can motivate / resource people to take action at individual, organisational and institutional levels.

Raising Our Game

A framework for change is offered by introducing a framework for self-assessment of inclusion at one of five levels. The level of inclusion will likely be different for each area of focus, which allows each user to determine the areas in which they are strong or weak.

Examples of actions for change are given that have been drawn from both the Outdoor Learning for Everyone Report and the Webinar Series Report. Though not exhaustive, they indicate many positive actions that can be taken to support a long-term commitment to equality, diversity and inclusion.

2021 Raising Our Game Project Team

The webinar series was imagined and delivered by a project team sharing a common interest and drive for a more inclusive, equal and diverse environment for those accessing the outdoors or working in Outdoor Learning.

The project was a collaboration between:

The Institute for Outdoor Learning - "The professional body for individuals and organisations using activities and experiences in the outdoors for learning, increased health and wellbeing and environmental awareness. We support sector standards, research and guidance and are driven by a vision of Outdoor Learning as a highly valued form of development, education and employment in UK society." @IOLOutdoorProfs

The Association of Heads of Outdoor Education Centres – "AHOEC is an association of leaders in outdoor learning – most of these leaders hold senior positions in outdoor learning provisions across the UK. We strive to create and develop a healthy culture intelligently balancing education, fun, safety, risk, inclusion, challenge and adventure." @AHOECUK

MOSAIC Outdoors - "To grow the number of people from black, Asian and ethnic minorities (BAME) who engage with the Outdoors (National Parks and the natural environment), delivering quality of life, health, environmental and educational benefits" @mosaicoutdoors

The Outward Bound Trust – "Our mission is to inspire young people to defy their limitations so they become strong, resilient and curious, ready for the challenges of life" OBT are consciously working to raise awareness of EDI and take action towards creating a staff team which more closely represents the backgrounds of beneficiaries. @OBTUK

University of Cumbria – "We are the largest provider of outdoor study degrees in the UK with the Ambleside campus in the Lake District as our base. We work collaboratively with numerous outdoor organisations together with partnerships with national organisations in support of the Outdoor Learning field". #UoCOutdoors

Project Funding

The project team volunteered time and expertise to the series with infrastructure supported by IOL and funding towards speakers and research reports coming from:

- Institute for Outdoor Learning
- The Association of Heads of Outdoor Education Centres
- University of Cumbria

Overview of the 2021 Webinar Series

The webinar series was open to all interested in the subject area. Participants were encouraged to join for the sessions that most resonated with them or attend the whole series for a meaningful, action orientated professional (and at times personal) journey.

Following an introduction to the topic of EDI in the outdoors, the project team positively encouraged participants to increase their self-awareness as they heard from presenters and engaged with the content of each webinar. A recurring theme was the invitation to:

Prepare to be positively uncomfortable and challenged to raise your game.

A wide range of expert speakers joined the webinar series to share their expertise, lived experiences, research and international perspectives.

#1 Starting an Equality, Diversity, and Inclusion (EDI) conversation in the Outdoors Sector – Why it matters?
Neal Anderson (IOL), Gina McCabe (AHOEC), Mohammed Dhalech (MOSAIC Outdoors), Kate O'Brien (Outward Bound), Chris Loynes (University of Cumbria).

#2 How does inequality work?
Mohammed Dhalech (MOSAIC Outdoors), Dr Anjana Khatwa (Learning & Engagement Specialist, TV & YouTube Presenter).

#3 Injustice of Multiple Inequalities… and how do we talk about it?
Neal Anderson (IOL), Dr Jamie Mcphie (University of Cumbria), Dr Tracy Hayes (University of Cumbria) Katy Murray (Catalyst-Collective).

#4 Finding Common Ground: Socio-Economic Inequalities
Gina McCabe (AHOEC), Professor Kaz Stuart (University of Cumbria), Dave Harvey (University of Cumbria).

#5 Becoming Anti-Racist
Mohammed Dhalech (MOSAIC Outdoors), Jacqueline L. Scott. (PhD student, University of Toronto), Pammy Johal (Backbone CiC), Rachel Cook (Deputy Ethnicity and Race Champion for Natural England), Mikael Chaudary (Member of the NE Ethnicity and Race Network).

#6 Women in Outdoor Leadership
Kate O'Brien (Outward Bound), Dr Linda Allin (Northumbria University).

#7 Disability
Gina McCabe (AHOEC), Sue Bott (Disability Rights UK), Craig Grimes (Experience Communities).

#8 LGBTQ+

Mohammed Dhalech (MOSAIC Outdoors), Peter Blackburn, Al Evans & Julian Donald (Gay Outdoors Club), Dawood Qureshi (activist, journalist, Marine Biologist).

#9 Positive Examples of INclusivity in the OUTdoors

Neal Anderson (IOL), Gina McCabe (AHOEC), Mohammed Dhalech (MOSAIC Outdoors), Kate O'Brien (Outward Bound), Chris Loynes (University of Cumbria).

#10 Making a Change

Neal Anderson (IOL), Gina McCabe (AHOEC), Mohammed Dhalech (MOSAIC Outdoors), Kate O'Brien (Outward Bound), Chris Loynes (University of Cumbria).

The first 9 webinars ran between January and June 2021 with the final session running in September 2021 to give an opportunity to discuss and explore the findings from the two research reports.

The webinar series saw 1348 live attendees across the first 9 events and over 1,200 YouTube views of the recordings (by 22 Septmber 21).

Despite the topic being a 'conversation' within the sector for 40+ years, 70% of attendees appeared to be 'starting' their EDI journey and joined the webinars to 'Up their personal knowledge and approach to EDI'.

There was also an appetite to make change happen with 49% of attendees seeking to "develop EDI within an organisation" and 46% of attendees wishing to "help shape the system and change EDI in the outdoors". Further details are within the Webinar Series Report (Appendix C).

Webinar Recordings

Recordings and presenters notes for all webinars are available at: https://www.outdoor-learning.org/Good-Practice/Good-Practice/Equality-Diversity-and-Inclusion/INclusivity-in-the-OUTdoors

Key Terms

Descriptions of key terms used within the reports and webinar series can be found in Appendix A.

Outdoor Learning for Everyone Report

Professor Chris Loynes

The **Outdoor Learning for Everyone** report follows an integrated review of academic and other sources that have examined the issues and explored solutions to a wide range of EDI matters in outdoor education and recreation. It focusses on UK literature but considers relevant publications internationally. It was undertaken on behalf of the project by Prof. Chris Loynes of the University of Cumbria.

After setting the scene, the report summarises the evidence for barriers to inclusion and then considers the reported solutions. It is in three sections:

1. Barriers to inclusion
2. Solutions to inclusion
3. The transformative potential of the outdoors to enhance inclusivity

Summary of findings

Whilst the outdoor learning field has much to do in order to be more equitable and inclusive of diverse groups, there are clear indicators of how individual volunteers and professionals, organisations and national bodies can make a difference. There are examples of excellent practice within the field to draw from. There is also much to encourage people to take the first and small concrete steps and persist with bringing about change sustainably over time.

It is also important that the field continues to share its intentions to up our game and celebrate widely our successes in doing this. This will support a growing narrative that will help drive change and reach out to those communities who continue to feel excluded confirming that the field is interested to hear from them and keen to work together to create outdoor learning for all.

There is also a need for significantly more research in this field. It would be appropriate if this were conducted in inclusive ways using, where appropriate, participative approaches.

In addition, there are a growing number of case studies appearing online from outdoor sports bodies and leaders that would merit an integrated review that is beyond the scope of this project. The findings of a number of current studies will be informative and worth reviewing for further insights.

Read the full Outdoor Learning for Everyone Report in Appendix B

Webinar Series Report

Anouska Duffy

The **Webinar Series Report** is aimed to empower those working and leading within the industry to gain a better understanding of the 'Intersectional Issues' we face within the sector, to encourage 'actionable behaviours', and assist in populating the action plan.

It has drawn upon the ideas, discussions, and suggestions made and shared by presenters and attendees at the 'INclusivity in the OUTdoors' webinar series 2021.

Methodology / approach

An Intersectional Framework was used to identify and analyse the data collated within the webinar series. The 'data' is drawn from the lived experiences shared, demographics and insights of attendees and 'accessible' literature (sometimes beyond the scope of the outdoors and the UK).

The key concepts investigated and discussed within have been prompted by the thoughts, ideas, and discussions of attendees and presenters.

Summary of findings

The webinar series demonstrated the perceived and experienced 'intersectional issues' across 'under-served' communities in the outdoors.

Perceptions and understanding were identified as the biggest 'barrier' to INclusivity in the OUTdoors. History, language, and privilege were revealed to be important factors in this.

The webinar series emphasised that there is a need, a demand, for individuals and organisations to take responsibility and action in making the outdoors a diverse and inclusive place.

Read the full Webinar Series Report in Appendix C

6 Key Findings

The webinar series provided opportunities to gather information about where the sector is at on a wide range of themes. These have been presented in a 'Webinar Series Report'. The complimentary 'Outdoor Learning for Everyone Report' presents a wide range of academic and other sources that have examined the issues and explored solutions to EDI matters in outdoor learning and recreation.

If we are to achieve a more inclusive, equal and diverse environment for those accessing the outdoors or working in Outdoor Learning. then we must all seek to expand our spheres of influence and action change.

1. The outdoor learning field has much to do to be more equitable and inclusive of diverse groups.

2. Delivering this work requires an equal and diverse partnership of communities to challenge bias, privilege, and discrimination.

3. There is a need, a demand, for individuals, organisations and senior leadership to take responsibility and action in making the outdoors a diverse and inclusive place.

4. Perceptions and understanding were identified as the biggest 'barrier' to INclusivity in the OUTdoors (often from a "white" perspective*).

5. There are clear indicators and evidence of how individual volunteers, professionals, organisations and national bodies can make a difference.

6. The field should continue to share its intentions to raise our game and celebrate widely our successes in doing this.

Validity and limitations of findings

Many of the findings within this report centre on 'information' and 'knowledge' shared by the webinar attendees. The lack of diversity amongst attendees effects the analysis and findings and also demonstrates and highlights the challenges of EDI and the OUTdoors.

* Read more regarding the (white) elephant in the room in the **Webinar Series Report** page 15.

Terminology and language

A number of equality, diversity and inclusion terms are used throughout the reports and webinar series. In order to promote a common understanding, descriptions of some key terms used can be found in Appendix A.

Language can be used to demonstrate equity, inclusion and create a more welcoming environment. Equally it can also be used in a way that can reinforce stereotypes, cause discomfort or offence or exclude certain groups of people through assumptions, e.g. assuming white population is the norm.

The project team support:

- choosing language that includes rather than excludes;
- choosing language that acknowledges, accepts and celebrates differences;
- choosing language that is welcoming to everyone.

An example of a set of guidelines for the use of inclusive language is available from the Chartered Insurance Institute at https://www.cii.co.uk/media/10120292/inclusive-language-guidelines.pdf

Making a Change

Six Key Principles

Drawn from examples of actions for change identified in research or webinar series, the project team recommend the following six key principles:

1. **Everyone can make a difference**
   Many aspects of EDI are played out through language and in the everyday interactions we have as part of daily life. Whoever you are and whatever your role in the outdoors you can make a positive difference with self-awareness, education and inclusive action.

2. **Leadership and organisational commitment**
   Understand your current position and identify the potential opportunities within your context. Create clear short- and long-term goals detailing the benefits of achieving the vision.

3. **Understanding and working with communities**
   There is no one size fits all model for EDI – understanding the context you are working in is crucial to understanding how to effect change, and how to forge new partnerships.

4. **Responsive services and customer care**
   Seek out and include diverse voices impacted by discrimination and encourage the sharing of information, experiences, and research in order to provide inclusive programmes and services.

5. **Diverse and engaged workforce**
   Make EDI conversations normal. Seek to understand and incorporate multiple diverse perspectives in all areas and at all levels of an organisation. Do this collaboratively so that everyone 'owns' the knowledge.

6. **Journey of continual improvement**
   Continue to develop and implement new ideas, share new developments, experiences, learning, and ideas with the outdoor community. Together we can all be part of a movement for change.

A Framework for Measuring Inclusion

The Measuring Inclusion Tool (Alberta Urban Municipalities Association, 2017) offers a framework for the self-assessment of inclusion at one of five levels. The lowest level, Invisible, implies that the principles of inclusion are non-existent within the community. The highest level to strive for is a Culture of Inclusion, which describes a community that is completely welcoming and inclusive.

The five levels of inclusion framework was developed to support the transformation of organisations and communities towards a culture of inclusion.

We offer this broad framework as a way you can reflect on your current position and identify areas for actioning change.

We do not recognize that there is a problem.	We know there is a problem, we are taking tentative steps, but we are not sure how to proceed.	We have acknowledged the importance of diversity and are taking formal steps to promote inclusion.	We are committed to eliminating all forms of discrimination through systematic change.	Inclusion is normal and part of our culture.
Invisible	Awareness	Intentional Inclusion	Strategic Inclusion	Culture of Inclusion

(Alberta Urban Municipalities Association, 2017)

Ultimately it is individuals who make up organisations, communities and societal systems so whatever role you have, we all have a part to play in change. You can consider the role you play, including your sphere of influence, by reflecting on the areas that are a best fit in your situation, for example:

Influence within self

- EDI knowledge and insight
- Language, behaviour and attitude

Influence within an organisation

- Leadership and accountability
- Responses to incidents of discrimination
- Vision, planning, implementation, and measurement
- Human resource policies and practices
- Employee engagement and education
- Customer / user understanding and engagement
- Organisational culture and values
- Governance, representation, and audit processes
- Marketing, promotion, and advertising

Influence systemically

- Infrastructure and access to outdoor spaces and places
- Community understanding and engagement
- Public / customer attitudes & awareness

Funding and support would enable a Phase 2 project to develop a broad EDI self-assessment tool that builds from the work already completed in Phase 1 and by others (e.g. Natural England).

A toolkit created for our sector with robust guidance would provide a structure for sharing approaches, experiences and learning, as well as support individuals and organisations unable to put resources to this themselves.

Examples of Actions for Change

In the following sections we have gathered a number of examples of actions/approaches drawn from both the Outdoor Learning for Everyone Report and the Webinar Series Report.

The project team recognise EDI can appear a complex and specialised area for individuals and organisations to enact change. We propose a Phase 2 project that draws on the full number of actions for change identified within Phase 1 and elsewhere and presents them in a suitable format and structure for our field.

To guide initial thinking, some examples of actions/approaches are presented under each of the five levels of inclusion. They are not exhaustive and those committed to change are encouraged to refer to the Outdoor Learning for Everyone Report and the Webinar Series Report when choosing actions to positively impact greater equality, diversity and inclusion.

Invisible level of inclusion

Diversity and difference are not even on the radar, or there is no recognition of the value that inclusion brings. Overt or subtle discrimination is present. When a discriminatory incident happens there is no attempt to rectify the situation. Individuals who face discrimination must deal with any of its negative impacts on them without community support. There is a very entrenched/simplistic sense of who is seen as 'normal' and who is seen as 'different'.

Examples of actions/approaches to consider:

- Individual scope: Open up a one to one conversation with colleagues, especially anyone experiencing discrimination. Find allies. Ask participants and colleagues what language would work for them (Breunig, 2019).
- Organisational scope: Introduce mandatory EDI training for all staff. Reflect on brand appearance.
- Systemic scope: Place EDI on the agenda of key committees. Engage stakeholders and senior personnel.

Awareness level of inclusion

There is some effort being made to welcome marginalized or minority people into the mainstream of the community, based on a belief that all people are equal or an understanding of the harmful effects of exclusion. Discrimination is seen as somewhat important to address, but actions taken to address it lack adequate resources, do not happen consistently and are ad hoc. Interventions focus on helping marginalized individuals meet their basic needs even if they are facing discrimination or exclusion elsewhere.

Examples of actions/approaches to consider:

- Individual scope: Challenge instances of under-representation or discrimination with colleagues and line managers. Talk about these issues with colleagues.
- Organisational scope: Introduce formal complaints procedures. Introduce as a standing agenda item for senior staff meetings.
- Systemic scope: Develop an evidence base to understand the nature and extent of any issues.

Intentional level of inclusion

The organisation has made an official statement about the importance of inclusion and diversity, and a structural understanding of inclusion and inequity is being advanced. Interventions are planned with the goal of incorporating more equitable practices and attitudes into the entire organisation or community. People make initial medium to long- term commitments to inclusion work. Ideas about who makes up the 'mainstream' of the community are starting to broaden.

Examples of actions/approaches to consider:

- Individual scope: Raise inclusion as a topic with all clients to ensure activities, dress, accommodation, food, language, etc are compatible with everyone (Finney, 2014; Rigby, 2020). Design inclusive (Schlein, 1992) or specialist (Pike & Weinstock, 2013) programmes.
- Organisational scope: Develop new recruitment strategies to reach under-represented communities (Fabrizio & Neil, 2005; McCormack, 2017)). Train key staff. Change representation in teams.
- Systemic scope: Partnership campaign with role models and community leaders amongst under-represented communities (Batten, 2020).

Strategic level of inclusion

Long-term, broad-reaching strategic measures are taken to decrease barriers to participation for people who have long been marginalized, with the understanding that focusing energy on those with the most barriers improves services for all. Strategies to transform processes that maintain systemic discrimination, as well as provisions for measurement and accountability, are in operation. When discrimination happens there is a process in place to address it that involves organisation and community support. The organisation is addressing one or a few layers of identity very effectively. The idea of who is 'normal' has shifted to be more reflective of a variety of human differences.

Examples of actions/approaches to consider:

- Individual scope: Be prepared to act as a whistle blower. Actively reflect on critical incidents and seek advice.
- Organisational scope: Develop partnerships with key stakeholders in communities under-represented in client or supplier base (Flemsaeter, 2015; Batten, 2020).
- Systemic scope: Include under-represented communities in steering groups and all decisions. Change workforce strategies (Gress & Hall, 2017).

Culture of inclusion

All layers of identity and difference are considered and supported, and systemic processes for maintaining inclusion are fully woven into the organisation or community. The good of all people is a widely held value, and everyone is comfortable with and sees the importance of diversity, so discriminatory incidents rarely happen. Continuous improvement around inclusion is embedded within the organisation. Inclusion is a way of life and all are supported to reach their full potential.

Examples of actions/approaches in place:

- Individual scope: Regular personal and team reviews to identify new opportunities and solutions.
- Organisational scope: Annual diversity monitoring reviewed by trustees and senior staff.
- Systemic scope: Indicators of inclusion represent relevant local or national demographics.

Next Stages

Over the past 40 years many conversations and research into the prevailing attitudes and responses to a lack of equality, diversity and inclusion in the outdoors have taken place. There have been many examples of positive change and active inclusion projects. But, however far our sector has come, there is clearly still more distance to travel. Issues of privilege and discrimination still abound and, despite many holding a belief that "the outdoors is open to all" there is evidence from this webinar series that that is not always the reality experienced.

These next stages have been informed by The Outdoor Learning for Everyone Report and The Webinar Series Report; comments and commitments from attendees at Webinar 10, Making a Change; and the thoughts and reflections from the 2021 Raising our Game project team.

Celebrating action

There has been a range of projects, research and other organisational or local scale initiatives connected to the themes of equality, diversity and inclusion over the years. More recently it has been noticeable the number of new initiatives emerging which are led by people within previously underserved communities, with the aim of inspiring and connecting people with shared identities to get into the outdoors. Many public bodies and sports governing / awarding bodies are committing to change too. The outdoor media are featuring more diverse voices and imagery. Partnerships are forming. These actions are worth celebrating but it's vital to acknowledge that real and positive EDI shifts across the sector also require genuine strategic change which sustain over time. This is at the heart of INclusivity in the OUTdoors plans for Phase 2.

In addition to the 2021 Raising Our Game Webinar Series, other recent larger scale collaborative initiatives have included:

- The Outsiders Summit (organised by Phil Young, The Outsiders Project and Soraya Abdel-Hadi, All the Elements. Including invited representatives from Colour Up, Black Trail Runners, Swim Unity, We Go Outside Too, MTB Colour Collective, Swim England, British Cycling and Mountain Training. Supported by Patagonia and HF Holidays.)
- Your Movement Matters (Association of British Climbing Walls, British Mountaineering Council, Camping and Caravanning Club, National Indoor Climbing Award Schemes, Mountain Training, Outdoor Industries Association, Plas y Brenin, The Ramblers).
- Changing Landscapes – Actioning Change Symposium (Backbone CIC, NatureScot, Loch Lomond & The Trossachs National Park, Cairngorms National Park).

- Generation Green (Access Unlimited coalition - YHA (England & Wales), The Outward Bound Trust, Scouts, Girlguiding, Field Studies Council and the 10 English National Parks).

One project can make a positive difference for some, but one project won't fix the problem. If we are to achieve a culture of inclusion in outdoor learning, and in the wider outdoor sector, future projects must be collaborative, sustained, and grounded in a desire for real change.

We must continue to celebrate our successes and promote all the groups, projects and initiatives that are making a difference in our field.

Visible commitment

A visible public statement around equality, diversity and inclusion followed by actions, accountability, and regular reviews has the potential to catalyse change for individuals, organisations, and our wider sector and field. A focused and intentional commitment to change can lead to a positive difference for many individuals. Together we can all be part of a movement for change.

Commitments to action should be tailored to an organisation, its workforce and the individuals and communities it serves. Alongside statutory requirements, such as the Equality Act and the Public Sector Equality Duty, examples of schemes that organisations might wish to align with include:

- Sporting Equals Charter
- Mindful Employer Charter
- Charity Governance Code

Regular reviews of commitments made, actions taken, and progress achieved are essential to guard against hollow sign-up to an initiative or scheme.

INclusivity in the OUTdoors Phase 2

Research in this area is not new but there remains a gap to be bridged between research, application and lasting change. Some might argue that the field has known what was needed for many years but has been slow in making the individual, organisational and systemic changes necessary for all layers of identity and difference to be considered and supported.

Future ideas and initiatives to be explored for INclusivity in the OUTdoors Phase 2 are grouped into two broad themes – EDI implementation and broader sector development:

EDI Implementation

- Editing the webinar presentations to create informational and educational resources available to the field.
- Engage with organisations across the sector to develop an inclusivity self-assessment tool specifically for use by organisations in the outdoors.

- Develop a broad EDI toolkit building from the work already completed in Phase 1 and by others (e.g. Natural England) for organisations too small to put resources to this themselves.
- Develop and deliver a new webinar series for promoting greater EDI in operational departments or areas.
    - E.g., Recruitment, advertising, staff induction, ongoing training, customer care, etc.
- Write a guide to the use of inclusive language specifically for the outdoor workforce.
- Offer a "bias-check" service to identify any unconscious or systemic bias in policies, procedures, job descriptions, advertisements, etc.

