

HORIZONS

PROFESSIONAL DEVELOPMENT IN OUTDOOR LEARNING

IN THIS ISSUE

See top tips for building rapport

Get ideas for Outdoor Learning in the school curriculum

Read the latest gender research and try good practice guidance

Benefit from apprenticeships and occupational standards

Plus much more



Get sector guidance about the climate crisis

Explore ideas about place and education





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All about nurture and empowerment?

As we begin 2020, I've been thinking about how we can make a lasting difference to our sector and our world as a whole, and so here I propose we think of this as the decade of nurture and empowerment. If we make a professional and personal commitment to help nurture and empower our communities (whether at work, home or play) and our environment, we will surely be better at listening to, learning about, and taking positive action on things outside of our immediate individual experiences.



EDITOR

Dr Carmen Byrne

horizonseditor@outdoor-learning.org

Horizons is here to question, inform, reassure, inspire and call you to action.

MUST READ

What are our responsibilities in the climate crisis? Get sector guidance from the IOL climate change and biodiversity statement on page 8.

How can *Horizons* help us with this?

Get sector guidance on how to nurture nature in response to the climate crisis; IOL have issued a climate change and biodiversity statement (page 8) which helps us frame our responsibilities. This important read is part of 'Love our outdoors' which includes National Park case studies sharing positive action already underway. You and your teams can also be empowered with practical steps, information and resources for sustainability (see 'Outdoors rising' from page 22) and ideas on how to address the big issues (see 'Earthwise' from page 38).

Making real sustainable change is also about nurturing the connection between people and place, and so it's worth reading 'Putting education into place and place into education' (from page 13), as well as exploring the journey to embedding Outdoor Learning into a school curriculum (from page 31).

We can all be better advocates to helping others feel nurtured and empowered, so topping up on tips about building rapport with the groups we work with (from page 11) is always a good idea. As part of this wider advocacy, 'Professional matters' highlights the opportunities available to empower and nurture Outdoor leaders through apprenticeships and occupational standards (from page 19), whilst 'Mind the gap' (with a spotlight on Wales, from page 16) and 'What's the reality?' (from page 26) share the latest research about gender in the outdoors, including guidance and resources to support change.

To finish, have a read of 'Torridon time' to see the lasting benefits of feeling nurtured within a residential setting almost 40 years ago (from page 34).

See you in Spring.

GET INVOLVED

Content for publication is always welcome and should be emailed to the Editor. The Editor will attempt to return all unsolicited material but cannot accept responsibility for it.

Please read the contributor guidelines before submitting content:
<http://bit.ly/Writing-for-Horizons>

The opinions expressed in this magazine are those of the authors and do not necessarily represent those of the Editor, the Editorial Board, or IOL.

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For additional details visit:
<http://bit.ly/Advertise-Horizons>

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Di Collins	Graham French
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Colin Wood	Jason King
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You build rapport, and...?

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Janek Mamino

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On location in Wales with a snapshot of gender parity in the outdoors
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Outdoors rising

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What's the reality?

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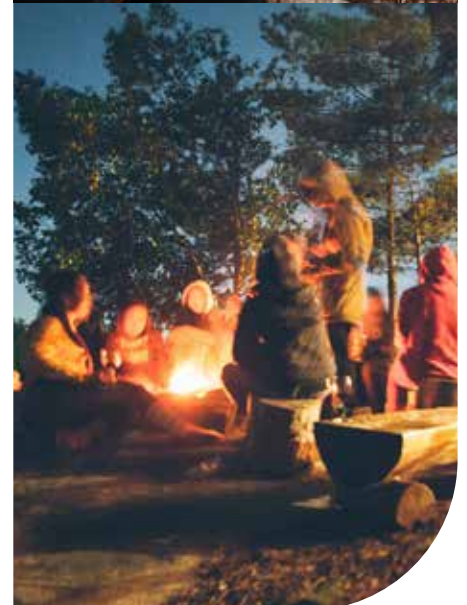
Perspectives: Measuring place

Natural Capital and the value of place
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Contents



Be part of the big birdwatch

WEB



Resource:

RSPB Big Schools' Birdwatch. Every year, educators from every corner of the UK take part, turning their classes into conservation scientists and helping the RSPB to track the ups and downs of birds across the country.

Why it's useful:

I did this with all the KS2 classes as it is a great way of getting children to look closely at birds (their identification, appearance, habits and adaptations) which can then lead on to looking at food chains, adaptations, migration and climate change. This type of citizen science (the involvement of the public in scientific research) is a growing area in nature conservation and increasingly promoted

by environmental organisations. We are therefore also preparing the children for the world in which they will live.

Where to find it:

<https://www.rspb.org.uk/fun-and-learning/for-teachers/schools-birdwatch/>

Recommended by:

Christine Neville has a degree in Environmental Science and was a primary school teacher for 20 years before moving into Outdoor Learning. She started her own company, Learning With Nature, four years ago.

Go to page 31 to read Christine's case study about embedding Outdoor Learning into a school curriculum.

Discovering Welsh landscapes

WEB

Resource:

Natural Resources Wales is a Welsh Government sponsored body, historically consisting of the Forestry Commission, Environment Agency and Countryside Council for Wales. Their website contains a wealth of information on the natural landscape in Wales including advice and guidance around access and conservation as well as research related to sustainability and health and wellbeing.

Why it's useful:

Whether you are planning an adventure on the river and want to know the levels, looking for research around the impact of being active in nature or simply looking for advice on places to visit and things to do in Wales, this website has a wide variety of general information, latest data and trends and learning resources for use in and out of doors.

Where to find it:

Visit the Natural Resources website: <https://naturalresources.wales>

Recommended by:

Denise Leonard has an MA Outdoor Education and has over 20 years of experience, including project and centre management. She lectures on the BA Outdoor Adventure Education degree programme at UWTSD Carmarthen.

See Denise's article sharing findings about gender parity in Wales from page 16.



TALK

Looking for good conversation?

Resource:

How to have good conversation is a Tedx Talk by Celeste Headlee.

Why it's useful:

The talk covers what is needed for great conversation.

Where to find it:

Watch it on You Tube:

<https://www.youtube.com/watch?v=H6n3iNh4XLI>

Recommended by:

Janek Mamino is an instructor for the National Outdoor Leadership School.

Read Janek's article about rapport and his top tips on building rapport as part of Outdoor Learning on page 11.



IMAGES

On page 4: The robin image was sourced from pexels.com. The speech bubble image (by bartek001) was sourced from pixabay.com. The image of Snowdonia was sourced from pxhere.com.

On page 5: The reed image (by Anthony) was sourced from pexels.com. The drawing image was sourced from pxhere.com. All copyright remains with photographers.

The power of drawing



Resource:

The Analysis of Children's Drawings: Social, Emotional, Physical and Psychological aspects, by Farokhi, M & Hashemi, M. (Published 2011 in *Social and Behavioural Sciences*. Issue 30, pages 2219 to 2224).

Why it's useful:

This article builds on the growing body of research surrounding the topic of drawings as a means of data collection in young children. Although children often know more than their drawings reveal, through interviews and questioning we can start to gain in depth insights into children's perception on current topics such as environmental issues. Farokhi and Hashemi's research has been useful when assessing children's connectedness to nature, understanding children's perspectives of healthy and active lifestyles and to gain data from children with, for example, Autism.



Where to find it:

<https://www.sciencedirect.com/science/article/pii/S1877042811022580>

Recommended by:

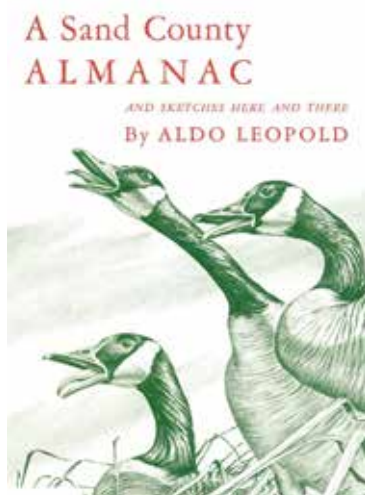
Kirsty Lawie, Senior Lecturer at the University of Chichester, enjoys exploring ideas on how to engage children in the outdoors and restorative benefits of Outdoor Learning.

Scanning the horizon

Resource recommendations by readers, for readers.



Exploring lyrical narratives



Resource:

A Sand County Almanac and sketches here and there by Aldo Leopold.

Why it's useful:

Leopold was an especially gifted writer

whose lyrical narrative and sketches helped promote science and in particularly human ecology.

I particularly like the chapter February where he describes cutting through the concentric growth rings of a fallen oak tree. I use the chapter as part of a group reading exercise with masters' students which always provokes excellent discussions.

Where to find it:

Good bookshops and also see: <https://www.aldoleopold.org>

Recommended by:

Robbie Nicol is Professor of Place-Based Education at University of Edinburgh.

[Read Robbie's article about Place-Based Education on page 13.](#)

Living in natural harmony



Resource:

Touch the Earth is a collection of American First Nations' quotes and writings which share values linked to living in harmony with nature.

Why it's useful:

This is my touch stone. For me the most profound is an Inuit poem: "*The great sea has set me adrift, set me in motion, and I move as a reed in the river...*" Look it up, it's a thought-provoking work.

Where to find it:

For more information, visit: https://www.goodreads.com/book/show/509333.Touch_the_Earth

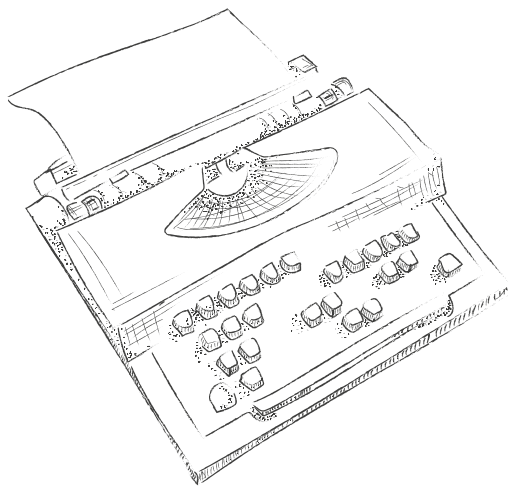
Recommended by:

Ron Bulmer. The outdoors has always formed a key role in his professional life and he is currently involved in community outdoor projects.

[See page 34 to enjoy reflections by Ron and his ex-students on their residential experiences from 40 years ago.](#)

SUPPORT GOOD PRACTICE

Send us details of your go-to resources, whether it be books, apps, films, websites, articles or research. Email: horizonseditor@outdoor-learning.org



Insights

IOL and sector news

|| NEW AALA CONTRACTOR ||

Following an invitation-to-tender exercise for the Adventure Activities Licensing Authority (AALA) contract, HSE have confirmed that Adventure Risk Management Services Ltd (Adventure-RMS) are the preferred bidder. The current contract, held by TQS Ltd, will expire on 31 March 2020 and HSE are beginning the transition process. A full communications plan will be prepared by the HSE to explain the transitional and new arrangements ■

|| FUJAIRAH ADVENTURE ACTIVITY STANDARDS ||

IOL is working in partnership with Risk Resolve (Part of OEG, Australia's largest provider of Outdoor Learning experiences) and Absolute Adventure (an IOL member in the United Arab Emirates). The three organisations are enabling Fujairah Adventures (established by the government in the emirate of Fujairah) to create standards, governance and control measures for the Outdoor Adventure industry within the emirate ■



|| OUTDOOR MENTAL HEALTH INTERVENTIONS ||

IOL has published a statement purposefully setting out a view on competence when combining mental health and wellbeing interventions with Outdoor Learning. The statement is supported by the British Society of Lifestyle Medicine (BSLM).

Dr Rob Lawson, Chairman of the British Society of Lifestyle Medicine says:

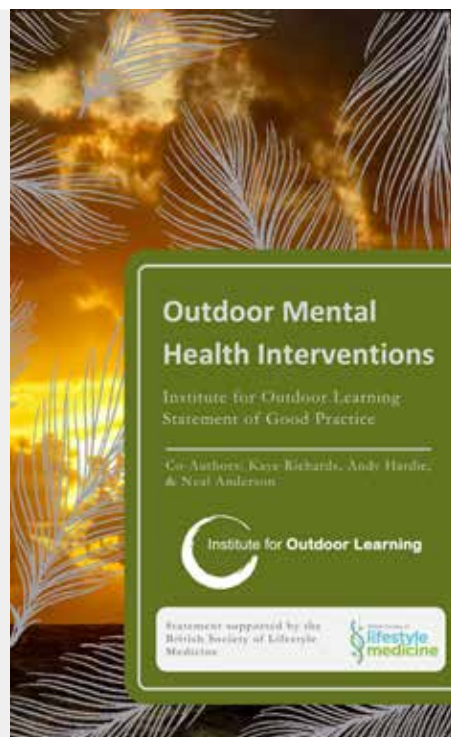
"BSLM believe that introducing the 'greens and blues' of the outdoor environment can be life-changing. We interact with our micro-level environments, or settings, including schools, workplaces, homes and neighbourhoods; this interaction shapes our behaviour, sometimes adversely affecting aspects of our mental health. Creating healthy outdoor

environments and interacting with them will lead to positive changes in our mental health. Together with IOL we encourage this development by influencing not only the individual, but also educational and health systems, the food industry and society's attitudes. Outdoor Health as an intervention is at least as powerful as any other – and fun to boot!"

Download the statement of good practice for outdoor mental health interventions from the IOL website:

<https://www.outdoor-learning.org/Good-Practice/Good-Practice/Outdoor-Mental-Health>

Visit <https://bslm.org.uk> for more information about the British Society of Lifestyle Medicine ■



SEND US YOUR SECTOR NEWS

Share your sector news with Horizons. Remember we publish quarterly, so don't send anything date specific.

Email news to:
horizonseditor@outdoor-learning.org

**KEEP
UP-TO-DATE**

See pages 19 to 21
for the latest news
on apprenticeships,
and occupational
standards.

|| ADVENTURE UK CHAIR ||

Adventure UK, the governance body for the Adventure Activities Industry Advisory Committee (AAIAC) and Option 3 Working Group, contains representatives of key stakeholders in outdoor adventurous activity provision, standards and inspection.

AAIAC is the body responsible for Adventuremark and the Option 3 Working Group is a grouping of sector representatives developing a sector-owned and led regime to enable the AALA to be withdrawn in 2023. The recently appointed Adventure UK Chair is Stephen Saddler. Stephen is well known in the sector and is currently a director of Mountain Training UK & Ireland

For Adventuremark advice and guidance, visit: <https://www.adventuremark.co.uk> ■

**|| FIRST OUTDOOR ACTIVITY
INSTRUCTOR APPRENTICESHIPS
COMPLETED ||**

The first candidates for the new *Outdoor Activity Instructor Apprenticeship* have been assessed and have passed.

There are a further 160 apprentices due for assessment in the next six months. Initial feedback from employers on the quality of the apprentices at the end of the journey is very encouraging.

IOL has commenced responsibility for external quality assurance monitoring with end-point assessment organisations ■

**|| OUTDOOR LEARNING
SPECIALIST APPRENTICESHIP ||**

IOL is providing project management for the Employer Trailblazer Group, developing a new *Outdoor Learning Specialist Apprenticeship* at level 5 following a crowdfunding campaign on behalf of employers which raised £15,800. The group have created a draft role profile and list of core duties, and benchmarked the proposed standard against existing apprenticeships.

View the latest developments here:
<https://www.outdoor-learning.org/Jobs/Careers/Apprenticeships> ■

EXPERIENTIAL LEARNING:

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Caroline Carr:

outdoorlearningconsultancy@gmail.com

M: 07775596160

Colin Beard is an expert in experiential learning. His expertise has been recognised by a National Teaching Fellowship Award. He has published extensively, co-authoring a key text in the field: Beard C and Wilson, J. (2018) *Experiential Learning: A Practical Guide for Training, Coaching and Education*

www.colinbeardblog.wordpress.com

Love

our outdoors

INSTITUTE FOR OUTDOOR LEARNING



Climate change and biodiversity statement

The scientific community is now in agreement that there is a process of climate change happening as a result of human activity. This climate change has been caused by burning coal, oil and gas, deforestation, using fertilisers containing nitrogen, and increasing livestock farming. These activities release carbon dioxide, methane and nitrous oxide which act like greenhouse glass, preventing the sun's heat leaking back into space and increasing the global temperature. The international community, in the Paris Agreement, has recognised the need to stop the temperature increase from going beyond 1.5°C.

DISCOVER

Learn about the Paris Agreement:
<https://unfccc.int/process-and-meetings/the-paris-agreement/what-is-the-paris-agreement>

How does climate change affect the Earth?

The global sea level is rising as a result

of the polar ice melting and as warm water expands; a combination of these is causing coastal flooding. Weather patterns are changing, with extreme weather events becoming more severe and frequent. The people living in developing countries who have the least resources are most affected. Climate change is not exclusively a human problem; plants are unable to adapt quickly enough, fish cannot survive in the warmer waters and many animals will have to move to new locations.

LEARN

Read *The state of nature* report 2019:
<https://www.outdoor-learning-research.org/Evidence/ArtMID/659/ArticleID/42/State-of-Nature-Report-2019>

Loss of biodiversity is just as catastrophic as climate change

Nature and its vital contributions to people, which together embody biodiversity and ecosystem functions and

services, are deteriorating worldwide. The biosphere, upon which humanity as a whole depends, is being altered to an unparalleled degree across all spatial scales. Biodiversity, the diversity within species, between species and of ecosystems, is declining faster than at any time in human history.

READ

See the IPBES *Global Assessment Summary for Policymakers*:
<https://ipbes.net/news/global-assessment-summary-policymakers-final-version-now-available>

As Outdoor Learning professionals, how do we sustain our climate and biodiversity?

The Outdoor Learning professional is ideally placed to influence and educate the children and adults we come into contact with, about climate change and biodiversity threats, impact and possible solutions. As a professional a certain level of competency and accuracy is expected; you can only deliver this if you are up to date with the latest scientific advice and can use this creatively to make a positive difference.

Section 4 of the IOL *Code of Professional Conduct*, (Members responsibility for Sustainable Outdoor Practice and Care of the Environment) requires:

4.1 Members should conserve the natural environment, endorsing the principles of sustainable use and minimum impact.

Figure 1: Extract from *Insight ReRoute Recommendations* (page 17).

CHANGING PERSONAL BEHAVIOUR	REACHING OUT TO/ ENCOURAGING OTHERS
DEDICATION/CAREER/PASSION <ul style="list-style-type: none">• Creating a biodiversity friendly garden• Changing majority of shopping habits to reduce impact on the environment	ENCOURAGING OTHERS <ul style="list-style-type: none">• Having an active role in encouraging others to take action• Tell other people about specific issues or topics related to the environment
ADJUSTING <ul style="list-style-type: none">• Walking or cycling instead of driving or getting the bus• Making some different shopping choices based on environmental impact	SHARING <ul style="list-style-type: none">• Communicating information to others about nature/the environment
OBSERVING <ul style="list-style-type: none">• Going for a walk to enjoy nature• Taking photos of nature	ACKNOWLEDGING <ul style="list-style-type: none">• Sharing a social media post with friends• Talking about personal experiences of nature

4.2 Members should be sensitive to the impact of their operation on the local community and cultural setting within which they work and minimise any adverse effects.

4.3 Members should seek to develop their own, and others', understanding of the environment and the behaviours that can adversely affect it.

Outdoor Learning professionals should therefore:

- 1 Acknowledge that there is a consensus among scientists trained in climate science, that climate change and loss of biodiversity are occurring.
- 2 Ensure that their professional training and CPD equips them to provide accurate information, education and advice on climate change and biodiversity. IOL members should not speak beyond their particular expertise and training.
- 3 Consider climate change and biodiversity in professional decision-making, maximising opportunities to reduce emissions and harm affecting their clients, the public and the environment. If the failure to appropriately address climate change is widespread within the sector, the collective impact of these professional decisions may be still greater.

At a minimum we call on the Outdoor Learning community to be able to:

- > Identify and explain greenhouse gas emissions.
- > Explain how climate change impacts the environment.
- > Describe threats to biodiversity at a global and local level.
- > Be aware of the impact of outdoor activities on climate change and biodiversity.
- > Be prepared for questions about climate change and how you operate.
- > Encourage engagement in pro-climate and pro-biodiversity behaviours.
- > Follow the principles of sustainable use and minimum impact to the natural environment.

DOWNLOAD

Figure 1 (page 8) is an extract of useful guidance from *Insight ReRoute Recommendations* report (June 2018), created by Scotland's national youth biodiversity panel. For the full report and more details, visit: <https://youngscot.net/observatory/reroute-biodiversity> ■



INSIGHTS FROM THE PARKS

Be inspired by the work the National Parks have been doing. Turn the page for more case studies.



Schools' climate change research on the Peak District moors

Last September, local schools and youth groups carried out annual climate change research on the Peak District and South Pennine moors. As part of the 11th *Moorland Indicators of Climate Change Initiative (MICCI)*, five groups of 11 to 18-year-olds visited moorland ecosystems to carry out a range of biological and physical measurements. The initiative was set up in 2009, led initially by the Peak District National Park learning and discovery team and later by Moors for the Future Partnership. Co-ordinator Jackie Wragg, Youth and Engagement Ranger at the Partnership, explains:

"Peatlands are among the best 'carbon sinks' on the planet. Although they cover only 2 to 3% of the Earth's surface, they contain more locked-away carbon than the Earth's forests and almost ¼ of all the carbon stored in the Earth's soils and plants. MICCI is an incredible opportunity to see and inspire the young environmental scientists of the future, training them in key fieldwork skills and encouraging them to explore and respect their local National Parks and moorlands."

Students carry out ten different experiments designed to see how peatlands are changing over time and explore scientific methods in the field; the relationship between weather, climate change, carbon and water cycles, plants and wildlife, and the human environment. The datasets collected by students can not only be used as part of the school curriculum, but will feed into existing long-term scientific monitoring work being carried out by Moors for the Future Partnership to inform the conservation of moorland and blanket bog habitat.

Historically, data collection has taken

place primarily in March. In the 11th year of *MICCI*, the decision was made to run sessions in September in the hope of trading howling winds, rain and even snow for (mostly) sunshine! The drier weather offered a greater chance of identifying moorland plant species and received an enthusiastic welcome from the young scientists. Site visits found Harland Brook to be swarming with beautiful four-spot orb-web spiders and reptile skin was found at two sites: Holme Moss and Cowper Stone.

MICCI is an opportunity for young people to connect with their local moorlands and learn about how, if functioning well, these habitats can be a powerful ally in combating climate change. We hope to publish the *MICCI* 2019 report, written by the young scientists who collected the data, at the start of 2020.