Sector development

- Identifying the local priority areas for sector development campaigns and activity relevant to each Home Nation and region.
- Developing a core curriculum for EDI knowledge and training aligned with occupational standards in the sector.
    - E.g., Outdoor Activity Instructors, Outdoor Learning Specialists, Outdoor Learning Managers, Outdoor Education Advisors, Directors / Trustees.
- Facilitate champion individuals and organisations reaching for 'next practices' and willing to collaborate and share experiences.
- Provide EDI information sharing and buy-in events for managers, directors and trustees in order to secure commitments to lasting changes.
- Supporting networks that enable outdoor learning professionals and organisations within the sector to share local practice and joint approaches.
- Support and funding for targeted access and agency projects for underrepresented communities.
- Collection and analysis of data across the sector in order to track trends in diversity and inclusion.

Funding and collaborative partnerships to assist with these or other projects would be essential to action the next steps.

Appendix A

Key Terms

This glossary covers several key equality, diversity and inclusion terms that are used throughout the reports and webinar series.

Ally

Someone who uses their privilege from being part of a dominant group to take action to challenge oppression by supporting and advocating with the oppressed/discriminated against group.

Collaboration

Creating the conditions for people to have a voice, feel appreciated and valued. Involves cooperation, effective communication, shared problem solving, planning, and openness to finding solutions.

Disability

A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

Discrimination

Discrimination (direct) *is where a person is treated less favourably than another in the same or similar situation on the basis of one, or more, of the protected characteristics.*

Discrimination (indirect) *is where a rule or practice is applied to all but has the effect of disadvantaging a particular group of people compared to others outside the group, unless the rule or practice is needed to achieve a legitimate aim and the means of achieving the aim are appropriate and necessary.*

Diversity

Diversity describes the myriad ways in which people differ, including the psychological, physical, and social differences that occur among all individuals, such as race, ethnicity, nationality, socioeconomic status, religion, economic class, education, age, gender, sexual orientation, marital status, mental and physical ability, and learning styles.

Equality

The state of being equal, especially in status, rights, or opportunities.

Equity

Working toward fair outcomes for people or groups by treating them in ways that address their unique advantages or barriers.

Inclusion

The act of creating involvement, environments and empowerment in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate. An inclusive and welcoming climate with equal access to opportunities and resources embrace differences and offers respect in words and actions for all people.

Identity

The characteristics and qualities of a person, considered collectively, and regarded as essential to that person's self-awareness.

Intersectional / Intersectionality

The intertwining of social identities such as gender, race, ethnicity, social class, religion, sexual orientation, and/or gender identity, which can result in unique experiences, opportunities, and barriers.

Liminal

In an intermediate state, phase, or condition. Being undefined or unfamiliar allows participants the opportunity to explore new aspects of themselves.

Oppression

The systemic and pervasive nature of social inequality woven throughout social institutions as well as embedded within individual consciousness. Oppression signifies a hierarchical relationship in which dominant or privileged groups benefit, often in unconscious ways, from the disempowerment of subordinated or targeted groups.

Privilege

Unearned social power (set of advantages, entitlements, and benefits) accorded by the formal and informal institutions of society to the members of a dominant group (e.g., white people with respect to people of colour, men with respect to women, heterosexuals with respect to homosexuals, adults with respect to children, and rich people with respect to poor people). Privilege tends to be invisible to those who possess it, because its absence (lack of privilege) is what calls attention to it.

Structural Inequality

Inequalities that are systemically rooted in the normal operations of dominant social institutions through existing procedures, practices, laws and regulations, as well as in government policies and politics.

Unconscious Bias

Unconscious biases are social stereotypes about certain groups of people that individuals form outside their own conscious awareness.

White Privilege

The inherent advantages possessed by White people on the basis of their race in a society where racial inequality and injustice exists. For example, it is the advantage of not worrying that you didn't get the job you interviewed for because of your race.

As the equality, diversity and inclusion field develops, many of the terms used are also evolving. Examples of glossaries of terms can be found at:

- https://www.guidantglobal.com/news/diversity-and-inclusion-terminology-a-guide-to-inclusive-language;
- https://www.thewi.org.uk/__data/assets/pdf_file/0005/529052/NFWI-Equality-Diversity-and-Inclusion-Glossary-of-Terms.pdf

Appendix B

The Outdoor Learning for Everyone Report

INclusivity in the OUTdoors: **Phase 1**

September 2021

Anouska Duffy

The Webinar Series Report

Institute for Outdoor Learning

AHOEC
Leading Outdoor Learning

Mosaic outdoors

THE OUTWARD BOUND TRUST

University of Cumbria

Outdoor Learning for Everyone

The following insights are derived from an integrated review of academic and other sources that have examined the issues and explored solutions to a wide range of EDI matters in outdoor education and recreation. It focusses on UK literature but considers relevant publications internationally. It was undertaken on behalf of the project by Prof. Chris Loynes of the University of Cumbria. After setting the scene, the report has been organised to first summarise the evidence for barriers to inclusion and then consider the reported solutions.

1. Scene setting

Beyond the demographics of engagement in the environment by different sectors of society, there is relatively little research concerning EDI in the outdoors. In Outdoor Learning even the demographics are little known, either of the workforce or the participants of the various and diverse OL approaches. What data there is, what discussion there has been and what solutions have been found comes mostly from the USA and is focussed primarily on issues of race and gender.

1.1 Poverty. Poverty is clearly an underlying factor that affects access for all under-represented communities. It would clearly make a significant difference to the opportunity to visit the outdoors if society tackled exclusion due to poverty. Poverty intersects with all other categories of exclusion. It also impacts disproportionally on these groups in society amplifying exclusion for these people from many of society's benefits including nature and outdoor activities. This can only really be overcome by eradicating poverty itself. For this report, it is necessary to consider how the impacts of poverty can best be mitigated. Significantly, the impact of the benefits of being outdoors for these communities is also disproportional, in this case providing positive experiences addressing, for example, matters of health and wellbeing and socialisation (e.g. Jelkanen, 2017; Kingsley et al, 2021).

1.2 Plurality and Change. UK society, as in many other countries, has become more plural and change has accelerated. Traditional ways of gaining access to the outdoors, such as passing knowledge and skills on from generation to generation via families and clubs, are no longer sufficient if they are to be inclusive. In addition, traditional ways of being outdoors and ideas about what people should do, with whom, wearing what and where to go are challenged. Flemsaeter et al (2015) have identified three areas of moral concern for both existing and new outdoor citizens. First, skills, knowledge and socialisation can be absent or change. This can be positive, e.g. the introduction and promotion of low skill and local activities can encourage participation. Likewise, digital devises and the information available on the web provide knowledge to individuals not in touch with other participants. It can also be a concern, e.g. as people without certain knowledge and skills enter risky landscapes unprepared. This has been highlighted during the recent pandemic as a characteristic of some of the people new to the outdoors (Rousseau & Deschacht, 2020).

Second, engaging with nature is redefined as new entrants redefine what and where nature is and how to engage with it. The third concern is that of a threshold of effort that judges a person to be deserving of access to the outdoors e.g. certain distances, awards, summits,

clothing, equipment, friendships and memberships. These invisible boundaries are clearly exclusive and become even more so for new entrants without the cultural norms as a reference. These three areas of concern also overlap. The challenge will be for constructive responses from the current outdoor community, governing bodies of outdoor sports, clubs and communities as well as new entrants to the outdoors. Outdoor Learning providers have a clear part to play in negotiating these destabilised outdoor norms and cultures in ways that encourage access for all, especially but not exclusively for young people.

2. Barriers to inclusion

2.1 The moral landscape. The key systemic issues discussed in the literature in the UK, and also observed in Europe and the USA, are that rural landscapes are perceived as dominated by unrepresentative communities of both residents and visitors. Some of the destinations and activities celebrating rural areas do not have cultural resonance for people with protected identities and others who also feel excluded. At the same time, access to urban green and blue spaces is inequitable. Lower densities of green and blue space also corelate with neighbourhoods of low income and poverty. In addition, people with protected identities – especially ethnicity – are over-represented in these same communities. Further, some of these spaces are perceived as unsafe, hostile to young people and occupied by elements in the community thought to be dangerous. This is an area for action by policy makers and planners. However, there are opportunities to work with community leaders to restore and repurpose the spaces that exist. Case studies of successful projects of this kind are thankfully many and increasing.

Several publications highlight the exclusory nature of the 'moral' landscape of various 'outdoors' or 'natures', rural and urban. The feeling is that 'there is nothing here for me' or 'I don't belong here'. The rural landscape, and especially the landscapes of National Parks, are perceived as a domain occupied or colonised by the white and, in some accounts, male middle class and able bodied. (Breunig, 2019, Fowler, 2021; Gere, 2019, Warren et al, 2014). Those who are reported feeling this way are women, working class people and BAME communities.

2.1.1 Class. With regard to class in particular, this might be considered a recent phenomenon as many protected landscapes were, once, industrial working landscapes; in the late nineteenth century many urban working class groups established outdoor cycling, walking, climbing and fishing clubs; and it was the urbanised working class that protested for the right to roam, a precursor to the setting up of the UK National Parks. Restoring these narratives of earlier engagement with National Parks does offer one option for reconnection with these communities.

2.1.2 Ethnicity and race. For some BAME communities, the whiteness of the rural landscape and of the providers of outdoor experiences (Rose & Paisley, 2012; Vernon, 2016) is compounded by a lack of references and relationships that are meaningful to their histories and cultures. In seeking solutions interventions can be divided between those that encourage excluded groups to adapt to the dominant culture and landscape – 'you too can be a climber' - and those that adapt the culture or landscape to meet the interests of

excluded groups – 'let's open our doors in the evening when these groups want to visit'. This may well apply to other excluded categories. Recent BAME migrants have been shown to have different understandings and priorities related to fitness, health and wellness and the role of the outdoors in supporting these needs. For example, in one study social wellbeing was the highest priority at the expense of personal wellness (Sharma-Brymer & Brymer, 2009). Also, some black communities have a history of environmental trauma that, when perpetuated in cultural narratives, impacts on perceptions of nature and the outdoors (Goodrid, 2018). Whilst BAME communities are concentrated in urban areas it is important not to forget the needs of the growing number living in rural settings (Ware, 2015).

2.1.3 Sexuality. Oakleaf (2010) found that LGBTQ+ leaders at American summer camps had to manage or hide their identities in what were widely found to be homophobic and heteronormative camp cultures reproduced by other staff members. Participants were therefore unable to experience a range of identities as role models during their camp experiences. More recent case studies (see Merrett, 2021) suggest that this situation is widespread in outdoor cultures and, like other protected identities, people have found some safety in gay and queer outdoor networks and groups.

2.1.4 The opportunity for OL. Schools are in a unique position in this regard as almost every young person attends. By introducing inclusive, progressive and integrated Outdoor Learning into a school every child can be guaranteed outdoor activities and time in nature over a twelve year period. These opportunities can range from school grounds to local parks, urban fringe rural landscapes and national parks. However, a Scottish study (Mannion, Mattu & Wilson, 2015) found that the average time spent outdoors by pre-school children was 36% of their day. For primary school pupils the survey suggested nearly 4 hours was spent outdoors each week reducing to 2.1 hours in secondary schools. Of particular relevance to this study is the unequal distribution of these opportunities. Primary schools serving communities with high relative deprivation offered 12.6% of pupils a residential experience compared with 22.5% for areas of low deprivation. For secondary school students the figures are even more stark at 16% for high and 38.5% for low deprivation areas. There is no data on accessibility within any given school. Given the significant opportunity for schools to provide an equitable provision, there is a need for studies in the other nation states of the UK.

It is critical that, where OL occurs in schools, that it is inclusive, is creative concerning culturally relevant and appropriate activities and connects young people with green and blue places and community groups enabling continued engagement and progression. With this in mind the desire for 'every child to have a night under the stars' advocated in the National Park Review (Glover, 2018) is laudable but perhaps not ambitious enough. However, the intention expressed in the Review to allocate more land in urban and urban fringe areas to nature and for access is to be celebrated.

2.2 Intersectionality. Race, class, sexuality, skin colour, gender, poverty and other identities combine and amplify social injustices including those to do with the outdoors (Breunig, 2019). As indicated above, a black woman from a poor background faces multiple challenges in accessing nature and outdoor activities. Even finding like-minded people to join in with may be impossible as can be the bus fare or the equipment costs.

2.3 Leadership. From the experience of other professions that have tackled EDI, it is clear that a representative leadership is a critical step to take. From the national professional bodies through the managerial and field staff to the support staff of organisations, both paid and volunteer, it is important for under-represented groups to see themselves reflected in these people. Although figures do not exist for the OL field, individual organisations have surveyed their staff and volunteers. These show an industry heavily dominated by white, middle class men at all levels. There are some signs of improvement in gender in the early career stages of OL. However, there remains an over-representation of women in support, care and administrative roles and in primary school teachers who include OL in their practice. There also seems to be a divide between men who lead adventure activities and women who lead environmental activities. The participant mix for these webinars, whilst only indicative, follows these provisional trends.

2.3.1 Leadership and gender. This issue has received some attention in the literature especially in relation to gender (Warren, 2016). Cousineau & Roth (2012) identify structural, psychological and attitudinal barriers to recruiting women as outdoor leaders and claim that this is a patriarchal bias that persists amongst peers and participants even in the more nurturant roles in the outdoors such as summer camp (see also Breslin & Palmer, 2016). Several authors document the challenges for women of being treated equally and gaining parity in career progression (Wright & Gray, 2013; Rogers et al, 2019) though Allin & Humberstone (2006) also found significant positive changes in the experiences of a younger generation of female leaders. Rogers & Rose (2019) emphasise the need to continue to listen to the voices of women leaders (and other under-represented people) in order to continue to challenge the narrative of white, male privilege.

2.3.2 Leadership and training. Research by Gauthier et al (2021) identifies how higher education students on outdoor programmes have to negotiate uncriticised normative assumptions of a wealthy, white, Eurocentric outdoor culture embedded in practices and curricular. Students, white or otherwise, have to negotiate and either reject or assimilate these norms with concomitant impacts on career opportunities and maintenance of the dominant norms. Such findings might be found to apply to other protected identities such as gender and sexuality. Hosie (2014) found that women in skill development programmes experienced sexist coaching shaped by a hyper-masculine outdoor culture. Kennedy & Russell (2021) consider such masculinity to be hegemonic in the outdoors and suggest that alternative masculine identities that embrace gender diversity and inclusion should be promoted. Gerbers & Marchand (2021) have identified the issue also exists in relation to class and skill development and leadership learning. Gauthier et al (2021) suggest a critical reappraisal of the assumptions of a neutral curriculum to one promoting critical reflection as a key part of the training of future professionals.

The issue of an unrepresentative work force is complex. For example, Lockton (2005) explored resistance amongst BAME students in applying for an Outdoor Studies degree programme. He found that family influence discouraged young men from choosing this path as it was a low status, low pay career. This issue is not limited to BAME communities but would seem to be amplified amongst some of them. A stable career structure with appropriate income would help to tackle this perception. The same communities also

discouraged young women as they perceived it to be inappropriate for females to participate in let alone lead outdoor activities. This is an example of intersectionality discussed above, one in which education and community leadership can play significant parts.

2.4 Barriers to continued participation. Once people have made the step to take a first visit to the outdoors, specific barriers encountered and that recur in the literature are:

- Passive and aggressive, including micro-aggressive, racism and sexism in rural settings, accommodation and on activities.

  Cultural inflexibility. *A Jamaican group of teenagers were keen to walk up the Lake District hills. The one thing they insisted on was to take their ghetto blaster so that they could play their reggae music along the way. We agreed. They (and we) had a great day out but we fielded no end of challenges whilst on the walk to turn the music off. The organisation received complaints in the week following and we were told off for letting the young people play their music.*

  An outdoor centre in Scotland invited me to evaluate their practice. One finding was that they were the destination of choice for certain youth projects including Stonewall and gang interventions. When asked further about this, the organisations said that, while the centre was indeed a good experience for them, it was also the only one that did not 'pretend to be full' whenever they made an inquiry for a booking.

- Lack of or inappropriate facilities – large park benches for extended families, parking spaces for people carriers, changing areas, toilets, etc.
- Not feeling safe as women in many outdoor contexts and in accommodation and camp sites. There are also reports of help offered in moments of discrimination from passers by, shop and accommodation staff and that was much appreciated.
- Lack of appropriate food or opening times.
- Accommodation refusing bookings or turning people away.
- Body image as perceived by the self and as thought to be perceived by others (Breunig, 2019).

3. Solutions to inclusion

Warren et all (2014) offer a number of suggestions that could change the narrative of social exclusion and inequality in OL. They highlight the development of multicultural approaches exploring different traditions (Matthews, 1994); the establishment of urban adventure programs (Proudman, 1999); and a focus on pro-social and pro-environmental behaviour change (Breunig, 2013). They also suggest a number of future directions:

- Reconceptualizing meanings of outdoor places and the concept of adventure
- Intersectionality of race, class, gender, and other identities
- Post-structural feminist frameworks to examine gender

- Experiences of biracial and multiracial populations
- Attitudes and perceptions of ethnic minorities regarding what manner they are influenced by racialized constructions including how different cultural groups experience the outdoors
- Immigrants/undocumented participants' potential exclusion from programs
- Understanding the role of socioeconomics and class oppression
- Universal design and accessibility as the norm
- Cultural competency training, education and leadership development
- Critiques of the visual and media images of outdoor leaders and participants
- Attention to social justice theory and practice in outdoor adventure therapy
- Critically reflexive experiential education research agenda supported by principled strategic interventions in power relations among practitioners
- Understanding how to make all OEE programs multicultural

p. 97-98

Allin and West (2013), writing about women in outdoor leadership, point out that, from a theoretical position, there are different understandings of how best to address gender issues. For example, they suggest that some authors argue that individual women can and should sort out a career path for themselves whilst others highlight how domestic and financial inequalities in society that can trap women who aspire to an outdoor life. Yet others point to the power imbalances that favour men and that are structured into the activities, outdoor competency and leadership qualifications and wider narratives about how to be outdoors. They suggest similar differences may apply to other excluded groups in society. In the authors' views, the important point is that feminisms, and by comparison other critical ways to examine inequality, are dynamic and evolving critiques that deserve continuous attention for the possible solutions that they can suggest.

Dattilo et al (2019) explored best practices in the inclusive provision of leisure services. Key elements of best practice that emerged were a focus on 'participation' and 'social inclusion' both as ways to encourage engagement and as the benefits of that experience. Other important themes identified were enjoyment, choice, competence, social responsibility and learning.

Effective strategies that have enabled inclusion in the outdoors and found in the academic and wider literature are:

3.1 Solutions for all

- Acknowledging, raising awareness and enhancing knowledge of the current largely privileged workforce empowering them to reflect and address unintended acts of inequality with their current participants and potential markets is essential (Breunig, 2019).

3.2 Solutions for OL national bodies

- Develop sustainable career opportunities and structure that will appeal to all.
- Create resources that are accessible for underrepresented people.

Illicit engagement. *I took my packed lunch to a bench by the new outdoor climbing tower. As I sat there, two Muslim girls in niqabs walked passed. I failed to notice that they did not immediately re-emerge from behind the wall. Instead, they appeared in tracksuits and proceeded to climb everything on the wall unprotected. They were brilliant climbers. After 20 minutes, they again disappeared behind the wall and, a few minutes later, reappeared in their traditional clothes and walked away.*

3.3 Solutions for outdoor provider organisations

- Building partnerships between providers and user groups – current and potential (Batten, 2020).
- Listening to interests and needs and addressing these on a sustainable basis (no short term 'fixes') (Flemsaeter et al, 2015).
- Changing the outdoor workforce to one that is representative, skilled and knowledgeable about EDI also matters. People like to see people like them in literature, in work teams and in decision making groups. Apprenticeships and scholarships have both been found to work as ways to change the workforce demographic (Gress & Hall, 2017).
- Designing equipment and buildings that can be used by all as standard and only adapting them when there is no alternative (Paul, ****).

3.4 Solutions for programme designers and leaders

- Paying attention to cultural heritage; de-emphasise the risk narrative of outdoor sports (Cuevas, 2016) and enhance the social narrative (Rigby, 2020; Finney, 2014). For example, the adventure narrative puts off as many people (amongst some women, disabled and ethnic groups) as it might attract (Boniface, 2007). Narratives of peaceful settings and the wellbeing derived from activities were seen by many to be more appealing.
- Facilitate cultural adaptation, Outdoor life offers a different culture to most if not all participants especially those individuals coming from cultures with no narrative of the outdoors. Tactics include adequate preparation for the new setting, clear understanding of the new cultural norms and an awareness of the stages of cultural adaptation (honeymoon, crisis, adjustment, resolution) that parallel the stages of group development familiar to outdoor leaders (Fabrizio & Neil, 2005).

  Refugees. *A snowy clearing with BBQ facilities brought the community and the refugees, including the men, together around fun activities for the children and preparing and sharing food (Asp, 2015).*

  Skiing sessions on an artificial snow slope failed to work as a cultural activity as the boys felt insecure and foolish in the early clumsy stages of skill acquisition both in front of each other and in a public setting.

- Taking a solution focussed approach. There is wide recognition across excluded groups and amplified by the pandemic, of the perceived healing potential of nature (Warren, 2016). Some studies found that neutral and unjudgmental experiences of nature impacted significantly on wellbeing at times of social stress (Warren, 2016). This indicates a distinct group who need to feel safe (Smith, 2021), skilled and informed to be

outdoors solo or in small group interventions (Warren, 2016; Bren & Prince, 2019). The rise in wild swimming, especially by women, supports this finding. Indications are that wild swimmers include a significant number of new users that are inclined to make repeat visits (Swim England, 2021). The traditional adventure narrative and large and boisterous groups counter the aspirations of these new users.

- A number of outdoor sporting bodies have successful programmes addressing various issues of inclusion including race, gender, ability and age. McCormack (2017) found that mountain biking communities were structured to recruit and fully incorporate new members in part by focussing on identity as mountain biker. This was found to promote inclusion effectively. This clearly has relevance to Outdoor Learning, especially elective and non-formal outdoor opportunities, which sometimes offer a key opportunity for participation (Sport England, 2021). Some of these national scale interventions date back to the nineties and have been recently relaunched indicating the necessity of sustained intervention. Also, the results are not always as anticipated, e.g. indoor climbing walls in urban areas have had considerable impact on participation from underrepresented groups but, equally, have reduced the number of climbers of any background going to outdoor crags.
- Tailoring programmes in response to the emerging needs identified by consultation with new communities of interest. Hewlett (2007) provides an example of how to pay attention to different needs and interests in his case study of young people with autism on outdoor programmes. This might involve integrated programming (Schleien, 1992) or separate provision such as all male or all female programmes (Wang, Lui & Khalid, 2006). Pike and Weinstock (2013) highlight the importance of 'giving prospective participants some control over the meaning, purpose and organisation of the activities' (p. 132). This emphasises the importance of listening to excluded people and groups and involving them in developing appropriate opportunities in accessible places as already mentioned above.

> *We found that people with cerebral palsy, who often found traditional outdoor activities difficult leaving them feeling clumsy, could perform on an equal footing paragliding. This became a regular part of our offer and some of our participants now compete internationally. We have found the same effect with other disabilities and less conventional activities for a centre including horse riding and mountain bike tricycles.*

- Encourage those with different cultural histories to develop spaces without a perceived history of colonisation and in line with their interests (Shore, 2015).

Amongst excluded communities there is the recognition of issues internal to their own cultures as well as the potential for the development of some solutions. For example, key to enhancing participation are role models and leaders, and shared experiences that can build a new narrative from within the excluded community (Batten, 2020). On the other hand, there are reported to be internal barriers for certain communities such as sexism that does not encourage women and girls to be outdoors or active (Lockton, 2005).

3.5 Magnets and anchors. Magnets (activities that attract) and anchors (activities that sustain engagement) that are reported to have worked repeatedly by both community groups and outdoor providers include:

- Growing, preparing and sharing food (Kingsley et. al. 2021; Thompson, 2021).
- Play and social time for children in safe places outdoors (Asp, 2015).
- Community engagement in environmental projects that create safe and interesting outdoor spaces (including wildlife enhancement) bringing diverse members of a community together (Flemsaeter et al, 2015). The Back on our Map (BOOM) project in South Cumbria has drawn on this approach to develop greater inclusion in this region. (Lemmey, 2021).
- Single sex/issue activity groups.
- Using positive language to reinforce sustained impacts on adolescent girls' body image (Barr-Wilson & Roberts, 2016).
- OL as inclusive or alternative educational provision.

> ***Excluded teenagers.*** *Students who are not suited to the content or process of classroom teaching and learning engage with outdoor learning as it provides meaningful personal and social experiences, new adult role models and practical, real world learning opportunities. This rubs off on classroom engagement (reduced truancy, engagement in class and with homework often based around the outdoor experiences) and attainment (exam results shifting from an average of 0 to 3).*

4. The transformative potential of the outdoors to enhance inclusivity

Some outdoor interventions with underrepresented groups report enhanced and inclusive community participation, the lowering of internal barriers between groups within the community and also with other communities perceived as external, a reduction in internal and external conflict, and experiences that facilitate transcultural and peaceful relations in diverse communities. These interventions indicate ways to challenge the perception of a landscape occupied by one privileged community by co-constructing places collectively. Interventions such as these appear to offer experiences that lead to enhanced inclusivity within communities e.g. conflict zones (Ali and Walters, 2016); and between communities e.g. refugees in the places where they are settled (Asp, 2015). Liminal spaces, that is places of possibility not yet perceived as defined by any one culture, activity, or value, can be spaces where new and diverse groups can explore the potential and create their own cultural or transcultural footprint and personal/collective identities. The possibility of exercising agency in defining a place, its infrastructure, activities and social life, has the potential to be empowering and leading to sustained and repeated engagement and self-management.

> ***OL as a levelling intervention***
>
> *Underachievement at school correlates significantly with the factors that also marginalise young people from the outdoors. Numerous case studies indicate that*

outdoor and residential experiences that are inclusive have an enhanced impact on low achieving and low aspirational students:

- *Engagement and attainment in literacy for year 5/6 underachieving boys*
- *Restoring progress and attainment in vulnerable children*
- *Extending aspiration of sixth formers to go to university or to consider universities beyond the local offer*
- *Reducing bullying in the playground with impacts on attendance and truancy*
- *Facilitating cooperative learning*
- *Eliminating year 7 and upwards exclusions*
- *Facilitating positive parental engagement with school*
- *Creating career aspirations that help maintain engagement in year 4 upwards (I want to join the army, become a politician)*
- *Restoring trust in classroom teachers with impacts on engagement (I don't like school but now I trust Miss and she says it's important to do my best so I'm going to try)*
- *Breaking down barriers between pupils in the classroom and enhancing engagement (high achieving pupils who previously stuck together working with low achieving pupils to support their learning).*

Outdoor residential experiences for school children offer such opportunities when facilitated appropriately with case studies from across England and Scotland (Kendall & Rodger, 2015) offering innovative and effective approaches. It will be interesting to see if these lead on to sustained engagement with the outdoors once the young people become adults, breaking the current low rates of participation.

Residentials as liminal space. *Schools with students from diverse backgrounds experience the outdoors and especially residentials as neutral or unexplored spaces in which they occupy and develop their own landscape, culture and identity. This can be supported by student led pedagogies, representative staffing and a range of activity options in which risk and achievement are not highlighted and experience and social opportunities are.*

- *Barrow co-construction – empowering young people to shape an outdoor experience and to lead other young people*

- *Birmingham – multi-cultural – using the outdoors as a liminal space to explore and celebrate the diversity of cultures in the school including partnering with the local special needs school*

- *Birmingham Cornwall exchange – an urban Birmingham school group with high diversity exchanging to rural Cornwall and a school with little diversity. Valuing each other's landscapes. Standing out in positive ways in unfamiliar communities and being made welcome by those communities.*

- *Low cost camping – high educational value, high participation, high inclusivity – due to low cost.*

4.1 Progressive opportunities

4.1.2 Ladders of experience. Progression from first local outdoor experience to an extended visit at some distance are reported to be vital, especially amongst those facing cost barriers and who are more distant from established outdoor destinations. There are a growing number of case studies emerging from communities who have addressed issues of inclusion in this way. The programme of activities is supported by local leaders, role models and facilitated by like-minded groups (Batten, 2020). Indications are that the first outdoor experience should often be much more basic than is often assumed. It may be possible for providers in more distant locations to initiate, support or partner with projects of this kind and so build a ladder of experience.

> *The national park may be within site of the house but knowing where to walk beyond the end of the street and having any reason to do so is the first step.*

4.1.3 Bridges such as an 'attractive' destination, low cost and regular transport, friendly places to stay, information provided in appropriate format, occupied by 'people like us' do result in increased visits (Cuevas, 2016). In the short term, this would suggest focussing efforts on underrepresented groups close to providers and on affordable travel corridors. In the longer term, it suggests influencing policy to develop infrastructure to facilitate access including situating green and blue spaces closer to urban populations currently not served well and developing more effective and affordable integrated transport systems to and within popular destinations further afield. Resources for affordable accommodation, campsites, residential outdoor centres and hostels for example, should also be supported.

> *Be passionate about what excites you in the outdoors and see who that draws in.*

> *Encourage people who have already found the outdoors to act as group leaders to give others the idea it is worth doing, that they can do it, what they need to be able to do it and a group to provide the confidence to do it together.*

5. Conclusion.

Whilst the outdoor learning field has much to do in order to be more equitable and inclusive of diverse groups, there are clear indicators of how individual volunteers and professionals, organisations and national bodies can make a difference. There are examples of excellent practice within the field to draw from. There is also much to encourage people to take the first and small concrete steps and persist with bringing about change sustainably over time. It is also important that the field continues to share its intentions to up our game and celebrate widely our successes in doing this. This will support a growing narrative that will help drive change and reach out to those communities who continue to feel excluded that the field is interested to hear from them and keen to work together to create outdoor learning for all.

There is also a need for significantly more research in this field. It would be appropriate if this were conducted in inclusive ways using, where appropriate, participative approaches. In addition, there are a growing number of case studies appearing online from outdoor sports bodies and leaders that would merit an integrated review that is beyond the scope of this project. The findings of a number of current studies will be informative and worth reviewing for further insights.

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Appendix C

The Webinar Series Report

INclusivity in the OUTdoors: **Phase 1**

September 2021

Anouska Duffy

The Webinar Series Report

Institute for Outdoor Learning

AHOEC
Leading Outdoor Learning

Mosaic outdoors

THE OUTWARD BOUND TRUST

University of Cumbria

Contents

Abstract 2
Acknowledgements 2
Methodology 3
Interpreting the data - Key Points 3
How does Inequality work? 4
Who attended 7
The Barriers 14
The (White) Elephant in the room 15
Multiple Inequalities 16
Lived Experiences 18
Socio-Economic Inequalities 18
Becoming Anti-Racist 23
Adapting the narrative to meet the needs of different cultures 24
Women in Outdoor Leadership 28
Disability 34
LGBTQ+ 39
Conclusion 43
References 44
Images 48
Appendices 50
Appendix. 1 - Anti-Racism 50
Appendix. 2 - Women in Outdoor Leadership 51
Appendix. 3 - Disability 53
Appendix. 4 – LGBTQ+ 56

"Prepare to be uncomfortable"

Abstract

Purpose: The webinar report is aimed to empower those working and leading within the industry to gain a better understanding of the 'Intersectional *Issues'* we face within the sector, to encourage 'actionable behaviours', and assist in populating the action plan. It has drawn upon the ideas, discussions, and suggestions made and shared by presenters and attendees at the 'INclusivity in the OUTdoors' webinar series 2021. **Methodology / Approach:** An Intersectional Framework was used to identify and analyse the data collated within the webinar series. The 'data' is drawn from the lived experiences shared, demographics and insights of attendees and 'accessible' literature (sometimes beyond the scope of the outdoors and the UK). The key concepts investigated and discussed within have been prompted by the thoughts, ideas, and discussions of attendees and presenters. **Findings / Conclusion:** The webinar series demonstrated the perceived and experienced 'intersectional issues' across 'under-served' communities in the outdoors. Perceptions and understanding were identified as the biggest 'barrier' to INclusivity in the OUTdoors. History, language, and privilege were revealed to be important factors in this. The webinar series emphasised that there is a need, a demand, for individuals and organisations to take responsibility and action in making the outdoors a diverse and inclusive place. **Limitations:** The limitations of this report centres on accessibility to 'information' and 'knowledge', this reflects the experiences and findings described within. The lack of diversity amongst attendees and access to 'information' demonstrates and highlights the challenges of EDI and INclusivity in the OUTdoors, it is noted that this effects the analysis and findings.

Acknowledgements

The data analysis and this report has been collated and authored by Anouska Duffy on behalf of the project's organisers. The interpretations of the data collated are solely the authors and does not necessarily reflect or represent the official views of the projects organising bodies. The author acknowledges and considers her positionality as a white, able-bodied, middle aged, lesbian / queer, female (among other 'group' and 'individual' identities) that contribute to and construct her understanding and perceptions of the 'data' received. The author receives a bursary up to £500.00 from the project organisers upon completion.

I would like to thank all those that took part in the webinar series, the presenters for sharing their experiences and knowledge, and the attendees for your input into the feedback surveys, polls, word clouds and discussions. I would also like to thank those that shared and continue to share their practice, learning, and ideas.

Methodology

The webinar report presents the results of data collated via the INclusivity in the OUTdoors Webinar series 2021 to gain insight into the perceptions, knowledge, and experiences of Equality, Diversity, and Inclusivity (EDI) within the UK Outdoor sector. The outdoor sector is seen to be non-inclusive and there are calls for more diverse representation, voices, and experiences (Allen-Craig, Gray, Charles, Socha, Cosgriff, Mitten, & Loeffler 2020; Gray & Mitten, 2018; Natural England, 2019a, O'Brien, n.d). The creation of 'affinity' groups to combat the lack of diversity and accessibility for under-served / under-represented identities has raised attention, and brought resistance. Therefore, an 'Intersectional Framework' was applied to systematically investigate the ways different 'group' identities (socio-economic, race / ethnicity, gender, disability, and sexuality) interrelate (Fotopoulou, 2012).

The collating of data included the stories and experiences shared by presenters, polls, contributions to 'word clouds', 'online chats', and feedback surveys. Attendees / participants were made aware of the ongoing collation of data for the purpose of the study and were given the option to opt out via a consent form and were reminded of the ongoing study at each webinar. The polls and word clouds were conducted at each webinar and were anonymous and voluntary. The feedback surveys were sent out to all attendees after each webinar and voluntarily completed and returned to the Institute for Outdoor Learning (to which the author was granted access). The saving of the webinar 'chat' was disabled after the first webinar to assist in anonymity of comments that may be included, and those that opted out have not been included within.

Interpreting the data - Key Points

- The poll results highlight the differences in responses between demographic groups, including ethnicity, gender, age, job role and field, and motivation for attending the webinars.
- Due to the anonymity of the polls, it cannot be established how much of the data across the series was duplicated, therefore the results are merely an indicator.
- To ensure anonymity the poll results have been converted to percentages.
- Due to the lack of reliable data on the demographics of the 'outdoor sector', poll results have not been weighted.
- The 'word clouds', 'online chat', and 'feedback surveys' were collated, analysed (using a constant comparative method), and categorised according to themes.
- Comments and feedback surrounding the webinar presentations have prompted deeper discussion and investigation.
- A variety of 'accessible' and 'inaccessible' sources have been used.

How does Inequality work?

*"Do **you** recognise that we have an issue?*

*Do the **organisations** you work for?*

*Do the **leaders,** and the **shapers**, and the **influencers** in the sector know that **we** have an issue?"*

Pammy Johal (Becoming Anti-racist, Webinar 5, 2021)

Recognising the outdoor sector is lacking in equality, diversity and inclusivity is not a new concept. The lived experiences shared throughout the webinar series revealed the outdoor sector in the UK is not a diverse place, there are significant barriers in accessing the outdoors, and this has been a 'conversation' within the sector for 40+ years. Yet, many attendees appeared to be 'starting' their EDI journey. Image. 1 shows results from attendees answering the question 'Do we need to start, stop, or continue to be successful?'

"Here I am another conversation, another guest speaker to talk about engagement in the great outdoors"

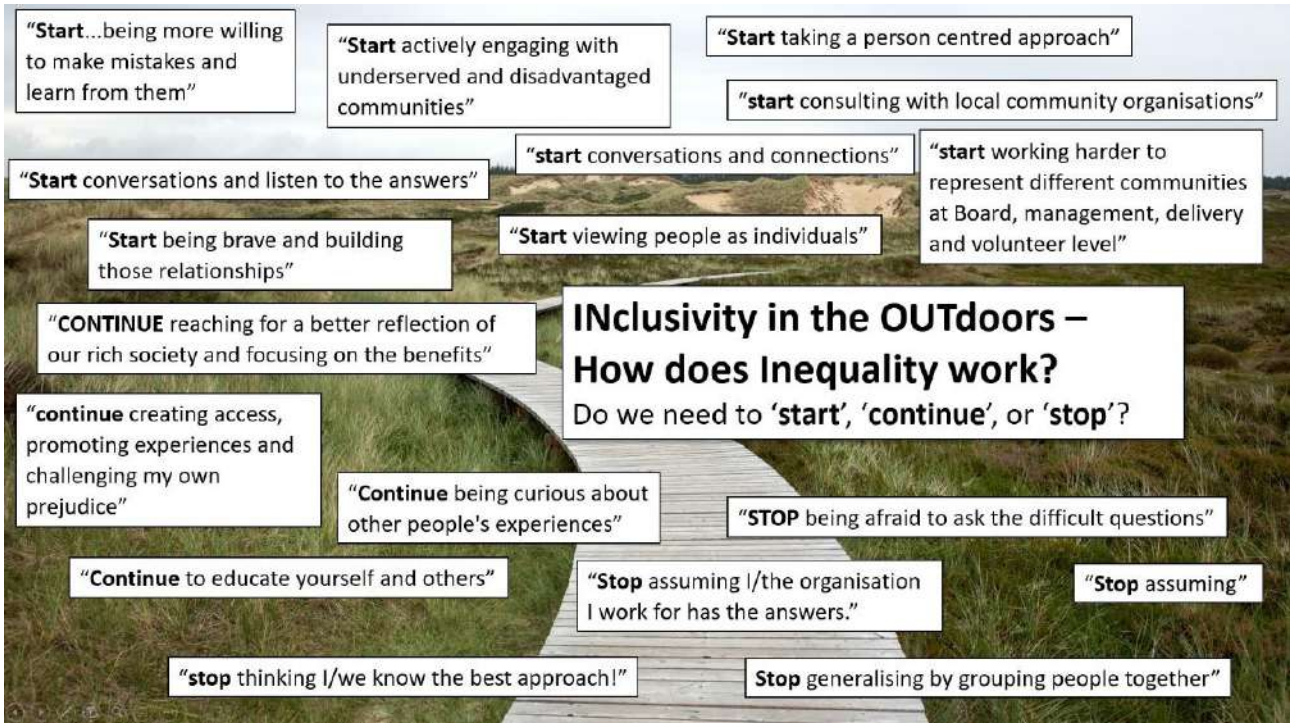


Image.1

The polls throughout the series also revealed 70% of attendees were attending to 'Up their personal knowledge and approach to EDI' (Fig.1).

Fig.1

"To change, one must first understand" (Roberts, 2016, p. 347).

The Equality Act 2010 has defined nine characteristics as 'protected characteristics', these are **age**; **disability**; **gender reassignment**; **marriage and civil partnership**; **pregnancy and maternity**; **race**; **religion or belief**; **sex**; and **sexual orientation**. We should recognise "equality in law, however, does not guarantee equality in everyday life" (Government Equalities Office, 2018, p. 4). *"Perhaps the Equality Act has made us even more afraid to talk about it!"* – this emphasises a root cause of inequality – **fear**. Although the current legislation identifies equality in law as recent, it is vital to acknowledge and understand the **history** and the continual progress in legislation. *"When we talk about inequality we're talking about inequality that is rooted in history and it has taken campaigns and voices to come together to create that change, to create that movement towards equality"* Dr Anjana Khatwa (How does inequality work? Webinar 2, 2021). *"Look at the history of inequality in our country"* and we can understand the frustration, the anger, and the demand for **making change** and **taking action** within society and the sector. Khatwa presented a powerful overview of the historical oppression and fear of those deemed 'different' from the societal 'norm'. There was an increase of **awareness** and **understanding** in how history plays an integral part in EDI, and that there is a need for continual development and learning as societies change and interact.

"Perhaps the Equality Act has made us even more afraid to talk about it!"

"I completely agree with the fear of inclusion!"

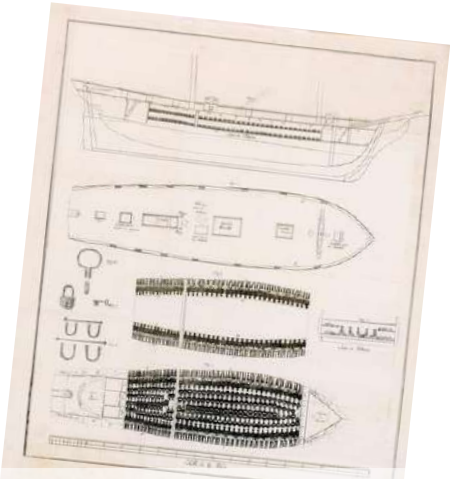


Image.2 - Plan of the "Vigilante", showing the slave decks and instruments used to chain slaves (1822)

Image.3 – Alan Turing OBE FRS Prosecuted for 'homosexual' acts (1952)

Image.4 – People looking in window of the National Anti-Suffrage Association HQ (c.1911)

Image.5 – Eugencis Society Poster (c.1930)

Image.6 – Illustration showing the persecution of Jews in 1290

"made you think, this happened 100s of years ago, what's it got to do with anything that's happening now? But that was her point, it has everything to do with what is happening now!"

"I am confused by the language to be used!"

"Would that terminology be considered OK if I used it as a white person?"

The series focused on 'under-represented'[1], 'under-served[2]', 'marginalised[3]', 'minority[4]' groups, categorised under **socio-economic**, **race**, **gender**, **disability**, and **LGBTQ**+. Other terminology used by attendees to discuss EDI 'groups' were '*disadvantaged*', '*hard-to-reach*' and '*under-privileged*'. The importance of **language** throughout the webinars was evident. The use of, context, and understanding of 'terminology' and 'language' are significant. We must recognise that "language functions as a device not only for transferring information but also for expressing social categorizations and hierarchies" (Jordan, 2018, p.225). Without deeper understanding or awareness of the part language plays messages of 'supremacy' can be conveyed and reinforced.

"Frustrating to be called hard to reach when we are here, just org don't want to 'reach us'"

"The language used was very biased towards the more educated"

"What language would be helpful to use with children we work with for example."

[1] Provided with insufficient or inadequate representation.
[2] Inadequately provided with a service.
[3] To place in a position of marginal importance, influence, or power.
[4] A relatively small group of people differing from the majority in race, religion, etc.

Who attended

Fig. 2 shows the attendance and engagement records of the webinar series. There is a clear 'drop-off' of attendance and engagement over time (Fig.2 & 3). There are several factors that may have influenced this, including the easing of lockdown or the improvement of weather (the webinars began in January 2021 and ran through to May 2021). Yet, it could be because ***"this is difficult stuff……. but we have to keep working at it!".***

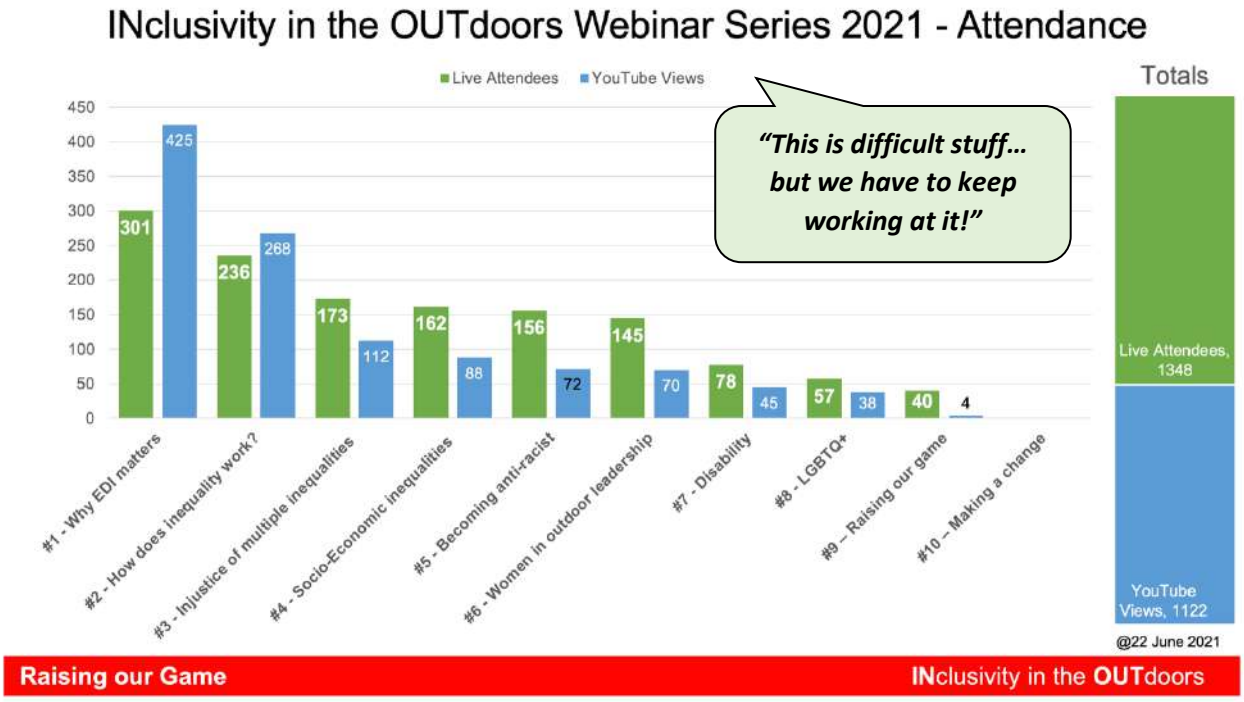


Fig. 2

The polls captured the demographics of attendees (including speakers and organisers) and can only be taken as an indicator. They were taken within each webinar, and included asking about ethnicity, gender, age, job role and field, and motivation for attending. It was identified early on that *"most of us on this webinar are white, even here we are not having the conversation with people of colour"*.