SEE FINDINGS AND GET INVOLVED

Visit www.moorsforthefuture.org.uk to learn how to get involved and see the different projects underway.

To browse findings in previous *MICCI* reports and keep an eye out for the 2019 data, visit:

<https://nationalparks.uk/students/micci-project/what-has-micci-found> ■

AUTHOR

Alice Learey

Alice is a Communications and Engagement Officer at Moors for the Future Partnership, working to raise awareness of the benefits of blanket bog and inspire people to value and care for the landscape, as part of the MoorLIFE 2020 project.



Climate emergency: Dartmoor National Park Authority's response

Dartmoor National Park Authority (DNPA) members (elected and appointed representatives) declared a climate and ecological emergency at their July 2019 Authority meeting. They agreed to work towards being a carbon-neutral Authority by 2025, subject to a detailed action plan being drawn up. Members also agreed to sign the *Devon Climate Declaration* and to continue to work with the Devon Climate Emergency Response Group (DCERG) to produce a Devon-wide carbon plan to meet or exceed IPCC targets and work collaboratively to influence central government.

The report to the Authority noted the 40% reduction in carbon emissions that DNPA had already made since it started monitoring its carbon footprint in 2009. The measures taken included a number of energy-saving initiatives, as well as using a biomass boiler at Princetown, with woodchips from local forestry. There was a further commitment to investigate new ways to continue reducing carbon footprint, including the installation of more LED lighting across all sites, electric pool vehicles and charging points in the car parks the Authority operates. Members also noted the work DNPA carries out as part of its leadership role,

with regard to looking after the National Park. This included:

> Mire and peatland restoration

Working with the South West Peatland Partnership and Defra on a project to restore 300 ha of peatland. Dartmoor's peatlands hold 10 million tonnes of carbon. The restoration work we are doing in partnership with the commoners, Duchy of Cornwall and other landowners, South West Water and others will, once complete, achieve a carbon abatement of 1,013 tonnes CO₂e per year (based on government formula). The project will also deliver other benefits for biodiversity, water supply and quality. Subject to funding, there is considerable potential to extend this project and prevent the release of further carbon into the atmosphere.

> Natural flood management

The Authority is working with the Environment Agency and other partners on a pilot project looking at the effectiveness of using natural river processes, land management and soft engineering approaches to reduce the risk of flooding and improve water quality and biodiversity.

> National Park Management Plan

The Authority is currently reviewing the *National Park Management Plan*, a statutory document that each National Park Authority is required to prepare and publish. Climate change will be an important consideration in the review of the Management Plan and there will be an opportunity for individuals and community groups to contribute to the plan through public consultation. We would hope that the revised Management Plan (due 2020) will provide a framework to support community action to address climate change as well as contribute to the delivery of National Park purposes. A working group of young people with an interest in Dartmoor's future, has been created. We used the Europarc *Youth Manifesto* as a template for our governance and engagement activities. This has helped young people identify those issues that are important to them, now and in the future.

GET RESOURCES

DNPA have been running a junior ranger programme for a number of years, this year piloting a progression route to *Youth Rangers* (for ages 15 to 18). In the future we hope these young people will remain engaged. We will be using the resources and ideas that Europarc have developed in their *Youth Plus* programme:

<https://www.europarc.org/nature/young-people/youth-manifesto/> ■

AUTHOR

Orlando Rutter, LPIOL

Orlando, Senior Learning and Outreach Officer for Dartmoor National Park Authority, has worked for a number of wildlife and environmental education charities, as well as in local government facilitating community dialogues for a sustainable future.

Brecon Beacons National Park Authority

Summaries from the *Community Update* Autumn/Winter 2019 newsletter:

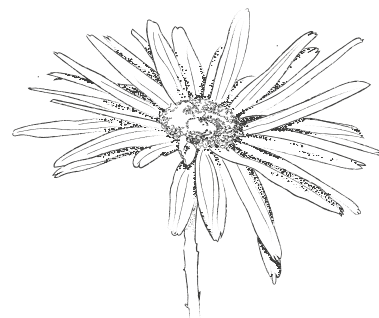
Brecon Beacon National Park Authority hydro and solar energy schemes have generated enough combined electricity to take an electric car to the moon and back. That's a massive 736,000 miles! In just six months, the small 10kw solar panel at the Authority depot in Ffrwdgrech Industrial Estate provided enough power to drive their new Hyundai Kona almost 28,000 miles, the equivalent of the whole circumference of the earth. This is why the Authority has become just one of two *Go Ultra Low* organisations in Wales.

The National Park is home to a variety of habitats and species, some of which occur nowhere else in the world. As part of efforts across Wales, local nature partners recently launched a *Nature Recovery Action Plan* for the Brecon Beacons National Park. This is part of an urgent call for action and aims to help reverse the decline in biodiversity by developing nature networks which are more diverse, greater in extent, in better ecological condition and more joined up.

The National Park is a place where big things can and do happen. Yet the challenges are too big for any organisation, community or landowner to handle alone. Nature recovery on a meaningful scale can only take place by working together across geographic boundaries, across different land uses and involving all people.

FIND OUT MORE

The *Nature Recovery Action Plan* is available to view at: <https://www.beacons-npa.gov.uk/environment/nature-recovery-action-plan/> ■



IMAGES

On page 8: figure 1 is an extract from *Insight ReRoute Recommendations* report (page 17, June 2018). Copyright remains with report author. Available to download: <https://youngscot.net/observatory/reroute-biodiversity>
On pages 9 and 10: Images have been supplied by the authors, who retain copyright.

GET MORE RESOURCES!

See pages 22 to 25 for resources and inspiration for sustainable practice



DON'T MISS

Turn the page for top tips on building rapport with your groups.

You build rapport, and...?

There is, what I deem to be, a fantastic talk online by an educator and teacher in Colorado called Kevin (1).

Kevin talks about a time he was in a debrief where he excitedly announces the tremendous rapport he had built with his students. Instead of receiving the gushing adulation that Kevin expected, the superior simply replied with “and?”.

Let's take a moment to reflect on the question posed to Kevin “and?”.

Initially you might think that the question suggests that rapport is not seen as important. However, in this context the 'and' is searching for the end of the sentence. What Kevin's superior is pointing out is that rapport is not an end unto itself. Rapport is a tool; a tool more akin to a well-crafted multi-tool than Maslow's hammer.

MASLOW'S HAMMER

Maslow, known for his work in personal growth and self-actualisation, is attributed as saying: “if the only tool you have is a hammer, you tend to treat everything like a nail” (2). He uses this as a way to frame how we can become over-reliant on a familiar tool rather than consider the nuances or complexities of a specific context.

Strong rapport is a tool that you, as an educator, can use to motivate the scared student, persuading them that one more step into their stretch zone is a step they should make. It's how you support the attention-seeking child to listen to others and how you challenge inappropriate behaviour while not making your student feel small or unimportant. It is also how you deliver difficult feedback to a colleague for them to feel empowered to improve instead of like a failure.

What Kevin's superior was after was:

“I built outstanding rapport with my students and used it to foster greater student outcomes.”

That is the complete sentence.

Flicking through the adverts and listening to the staff of some Outdoor Education

centres, you hear the same words crop up regularly: teamwork, communication, comfort zones, etc. I think that to develop them we need to give reason and meaning to the effort required to work on them. Building rapport is a good way to have these conversations and to support the individual learning of your groups.

As an educator I don't aim to be my students' friend, but I do aim to be a person they can trust; to show them that even when a situation feels scary or difficult, it's worth trying.

Being an educator can often look similar to being a friend. These similarities take the form of caring about how they (students) like to be addressed, appreciating that them being on time is

FOUND THIS USEFUL?

Read Janek's resource recommendation on page 4.



SEE THE SUMMIT

Watch Kevin Redmon talk about rapport at NOLS Faculty Summit (2016), go to:

<http://bit.ly/Kevin-Redmon-Rapport>

a personal achievement, and calling out behaviour you feel is inappropriate. With good rapport, situations like this will be received as serious for the 'antagonist' without feeling like they're no longer cared for.

Have you ever noticed that great teachers can manage challenging behaviour without students feeling like they just have to get through another punishment? Often if something really bad happens the student also feels terrible.

Although, as educators we can always can improve our rapport skills, the time you have with your students will also be a big decider in its effectiveness. It takes time to know which Xbox C.O.D campaign they like best, or not to produce a blank stare when they refer to the rapper Post Malone. It shows that I care for them and not just my paycheck. I may not really care about Bikram Yoga, but it becomes important to me because it is important to them. After all, is this not the same courtesy we are asking of our students and groups; to put effort into something, they may know nothing about, because I value it and think they might too?

What and how much you share about yourself is up to you. It's definitely a good



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Janek Mamino

Janek is an instructor for the National Outdoor Leadership School (NOLS). He spends his time running 30+ day expeditions in sea kayaking, hiking and canoeing.

Rapport top tips

Introduce yourself individually, like you would in almost any other situation. This could be a name game or a task that you are involved in. But saying hello to each person in your group is a good starting point.

Know their name. Even ask them if they have a preferred nickname or pronoun. How we refer to each other is fundamental to respect and recognition of individuality.

Speak openly to them about their medical form; it shouldn't be taboo to speak of people's genuine needs. Checking in with them periodically turns it from a tick box task to genuine concern.

Ask them how they spend their free time and remember what they said.

Refer to an answer from before and ask a follow up question. I can find small talk uninspiring, but if I pick a topic and ask more on it, I feel more engaged. Remembering a few things about them will make a big difference. Especially if you refer back to the time they tried eating shredded jellyfish heads earlier in the week.

Get involved in any games or activities that you can. No leader is part of a team that they aren't involved in.

Use analogies that link to something you spoke about previously. A student likes model planes? Maybe there is a link between the plane's component parts and team work?

Fail with them, announce if you make a mistake and fix it. Showing humility will bring them closer to you and you're probably skilled enough not to need to seem God-like just to get through the day. Whatever hard front a student puts on can't last if fear takes over; if you show it first, it isn't such a big deal for them.

Call out inappropriate behaviour early. Calling out language or actions that you feel uncomfortable with, or which don't support the group shows you care enough to try. If something makes you feel uncomfortable then say it, so be stern on behaviour but kind to individuals.

thing to share some things about yourself, as the bond of rapport is two-way. But from a professional point-of-view you're working to know about them, so you can best produce an experience that suits them. If you know everyone's name after a one-day event, well done. If that's all you know after five days, try harder. After a 30-day expedition you need to make sure that you keep the rapport in the professional box as friendships can develop and can add a layer of complication to the trip as a whole.

I have used rapport to help young people struggling to cope with situations which they shouldn't have to face. With the gap afforded to me by my professional role,

they know I truly care but I can also give some difficult truths and not just promise that everything will be all right. I once had a student on a 21-day course whose mother was dying of cancer. We would spend hours together as he tried to be brave and come to terms with his hard reality. Sometimes it won't be alright and the good rapport we had helped me know when to be quiet and when to talk.