4% Asian

3% Mixed / Multiple

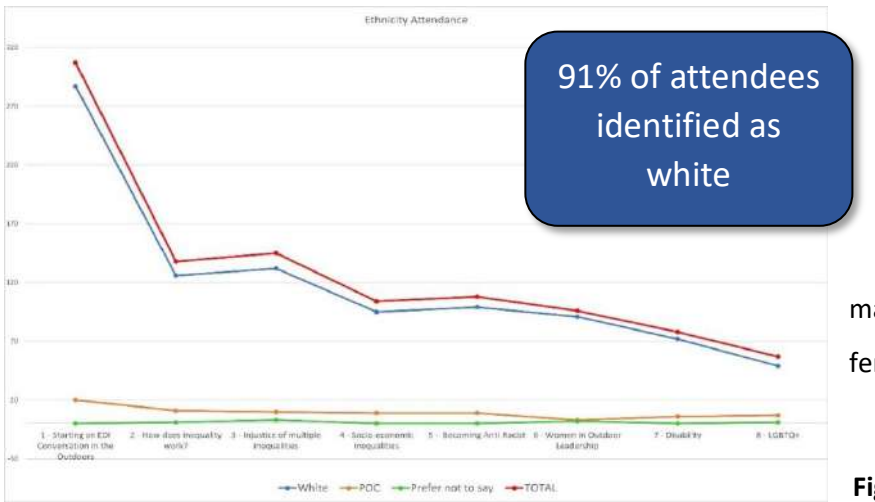
0.6% Black

0.3% Arab

0.2% Other

0.7% Prefer not to say

0.2% Did not answer



On average 91% of attendees identified as white (Fig. 3). The majority (69%) also identified as female (Fig. 4).

Fig. 3

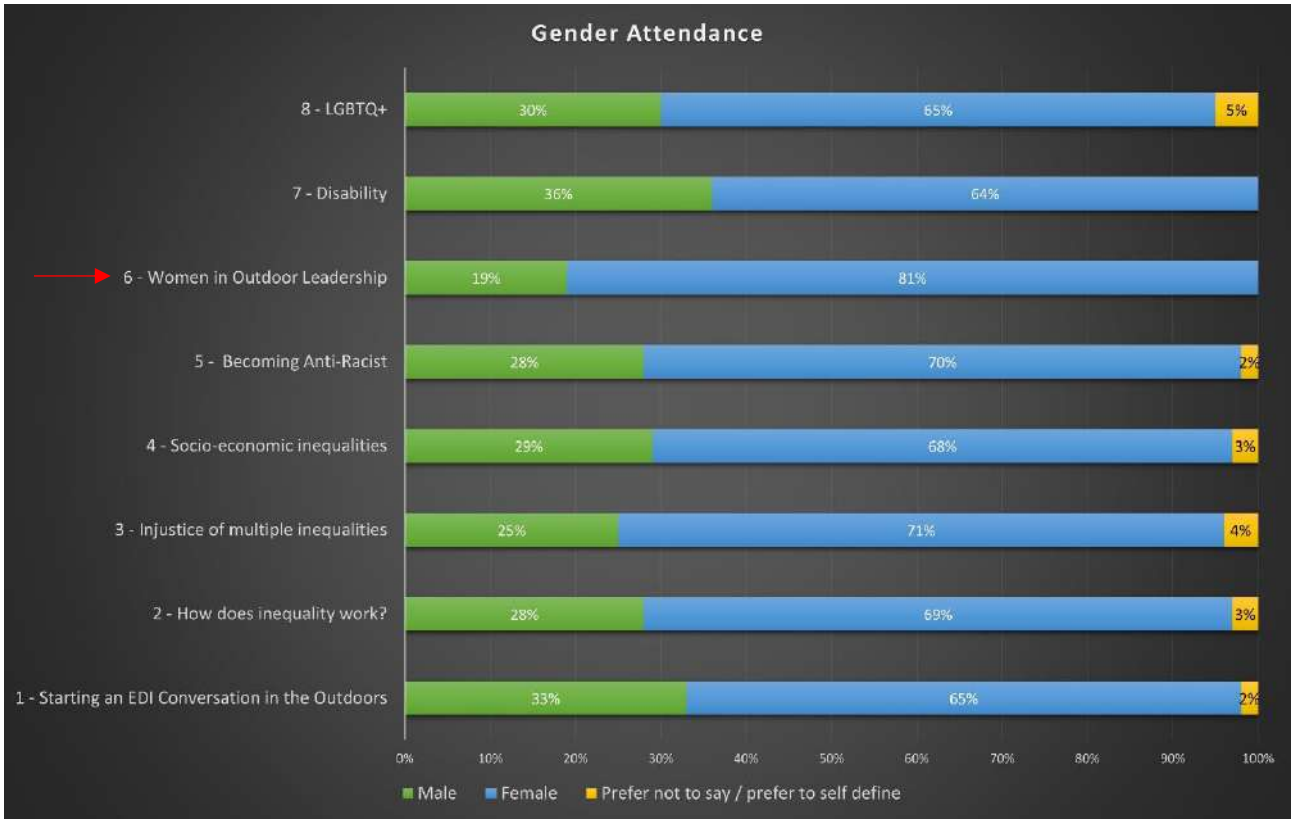


Fig. 4

White female attendance was highest across the series, 65% of attendees identified as white and female (Fig. 5). There was a significant 'gap' between **male and female** attendees at the 'Women in Outdoor Leadership' webinar (Fig. 4), particularly between white males and white females (see Fig. 5). However, more significantly, 79% identified as white female and only 2% as a person of colour and female – the lowest attendance of women of colour across the series (Fig. 5). This will be discussed further in 'Women in Outdoor Leadership'.

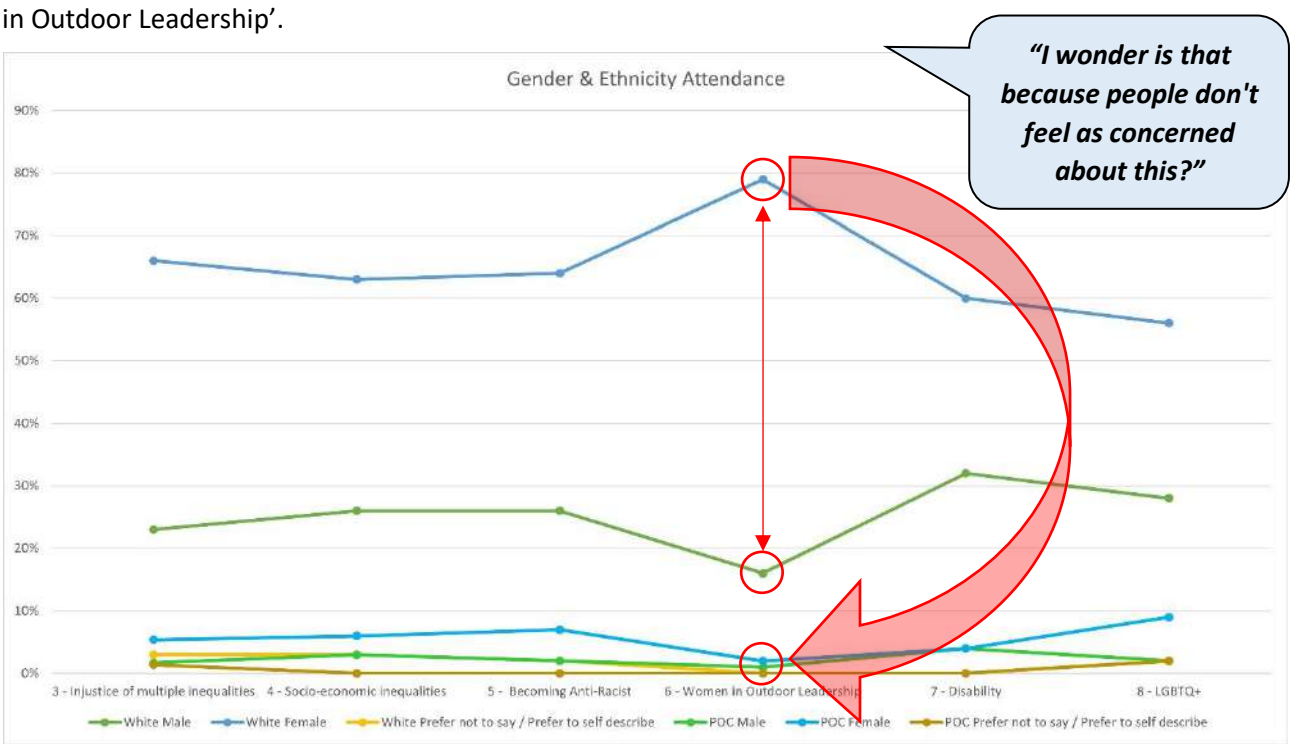


Fig. 5

On average over half (58%) of attendees were aged 30 – 49 (with 41% of attendees identifying as white females aged 30 – 49), 23% were aged 50 – 69, and 17% were aged 18 – 29 (Fig. 6).

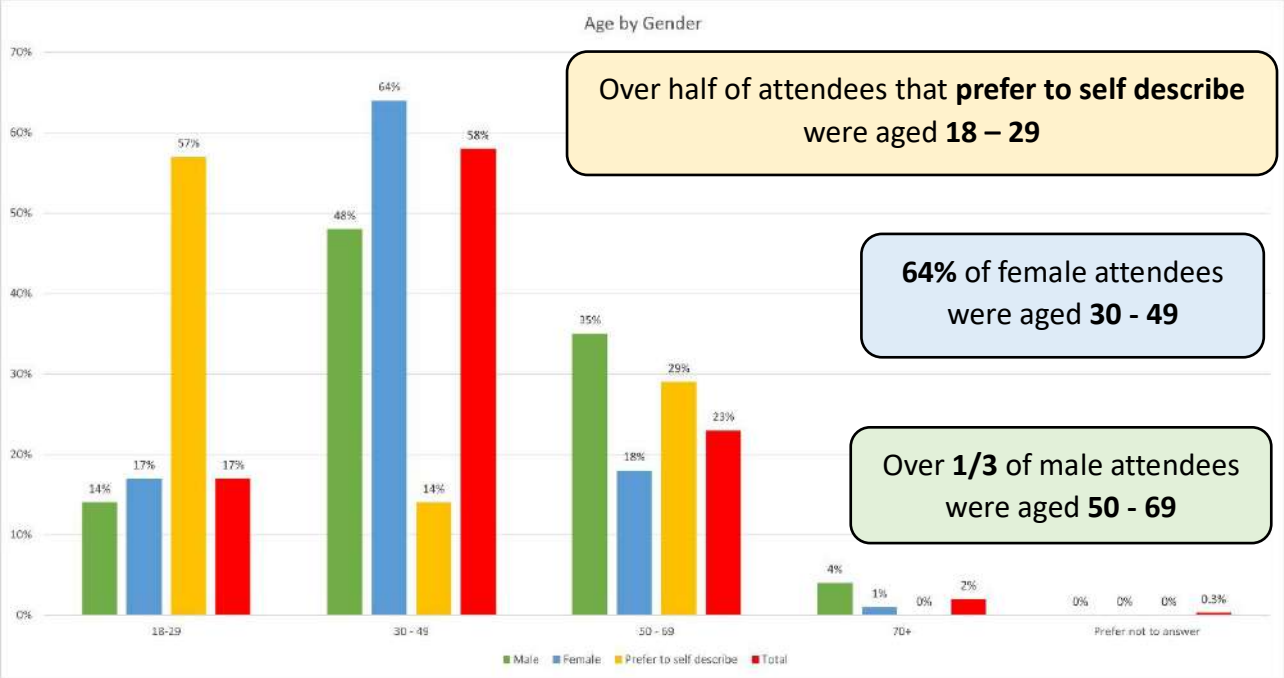


Fig. 6

"With all these 'sub industries' working together I am hopeful for a positive future."

The literature highlights the scale of the 'outdoor' sector, therefore the polls asked attendees to select the field they worked in (Fig. 7) and to select the job role that best described their position (Fig. 8). These were categorised to be indicative of people's 'sphere of influence' and the 'outdoor' fields engaging with the EDI webinars.

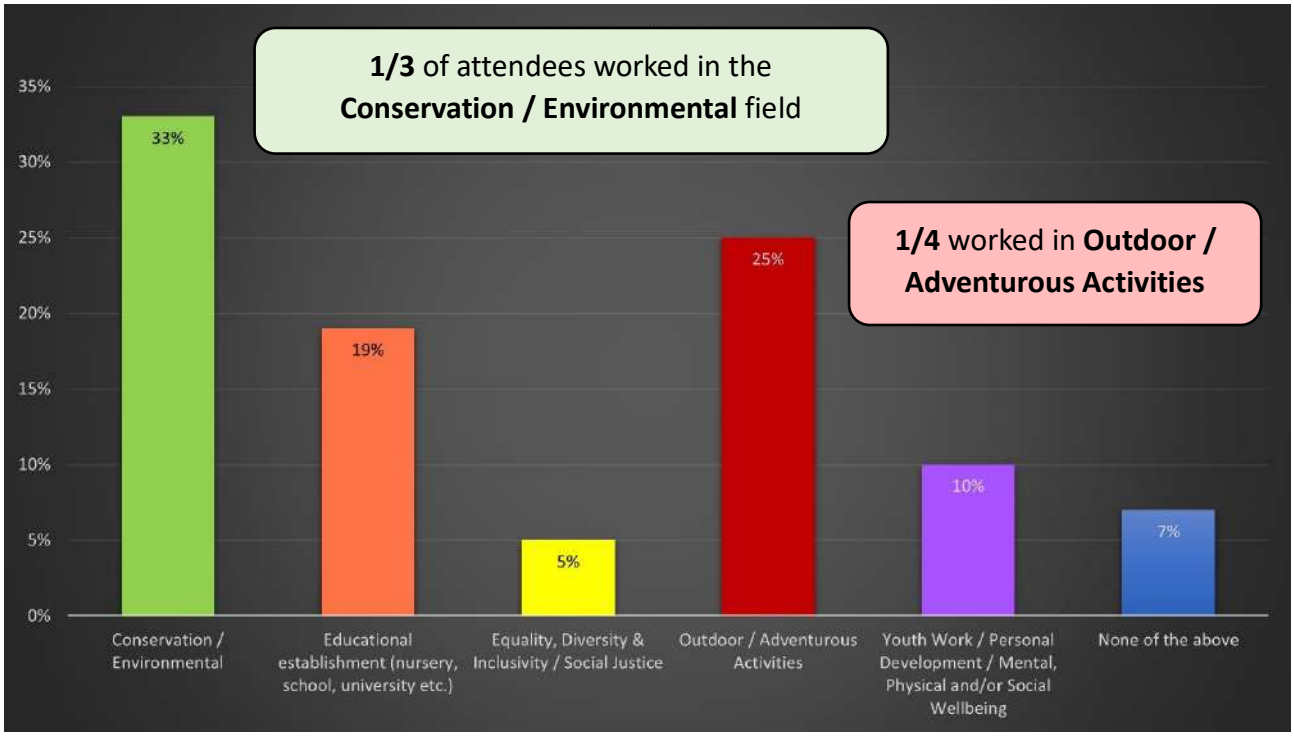


Fig. 7

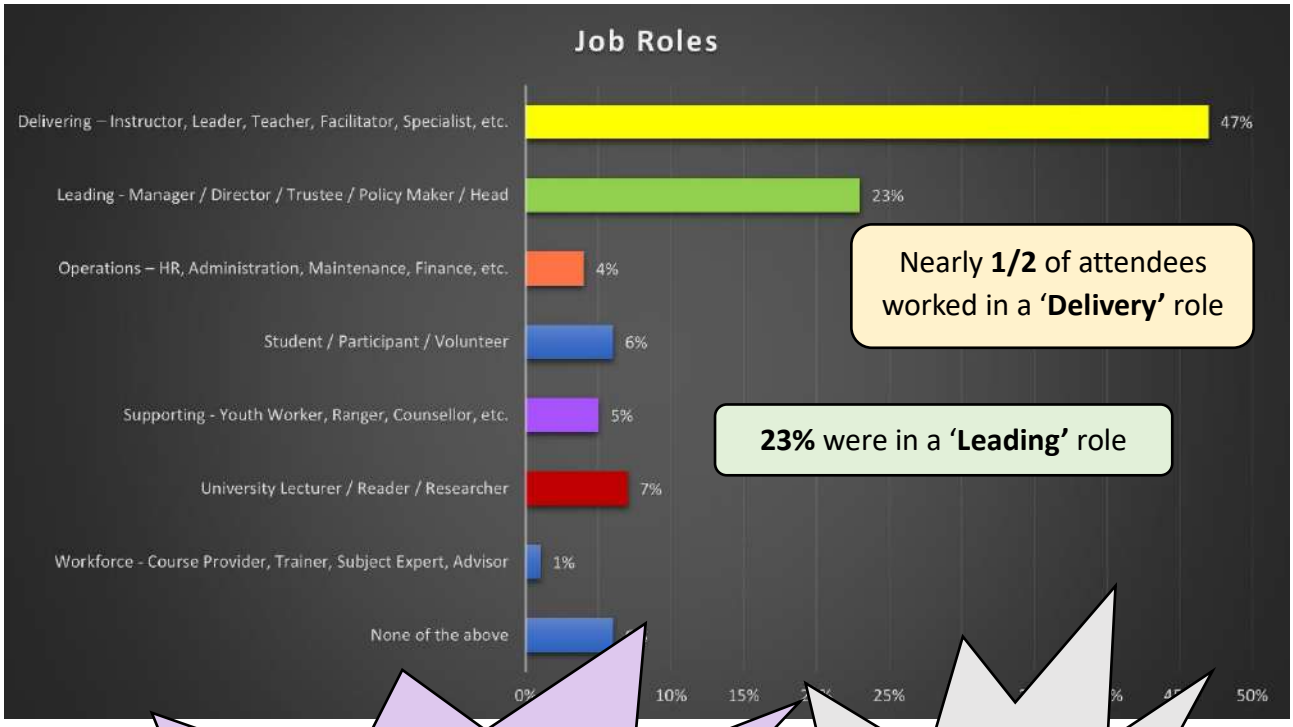


Fig. 8

100% of those working in a **'Workforce', 'University',** or **'Supporting'** role identified as **white**

92% of those working in a **'Leading'** role identified as **white**

Fig. 9

It is noted that due to the small number of diverse ethnicities that attended the series this data may be deemed 'unreliable'. The lack of persons of colour attending speaks for itself. 18% of those who identified as a person of colour categorised themselves in a 'Leading' role (compared to 23% of those identifying as white), and 41% 'Delivering' (compared to 48% of those identifying as white) (Fig. 10). It is noted speakers and presenters may be included within the poll data. No person's of colour in the roles of 'Workforce', 'University', or 'Supporting' attended the series, and 29% selected 'None of the above'. 66% of those that prefer not to say which ethnicity they identify with categorised themselves in a 'Leading' role.

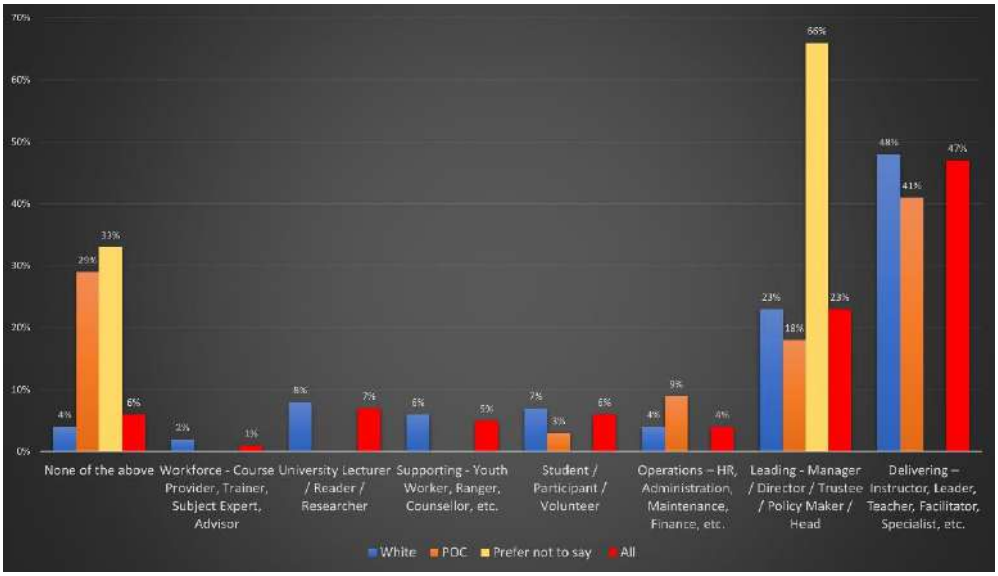


Fig. 10

Fig. 11 shows the average percentages of ethnic identity within each field. The lowest representation for people of colour was in 'Educational establishments', with only 2%.

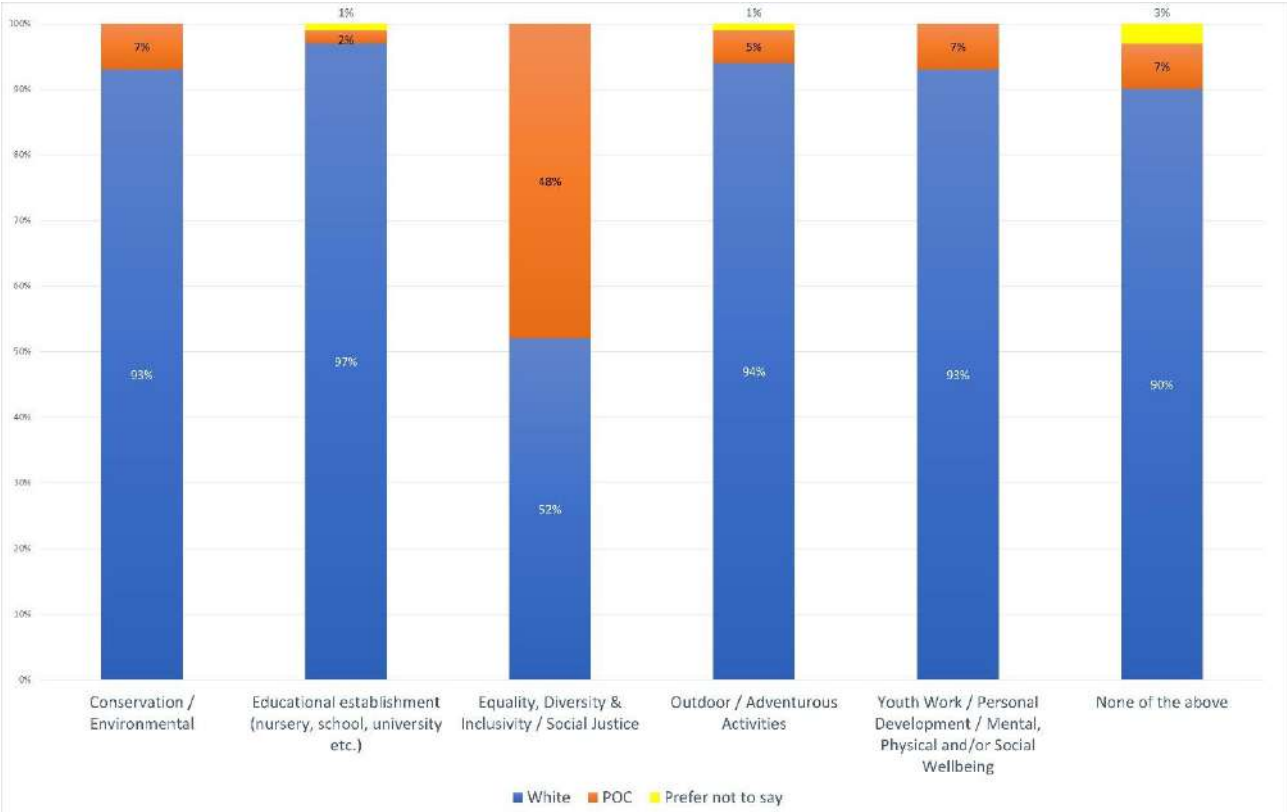


Fig. 11

Regarding gender, the literature review has revealed there has been an increase in attention to gender and women in the outdoors and leadership. The polls revealed 52% of those in a 'Leading' role identified as male, and 48% of those in a 'Leading' role identified as female (Fig. 12). As most attendees (69%) identified as female (64% of female attendees were aged 30 – 49) this was investigated further.

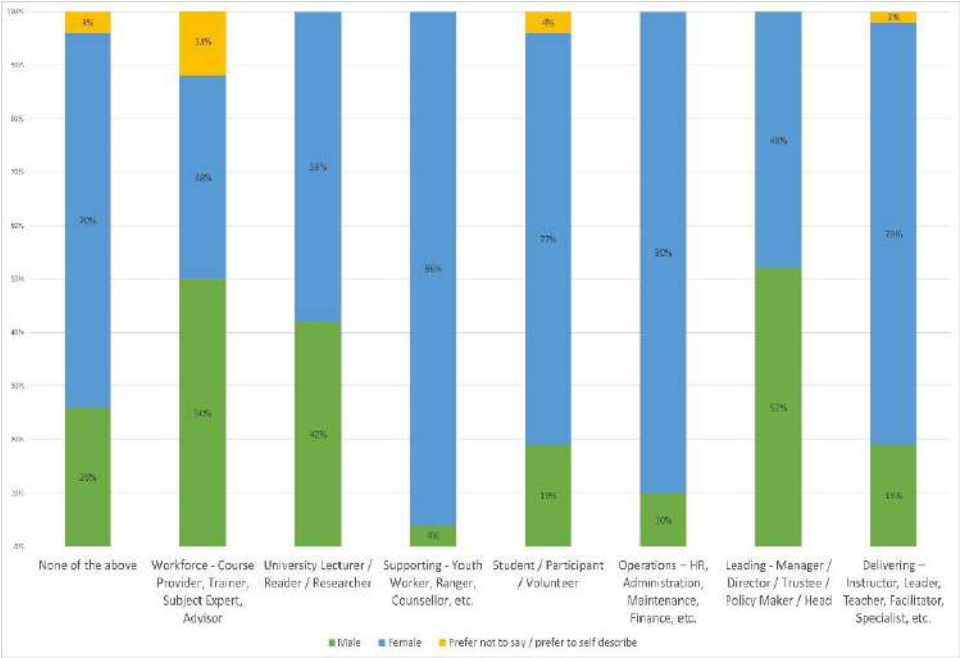


Fig. 12

Fig. 13 reveals only 15% of female attendees categorised themselves in a 'Leading' role, compared to 42% of male attendees saying they were in a 'Leading' role. This begs the question *"are women less likely to think of themselves as 'leaders'?"* Or does it reflect males <u>are</u> more likely to be in 'Leading' positions within our sector due to patriarchal bias? Or is it a combination of both?

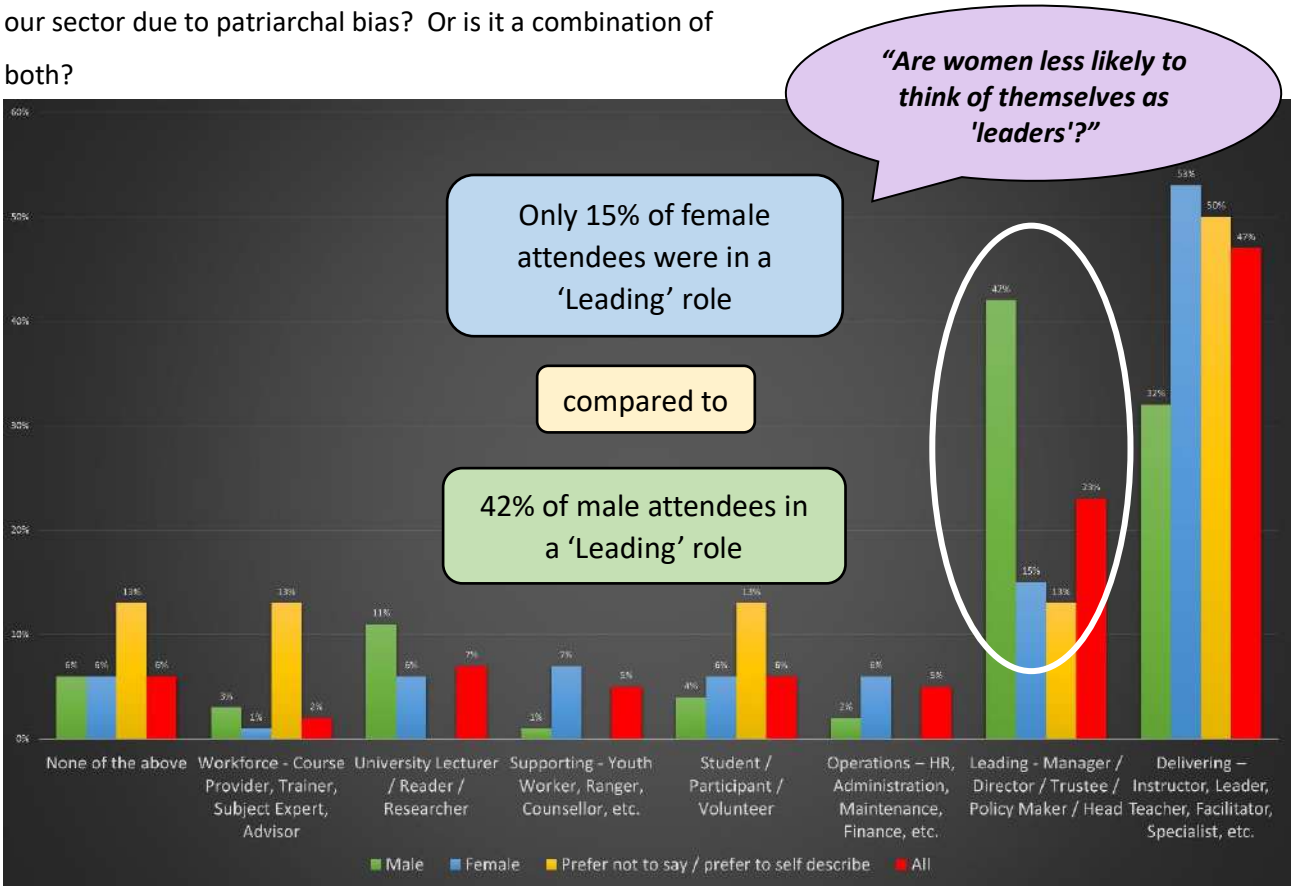


Fig. 13

Fig. 14 demonstrates the fields in which those identifying as female and male work in, with **42%** of **female** attendees working in the **Conservation / Environmental** field, and **40**% of male attendees working in the '**Outdoor / Adventurous Activities**' field. Again, this is only an indication.

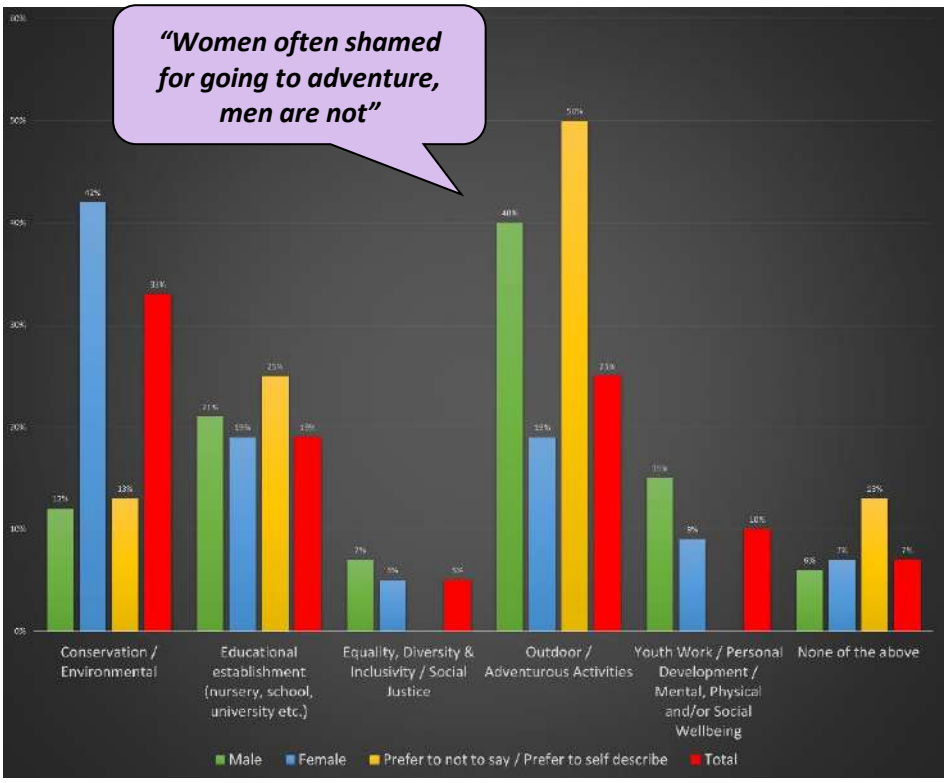


Fig. 14

"How many attendees are disabled?"

The polls did not ask about whether attendees were able-bodied or living with disabilities. As the report demonstrates there is use for collating statistical data. Was the omittance of this an unconscious bias that demonstrates the normativity of able bodies in the outdoor sector?

In the final webinar – 'LGBTQ+', the question '**Do you identify as part of the LGBTQ+ community?**' was added to the poll. 35% of those that attended identified as part of the LGBTQ+ community (Fig. 15).

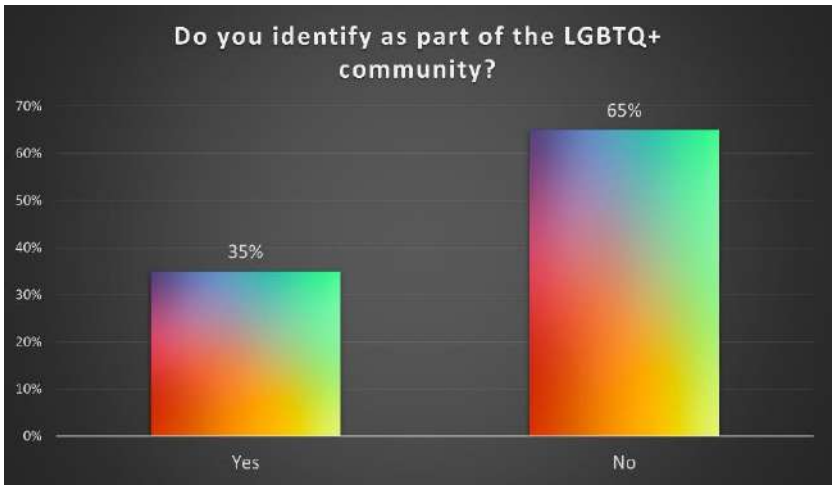


Fig. 15

65% of those identifying as part of the LGBTQ+ community identified as **female**

1/4 of those identifying as part of the LGBTQ+ community identified as a **person of colour**

The Barriers

In each 'themed' webinar, attendees were asked to anonymously contribute to a 'word cloud', usually prior to the presentations. It would be worthwhile to see if these 'perceived' barriers changed after the presentations. They were asked what they thought the barriers or challenges were, faced by the under-served, marginalised, or under-represented 'groups' to be discussed in that webinar (Fig. 16). The larger words reflect the number of times the word was used by participants.

***"It's very important we speak <u>with</u> people, not <u>to</u>* [people]"**

Fig. 16

Key barriers identified by attendees:

Racial barriers:

- Racism
- White privilege
- Perceptions & Cultural difference
- Representation / Role models

Socio-economic barriers:

- Cost
- Access – locality & transport
- Equipment
- Culture

Women in Outdoor Leadership barriers:

- Sexism
- Perceptions
- Representation / Role models
- Menstruation / Menopause / Child-birth

(Physical) Disability barriers:

- Facilities – incl. toilets & equipment
- Access – transport, information, & physical barriers
- Perceptions & Understanding
- Cost

LGBTQ+ barriers:

- Homophobia
- Alienation
- Perceptions & Understanding
- Facilities – accommodation

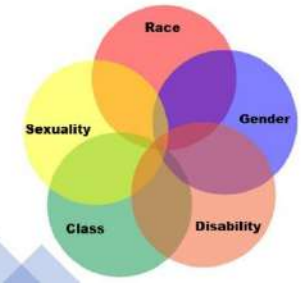


Fig. 17

The results of the word clouds and examination of the 'chat' boxes within each webinar identified key barriers (Fig. 17). The key barriers highlight **'physical' barriers** and **'cognitive' barriers**. Physical barriers meaning more tangible and material blocks to accessing the outdoors, for example lack of equipment, facilities, transport, and cost. Cognitive barriers meaning more mental and emotional blocks to accessing the outdoors, for example bias, perspective, emotion, education, environment, and culture, leading to racism, sexism, and homophobia. This reflects the findings from the Diversity Review – Options for Implementation (The Countryside Agency, 2004).

"a framework of white conservationists has left a legacy of elitism"

The (White) Elephant in the room

Image. 7

The demographics from the webinar series reveal most of those attending identified as white (91%), female (69%), and middle aged (58%), therefore, the barriers and challenges identified are predominantly from a white perspective, and likely from a more middle aged, and female perspective (with 41% of attendees across the series identifying as white, female aged 30 – 49). This may sit uncomfortably for some. However, who has a greater 'voice' (and why) must be considered.

"How am I supposed to be a role model/mentor for a community that I am trying to engage? I am passionate about wildlife and would love everyone to be as excited as I am. But I am a white middle class woman. I can't ever engage with young black people for example as to them I am not relatable"

Without addressing and discussing the 'whiteness' we may fail to recognise how it shapes and creates others experiences and perpetuates institutional racism (Provost, 2021). It cannot be ignored, the UK outdoor learning sector has been created, designed, and shaped by 'whiteness'. Findings from other dominant 'white' outdoor experiences reveal that whiteness is structurally embedded as the 'dominant' way (Gauthier, Joseph & Fusco, 2021). Without recognising the dominant

"it's easy to say that we need to be more 'aware', but we all are prone to unconscious confirmational bias in what we become aware of".

discourses and the privileges it affords, we cannot understand the power imbalances we are a part of. Going beyond 'being aware' is needed. This extends to socio-economic status, gender, ability, sexual orientation, and / or religion to name a few.

Having privilege does not mean an individual does not experience hardship, it means having an unearned benefit or advantage in society by belonging to a dominant group. Identifying with the 'label' of 'privilege' is one of the most challenging things to do because "dominance allows its members to have the luxury of seeing themselves as individuals" (Turnbull, 2016, p. 28). A privilege which is not extended to those seen by others or 'labelled' as belonging to 'non-white' groups, 'non-male' groups, 'non-able' groups, 'non-heterosexual' groups, 'non-cis-gendered', 'non-christian' groups. Essentially those who, are not socially categorised as 'the norm', the 'dominant' groups, or those that have more power in a society.

"the degree of honesty needed to look into the mirror and accept your own privilege in order to fully engage in intersectionality"

"The link between all these… is Power and Privilege"

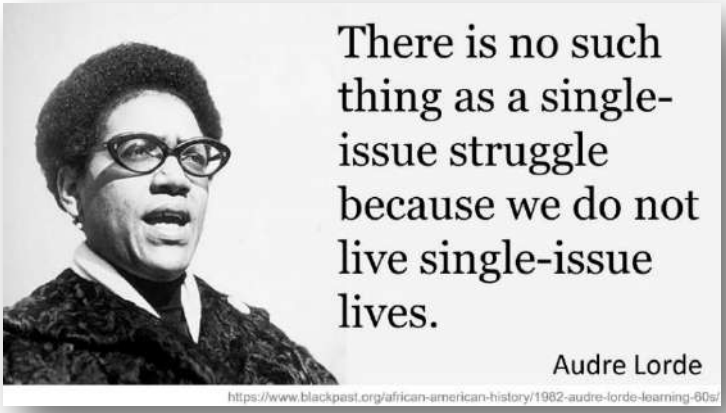


Image. 8

Multiple Inequalities

The poll results and data emphasise the importance of **INTERSECTIONALITY**, how different identities are "shaped not by a single axis of social division… but by many axes that work together and influence each other" (Hill Collins & Bilge, 2016, p.2). "Intersectionality is a framework for conceptualizing a person, group of people, or social problem as affected by multiple discriminations and disadvantages" (Breunig, 2019, p. 9). The physical and cognitive barriers identified can be applied to multiple groups **and** affect an individual on multiple levels (Fig. 19). "We are *both* individuals *and* members of many groups, and whether we prefer to distance ourselves from them or not, other people notice them and label us accordingly" (Turnbull, 2016, p.64). We all have 'group' **and** 'individual'

"It feels like integration rather than specialist groups is a better direction to go ultimately but perhaps the groups like Black Girls' Hike are a stepping stone?"

identity memberships. Recognising our privileges does not mean to ignore the other identities that may at times be disadvantaged, just as recognising the disadvantage(s) does not mean to ignore the unearned benefits afforded from certain traits and resources.

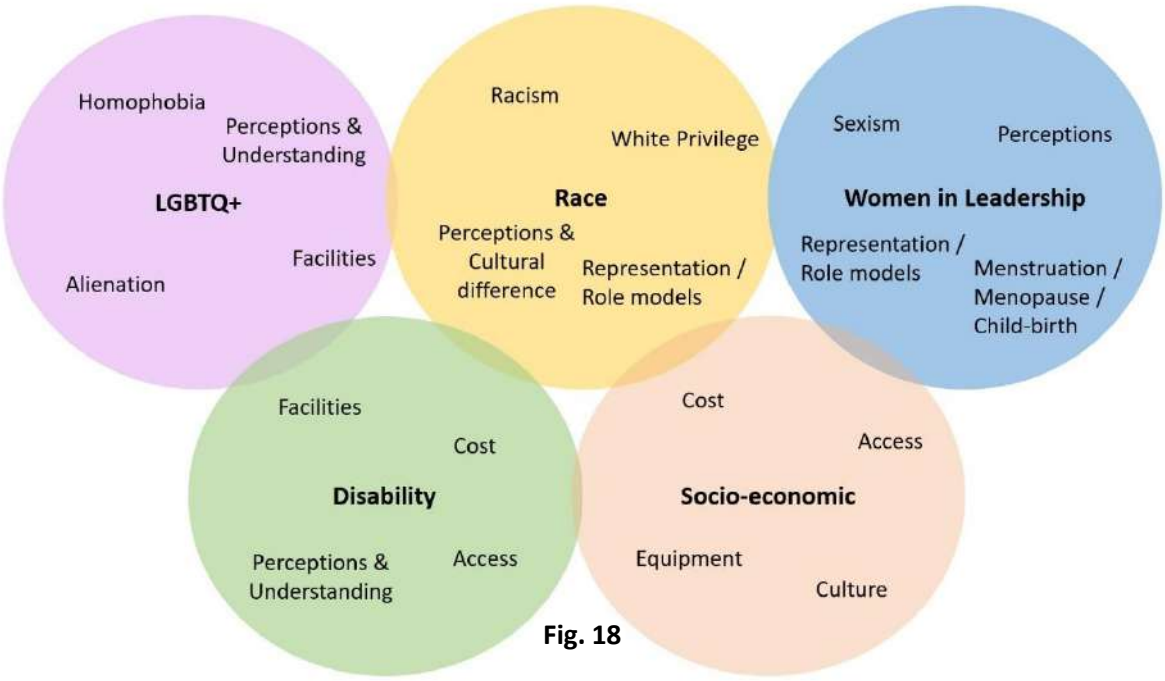


Fig. 18

Looking at the identified barriers with an intersectional framework emphasised that 'perceptions and understanding' were the 'biggest' barrier (Fig. 19). This framework not only shows an "intersectionality of identities, but an intersectionality of *issues*" (Dabiri, 2021, p. 25, italic in original).

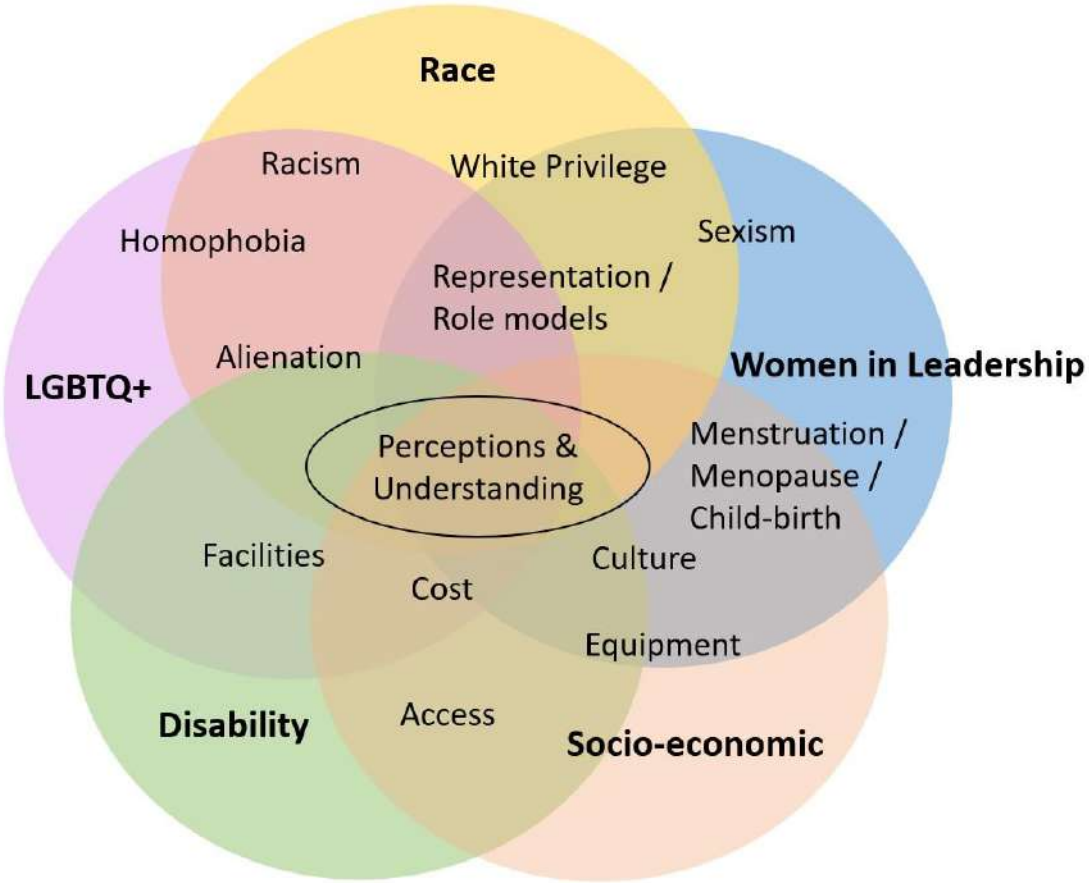


Fig. 19

Lived Experiences

As already raised EDI (or lack thereof) within the outdoor sector is not a new conversation, therefore it should not come as a surprise that 'affinity' groups are in demand and increasing (Black Girls Hike, The Gay Outdoors Club, Backbone, Women in Leadership, Experience Community CIC). The data from the webinars reveals a deeper understanding and acknowledgment of 'lived experiences' are desired and beneficial, and under-served communities want to engage with people who represent them. The presentations within the webinar series were beneficial to attendees as they gained a deeper 'awareness' through hearing about and 'sharing' 'others' experiences and ideas. Yet, it was emphasised by some speakers the frustrations of this continual ongoing 'conversation' with little sign of 'action' happening.