Though you may not have that much time to build deep rapport, if the focus is outdoor education, with activities as a medium from which to learn, getting to know the student better is how you can support them better. Whatever your work and role make sure the next time you pat yourself on the back for great rapport, make sure you can answer the "and?" ■

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IMAGE

Image on page 11 is by Chanwit Whanset from Pixabay <https://pixabay.com/photos/camping-fire-camp-tent-nature-4303357/>



Putting education into place and place into education

A recent issue of *Horizons* (Issue 82, 2018) included two articles that are part of a growing and exciting focus on the role of place for those who work and learn outdoors. Jodie Pinnell shared some astute observations about how her students were able to talk about their thoughts and feelings based on their direct experiences of local areas (1). It was also very interesting how the students explored their Welsh identity when making connections between the local areas they were experiencing directly, as well as distant areas such as the North Pole. Jodie reports how this to-ing and fro-ing between the near (directly experienced) and the far (which was experienced non-directly) left some students feeling connected and others

disconnected from these different places. Andy Williams provided a thought-provoking piece on the power of places and what makes them so special (2). He showed that places shape human interaction and how these interactions include the past, present and future. These two articles are very important contributions because of the different ways in which they are presenting relationships. In Jodie's paper the relationships are geographical as the students grapple with the difference between place (local) and planet (global). In Andy's paper the relationships are temporal as he asks us to consider the implications of place having a past, a present and a future. This is important, Andy argues, because places have been shaped by the cultural

imprints of previous generations.

One of the implications of this historicity is that we, as educators, are able to act as conduits linking the past and present with our learners. The future then becomes the context in which we play out our present lives whereby we choose to either discount the future, through our inactions, or act for it through our actions. This is important as societally we face up to the twin crises of climate chaos (3) and biodiversity loss (4). Not only do the effects of climate chaos in the UK, such as flooding, heatwaves and drought, disproportionately affect lower-income and disadvantaged groupings, but their voices are least likely to be heard. Also, scientists have long since identified the link between

THINKING ABOUT PLACE?

Go to page 40 to explore links between Natural Capital and place.

biodiversity loss and poverty and the need to find solutions to conservation and community land use, in developing and industrialised countries. In other words, climate chaos and biodiversity loss are not just remote and distant. They show up in our everyday lives in terms of the people and communities who are most vulnerable, and for whom adaptation and coping strategies are not within their own hands.

These thoughts are not simply theoretical but deeply practical. Imagine yourself with the groups you normally teach standing, sitting or lying down in a place of your choosing. This place could be outdoors or indoors, city-based or remote and wild. Then direct your mind North, as Jodie's students did when they thought about the North Pole (then return your thoughts to your place). Still in the same place imagine then your thoughts directed South, and all of the places you can think of in between (and return), then East (and return) then West (and return). Consider then all of the geographical lines between these cardinal points (then return). Not only do your thoughts head out on different geographical orientations but if you allow them to keep going they would circumnavigate the globe and come back to you.

The idea of a thought leaving the mind and then returning is not simply a cognitive activity, it is based on experiential approaches to education.

This happens when educators engage with their learners through direct engagement with places, promote purposeful reflection of that engagement,

and then seek to extend the learners' thinking beyond the present, and the self, into the wider social world. Back to your place again for a moment, and with your group. Imagine, in your mind, a journey that starts at the Earth's core and then penetrates outwards through tectonic plates, then the mantle before arriving finally at the crust. You might consider how the Earth came into existence through various geological, biophysical and cultural forces, and how your teaching and learning might bring the past into the present. Adopting this three-dimensional temporal and geographical framework is one way of keeping in mind the near and the far as we search for place-specific outdoor practices.

There is something constant throughout these musings and it is the connection between one thing and another. The temporal connection that Andy mentioned provides for the sorts of futures thinking that allows us to learn from the past and then use the present to develop ways of being that provide opportunities to consider living more sustainably on planet Earth. Jodie's geographical connection is a way of extending our thinking ever further beyond our experiences of local places to seek out and help rectify injustice and inequality in the human and more-than-human worlds. The mind/world relationship is simply a reminder of the need for this constant oscillation between one and the other. If the mind is not active in this way there is a danger of the self being caught up in the everyday humdrum of life and losing sight of the bigger picture. The opposite is also a problem for activist pedagogies if the mind is stuck in abstract, worldly thoughts and the self is not engaged as an agent of change. This is why connections, or perhaps relationships, and not dualisms are important because it is the constant movement between opposites where creative frisson is most likely to happen and provide the spark that leads to action.

Talking in this relational way it is clear how place unites all of us who work in the outdoors whether we are sailors, paddlers, cavers, bikers, horse-riders, walkers, climbers, geologists or recreationists. In a relational sense I



offer this list carefully, firstly because it is only indicative, and does not cover all of those activities that take place outdoors; and secondly, because these categories are not mutually exclusive, as some people will identify with more than one. However, my main point here is whether place is something that is backgrounded or foregrounded in the work of people who take others outdoors. For the purposes of this paper I am more interested in place that is foregrounded, something associated with the term Place-Based Education (PBE).

Mannion, Fenwick, Nugent & l'Anson (2011) have identified three different place-based teaching strategies that help to show whether place is being foregrounded, or not (5). One was

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IMAGES

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“place-ambivalent”, where the activities devised by teachers could have been conducted not just in one place but also in any other place. “Place-sensitive” strategies were those where “teachers sought to take some active account of the location and its importance for the activity” (p28). Finally, “place-essential” strategies were where “the place itself, or the features or elements found there, provide the key basis for the task or activity or enquiry” (p28). This typology should prove useful to those wishing to foreground place in their work.

David Greenwood (2003) advocates the need for a “critical pedagogy of place” as a way of understanding and then challenging dominant cultural assumptions, much as Andy did in determining whether the Preseli mountains were special or not (6). What I like about Andy and Jodie’s papers is that their individual starting points begin with their own practices from which they develop place-based activities. They have made purposeful attempts to deepen their students’ connection with place and this relates to various scholars who have talked about the need to dwell in these places, and not simply pass through, in order to deepen our attachment to them (see for example Ingold, 2000) (7).

In my own practice I have been working with the idea of an urban solo where students are asked to spend one hour by themselves in a place that is familiar to them, mostly a place they pass through on their way to work or study (8). The results were fascinating as the students reported feeling distinctly uncomfortable being solitary in a ‘familiar’ place with passers-by. As time passed they experienced a distinct shift from being passive receptors of stimuli to being more actively engaged in, and with, their places, which strengthened the longer they dwelled there. Also, the longer they

dwelled the more unfamiliar their places became to them as they observed things they did not know about that place, things that they had not been conscious of as they passed through so many times before. For example, one experienced school teacher found herself re-thinking her indoor teaching and decided to take pupils to this place to use the affordances of the place to teach children who did not have English as a first language.

The affordances of a place are important to educators because the place and its relationships provide lots of experiential opportunities for educational interventions.

Another way I engage with PBE is by simply going for a walk and at first providing minimal instructions. I gather the group together and say something like: “we are going for a short walk and I want you to pay attention to something along the way and then be prepared to speak about it with the rest of the group. Let’s go.” After 10 minutes or so we stop and gather round and each will get a chance to say something. When they talk I am looking for the different levels of place-based curiosity expressed by each individual. I might then ask the students to go for a wander by themselves and come back to the place we started from, again gathering round and getting each to say something of their experience.

AUTHOR
Robbie Nicol

Robbie is Professor of Place-Based Education at the University of Edinburgh. He believes the outdoors provides places where people can rediscover their direct dependence on the planet through embodied experiences which can motivate them towards sustainable living. His teaching and research explores the theoretical development and practical implementation of Place-Based Education through different ways of knowing that engage both affective and cognitive domains.

FEELING INSPIRED?

For more place-based education ideas visit Robbie’s blog:
www.teaching-matters-blog.ed.ac.uk/?p=3069

Although I am sharing some of what I do in the places I go to, my main point is for readers to consider what they do in the places they go to. This is because the affordances of one place can differ immensely from another. If we are to ‘work’ our places in the way that PBE suggests then we need to understand them theoretically as well as experientially. This is why Andy has suggested that we need to do our homework on the places we use in order that we can deepen our learners’ connection with them. To this I would add two things. The first is that this homework needs to include how to make connections between place and planet, climate chaos and biodiversity loss, and social justice and inequality. The second is that once our attention is drawn to injustices and inequalities in the human and more-than-human worlds there is a moral imperative to do something about these in whatever way we can.

In many ways PBE offers little that has not already been expressed by scholars of experiential education, such as the belief in education to bring about social transformation and emancipation of people, communities and schooling. What is different now is the scope and scale of the twin emergencies of climate chaos and biodiversity loss that are reverberating around the world right now. I believe that being ever-more place-based in our work might help address these twin global emergencies. There is no blueprint for how to do PBE and I believe this is a good thing because we need new ways of thinking and doing if we are to make a difference. The scope and scale of being an educational activist might seem disempowering and demoralising but I remind myself almost daily of Margaret Meads’ saying, “never doubt that a small group of thoughtful, committed citizens can change the world”.

Indeed, it is the only thing that ever has. We all have in common the love of learning that comes from being in the outdoors and what better place to develop these ideas than the places we already know deeply ■



70%

of management
roles in Wales
are held by
men



78%

of senior roles
in Wales are
held by men



Mind the



A snapshot of gender parity in the outdoors

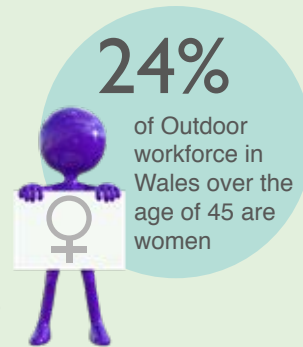
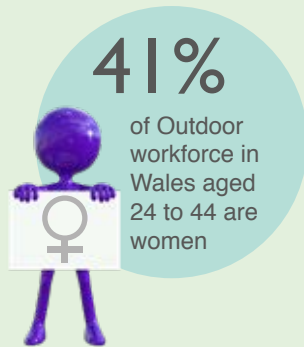
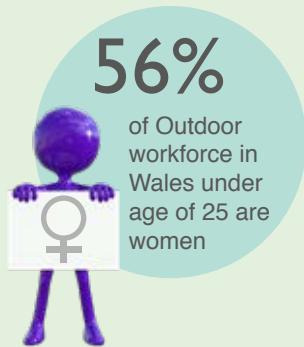
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It is striking the absence
of all-women teams. It
is something I hadn't
anticipated. In the
minority yes, but the only
ones? (1).

If you have paid attention to the media over the past year or two you will have noticed an increase in the volume of narrative around gender equality. This is an issue, which for some time appears to have been buried under the illusion that western society has moved on, or somehow 'fixed' such out-dated social structures. In the professional outdoor sector perhaps there is a quiet acceptance that men have always outnumbered women and a feeling that like many traditionally male dominated occupations, the majority of women simply don't (and wouldn't want to) fit the mould.

In 2017 I began researching for my Masters dissertation on the subject of gender parity, specifically within the professional Outdoor sector in Wales. Having worked in the outdoors for over 20 years this was a topic I had often debated informally with friends and colleagues. As a woman in the Outdoors I initially felt uncomfortable with the cliché or predictability of such a topic for my own research. I had never considered myself a feminist and nor did I want to be associated with the many negative connotations of such a word. Yet as I welcomed another intake of students, I could not ignore the disparity staring back at me in the classroom.

Before starting my research I read a number of articles predominantly by female authors, exploring the narrative of women's experiences as professionals in the outdoors. It became apparent that much of what has been written on the subject of gender parity is based on subjective interpretation or personal experience. Cressida Allwood's article for *Horizons* in 2016 (2) stood out from the crowd for the very reason that it gave a rarely found statistical picture to gender parity in leadership of the



Outdoor sector in the UK. Overall there appeared very little empirical data with regards to any aspect of diversity within the professional Outdoor sector, thus limiting the ability to identify important trends within its workforce.

Having lived and worked in Wales for the past 15 years it made sense to focus my research close to home.