"The statistics and figures were useful… this information we already were aware of at my organisation and had delved into and consulted before. Still useful to revisit and consider lived experiences"

Socio-Economic Inequalities

The webinar presentations revealed that the effects of poverty on the social, physical, emotional, and health development of young people are significant, this is reflected in research by Natural England in the Monitor of Engagement with the Natural Environment (MENE) surveys. Fig. 20 shows all the barriers identified by attendees in the webinar. As already mentioned, the key barriers identified at the start of the webinar were cost, access (locality and transport), equipment and culture. "In England and

Fig. 20

Wales, houses and flats within 100 metres of public greenspace are an average of £2,500 more expensive than they would be if they were more than 500 metres away – an average premium of 1.1% in 2016, suggesting that the public places a value on being near to greenspace" (Public Health England, 2020, p. 12). The MENE surveys have been running since 2009 and assist in identifying how people experience the natural environment in England. Data from MENE revealed 1) **quantity** and **quality** of green space – affluent areas (across England) have five times more parks and general greenspaces than the most deprived areas, 2) those living in urban and 'most deprived' areas were least likely to agree that local greenspaces were 'within easy walking distance', and 3) people from the most deprived areas are least likely to spend time outside frequently (Natural England, 2019a). The effects of the Covid-19 pandemic have yet to be realised in relation to 'accessing' local greenspaces and the costs to property within close proximity to greenspace, however, it is suggested that rural properties are in greater demand and prices have increased (Peachey, 2020). This highlights the very real 'cost' of 'access' to local green space. The MENE survey 2018/19 showed that "when adults spend time outside with children present, they tend to travel shorter distances… However, adults experiencing the natural world with children were more likely to do so using their car, compared to adults without" (Natural England, 2019b, p. 8). Therefore, without local greenspaces in urban areas and / or the means to travel (owning a car) there is an even greater chance of reduced access. The Scottish Government is in consultation to deliver free bus travel to all under 22's in 2022. Could more support and campaigns be launched to encourage greener and cheaper travel and access to outdoor spaces? Could organisations promote and publicise public transport access to 'their' green space, and work in partnership with more rural bus and train routes? There are some great videos and stories being shared on social media of adventures and journeys into the outdoors via the less 'conventional' means (for example, 'Loch Treig Sup Expedition', Jessica Philip, You Tube; 'The Commute: A four day paddle to work', Beau Miles, You Tube). These suggestions, however, raise the barrier of **time**. Is the 'getting there', however, not part of the journey / trip too? The mentioned videos demonstrate the added 'sense of adventure' and 'challenges' that incorporating the journey as the activity can have. Using public transport also reduces the need to hire staff with higher and expensive driving licences (such as D1) supporting a more inclusive hiring process. Collaborating with local businesses to use / hire their equipment could support local communities, potentially boosting local economies and build relationships between urban and rural communities. Could organisations offer their equipment to one another?

"It is easier to access the edge of the great outdoors, which many did last year; this is different from 'wilder' places which is harder to access for many reasons"

"take children on school trips to green spaces by public transport, so that the children learn how to get there independently"

"I will stop being scathing about kids who arrive for Forest School in white trainers - never thought about the implication of the cost of being clean!"

The webinar prompted attendees to consider more deeply the barriers that were perhaps not as obvious to those more privileged. For example, the consequences and implications of 'getting dirty' (Collier, 2013). A lack of washing facilities or access to them once returning from an activity or the 'outdoors', and the cultural views adds additional challenges and stress, which could result in judgements, bullying, and further exclusion. The additional stress on a child worrying about taking dirty clothes and kit home may detract from the experience and may cause them to be vulnerable to abuse.

"Parents want children to look good and avoid getting dirty so that people don't think that they are poor, and also because parents can't afford to replace clothes or buy items specially for outdoor activities…trips to the launderette are expensive. In these communities the prevailing cultural attitude is that dirty clothes equals poverty. These children are caught between a materialistic message, itself evoked to cover a sense of shame or inadequacy about poverty, and any desire to engage with nature. A disadvantage that many children from middle class homes don't encounter, where the perceived cultural attitude may be that dirty clothes equals productivity and having fun."

Beth Collier, Wild in the City (2013)

A provided kit list, often quite exhaustive, potentially adds financial and social pressures on children and families. Clothing and kit within the UK outdoor sector are often a symbol of status, symbolic capital. The dominant 'class', however, controls the value of capital (Beames & Telford, 2013).

"this has a massive safety implication and surely impacts peoples enjoyment of the experience"

"There are many people all over the world happy walking in flip flops - if they are comfortable, that's fine"

The opinions and views of the 'right kit' is often justified to balance the safety aspects of the activity, however, it excludes many from feeling able to access the outdoors. The insistence of what is the 'correct' kit to have before venturing out has been set to a particular standard of the Westernised way of experiencing the outdoors. It is a difficult balance of keeping people 'safe' and facilitating access. Perhaps consideration is needed in access to that kit and experience of using / wearing it.

"love the idea of a picnic club"

"Considerations of food and culture are important to any discussion on social justice" (Breunig, 2019, p. 15). In the first webinar (Starting the conversation – Why EDI matters) 'food' was a key theme that was discussed and as a means of engagement (particularly during lockdown), however, it is also a barrier to participation. It is something that unites and segregates us. "A lack of food can also mean a lack of social interaction" (Elvy, 2021, par. 14). Food potentially links in with 'patronisation' – '*this food is what we should eat on an expedition or residential trip'* with little regard and minimal discussion to the needs of those attending. The 'dominant' or majority of a group often have the say on the menu. "Indeed, food is an excellent entrée to all sorts of interconnected issues, including ethics (treatment of animals), social justice (food security, labour conditions), globalization (migrant workers, transport, industrialized food production), place (what grows here, 100 mile diet), and climate change (what might or might not be able to grow here, impacts of meat eating)" (Russell, Cameron, Socha, & McNinch., 2013, p. 36-37). Deeper consideration and discussion about food within the sector is needed, further than the 'classic' relating it to Maslow's Hierarchy of Needs (proposed in 1943 on the assumption that human behaviour is universal and lacking in consideration of cultural differences and the context of 'place').

"What has not always been understood is the relationship between poverty and shame and the great lengths that people in poverty will go to distance themselves from the stigma associated with their situation."

Curious School of the Wild (n.d.a)

Curious School of the Wild are **'Poverty Proofing'** their work in the outdoors, **"**to reduce some stigmatizing barriers to participation" (Curious School of the Wild, n.d.b). Poverty proofing involves examining practices and policies, and is likely to be most effective when done in conjunction with a good level of awareness and understanding of the effects of poverty.

Image. 9. Reveals the suggestions and points made by attendees to assist in removing or reducing the social and economic barriers. The webinar developed a greater awareness of the implications and consequences of socio-economic barriers, however, moving from awareness to action was evidently still a challenge. 'Love Outdoor Learning', however, wrote and shared their story (Inclusivity – socio-economics and the outdoors', 2021) acknowledging their privileges and positionality whilst discussing the effects of poverty in the outdoors, prompted by awareness through the webinar and the BBC's The Adventure Show. Despite a

"I think the greater awareness the webinar provided is thought provoking, it will take me a bit of time to think about action to take as I'm still digesting what was said"

lack of role modelling / representation not being identified as a **key** barrier within the socio-economics webinar, this was someone role modelling, sharing and providing access to 'information' – to their lived experiences.

"do you find that it's hard to find positive role models for people from backgrounds of poverty in the outdoors?"

"Am I right in thinking its quite challenging to find well known role models who are from low income/poverty groups outdoors?"

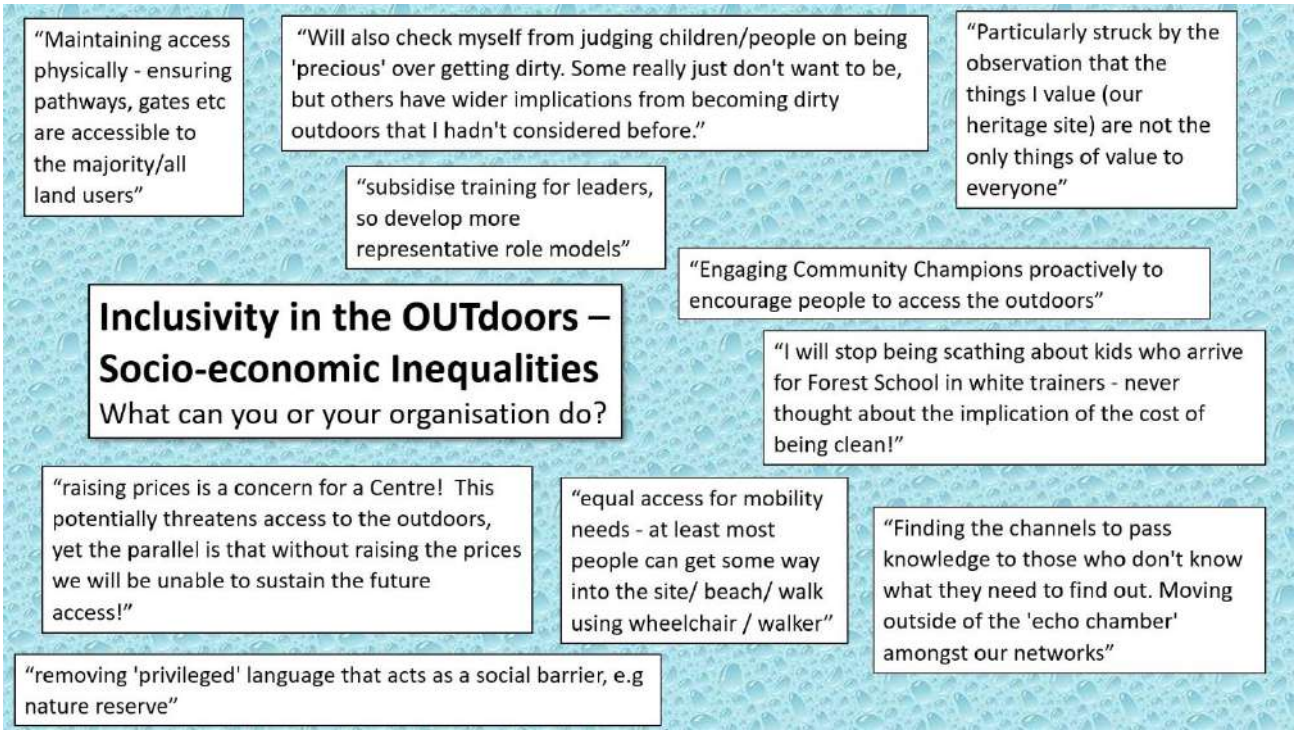


Image. 9

According to Child Poverty Action Group (CPAG) 46% of children from black and minority ethnic groups live in poverty, compared with 26% of children in White British families (CPAG, 2021). There are a range of factors that cause people to have a lack of resources and cause poverty – living costs, low pay, lack of work, and inadequate social security benefits for example. These factors can **both** influence **<u>and</u>** be influenced by racism, prejudice, discrimination, and unconscious bias.

Becoming Anti-Racist

The Black Lives Matter campaigns have raised a significant amount of awareness (and resistance) to the injustices and oppression black people face daily, again, it is not a new conversation or awareness.

"All lives matter of course. But some lives experience more hardship, more injustice and those lives are mainly Black due to historical injustice. You must step into the other persons shoes to understand their disparity in life experience"

"This work around race and anti-racism hasn't just started in the last 18 months or so, but it actually started way back in the early 90's"

Fig. 21 shows all the racial barriers to participation in the outdoors identified by the attendees (the key barriers being racism, white privilege, perceptions and cultural difference, and lack of role models / representation). As discussed, the attendees predominantly identified as white, and are wanting to engage, learn, and make changes to the lack of inclusivity in the outdoors. There is a recognition and awareness that there is an issue. However, without addressing whiteness, without acknowledging our positionality and privileges we can fail to disrupt the dominant narratives, fail to embrace others lived experiences and perspectives and there is the potential to patronise, and even portray a form of 'white saviourism' whilst managing feelings of 'guilt', and / or in becoming 'allies' (Dabirir, 2021).

"we talked about the need to be willing to hand over power. and not see communities as beneficiaries but co-producers"

Fig. 21

Fig. 3 (p. 4) shows that people of colour attendance remained consistent throughout the series (apart from a drop in webinar 6 'women in outdoor leadership', to be discussed). The webinar reflected the conclusions in the literature review, two possible approaches – to adapt the culture or the landscape to meet the needs of excluded groups or encourage excluded groups to adapt to the dominant culture and landscape.

Adapting the narrative to meet the needs of different cultures

"The construct of nature within a given culture group is considered key to perceptions of landscape" (Rishbeth, 2001, p. 352). Jacqueline Scott presented her research and interest in the intersections of 'race, place and nature' – *"in nature the birds, the trees, and the rivers are real, however, how we relate to them is socially constructed… our views of nature reflect power and the relationships in our society"* (Scott, webinar 5). Attendees were inspired to consider the history of colonisation and 'place-based black history' within the UK landscape.

"The talk made me wonder about whether there are any slave history links I'm ignorant of on the nature reserves I work on"

"Need to take an active step to learn about the locations we visit and take people too. We can begin to have those discussions with people about the history of these locations. Recognise and discuss."

Image. 10 – Storrs Hall

The 'silencing' or 'ignoring' of important and meaningful histories of the land maintains the white narrative, and therefore may not appeal and / or causes feelings of anger and exclusion, a sense of being ignored or silenced, not belonging or feeling welcomed. The 'romanticising' of these places often covers a history of elitism and privilege. Integrating place-based black history within the context of outdoor learning could expand beyond the dominant white narrative of the UK landscape and support the recognising and acknowledgment of the different cultural perspectives, values, and constructs of nature among different groups (see Roberts, 2016). This does not only extend to the places but also to the 'activities' in the outdoors.

"Broaden expectations/perceptions of what is 'appropriate' behaviour/recreational activities in the outdoors. Challenge to move away from white ideal of nature"

Pammy Johal presented a powerful session, asking hard-hitting questions which seemingly inspired many attendees to 'take action'. However, it was emphasised that *"the first step is acknowledging that we are racist, and it's systemic in society, it's systemic in our sector"* (Johal, webinar 5). Having been involved in the sector for many years, Johal presented the frustrations felt within the under-served Black, Asian, and Minority Ethnic communities, there are assumptions made by those in privileged positions (white people) that people of colour felt "'*it's not for me'* – that's a load of rubbish" (Johal, webinar 5).

"It's the proactive part of being anti-racist. Not just passively agreeing and not thinking we're part of the problem."

"We love the outdoors, we're embracing the outdoors, why aren't you accepting us?"

"Sod the sector we're going to do this for ourselves"

There are people of colour working in and enjoying the outdoors, yet are they recognised, reflected, celebrated, or even seen in the sector? People of colour are left to 'do it for themselves'. "In multicultural environments…without awareness and knowledge of who is using parks and how – [we] will fail" (Roberts, 2016, p.345). When people of colour's presence is seen and heard, though, there is backlash, resistance, 'a blind eye' and even attempts to silence (as demonstrated by the 'white lives matter' banners appearing in outdoor spaces).

"Some brilliant days with Backbone CIC in Aberdeenshire - practical action (and some lots of shared stories over picnics) to build confidence in attendees and challenge the pre-conceptions (racist) leaders"

Johal founded Backbone CIC: Celebrating diversity through adventure (in the 1990's), working with Black, Asian, and Ethnic minority groups across the sector (Johal, webinar 5). It became evident the frustration and anger felt that the 'conversation' was happening yet again. Why is the 'conversation' 'starting' again and again? Why is the 'wheel being re-invented?'

There is an increase in organisations and groups encouraging and engaging with under-served communities, and these have been driven forward by the communities and individuals who have historically been under-served by the sector. But there is still a significant lack of diversity (particularly at large scale organisations and senior levels), and it is segregated and becoming more so.

"EDI strategies need to be embedded within strategic plans for organisations. Coupled together to drive forward organisations, not separate and just handled by HR."

"Individuals need to go on their own anti racist journeys before they start challenging systems they don't fully understand or comprehend". This comment possibly highlights the systemic and structural barriers, but it may also explain why the conversation keeps 'starting'. How does / Does the sector, our society, deliver information and learning of diversity between different cultures and experiences? between generations? within the hierarchical structures? What can we learn from the past?

I'm 18… my generation are doing things together and that's how change happens!"

Fig. 22 reveals what attendees thought they could 'do to overcome racism in the sector'.

Fig. 22

Appendix. 1 are attendees' thoughts about what we can learn from North America, and what they could do to make change and become anti-racist. A lot of the answers are on an individualistic level, likely to be due to the phrasing of the questions – 'what can **I** do…'. Individual acts, of course, assist in the disruption of racist acts and microaggressions, however, challenging racist systems and structural power imbalances is needed, lest the conversation will need to 'start' again. And "*thought must be followed by action*". However, it seems individuals need to feel 'safe' to raise uncomfortable and challenging issues and conversations or to take action.

"Thought must be followed by action!"

"choosing when and how to challenge, sometimes not in the right place to take on the fight of prejudice or its simple not safe to do so"

‘Safe’ and ‘brave’ spaces are historically and inextricably linked to the outdoor sector – ‘challenging’ activities, personal development agendas etc. The narratives that these spaces originate from need further consideration to support a more diverse and cultural understanding.

“We discussed perceptions of safety….especially given the recent discussions about walking home alone etc”

- What is a ‘safe’ or ‘brave’ space?
- Is it possible to “truly feel protected from physical, emotional, psychological, and social harm, danger, or risk”? (Duffy, 2021, par. 10)
- Who needs safe spaces and why do they need those spaces?
- Who needs to be brave, and why does that space need to be created?
- What happens when we ‘leave’ those safe and / or brave spaces?

Privileges perhaps afford some to feel braver and safer than others (Duffy, 2021). Breunig (2019) explains the concept of ‘contested spaces’, “a space [that] acknowledges the role of privilege and oppression in teaching, learning, and leadership environments” (p.17).

Women in Outdoor Leadership

The webinars were predominantly attended by those identifying as female (an average of 69%), for this webinar 81% of attendees identified as female (see Fig. 5, p.5). This meant that there was a lot more 'lived experience' to draw from amongst the attendees. Due to the variety and scale of the 'outdoor sector' it is difficult to obtain up to date information about the numbers of women and men (female and male) working in the outdoor sector. 'Land & Wave' conducted their own research and concluded "there are significantly fewer women than men working in the outdoor / adventure sector in the UK", their research also revealed "how racially polarised the outdoor / adventure sector seems to be… as much as 98% white caucasian" (Senior, 2020). The Outward Bound Trust revealed similar findings (see image. 11). This data primarily drew on the 'technical' qualifications often required for positions within the outdoor / adventurous activities area of the sector, further examination is needed to include 'conservation and environment', 'educational' and 'youth work' areas of the sector. This also reinforces the much-contested discussion of the 'values' placed on **technical** and **interpersonal** skills and the links to gender role conditioning (Warren, Mitten, D'Amore & Lotz, 2019), but also to the implications of socio-economic 'status'.

"What percentage of women hold a higher outdoor qualification?"

"Higher outdoor qualification as anything above the basic level - stage 2 or above!"

"forest school as a new leadership sector not traditionally male, I feel the stats must be different now as more women are taking on forest school leading"

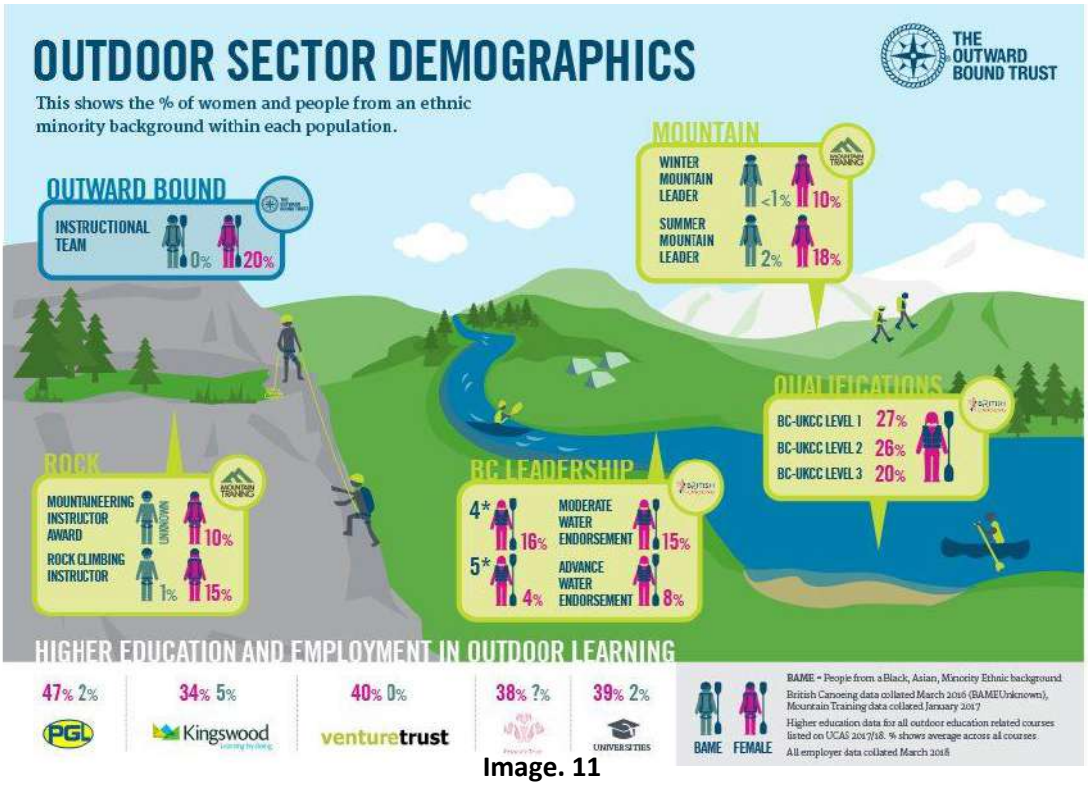


Image. 11

Image. 12

Fig. 23 reveals the challenges raised 'for women working as leaders in the outdoors'. It was evident throughout the webinar that there was a great deal of experience and knowledge about the challenges women faced. The challenges raised are reflected within the literature and evidently also apply to women accessing the outdoors, not only women in a leadership context. 'Sexism' being the biggest challenge to overcome. The 'title' of the webinar and question asked had a difference to the other webinars. This use of language, taken literally, suggested this was about **women** as **leaders** in the outdoors, not barriers or challenges that prevent 'women' from accessing the outdoors, or **gender** bias. This may suggest that it was '***for*** women' and possibly explains the drop in male attendance and increase in (white) female attendance (see Fig. 5, p. 5). However, does 'silencing' the words and experiences of **women** to encourage male engagement or attendance not reify the entrenchment of male dominance and privilege? This question can and should also be applied to other characteristics and group identities.

"This is surely also about male development and awareness, too? And how we work alongside each other, getting the best out of each other...valuing and acknowledging strengths and biases that help/ hinder both."

"In our industry we cannot further the ambitions of women without involving men. Men are our course Providers who deliver the qualification assessments (essentially the gatekeepers to the profession, albeit tempered by the syllabus criteria), men are the CEOs and EOs, men form most of our Boards, men are the purse holders. We have to have men on side, engaged and ready to make a change. I believe we currently do have that. The last step is to make sure we engage with them in ways they can respond to."

What challenges do you see for women working as leaders in the outdoors?

Fig. 23

Dr Linda Allin presented the multiple 'group' and 'individual' identities a person can have, yet questioned why she had not identified herself as a 'leader'. The webinar presented the progress made and the remaining challenges for women, beginning with the emphasis that women are still under-represented within the outdoor sector particularly in the higher end qualifications and leadership roles. It was recognised that progress had been made in some areas regarding women in the outdoors, however, the involvement of women of colour and the LGBTQ+ community for example was very much missing and needing work. The 'debate' of whether gender discrimination / inequality still occurs raised the importance of recognising one's privilege. It raised the issue of 'assimilation', a tendency to 'assimilate' or integrate into the (dominant) surroundings or culture, in the outdoor sector, this could lead to assimilating into gender conforming roles or behaviours that prevent or deter women from development or progression. Women are often caught in a double bind "if they develop their competence, they are masculine; if they do not, they are not socially valued and learn to devalue themselves" (Baruch, 1974, as cited in Warren & Loeffler, 2007, p.109). Sharing findings and experiences of women that have been within the industry for many years revealed that accessing the outdoor industry was still a challenge due to gender 'norms'.

"I'd say 'look harder'"

"I hate the term 'tomboy!' So judgemental about what a woman should/shouldn't be."

"If a mother got hurt on the job then they'd be deemed as having done something far too risky whilst having kids = bad mother. If a father got hurt they wouldn't get the same criticism."

"Single sex [women specific] courses are not new" (The Pinnacle Club for example established in 1921), and the benefits of them are researched and recognised (Hornibrook, Brinkert, Parry, Seimens, Mitten & Priest, 1997; Allen-Craig, Gray, Charles, Socha, Cosgriff, Mitten, & Loeffler, 2020). 'Women only' groups were created to deconstruct gender stereotypes, particularly that only men **led** or were 'capable' in the outdoors. They have become 'safe' and 'brave' spaces to successfully support young women's development (Whittington, 2018), they are empowering, supportive spaces for women to express their physicality. There is a tension, however, with 'women only' groups, 'women specific' job adverts or leader requests. This is perhaps due to the gendered perceptions, stereotypes, and roles remaining, and a lack of understanding of why these groups form or are needed. The International Handbook of Women and Outdoor Learning (Gray & Mitten, 2018) is a great resource of literature and studies that demonstrates the presence of women in the outdoor sector for many years and the benefits of this, although at an **ex**clusive cost of approximately £150.00, or via higher education resources, it is not easily accessible, and perhaps contributes to the silencing or ignoring of women's voices in the sector.

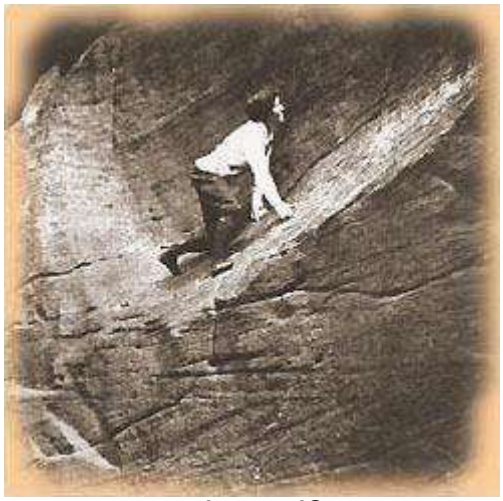


Image. 13

"makes me think of girlguiding defending their girls only safe space"

""In order to learn something it would be really good just to take some action and see what happens"

Kate O'Brien spoke about The Outward Bound Women's Leadership course, a programme aimed at *"attracting and retaining an Instructor Team which more closely represents the backgrounds of the young people we work with".* Recognising the history of Outward Bound was important in understanding why Outward Bound had decided to tackle diversity issues and move forward. Applications for the course revealed that 'feelings of not belonging', 'lacking in confidence' for technical ability, being 'de-valued' were repeatedly given. These are the *issues* that needed to be tackled to create a gender balanced workplace. The experiences of the women that enrolled on the course (and within the webinar) revealed the impact of

'microaggressions'[5]. The research on the course found that confidence in technical ability grew, identifying that there is a 'competence – perception gap', the concept that technical qualifications were on a 'pedestal' that seemed out of reach. It seemed that by doing 'skills audits', 'feedback', 'progressive learning' within that 'learning environment' the confidence of the women to achieve grew. This was also reflected in the development of the women's value of self and strength. The study also revealed a 'pressure' on women to always be on their 'A game', and that the course lifted this pressure and created a willingness to participate in 'learning enhancing behaviours'. The key things that contributed to these significant developments for these women were: 1) **A supportive environment** ("*not to be confused with easy!*"), 2) The **course Ethos** – Growth Mindset, 3) The **Course Structure** – Technical, Inter-personal and intra-personal, and 4) **Female Peers**.

The webinar reiterated the benefit of 'women only' spaces, there was a sense of camaraderie and confidence. Attendees were inspired to become or keep role modelling, and to support or introduce 'women only' groups, as Appendix. 2 shows.

"Hearing form others the same struggles I have faced and hearing that I am not alone and there are others out there, willing and wanting to change the systems"

"Great to see so many inspiring women in this space"

"Reassurance I wasn't going crazy"

"Was good to realise that I wasn't alone in my experiences and how I feel"

"if women don't talk about their needs and experiences men don't notice that they are different, perhaps? Of course, they have to want to notice..."

There is an increase of women utilising various forums to express their needs and experiences. However, as already known the sector is dominated by white people, and without challenging the systemic racial and socio-economic injustices, the role models, research, campaigns, and graphics within the sector and society (to combat sexism) has primarily involved white women. The lack of role models for women of colour, lack of development or progress, and the exclusion demonstrates a further segregation. Having to 'choose' between tackling

[5] "Microaggression consists of subtle verbal, nonverbal, and environmental signals that relay alienating or demeaning messages on the basis of sex, gender, and other dimensions of diversity" (Jordan, 2018, p. 223).

racism **or** sexism has resulted in a need for further 'specific' groups to be created to combat intersectional issues (Black Girls Hike for example). White women do not have to face the challenges of racism as well as sexism in a white dominant narrative. Without acknowledging the intersections, further segregation (and isolation) is happening. How are women of all ethnicities working together to combat the issues of inequality?

The challenges raised potentially have a greater complexity when intersected with different cultures and levels of poverty. Menstruation, menopause, and childbirth, for example, can be experienced, perceived, and understood very differently due to cultural, religious, and / or socio-economic backgrounds (see. Bobel, Winkler, Fahs, Hasson, Kissling & Roberts, 2020). As can the perceptions of sexism and gender stereotypes. Intersectional issues will only be noticed and / or understood if people WANT to notice them and learn more. It is perhaps a privilege to not HAVE to.

Disability

The demographics of attendees did not include asking about disability. The outdoor sector is often assumed to be 'exclusively' for able-bodied people, there is 'ableism' (discrimination in favour of able-bodied people) within the sector. In the 2019-2020 Family Resources Survey over 14 million people reported a disability in the UK (1 in 5 people, 20% of the population) (Gov.UK, 2021). The Equality Act defines disability "if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities" ("Definition of disability under the Equality Act 2010", 2021). (The Equality Act does not apply to Northern Ireland, however, there is disability discrimination legislation).

The 'Social Model of Disability' is the preferred view of disability by those living with a disability, in contrast to the 'Medical Model of Disability' (Barnes, 2019; Crosbie, 2016). "The Social Model is a deliberate attempt to shift attention away from the functional limitations of individuals with impairments onto the problems caused by disabling environments, barriers and cultures" (Barnes, 2019, p. 20). In contrast to historical, structural, and 'scientific' justifications that viewed disability as not 'normal' and having impairments or 'medical 'deficits' resulting in it needing to be 'cured' or 'solved' (Barnes, 2019, Crosbie, 2016). The Medical Model is seen as creating a feeling that "the individual is not accepted as a person with differences or limitations" (Crosbie, 2016, p.380), and assumes that the disability will reduce the person's quality of life and ability to live a 'normal' life. "The Social Model rejects the concept that an individual must be 'normal' to enjoy the full range of human experience, arguing that an impairment should not constitute a barrier to inclusion or access" (Comberousse, 2019, par. 7). The history of how the UK has viewed people with disability reveals an understanding of the entrenched 'stigma' and 'patronisation' towards those living with disability.

Sun-warmed rocks and the cold of Bleaklow's frozen sea

The snow and the wind and rain of hills and mountains

Days in the sun and the tempered wind and the air like wine

And you drink and you drink till you're drunk on the joy of living

Ewan MacColl

Sue Bott (CBE) presented a thought-provoking session emphasising the importance of the Social Model of Disability and the legislation. Bott raised 'the carrot and stick approach of motivation' (a motivation theory to elicit desired behaviours), presenting the stick as the legislation – *"it's the law.. the law says you're not to discriminate*

"Why shouldn't disabled people get drunk on the joy of living?"

against disabled people", and the carrot(s) as increasing access figures, spending power, *"what would you want for yourself?"* if it were to happen to you, and feeling inspired to **want** to include people living with disability. This motivation theory presents the question 'what motivates you / your organisation?'

Image. 14

Highlighting the law raised the point of 'reasonable adjustments' to prevent discrimination against people living with disability. Bott delivered the important point: **treating disabled people the same as everyone else** (commonly seen as treating everyone 'equally') **without reasonable adjustments results in exclusion and discrimination**.

"This is the challenge because reasonable adjustment requires knowledge… and that knowledge, I must say, is best gained from disabled people ourselves"

The barriers identified, shown in fig. 23, emphasised the responsibility of society to ensure inclusivity of people living with disabilities. Access was identified as a key barrier. Without addressing 'physical' access issues the sector is perpetuating the assumption that the outdoors is for able-bodied people. But 'access' also very importantly includes access to information.

Fig. 23

Craig Grimes, Founder of Experience Community CIC, presented the work he does providing day trips for people with disabilities and creating films and information about walks and other leisure activities. Grimes' key point was about providing information to enable people living with disability to make their own decisions about the 'levels' of activity they could take part in, rather than treating those living with disabilities as a homogeneous group. Much like those living without a disability, being able to choose and decide about a suitable hiking or climbing route (for example) requires having access to **information**. The inclusion of information that is crucial to people living with disability in accessing the outdoors is not often at the forefront of those who do not have to think about or consider it. Yet, is it not a reasonable adjustment to provide information that enables people to make decisions based on their own resources and circumstances, rather than simply saying it is not accessible (perhaps due to costs and / or environmental barriers). This emphasises the need and benefits to involve or collaborate with the very people affected, to include diverse perspectives.

"The phototrails and route indicator system are really good examples of things I would look to see in equality assessments of fieldwork locations. I can see these being used alongside risk assessments. Interesting to think about what else would be included within these equality assessments of locations especially regarding hidden disabilities.

"Wording of 'reasonable adjustment' is a reactive way of addressing access for those people who self-present with disabilities. Self-presenting happens in the short term and therefore we don't get better as sector with more innovative solutions. What more can the sector do to be pro-active here to better support those who don't self-present with disabilities?"

Grimes also spoke about confidence, developing confidence in ability and the equipment is needed. *"We kind of expect people to drive for a couple of hours and then try a piece of equipment that they don't know if they can do or go on a route that we don't know if they can achieve".* Much like in the socio-economic webinar there are

"We involved a charity who support adults with disabilities to road test a track we wanted to convert into an easy access path in the countryside, and used their feedback to then develop it, and then road tested it when it was completed by another charity with young adults who have complex needs and physical disabilities"

assumptions made about what equipment (or routes) are suitable and that it is 'obvious' in its use and purpose, which can lead to a poor or bad experience and deter future engagement.

Providing information extends to transport and facilities available. Looking at intersectional issues demonstrates that providing information about transport to and from green spaces can support those living with disability and those living in poverty (see Socio-economic inequalities), providing information about facilities can support those living with disability, people with children, people of different cultures, people who menstruate, to have the information they need to plan and prepare and / or make decisions.

"Also, do women with disabilities affecting strength or endurance face even more hurdles where invisible illness gives the perception of 'weak because female'?"

The Equality Act states that a person automatically meets the disability definition from the day one is diagnosed with HIV infection[6], cancer or multiple sclerosis ("Definition of disability under the Equality Act 2010", 2021). These are all 'hidden' disabilities. There are many hidden or invisible disabilities including mental illnesses and learning disabilities, this is a very complex area (perhaps due to the stigmas associated and the interpretations or understanding of the Equality Act definition) that cannot be fully explored within this report. There has, however, been an increase in research relating to the benefits of the outdoors for those living with mental health diagnoses (Richards, 2016) and the benefits of the outdoors on mental health (Mutz & Muller, 2016; Pearson & Craig, 2014). This has led to a growth in organisations creating and developing practices to serve those living with short term or long term mental ill-health – collaboration between outdoor and psychology professionals to provide adventure therapy, conservation psychology, 'healing gardens' etc. (Richards, 2016). However, the comments relating to women highlighted an intersectional issue of perceived 'weakness', and how an assumption based on gender stereotypes (group memberships) can exclude women (men) and / or a person living with an invisible disability.

"Are women more prone to depression, or do they seek help for it (and so get included in stats) more regularly"

"there is a historical lack of research and reporting in women's health, meaning a lot of research has a male bias"

More females reported a disability than males in 2019-2020 (Gov.UK, 2021). The gendered roles and expectations of men may be a factor. Research does show, though, that there is a historical lack of women's involvement and perspective (across all

[6] According to the National Aids Trust "The proportion of people accessing HIV care in 2019 who acquired HIV transmission through heterosexual sex (45,445 - 46.1%) is very similar to the proportion of people who acquired HIV through sex between men (45,771 - 46.4%)" (National Aids Trust, 2019).

fields and sectors), emphasising the value and importance of inclusion and lived experiences. This is not specific to women either.

According to the United Nations Department of Economic and Social Affairs (UN DESA) 'Women with Disabilities Fact Sheet' "Every minute, more than 30 women are seriously injured or disabled during labor… However, those 15 – 50 million women generally go unnoticed" (UN DESA, n.d). Whilst these are global statistics, which highlight the effects childbirth can have on women, it is an example of possible hidden / invisible 'illnesses' and worthy of consideration. Geography, socio-economic status, culture, ethnicity, and many other factors will undoubtedly play a part too. However, this webinar had the highest percentage of male attendance (see p. 5 fig. 4). This is interesting as it suggests disability in the outdoors has a higher 'interest' to men. The historical and societal awareness and 'promotion' surrounding (physical) disability in the outdoors can often have a military and male context.

The webinar prompted attendees to consider the perspectives of those living with disabilities and inspired attendees to act and make changes moving forward (see Appendix. 3). A key action was the recognition of facilitating autonomy and considering / implementing methods that supported access to information. This is an action that can also benefit and support other under-served groups (see p. 17 for example).

LGBTQ+

Language and terminology relating to the LGBTQ+ community is incredibly important. It can be overwhelming and potentially deter people. This is also reflected in other group memberships. Terms and definitions, however, are always evolving and changing and can mean different things to different people. Stonewall offers an 'easy read definitions of lesbian, gay, bi and trans', however, there are many more terms and definitions presented within their 'glossary of terms', including Intersex, Queer, Non-Binary, Gender Fluid (all terms that were used within the webinar by presenters or attendees) (see Stonewall, 2017). The development and progress of 'identity' and use of language is continually evolving. A key movement for LGBTQ+ communities and women are challenging 'heteronormative' [7] language and behaviours.

"This extended my understanding and range of diversity issues - I had too look up what Q+ meant - never previously heard of this term before!"

"A more comprehensive account of the current medical & psychological understanding of sexuality & gender including intersexuality would have helped in providing knowledge to challenge the concept that sexuality / gender are a choice."

The LGBT Foundation produced a report titled 'Hidden Figures: LGBT Health Inequalities in the UK (2020) which revealed that LGBT communities had lower levels of physical activity compared to the general population, "suggesting a greater risk of developing a long-term condition" (LGBT Foundation, 2020, p. 48). Research also reveals a prevalence of mental health concerns and issues amongst the LGBTQ+ community (NIESR, 2016). This is a key argument for the importance of ensuring the LGBTQ+ community can access the outdoors.

"Perhaps some data reflecting the numbers & visability of openly gay & trans individuals working within the different branches of the outdoor sector would help in providing IOL with a baseline on which to measure progress regarding equality"

This was the only webinar in which the polls asked 'directly' about identifying with the LGBTQ+ community. There is seemingly very little data within the outdoor sector that includes asking about LGBTQ+ identity. "No robust and representative data of the LGBT population in the UK currently exists" (Government Equalities Office (2018, p. 7). (This may change once the results of the 2021 census are released). Although there are several reports and surveys targeting the LGBTQ+ community that reveals valuable information and data. A key challenge in

[7] Heteronormative – suggesting or believing that only heterosexual relationships are normal or right and that men and women have naturally different roles (Cambridge Dictionary)

collating this data is that people must be willing to self-identify, this is a 'hidden' or 'invisible' identity. Why might people be reluctant to self-identify? The challenges identified by attendees for the LGBTQ+ community in accessing the outdoors (35% of whom identified as part of the LGBTQ+ community) are shown in fig. 24.

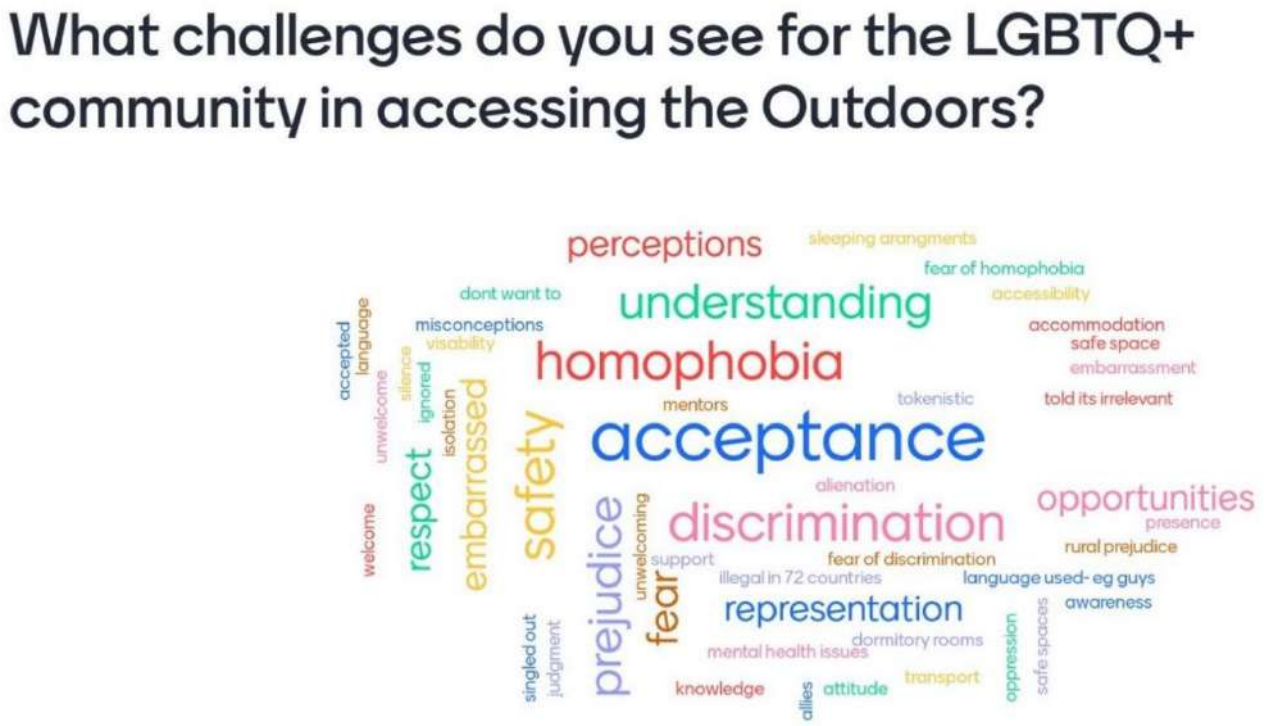


Fig. 24

'Acceptance' attracts attention in the word cloud, this is reflected in the key barriers identified (homophobia, alienation, perceptions and understanding, and facilities). A study conducted in 2008 revealed the challenges gay and lesbian practitioners experienced in outdoor education in the UK, acceptance (particularly of gay men) was a major issue of concern in the effect it could have on their careers (Barnfield & Humberstone, 2008). Many studies conducted discuss the 'stigma' of women in the outdoors and the assumptions of being 'lesbian' and the negativity of this, it is seen as a great insult(?). The history of oppression, prejudice, and discrimination against the LGBTQ+ community was not raised within this webinar. The history may develop an understanding of why the LGBTQ+ community do not feel accepted, why, and how 'Pride' originated, and why there has been a need for changes to legislation. It may reduce stigma, bias, prejudice, discrimination, and stereotypes

"I felt the LGBTQI+ webinar could have given more back ground on the historic nature of oppression against the community…. A more detailed analysis of 'section 28' and the HIV / AIDS epidemic its impact on diversity within the education establishment / wider community & an analysis of the values & attitudes that under pin such recent legislation would have been useful."

and lead to a deeper understanding of the LGBTQ+ community and clearer perspectives.