The primary aim was to create a national map of gender representation based on statistics from the Welsh professional Outdoor sector.

Data generated could then be used as a foundation for identifying future trends and informing further research. This would also provide an accurate set of statistics from which others might extrapolate similarities and perhaps inform change beyond Wales or even the UK.

Findings from my research showed that demographically Wales's professional Outdoor workforce in terms of gender representation is similar regardless of locality. While North Wales marginally maintains the most balanced picture of the four main regions (North, South, Mid and West), all witness a significant male dominance across senior organisational levels including management and leadership, those holding the highest level National Governing Body (NGB) awards and those maintaining a career over the age of 45.

If you work in the outdoors then these findings probably don't come as a surprise! Allwood identified that in the UK 77.5% of leadership positions in our sector are held by men. My own research findings support a similar picture within Wales, evidencing that men occupy 70% of management and 78% of senior positions. Perhaps more interestingly, my research also showed that female professionals at a basic instructional level account for more than half (56%) of the current workforce.

So where do they all go?

Although the main focus of my study was to give objectivity (numbers) to the feeling of imbalance, a mixed methods approach combining data analysis (from a survey of 60 females and 100 males) and interviews (four males and four females) revealed a deeper perspective.

Allwood suggests that a key reason for women not perceiving a long-term future in the outdoors, or aspiring to leadership roles, is a lack of female role models at the top; this is certainly a believable concept when we look at statistics like these. My own research utilised data provided by Mountain Training Cymru to reveal that only 9% of women who achieve their Summer Mountain Leader award go on to gain a high level qualification (MIA or above), compared to 15% of men (3). I discovered a similar picture within Paddlesport (4) indicating that men are more than twice as likely to progress to a high level award. This male dominated upper echelon of our sector certainly doesn't help women to feel inspired or even comfortable in their career progression. However, I wholeheartedly do not believe that this is a case of men being obstructive or even not championing women's progression. Neither do I believe that women simply aren't present or 'aren't made of the right stuff'. After all, the statistics tell us women are the dominant gender at the start of their career pathway.

In fact, my own study identified a significant cause to be a slow and erosive cocktail of both women's personal perceptions of their own validity/competency as well as external, often subconscious messages, creating a number of 'invisible' barriers in relation to age, perceived social expectations and personal conflict. In a recent article by Kate O'Brien (5) unconscious bias is discussed as something far more prevalent than conscious bias and often in conflict with our expressed conscious values. One participant during my research clearly identified such bias, relating how during a practical assessment she, as the only female,

felt she had to prove herself more. She recalled thinking,

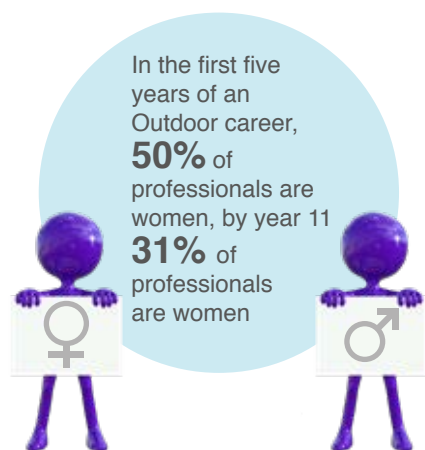
"I know I am probably the weakest physically here, but I don't want you (the assessor) to think that."

This prompts me to question: as women, how much are we consciously or subconsciously trying to overcompensate for our gender, to make up for our differences rather than embrace and celebrate them?

Contributing to this mindset are longstanding societal attitudes towards the outdoors as a career. Tom Kilpatrick (6) in his recent article notes how those looking for a lifelong career in the outdoors often face questions around meeting their long-term and family aspirations as well as realistic longevity. My own research echoes his sentiment of social stigma and the outdoors not being 'a real job'. In fact a common theme emerging from my research interviews was that the outdoor sector was more of a 'lifestyle' than a career. This is important to gender equality because the values and behaviours associated with this perception are often at odds with the requirements of starting a family or 'settling down'. It seems that many women (but not men) feel that it is inevitable that they will need to make a choice between their personal and professional aspirations. This contributes to our understanding of why high numbers of women leave an Outdoor career in the middle years of their lives. Of those interviewed during my study, 100% of women over the age of 25 had either made a conscious choice not to have a family or recognised it as a

GENDER LEADERSHIP

For more research updates and good practice guidance go to page 26.



significant challenge they would have to navigate in the future.

One female participant, when asked about her career longevity, noted that although she didn't have children yet she was concerned about the impact. She stated that:

"Obviously being female I would be the one who would be pregnant... then there is the post birth period of recovery... then also there's the childcare issues."

In contrast, the male interviewees in the same age group all had a family, and while they recognised there had been compromises or 'pay offs', had still maintained their career to a high level. Male professionals interviewed during my research appeared, with the greatest respect, to see the issue as a 'woman's problem' and although empathetic did not indicate an understanding that they individually, or the sector, could be part of the solution. One male interviewee stated:

"...(women) have to front up to the conversations and decisions... in respect of pursuing a career or trying to have a family... trying to do both can be challenging."

Evident throughout my research is how many women within the sector feel a lack of self-confidence in a technical skill arena. They feel a need to prove themselves above and beyond the expected competency to be considered equal and undervalue their own skills in comparison to their male counterparts. One female participant commented:



"Women are far less confident of their own ability... slower coming forwards for training and assessment... want to feel better than the pre-requirements (which) slows down the process massively."

This impacts directly on the number of women progressing into high level NGBs, a key measuring stick for competency in senior roles within the sector. If women are getting there slower then it stands to reason that they would be well into their child-bearing years before reaching their technical potential. Gaining and then maintaining qualifications in the Outdoors requires a considerable commitment of time and continuous skill development, often requiring time away from home and in remote environments. This creates a conflict between managing healthy relationships and family life, and maintaining a 'hands on' outdoor role (7). Data from my survey shows that 66% of the female respondents in this study were under the age of 44 compared to 58% of men, suggesting an increasing disparity between the prevalence of men and women into the older age groups. Alongside this, women are not progressing into senior operational positions at the same rate with over ¾ of senior roles filled by men compared to less than half of all basic positions.

National governing bodies have a duty to ensure there are opportunities for all to be trained and assessed in a technical arena.

It is true that professional qualifications do not exclude or differentiate between gender and neither does the natural environment in which we practise. However, when we identify the social and subconscious bias that still exists within our sector and indeed wider society, can we as a profession really say that we provide equity in opportunity for all when it comes to both developing and maintaining a career in the Outdoors? I do believe that the tide is turning but we need to ensure momentum is not lost by a misguided perception that this as an 'age old issue', or one which is just an inevitable consequence of our choice in career. Perhaps we need to stop seeing

gender as binary (male and female) but instead a spectrum, along which we all find our place. Traditional dualistic notions of men and women are often divisive, leading to a set of predetermined assumptions about what is and isn't expected in terms of behaviours and attributes (8). This can only contribute further to a woman's sense of 'not-belonging' within a profession historically perceived as a masculine domain. Within our organisations and governing bodies more care needs to be taken to consider not equality but equity in how we structure opportunities for employment and skill development, so that a situation can be reached where a career in the Outdoors and a family life are no longer perceived by many as mutually exclusive offerings. By a sector-led approach to re-framing the measures and associated values we attribute to competency in senior positions, perhaps we can in turn address women's own perception of their place and potential within the professional Outdoor workforce ■



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IMAGES

'Gap' image on page 16 is from pxhere.com and the figure used to portray gender statistics was sourced from pixabay.com by The Digital Artist. Other images remain copyright of the authors.

AUTHOR

Denise Leonard with supporting author Dr Andy Williams

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GET ON THE REGISTER

Find out how to register as an apprenticeship training provider:

<https://www.gov.uk/guidance/register-of-apprenticeship-training-providers>



Standards of opportunity

Outdoor activity instructor standards

Apprenticeships have changed in England and employers in the Outdoor Learning sector have been at the heart of taking advantage of new opportunities. The change from 'frameworks' to 'standards' has brought a new language into the Outdoors and been a catalyst for designing new options for employers to support the training and development of their workforce. This article outlines some of the changes and how the sector is benefiting from them.

“

I want to pass on a big thank you to the employers across the sector who collaborated over two years to develop the Outdoor Activity Standard and Assessment Plan. Your informed contributions, patience and good humour were appreciated, and the result speaks for itself. Also, congratulations to the trailblazing apprentices who have already completed their programmes; hopefully the first of many.

Mark Lavington, OAI Trailblazer Chair.

AUTHOR

Neal Anderson
IOL Professional Standards Manager

The Outdoor Activity Instructor Apprenticeship

The main responsibility of an Outdoor Activity Instructor is to run a safe and enjoyable activity session. They supervise and guide children and adults to achieve set outcomes, using activities and pastimes such as canoeing, sailing, climbing, surfing, cycling, hillwalking, archery, bushcraft, rockpooling, geology, plant identification, habitat and wildlife walks.

UK Government approved the Apprenticeship Standard in September 2018, with employers recruiting their first apprentices soon after. The *OAI Apprenticeship* is at level 3 and lasts 12 to 18 months with a minimum age of 16 typically 18 and no upper age limit. There is no set syllabus or prescribed training course; each employer decides (with a training provider) what is required and appropriate for their apprentices. Assessment happens at the end of the apprenticeship by an independent assessor, in the workplace, doing the job (see Figure 1). Apprenticeship training and assessment can be funded to a

maximum of £6,000 per apprentice.

Take-up

In its first year we have seen over 200 apprentices registered, a good start, and the first candidates have now been through their end-point assessment and have passed. Initial feedback from employers on the quality of the apprentices at the end of the journey is very encouraging. With an expectation of growth to 600+ apprentices per year in three to four years time, we are likely to be seeing an income into the sector and sector apprenticeship related bodies of between £1 million and £3 million for workforce training.

Employers

The *OAI Apprenticeship* can be used by any employer in England who can fit their roles into the generic standard and occupation description. Typical job titles include Multi-Activity Leader, Environmental Education Tutor, Ranger,



National Park Guide, Activity Instructor. Working with a training provider, each employer creates a programme of on-the-job and off-the-job training that covers the outdoor activities that fit their business needs, including awarding body courses and specialised training as required. As with any other member of staff, employers are responsible for recruitment, wages, induction, holidays, and day-to-day management.

Training providers

Training providers bring their expertise to employers to create a holistic training programme suitable to develop the apprentice to meet the standard at the end of the apprenticeship. There are no mandatory qualifications. However, employers and training providers are encouraged to use sector recognised awards where relevant, to increase transferability of learners between organisations both inside and outside the sector.

To deliver funded apprenticeship training, organisations must be listed on the government approved *Register of Apprenticeship Training Providers (RoATP)*. Employers that pay the apprenticeship levy and will directly deliver training to their own employees may register as an Employer Provider.

Employer gateway and end-point assessment

Only when the employer is confident that the apprentice is consistently working at the standard do they request an end-point assessment from an eligible assessment organisation listed on the register against the apprenticeship standard being taken. End-point assessments follow the requirements of the employer-designed assessment plan

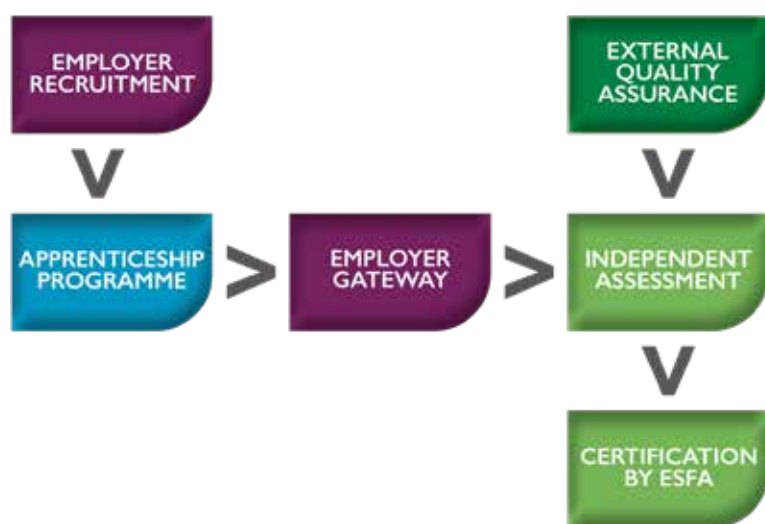


Figure 1: Apprenticeship process.

“The new OAI Apprenticeship is a delight to support because it puts the apprentice at the heart of the learning programme, creating a flexible, individualised and supportive environment in which to professionally grow within our industry.”

Darren Sherwood, *Channel Training*.



FIND OUT MORE

Download the Outdoor Activity Instructor Occupational Standard from the IOL website:

<https://www.outdoor-learning.org/Jobs/The-Outdoor-Professional/Occupational-Standards>

and will be conducted by independent end-point assessors who must not have been involved in the training, supervision or management of the apprentices. Assessments are holistic in nature and apprentices are required to prepare a session plan, be observed delivering an outdoor learning session, and evidence their knowledge in a professional discussion.

“It’s fantastic to see the end result and to see instructors do what they should be doing; to see the positive impact they can have on individuals’ lives, and being so passionate about doing so.”

Rhia Pratt, Independent End-Point Assessor.

External quality assurance

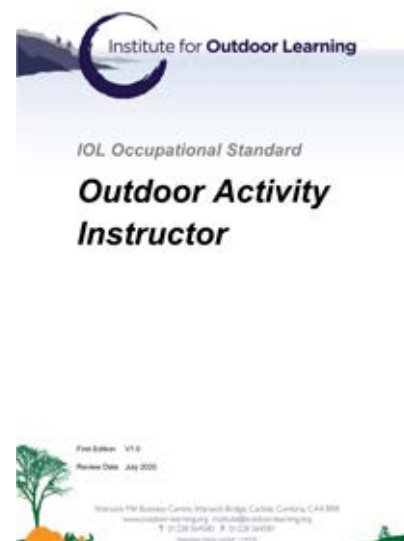
IOL is approved by the Institute for Apprenticeships and Technical Education (IfATE) to provide External Quality Assurance (EQA) for the *Outdoor Activity Instructor Apprenticeship*. IOL will safeguard valid, consistent and reliable assessments across all end-point assessment organisations. The sector that created the standard, will monitor the standard; IOL will report EQA activity annually to IfATE and an OAI trailblazer group to confirm assessing bodies are assessing in the manner intended and in keeping with present employer requirements. The Trailblazer Group will also support the three year review of the *OAI Apprenticeship* and ensure it remains fit-for-purpose.

The Outdoor Activity Instructor Occupational Standard

IOL occupational standards provide a common reference point for volunteers, employees, employers, and training and education specialists in the sector. They allow us to promote career pathways, give consistency in training and are an essential foundation to become a Chartered Professional Institute. Built on the *OAI Apprenticeship Standard*, the *Outdoor Activity Instructor Occupational Standard* describes the knowledge, skills and behaviours expected in an Outdoor Activity Instructor and the expected requirements for training and education courses to meet the standard.

The *Outdoor Activity Instructor Occupational Standard* has been used as the basis for the design of the new Pearson *BTEC Level 3 Diploma in Sport and Outdoor Activities*, and Mountain Training have also been able to show how several of their awards map to the standard. Work is underway to do the same with awards from British Canoeing, British Cycling, and others in early 2020.

IOL itself is also using the standard as part of updating the eligibility criteria for Associate Registered Members of IOL, and Spring 2020 will see an update of RPIOL award criteria to also be compatible with the standard ■



“We are delighted to be working in close collaboration and partnership with IOL. We are thrilled to be able to offer our Pearson BTEC Level 3 Sport and Outdoor Activities learners an opportunity to enter the workforce directly.”

Becky Laffan, Sector Manager *Sport Pearson UK*.



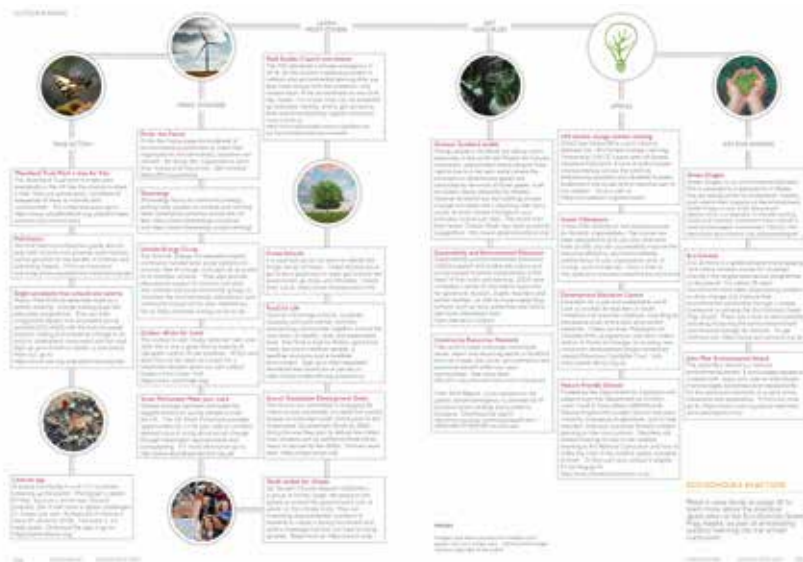
Outdoors rising

Steps toward sustainability



AUTHOR
Marcus Bailie

Marcus is passionate about the outdoors and the Outdoor sector. His interests have migrated steadily from adrenaline-pumped kayaking expeditions, to teaching rock-climbing and mountaineering, and to the conviction that adventure activities, when delivered well, have a powerful and beneficial effect on children and young people. These days his energy is focused on trying to ensure that the Outdoor sector plays a central role in the climate and ecological emergency we find ourselves in.



We were a disappointingly small, but encouragingly enthusiastic, group of delegates attending the climate emergency workshop at the *2019 Sector Strategic Forum* in Birmingham on 3 October 2019. The sub-title of the workshop was: Where is our collective responsibility to act, what are we doing about it, and what are we going to do about it?

We quickly established that there definitely is an emergency, but that it isn't just about climate. There is an ecological collapse underway with an unprecedented level of species loss, so it would be more appropriate to refer to it as an environmental emergency. Delegates wanted to know if there is an agreed Outdoor sector protocol for rising to the challenge of this environmental emergency but (at the time of writing) sadly, this is not yet the case.

Between us, we came to the conclusion that we didn't know who to believe about climate change. There seemed to be so much confusing information.

What was clear, however, was that climate change is real, is serious, and requires urgent action.

But where to start? We gathered our varied and diverse experience of

measures we knew about personally from across the wider sector, but realised they were all taking place in isolation and sometimes in opposition. There didn't seem to be any sort of coordination. Moreover, it was difficult to know where to get reliable information about the problem, let alone the solutions. There was, however, a richness of diverse and imaginative approaches.

We were encouraged that at some Outdoor Centres every session had an aspect of environmental awareness and a focus on sustainability. This, however, was far from widespread and the environmental passion of many instructors and tutors seems limited or non-existent.

We discovered that many Local Authorities have declared a climate emergency. And although there are lots of action plans this does not seem to result in a lot of practical action on the ground. Not unusually, practical action seems to be happening 'bottom-up'. So, we shared links to things we knew about and since the workshop these links have been followed, leading to other links, and yet more...

Here then, over the next few pages are a scattering of ideas that may be useful to you. Some big, some small, some local, some national, some international. But it's just a scattering. There's LOTS going on out there. Just dive in!

DON'T MISS

Turn the page for information on environmental action, resources, training and awards.

The Outdoors is indeed rising to the challenge of the environmental emergency, but we seem a long way off an agreed or common protocol that could be used across the Outdoor sector and provide guidance for practitioners on the ground, so keep your ideas coming in.

WHAT CAN I DO NOW?

- > Find out if your Local Authority has declared a Climate or Environmental Emergency and see how they are planning to respond to the emergency.
- > Take whatever steps you can to reduce the carbon footprint used to heat your home, school and work place. (Heating of buildings is one of the biggest contributors to UK emissions.)
- > Take whatever steps you can to reduce the carbon footprint of your travel. (Travel is another of the biggest contributors to UK emissions.)
- > Lobby central government, by whatever means you can, to bring international action to bear on the burning of rainforests in Brazil and Indonesia. This is one of the biggest contributors to global carbon footprint, by the burning itself and the loss of carbon-absorbing mechanisms.
- > Dip into the links to see what would work for you, your school or centre, or home.

Together we WILL make a difference.

All in all, this is what the *Outdoors Rising!* is starting to look like ■

HAS YOUR LOCAL AUTHORITY DECLARED AN EMERGENCY?

At the time of writing this article, 270 Local Authorities across the UK (out of a total of 408) have declared an emergency. If your Local Authority has not, then ask them why not. If they have declared an emergency, ask them what practical action they are taking and propose to take; then hold them to it! To check your Local Authority, visit:

<https://www.climateemergency.uk/blog/map-of-local-council-declarations/>

**WANT MORE
IDEAS ABOUT
THE BIG ISSUES?**

Read *Earthwise*
from page 38.