The Gay Outdoor Club (GOC) presented an overview of the club. It was established in 1974 and is one of the oldest gay activity clubs in the country. Peter Blackburn (Chairman of the club) explained that it was met with resistance when it was formed and that it was very much a *"safe space for LGBT people to meet and enjoy the outdoors without getting the grief from the wider community*". Blackburn mentioned *'how far we've come'* in comparison to 40 years ago. The acknowledgement of progress is good, however, the fluidity of change as cultures and societies interact and evolve to create and reveal new identities and knowledge demonstrates EDI is a continual process. The research and data reveal that the LGBTQ+ community is still met with resistance (perhaps more silently than before) and still struggles to be accepted (as are people of colour, women, people living with disabilities, and people living in poverty). Hearing from a long-serving organisation emphasised the need for continual professional development (CPD). The presenters were open about how they were struggling to ensure they too were inclusive, they struggled to recruit other members of the LGBTQ+ community, young people, people of colour, women, and were wanting to find solutions themselves.

"I felt like the representatives from the Gay Outdoor Club were very transparent with the challenges they face as an organisation, which was refreshing."

"interesting that gay women don't join clubs or form them (as far as I know)"

"The GOC seemed a little outdated in their organisation"

Dawood Qureshi shared their story of how nature supported and empowered them on their journey of identity, to become a role model, and the importance of representation. Qureshi demonstrated how we have multiple identities, identifying as non-binary, gender fluid, queer, a person of colour, a marine biologist, film maker and many other 'memberships' that make them who they are today. *"A lot of queer people feel invisible in this industry"*, hiding out of fear, emphasising the implications of 'hidden' or perhaps 'silenced' identities. "Hiding a stigmatized identity can result in a lowered sense of belonging, and even actual social rejection" (Newheiser & Barreto, 2014, p. 58). It can sometimes be assumed that having a 'hidden' identity or group membership has more benefits than having more 'obvious' ones, yet as this report has demonstrated they all have challenges that have impact. Research has highlighted (due to stigma, bias, and stereotypes) reactions to 'hidden' identities can be sudden and damaging

"The suggestion in the paddle for the wearing of rainbow shoe laces, such an easy thing to do, and a gesture that says to any young person that this is a safe place, you can be at ease."

(Berkley, Beard & Daus, 2019). Yet, "when compounded by the intersection of various identities in many LGBTQAI+ people" there are challenges and contradictions (Scharrón-Del Río, 2020, p.294). These are influenced by context and other privileges. Representation is equally important for those with hidden identities, particularly to assist in deconstructing myths, stigma, and fears. There is a 'familiarity' with the history of those living with disabilities - the belief that 'they' are not 'normal', a need to be fixed, hidden, or cured. Historically, significantly traumatising 'therapies' or 'treatments' were applied to 'cure' people of their homosexuality, however, the methods / punishments varied depending on privileges (Carr & Spandler, 2019). There is a significant and complex history which we could potentially learn from today.

The suggestions in tackling the challenges and barriers for the LGBTQ+ community reflected that of other webinars – include the voices of the community, role models, continue to educate self (Appendix. 4). Wearing rainbow laces (lanyards, pins, flags) generated a good response. Yet, actions must be supported by behaviours and attitudes too. Facilities were raised as a key barrier, there was no discussion or presentation about the challenges in accessing facilities for those that identify as transgender, genderfluid, or for people who do not subscribe to societal expectations of typical gender expressions or roles. This area is heavily 'debated', contested, and uncomfortable for some, yet it is an important conversation to have.

"Be pro-active in reviewing facilities, and having open discussions with participants prior to the residential to ensure needs are met with participant voice central to decision-making. Preempting discussions and solutions on this. Providing equitable alternatives."

Conclusion

The report has demonstrated the value of intersectionality, and when barriers are investigated using an intersectional framework they can apply to multiple individual and group identity memberships, revealing the importance of "reflecting on our own positionality" (Fotopoulou, 2012, p.24), our privileges, and the overlapping structural and systemic barriers. The lack of historical knowledge or awareness and confusion of language may be contributing to misunderstanding, bias, normativity, and stereotypes, ultimately preventing integration and disruption to dominant (exclusive) narratives.

The removing, hiding, silencing, or ignoring of experiences, voices, histories of oppression, campaigns, changes, and movements supports some to pretend or believe that the conversation is 'new', or even 'done'. This adds to the challenge of the 'continual conversation' rather than actions being taken. What position is held, what privileges we have, what stage of the EDI journey, and what motivates us, will all influence and affect actionable behaviours and outcomes in reaching INclusivity in the OUTdoors. We must consider our positions of privilege, address the structural, systemic, and institutional issues that prevent or delay the changes needed.

It should be noted that there is great work being done to develop INclusivity in the OUTdoors. But, people are at varying stages of their own EDI journeys, some have been on their journey for 40+ years whilst others are just beginning, some may be satisfied that 'changes' have been made whilst many feel more is very much needed. The fluid and continual interaction and changes between and within societies and cultures, however, emphasises the need for continual development and change. The webinar series enabled people to gain access to information from those with lived experiences, develop understanding and awareness of EDI issues, share ideas, experiences, and solutions, and promote / recognise the importance and value of EDI within the sector, and this should be a continual process. It has emphasised the value and importance of sharing and working together. However, individuals and organisations must take responsibility for developing their knowledge and understanding of EDI continuously and collaboratively, and commit to implementing changes and actions that make and maintain the sector a diverse and inclusive place.

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Appendices

Appendix. 1 - Anti-Racism

INclusivity in the OUTdoors – Becoming Anti-Racist

What can we learn from North America?
What can I do to make change and become anti-racist?

"educating myself, breaking down the fear, learning about other cultures and sharing my culture!"

"The talk made me wonder about whether there are any slave history links Im ignorant of on the nature reserves I work on"

"Need to take an active step to learn about the locations we visit and take people too. We can begin to have those discussions with people about the history of these locations. Recognise and discuss."

"the slavery connections in historic buildings, and the resistance of white people to plans regarding further investigation"

"we talked about the need to be willing to hand over power. and not see communities as beneficiaries but co-producers"

"Our group reflected that we needed to work out more clearly what each of us can do to intervene and change things, rather just agree that things should be different"

"Broaden expectations/perceptions of what is 'appropriate' behaviour/recreational activities in the outdoors. Challenge to move away from white ideal of nature"

"Challenge my own assumptions - be much more aware"

"Representation of BAME in publicity/media visuals produced by outdoor organizations"

"challenge peers on their attitudes"

"Training for diversity at Governance level"

"Individuals need to go on their own anti racist journeys before they start challenging systems they don't fully understand or comprehend"

"Tackle the issue at multiple different levels simultaneously (e.g. media, recruitment, connecting with organisations,etc.)"

"Being honest, leading discussion, recognising and tackling racist hierarchy and own racist culture"

INclusivity in the OUTdoors – Becoming Anti-Racist

What can we learn from North America?
What can I do to make change and become anti-racist?

"We talked about anonymised recruitment, but even challenge that adverts etc. might not even reaching diverse groups."

"active engagement, talk to community centres"

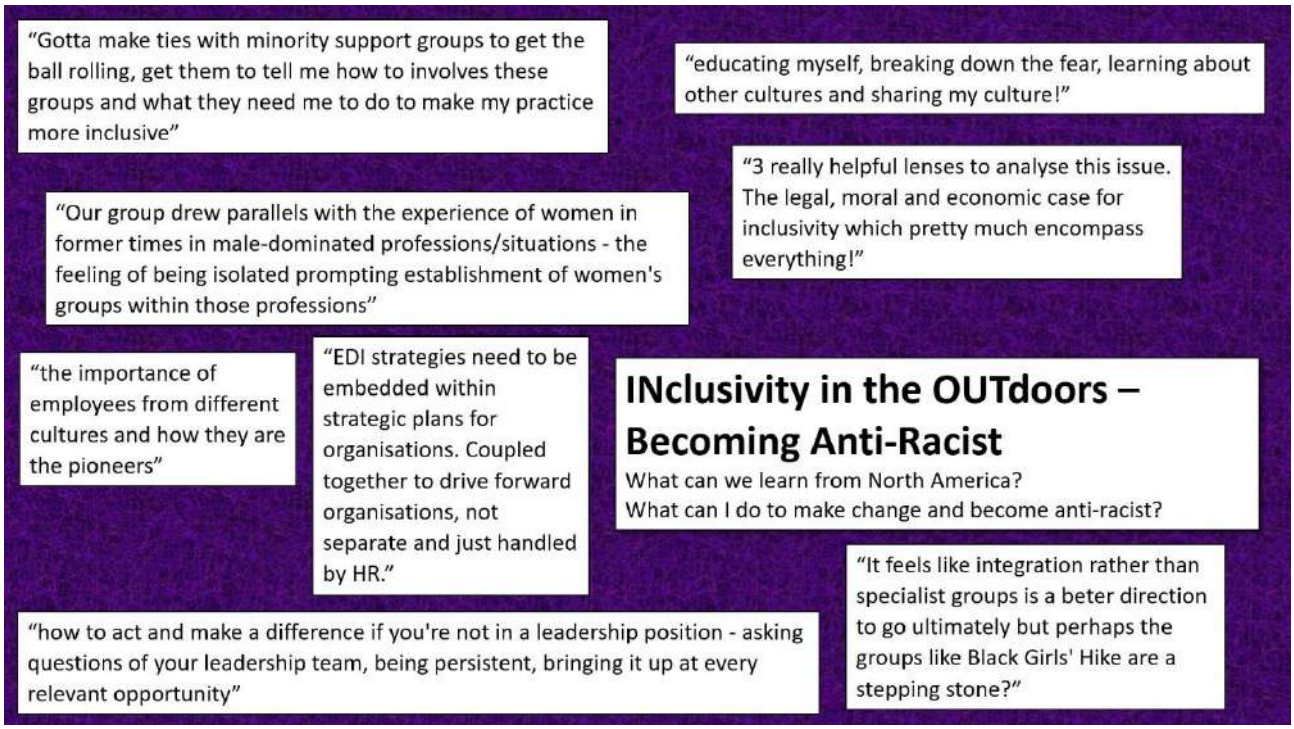
"being an ally, challenge people"

"Not being afraid to challenge behaviour and have the conversations to see what barriers can be removed"

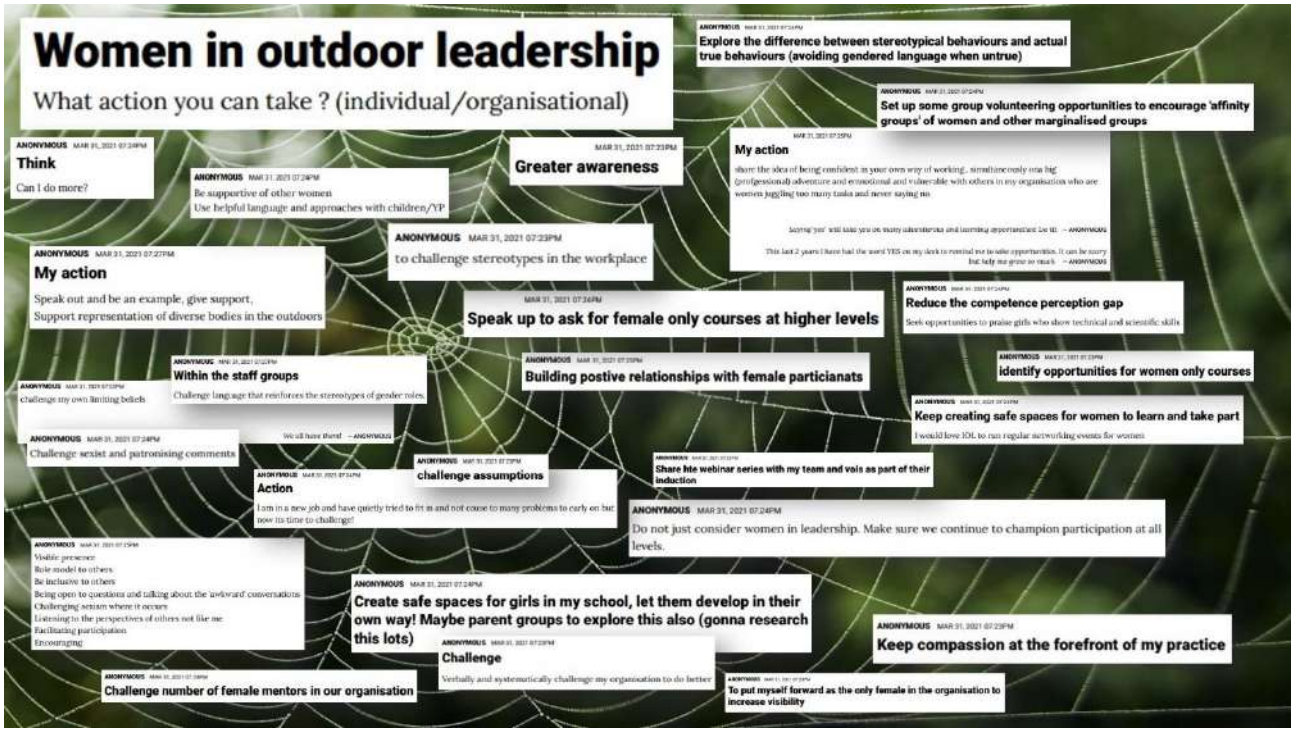
"Open access is helping and essential. also the need for all research to have actionable outcomes and impact"

"Record podcasts with an array of diverse speakers..."

"break out of my comfortable bubble(s) and go and spend time with people not like me"



Appendix. 2 - Women in Outdoor Leadership


Women in outdoor leadership
What action you can take ? (individual/organisational)
Explore the difference between stereotypical behaviours and actual true behaviours (avoiding gendered language when untrue)
Set up some group volunteering opportunities to encourage 'affinity groups' of women and other marginalised groups
Think
Can I do more?
Greater awareness
My action
Be supportive of other women
Use helpful language and approaches with children/YP
to challenge stereotypes in the workplace
My action
Speak out and be an example, give support,
Support representation of diverse bodies in the outdoors
Speak up to ask for female only courses at higher levels
Reduce the competence perception gap
Within the staff groups
Challenge language that reinforces the stereotypes of gender roles
Building postive relationships with female particianats
identify opportunities for women only courses
Challenge my own limiting beliefs
Keep creating safe spaces for women to learn and take part
Challenge sexist and patronising comments
Share hte webinar series with my team and vois as part of their induction
Action
challenge assumptions
Do not just consider women in leadership. Make sure we continue to champion participation at all levels.
Visible presence
Role model to others
Be inclusive to others
Listening to the perspectives of others not like me
Facilitating participation
Encouraging
Create safe spaces for girls in my school, let them develop in their own way! Maybe parent groups to explore this also (gonna research this lots)
Keep compassion at the forefront of my practice
Challenge
Challenge number of female mentors in our organisation
To put myself forward as the only female in the organisation to increase visibility

Encourage other women to put themselves forward
Prompt and reward technical skill applications and scientific knowledge in female students
Work to change the gender balance of my team
Know that I am a role model. And a good one at that.
Ask questions
be mindful of the challenges younger women have that i have gotten used to and now ignore/have overcome
Women in outdoor leadership
What action you can take ? (individual/organisational)
Do not live up to "male" expectations
Value intersections within women in outdoor leadership.
Not to be shy about talking about womens issues - periods, menopause etc.
Support female colleagues to believe in themselves and their ability to lead
Practice radical candour
Speak up for what I believe in more often, through actions and words
Keeping a positivie outlook and trying to find solutions for the challenges and barriers.
Inspire young females to push themselves and to not worry about what others may think
request the IOL run regular networking events for women (if they do not already) as the chat was so rich and meaningful
My Action
To be aware that men can feel the same way about having limiting beliefs, not feeling part of the 'club', don't have the right body shape, are quiet and nurturing rather than 'brash', not wanting to put themselves forward to at the front or ask questions.
Be Brave! Have confidence there are others out there with similar fears, issues and challenges. And there will be a solution.
Ensure the organisation reflects society in how it 'looks'
Be a confident, strong role model
Think more and chat to others about their views/feelings of workplace.

Appendix. 3 - Disability

Equity not equality – it's not about treating everyone the same, it's treating them equitably so they get the same outcome

Facilitating Autonomy

Ideas
Engage ambassadors for the disabled
Upskill clubs and volunteers

Just struck me that most bird hides I've visited will be inaccessible to many in wheelchairs. Would be good to see this change

INclusivity in the OUTdoors: Disability

What do you already do well? What can you do better?

Exploring the opportunities for people with disabilities to share experiences

would like to find hubs of specialist equipment that can be used at centres to enable disabled people to engage with activities

Will be campaigning for more disabled toilet facilities in remote places. New Zealand national parks have great composting toilets which are very welcome

The sector is good at being reactive and responsive to individuals needs when they are shared with locations/providers. We need to get better at being more pro-active and reaching out to communities with invisible disabilities and those who don't self-present their disability to us. We can better support and innovate solutions this way.

Being sure to ask participants what adjustments they may need rather than assuming

Adventure that can be created with knowledge and choice :)

INclusivity in the OUTdoors: Disability

What do you already do well? What can you do better?

Ask people with a range of disabilities to assess our centre & make suggestions

Do well
Adapt resources and information to suit learners with specific requirements – if we are told!

For neurodiverse individuals the novelty of the outdoors can be overwhelming and result in cognitive overload. We need to get better at providing preparation resources in advance to users.

Really inspired to add information about routes to allow disabled people to make their own, informed decisions.

Provide the information so people can make their own decisions.

Start with little changes eg signs, font, paint colours

INclusivity in the OUTdoors: Disability

What do you already do well? What can you do better?

Provide the information to allow people to make their own decisions – and photo's/film really help

As a small centre with limited funds, it feels like the quickest win for us is to share detailed information about what our site is like so that people can make their own decisions on whether or not they can access it

Provide more information about what our facilities are like & what's accessible

To do…
Improve communication with people with disabilities to find out what we can do better as a centre.

Free to make your own choices (-ups).

Do well: innovate and create diverse programming.
Do better: include some people with disabilities in the conversation, as participants, as group leaders, as facilitators/guides

Improve communication

INclusivity in the OUTdoors: Disability

What do you already do well? What can you do better?

Informed Choice – Individual centred and informed. Coaches/providers also focusing on functionality/ability of the individual on that day

listen to people with experience

A "Grading system" gives everyone the ownership of informed choice as what they do. If I want to go out and do a black route first time it's MY CHOICE! I will live (hopefully) with the consequences.

Independent…

We involved a charity who support adults with disabilities to road test a track we wanted to convert into an easy access path in the countryside, and used their feedback to then develop it, and then road tested it when it was completed by another charity with young adults who have complex needs and physical disabilities

listen to people with experience

Developing a hidden disability over the past year is really opening my eyes to things I always took for granted – so I will be 'learning on the job' but also even more mindful to other disabilities now

Involve those with specialist knowledge in planning, design or improvements

INclusivity in the OUTdoors: Disability

What do you already do well? What can you do better?

We have a tramper, disabled toilets and ramps, car park etc. But we can think more about the photo / video routes and broader thinking about the range of disabilities. Great resources shared today.

How to combat issue of things like path gradients in e.g. upland areas? Is it exclusionary to accept certain things can't be as accessible as we'd like, or is that a really backwards mindset?

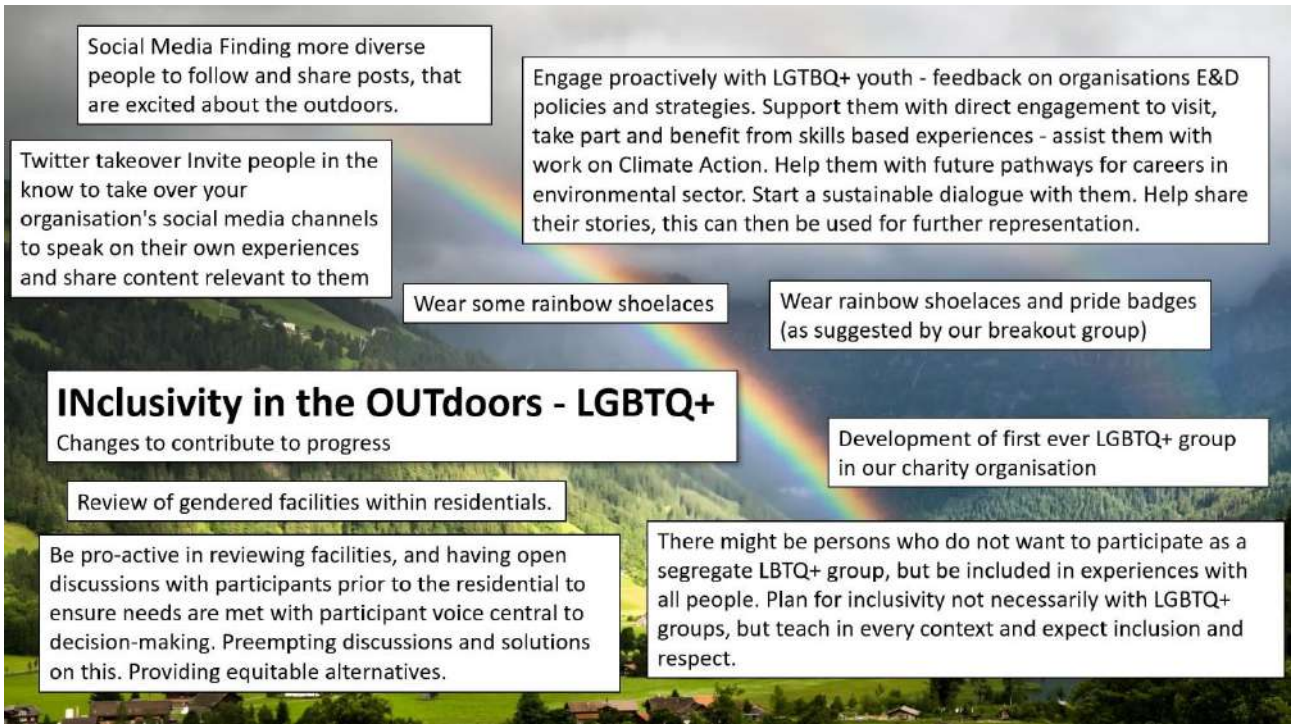
.

Keen to see how the skills learned through overcoming challenges of personal disability with others by being both a role model and an instructor. This webinar has generated many thoughts and ideas, thank you.

Could do with updating website descriptions of reserves to include a more detailed explanation of their accessibility. E.G. Not just 'toilets, 'trails', 'boardwalk' etc. but how accessible they are

INclusivity in the OUTdoors: Disability

What do you already do well? What can you do better?

Great photographic verification tool. Exciting to hear about all that's going on – good to collaborate, share data and resources to provide a better all round experience. Already a big fan of 'social model' but I love that it was made so explicit that providing accurate and useful information for informed choice and decision making to increase autonomy – such an important concept so well put! :D Thanks to breakout group for the chats too – it was lovely, keep on keeping on.

Appendix. 4 – LGBTQ+