TAKE ACTION

Woodland Trust: Plant a tree for free

The Woodland Trust want to make sure everybody in the UK has the chance to plant a tree. They are giving away "hundreds of thousands of trees to schools and communities". For a free tree pack go to: <https://www.woodlandtrust.org.uk/plant-trees/schools-and-communities/>

Polli:Nation

The Polli:Nation maintenance guide aims to help both schools and grounds staff maintain school grounds for the benefit of children and pollinating insects. Find out more here: www.ftl.org.uk/resources/pollination-maintenance-guide/

Single-use-plastic-free schools and centres

Plastic Free Schools describes itself as a system-shaking, change-making pupil-led education programme. They say their programme equips and empowers young activists (KS1>KS3) with the tools to create positive, lasting environmental change in an easy to understand, purposeful and fun way! To sign up your school or centre, or just check them out, go to: <https://www.sas.org.uk/plastic-free-schools/>



Litterati app

A global community in over 117 countries cleaning up the planet. Photograph a piece of litter, tag it on a world map, discard properly, join in with local or global challenges or create your own. As featured in *Horizons* Issue 87 (Autumn 2019). The word is, it's really great. Download the app or go to: <https://www.litterati.org/>



MAKE CHANGES

Fit for the Future

Fit for the Future supports hundreds of environmental practitioners to make their organisations climate-friendly, adaptive and resilient. By doing this, organisations save time, money and resources. Get involved: <https://ftff.org.uk/home>

Sharenergy

Sharenergy focus on community energy, putting solar panels on schools and running other community initiatives across the UK. See: <https://www.sharenergy.coop/live/> and <https://www.sharenergy.coop/investing/>

Schools' Energy Co-op

The Schools' Energy Co-operative installs community funded solar panel systems on schools, free of charge, and pays all its profits to its member schools. They also provide educational support to schools and work with schools and local community groups to maximise the environmental, educational and community impact of the solar installations. Go to: <https://schools-energy-coop.co.uk/>

Carbon offset for travel

This easy to use 'ready reckoner' site, and others like it, are a good start in looking at reputable carbon offset schemes. At the very least this can be used as a basis for a classroom session about our own carbon footprint from travel. Visit: <https://www.myclimate.org/>

Youth Parliament: Make your mark

Climate change has been declared the biggest priority for young people across the UK. The UK Youth Parliament provides opportunities for 11 to 18 year olds to use their elected voice for social change through meaningful representation and campaigning. For more information go to: <http://www.ukyouthparliament.org.uk/>



LEARN FROM OTHERS

Field Studies Council and centres

The FSC declared a climate emergency in 2019. As the country's leading provider of outdoor and environmental learning they say they have always held the protection and conservation of the environment as one of its key values. For a look what can be achieved by individual centres, and to get access to their extensive teaching support resources have a look at: <https://www.field-studies-council.org/about-us/our-commitment-to-the-environment/>



Forest Schools

It is said that we do not learn to cherish the things we do not know. Forest Schools have got to be a great way to really get to know the environment up close and intimately. Check them out at: <https://www.forestschools.com>

Food for Life

Food for Life brings schools, nurseries, hospitals and care homes, and their surrounding communities together around the core ethos of healthy, tasty and sustainable food. Bad food is bad for Britain; good food holds the key to healthier people, a healthier economy and a healthier environment. Sign up to their newsletter, download their brochure or just dip in: <https://www.foodforlife.org.uk/about-us>

Scouts' Sustainable Development Goals

The Scouts are committed to engaging 50 million scouts worldwide, to create the world's largest co-ordinated youth contribution to the *Sustainable Development Goals* by 2030. Along the way they plan to deliver two million local projects and an additional three billion hours of service for the *SDGs*. Find out more here: <https://sdgs.scout.org/>

Youth strikes for climate

UK Student Climate Network (UKSCN) is a group of mostly under 18s taking to the streets to protest the government's lack of action on the climate crisis. They are mobilising unprecedented numbers of students to create a strong movement and send a message that they are tired of being ignored. Read more at: <https://ukscn.org/>

GET RESOURCES



Greener Scotland toolkit

Young people in Scotland are taking action, especially in the youth-led Fridays for Futures movement, passionately advocating for their right to live in a net zero world (where the emissions of greenhouse gases are balanced by removals of those gases, such as carbon being absorbed by forests). Greener Scotland say that tackling climate change can seem daunting, but a series of small, simple changes in your everyday routine can help. The toolkit from their recent Climate Week has really practical suggestions: <http://www.greenerScotland.org/>

Sustainability and Environmental Education

Sustainability and Environmental Education (SEEd) support and enable educators and young people to place sustainability at the heart of their work and learning. SEEd have compiled a series of informative resources for governors, bursars, pupils, teachers and school leaders, as well as those supporting schools, such as local authorities and NGOs. Get more information from: <https://se-ed.co.uk/edu/>

Community Resources Network

They exist to build a stronger community reuse, repair and recycling sector in Scotland that can create real social, environmental and economic benefit within our local communities. See more here: <http://crns.org.uk/about/mission-vision-and-values/>

Their 2019 report, *Local solutions to the global climate emergency*, is jammed full of practical action already being taken in Scotland. Download the report: <http://crns.org.uk/wp-content/uploads/2019/11/CRNS-IMPACT-REPORT-A4-2019.pdf>



UPSKILL

UN climate change teacher training

eduCCate Global™ is a joint initiative between the UN Climate Change Learning Partnership (UN CC:Learn) and UK-based Harwood Education. It aims to build climate change literacy across the world by empowering teachers and students to better understand the issues and to become part of the solution. Have a look at: <https://unccelearn.org/educate/>

Green Champions

A free, CPD certified, online training course for Scottish organisations. The course has been designed to give you new skills and tools so that you can successfully improve the resource efficiency and environmental performance of your organisation and, of course, save money too. Have a look at: <http://greenchampionsresourceefficientscotland.com/>

Development Education Centre

Education for a just and sustainable world. Look at courses for teachers in South Yorkshire and resource materials, including an impressive array of previous and current initiatives. Check out their *Philosophy for Children (P4C)* programme, and *Non-Violent Action: A Force for Change*, an exciting new curriculum development project funded by Joseph Rowntree Charitable Trust. Visit: <https://www.decsy.org.uk/>

Nature Friendly Schools

Funded by the Department for Education, with support from the Department for Environment, Food & Rural Affairs (DEFRA) and Natural England this project aims to fuel pupil creativity and sense of adventure, and to help teachers embrace and drive forward outdoor learning in their own schools. Teachers will receive training on how to link outdoor learning to the National Curriculum and how to make the most of the outdoor space available to them. To find out if your school is eligible for funding go to: <https://www.naturefriendlyschools.co.uk/>



AIM FOR AWARDS

Green Dragon

Green Dragon is an environmental standard that is awarded to organisations in Wales that are taking action to understand, monitor and control their impacts on the environment. (Green Dragon is part of the Groundwork network.) Have a look: <https://www.groundwork.org.uk/greendragon/>

Eco-Schools

Eco-Schools is a global programme engaging 19.5 million children across 67 countries, making it the largest educational programme on the planet. For nearly 25 years Eco-Schools have been empowering children to drive change and improve their environmental awareness through a simple framework to achieve the Eco-Schools Green Flag Award. There are a host of other benefits including improving the school environment and financial savings for schools. To get involved visit: <https://www.eco-schools.org.uk/>

John Muir Environmental Award

The John Muir Award is a national environmental award. It encourages people to connect with, enjoy and care for wild places. It encourages awareness and responsibility for the natural environment, in a spirit of fun, adventure and exploration. To find out more go to: <https://www.victa.org.uk/our-services/earn-award/john-muir/>

ECO-SCHOOLS IN ACTION

Read a case study on page 30 to learn more about the practical application of the Eco-Schools Green Flag Award, as part of embedding Outdoor Learning into the school curriculum.

IMAGES

Images have been sourced from needpix.com, pexels.com and pxhere.com. Author profile image remains copyright of the author.

What's the reality



Cressida Allwood and Andy Hardie answer questions about their research into gender and leadership in the Outdoor Learning sector.

Tell us a bit more about the research?

The primary goal was to gain further understanding of the realities and challenges of gender and leadership within organisations in the Outdoor Learning sector. The research follows on from a piece previously published in *Horizons* (issue 75, p12) called *Better Together*. This piece identified a number of gender-related issues, such as a lack of female leaders in the sector and discrepancies between the genders about who is responsible for gender equality.

It was anticipated that generic, attainable good practice and recommendations would emerge.

Why is it important to research this?

Little practical action research has been undertaken that involves exploring perspectives of leaders on a day-to-day level to uncover some of the real issues, in different contexts.



VISIT THE HORIZONS ARCHIVE

Go to the Horizons archives to read the article *Better Together* by Cressida Allwood. Search by title: <https://www.outdoor-learning-research.org/Horizons-Archive>

Ultimately the aim was to generate positive behavioural and/or operational change.

What was the research process and who was involved?

Three organisations volunteered to undertake action research: Telford & Wrekin Council, The Prince's Trust and Venture Trust. Each organisation decided upon a topic and a series of questions they wanted to consider. Although the research process varied, each organisation went through similar thought processes and steps:

- **Deciding upon the question/s they wanted to investigate.**

Often the pertinent questions emerged and changed once initial work had been undertaken.

Telford & Wrekin Council considered five questions around gender equality. The research engaged with: two Outdoor Centre Managers for an internal perspective; a Head Teacher to gather key customer perspectives; and the Outdoor Education Service Management Steering Group.

The Prince's Trust explored perceptions of gender difference and factors which influence recruitment in the Adventurous Activities departments of the charity. Twelve face-to-face interviews involved staff from a range of seniority; from Senior Development Instructor to the CEO.

At Venture Trust, which has a female lead, the male Operations Manager asked three questions to clarify the organisation's position on gender equality. Different forms of data were assessed, including asking an instructor to share her experiences, to further understanding from a female perspective.

- **Ensuring as far as possible that the parameters of research were realistic.**

Giving consideration to the respective roles and workloads of the researchers.

- **Conducting the study and writing up the research results.**

- **Generating recommendations and good practice for their organisations and the sector.**

This involved reflecting on questions like, 'what?', 'so what?' and 'what next?'.

The interview continues on page 28, with the sharing of key research findings, what's next and good practice guidance.

ORGANISATION PROFILES

The organisations involved in the research have very differing structures, customer bases and strategic aims. This influenced their research approach.

As a national charity working with vulnerable young people (11 to 30 years-old) The Prince's Trust focused on internal departments, whereas Venture Trust, a smaller but growing charity which works with vulnerable people (16 years-old upwards), were more reflective in their approach.

As a Local Authority provider of outdoor provision, Telford & Wrekin Council are focused on young people in education; their research was more collaborative, including involving external partners. The project coincided with a new service provision, hence their motivation was towards a forward-looking provision with equal opportunities for personal development for boys and girls through Outdoor Education.

Prince's Trust

At the Prince's Trust, five themes emerged after analysis of the 12 interviews. These led to several recommendations:

1. In regard to current staff gender ratios, all staff (regardless of seniority) over-estimated the number of female employees in the outdoor section (3:1 male-to-female). This raised the notion of unconscious bias operating. There is a need for accuracy and transparency of data to avoid decision-making based on assumptions and interactions. All of us need to bear in mind that the assumptions we make are not always correct.
2. The benefits of having greater gender parity in leadership roles were unanimously agreed. This was linked to the impact on customers and the need for young people to experience leadership from men and women.
3. The CEO identified gender disparity as needing to be a strategic priority, from the top down, to encourage change.
4. The role of media and advertising to promote greater representation of women was considered. Staff recognised that women were often invisible or less well represented.
5. Finding other ways of growing talent and promoting the outdoors as a feasible career option was explored, showcasing Prince's Trust, as an employer to attract young women.

Telford & Wrekin Council

As part of a review of the Outdoor Education provision at Telford & Wrekin Council, Jo devised five key questions which have partially been answered through dialogue with internal and external partners. The work is ongoing, but here are some findings so far:

How are gender and Outdoor Education viewed by schools who use the Outdoor Education centre? The Head Teacher (male) of a Primary school identified role modelling as having a big impact. The stereotypical 'macho/ dress down image' was considered, along with the clothing pupils are expected to wear and the programme content.

How is gender within Outdoor Education understood at the Outdoor Education centre? The imbalance in staffing structure was considered and an additional permanent staff member was appointed. More careful consideration was given to staff changing facilities to improve the working environment.

Is raising awareness of gender a critical factor for the development of a sustainable commercial service model? Assessing the buildings and improving accommodation to make it more attractive to all has been highlighted. The social space options for when young people are not taking part in activities have likewise been reviewed. More research has yet to be undertaken on exclusion based on gender and how this impacts bookings and income.

In Jo's words:

"We are just beginning our understanding of gender parity in Outdoor Education and the development of leadership in women."



This research
was sponsored
by IOL

CASE STUDY FINDINGS

Venture Trust

At Venture Trust the male Operations Manager undertook a process of reflection and critical review, testing a hypothesis that the organisation 'felt balanced' from a personal perspective. By assessing different forms of data- quantitative (using statistics from the HR department) and qualitative- Andy formed a picture of Venture Trust that both endorsed and challenged his starting point.

From examining positive aspects of the female-lead culture he concluded that they had much good practice to celebrate and share.

A female instructor had an opportunity to share both positive and negative experiences and perceptions, including the impact of sexist behaviours from male customers which linked to aspects of vulnerability. Career retention strategies and the powerful influence of female role models were also highlighted. Being "valued from above" emerged as a key component for all. Venture Trust may have continued to be unaware of the less helpful gendered aspects, had the research not taken place. This poses new questions for the organisation to address; it is in a powerful position to influence how sexism is understood and managed by all.

LEARN MORE

Turn the page to learn more about key research findings and good practice recommendations.



What are the key research findings?

1

Each organisation identified key areas and gaps in gender parity provision. A set of good practice recommendations was devised.

2

Although unhelpful gender-related aspects were uncovered within all organisations, awareness of these enabled more positive interventions to be recommended and put in place, ensuring greater gender equality.

3

Current good practice exists and needs to be more widely shared and celebrated.

4

The value of young men being able to work with a female leader, in traditionally male-dominated leadership positions, emerged as a significant topic. The benefits of meaningful interactions between the genders in such scenarios was deemed to be important for all.

WANT TO KNOW MORE ABOUT GENDER PARITY?

Gender parity measures statistics to identify gender inequalities.

Read more here:
<https://www.newamerica.org/weekly/edition-174/what-gender-parity/>

5

Organisations recognised the benefits of having women in senior and influential roles both to inspire recruitment and retention and to challenge stereotypes sometimes held by clients.

Gender parity is everyone's business and everyone's gain

Overall, our research findings highlight how, though we face and experience life differently, together we can work through issues to find more productive and meaningful solutions for mutual gain.

We all have a role to play. For example, as some of the barriers faced by women working in the sector may not be experienced by men, some men don't see or understand the myriad of ways they can effectively support and input. It's also important for women to speak out about these experiences to help take constructive measures to improve their situation.

(Cressida says)

As a female researcher, reviewing Andy's work, I became consciously aware that male employees also have their leadership challenged by other men, although the manner in which such challenges take place is likely to be different. Aspects of masculinity and how men consciously or unconsciously support or challenge one another is an area for further research.

How can others use the insights from your research?

The good practice guidance is a good place to begin, but also by reflecting on the findings and considering them in the light of their practice, and that of their organisation.

Engage others in the conversation to generate positive change from within. Share the findings and act on changes they're prepared to make (now and in the future).

If you were starting again, what would you do differently?

It's a big ask for individuals to find enough time voluntarily to be involved with an ongoing work-based research project. We'd invite individuals to agree timelines and then double them! We'd also set up a steering group to support and monitor progress.

Is there anything else you'd like to share with us?

Do as the researchers did!

Find ways to open up potentially difficult conversations, even though they may present challenges. Find ways to overcome these and move into new ground. Take a risk and see where it leads!



IMAGES

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WHAT DOES GOOD PRACTICE LOOK LIKE?

WHAT ARE YOU DOING?

Read through the good practice guidance, tick what you already do and make a note of what you plan to do next.

	ALREADY DOING	ON MY RADAR	NEED TO LOOK AT	MY NOTES
> Gender parity needs to be a strategic imperative if we're serious about change. Otherwise it's a 'nice to have' but not a priority.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
> Talk to the CEO or/and Board about the costs of gender inequality for customers, stakeholders and for men and women in the workplace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
> Recognise the attributes that female leaders bring and how these positively influence culture: creating working environments and practices that nurture talent, ensuring staff feel valued and heard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
> Demonstrate value. Know who the female role models are within your organisation and acknowledge the significant positive impact they have. When (younger) women see others in positions of power, career advancement for women is perceived as being attainable and taken seriously.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
> Be flexible regarding staff retention (e.g. for those who are keen to return to work after having children). Positive promotion of career pathways and an openness to seeking alternative positions benefits both the organisation and the individual.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
> Review current inward and outward images used in media or PR activity, ensuring a balanced representation of men and women. Do not assume current imagery is balanced.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
> Set up a working group (that includes different genders) to champion and promote gender equality practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
> Find out about the ways in which people of different gender are challenged by other genders (both customers and colleagues) in terms of unhelpful gendered language or behaviours. Acknowledge that there are likely to be behaviours and assumptions that could alter, for mutual gain. Invest in unconscious bias training and acknowledge less helpful biases and their impact.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
> Listen: notice how others speak about and to women. Demonstrate support for equality, whilst acknowledging that this may not be easy for some.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
> Mentor women to boost confidence and demonstrate belief in their capabilities to move up (or across if appropriate) the outdoor career ladder. Ensure mentors of different sexes; men have a significant role to play.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

AUTHORS

Cressida Allwood, MA FRGS and Andy Hardie, APIOL BACP

Cressida, Partnership Liaison Officer for Mountain Training England and Expedition Leader, is also the current Chair of BMC's Equity Steering Group.

Andy is Operations Manager for Venture Trust. He has worked with a focus on personal development and experiential learning in Outdoor centres and on expedition programmes. He is an APIOL and an accredited, registered member of BACP.



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In the curriculum

Embedding Outdoor Learning into a school curriculum: a case study

AUTHOR
Christine Neville

Christine has a degree in Environmental Science and was a primary school teacher for 20 years before moving into Outdoor Learning. She started her own company, Learning With Nature, four years ago and partners with Forestry England to deliver school visits at Westonbirt Arboretum. She also works with schools to develop Outdoor Learning and with trainee teachers.



Like many of you, I work outdoors because I realise the value of being connected to nature and the benefits to both my mental and physical state. I am passionate about connecting children and adults with the natural environment in order to pass on these benefits and to encourage stewardship of our environment by the next generation. Although one-off visits can inspire children and adults alike, to bring about a real change in people's attitudes to the natural environment, work is needed with schools to teach children about nature as part of their school curriculum.

In June 2018, I was contacted by Wendy D'Arcy, Headteacher at St. Joseph's Catholic Primary School in Nympsfield, enquiring whether I could provide Outdoor Learning sessions at her school. This enquiry led to the opportunity to try and embed Outdoor Learning into a school curriculum.

I soon realised that we shared a vision for transforming her school curriculum.

Wendy had decided to have each Friday as an enrichment day with outside



providers and staff delivering a range of activities aimed at enriching and extending the whole school curriculum.

She explained that she was going to use the Primary PE and Sport Funding Premium to fund the Outdoor Learning sessions and that as there was a coaching requirement to the funding, she would be sending her staff out with the children so that I could coach them. This made me realise that I would have the opportunity to bring about long-term, sustainable change if I embedded Outdoor Learning into the school curriculum.

This was the start of an exciting journey that proved to be both rewarding, challenging and transformative.

ASSESSMENT

In order to make the most of this opportunity, I decided to try and assess

PE AND SPORT PREMIUM

The PE and Sport Premium provides primary schools with £320m of government funding to make additional and sustainable improvements to the quality of the PE, physical activity and sport offered through their core budgets. It is allocated directly to schools so they have the flexibility to use it in the way that works best for their pupils.

the impact of the sessions on both the staff and pupils by using IOL's *7 Steps to CPD* model, tweaked to suit the skills needed by teachers. I asked staff to map out their current competency level in September 2018 and in July 2019.

Assessment of the benefits of Outdoor Learning to pupils has always been difficult to quantify. As I would be working with all the children in the school, I would not be able to compare academic achievement between groups. I contacted IOL's South-West Research Hub for advice and met with Dr Alun Morgan, a Lecturer in Education at Plymouth University and member of the hub, at the beginning of September 2018. He advised me to use a form of assessment that had already been validated by use in the Natural Connections Project (1). This was a qualitative assessment of the benefits of Outdoor Learning based on a questionnaire which the children completed in September 2018 and July 2019.

To evidence the impact of the Outdoor Learning sessions on the school as a whole I wanted to include external accreditation, and so decided to go for the Eco Schools awards. This entailed creating an Eco Committee at the school, of which I was Chair, and then working with pupils, staff, governors and parents to achieve the various awards, through

activities covered during the Outdoor Learning sessions.

CURRICULUM LINKS

From the start, I was keen to differentiate between Forest School and Outdoor Learning sessions. These were going to be Outdoor Learning sessions, linked to the curriculum and working with whole classes at a time. (Forest School sessions are usually focused on developing interpersonal and intrapersonal skills, rather than learning objectives, and are delivered to a small group of the same children over a period of weeks.) At our meeting in June, I had asked Wendy for the curriculum planning for each year group for the year. I then started planning weekly sessions for each year group, linked to the curriculum so that the teachers could cover their curriculum learning objectives in our Outdoor Learning sessions. As we progressed through the year, the staff identified possible curriculum links themselves, then started to plan for individual Outdoor Learning sessions, and then a set of six sessions, and finally planned and led sessions. At the end of the year, we got together as a whole staff to create a whole-school Outdoor Learning curriculum linked to the National Curriculum for their school. All this was done during staff meeting time or evening training sessions.

STAFF COACHING

An important part of the year was to ensure staff developed the skills and confidence to deliver Outdoor Learning sessions to their classes, as this would ensure the curriculum was sustainable.

By coming out with their classes and shadowing my sessions, the staff learnt how to plan for, and manage, 30 children outdoors. An important part of the sessions, for both pupils and staff, was identifying and mitigating risks. This process led to an increase in the resilience of both staff and pupils.

Sessions usually began with sitting in a circle chatting about what the children had been doing, experiences they have had and learning about the knowledge that the children already possessed. Teachers, who had a tightly timetabled day with set learning objectives to cover, found the change in pace unsettling to start with. They also found that the children were noisier and more excitable outdoors and they asked me to ensure that I maintained the school rules during my sessions. However, as time passed the teachers started to value the time we spent listening to the children, learning more about their interests and home life. The children settled down more during

sessions as they became used to learning outdoors and the sessions became relaxed yet very focused learning times.

As the year progressed, the views of the staff changed. Instigating change in any working environment is difficult and schools are no different. With a mixture of personalities, with different skills and experiences, the attitudes of the staff were very important to the success or failure of the year. Most of the staff lacked confidence when teaching 'Outdoor Learning' and some of them, no doubt, felt their skills as a teacher were being questioned by the need for someone else to come in to teach the learning objectives they were covering already but in a different way. At the beginning, some staff were very excited and enthusiastic about the opportunities they would be given, whilst others were hesitant about yet another thing to add to their workload.

However, the Head and Deputy Head were clear about their expectations and that in future years the staff would be expected to deliver Outdoor Learning sessions themselves. This whole-school approach, driven by senior management, was one of the main reasons for the success of the year.

As well as interacting with both myself and the Outdoor Learning sessions more as the year progressed, staff started contacting me for resources, ideas for sessions and advice. I started to notice other classes learning outdoors during the day and staff were often heard telling each other what they had been doing outdoors that week.

Wendy had an excellent idea for her staff to keep 'black books' of their enrichment day activities to evidence the impact of the change in the school curriculum. Putting in photos, resources and records of what the children had done at each session meant these A3 scrapbooks proved very useful for staff, especially when looking back and remembering what we did and how we did it.

The whole staff are now much more enthusiastic about Outdoor Learning and by the end of the year, when I was watching the staff deliver Outdoor Learning sessions, they had grown in

confidence, not only when working outdoors but also as teachers.

ASSESSMENT OUTCOMES

Pupils

The classes rotated through the year. I was able to assess four key stage 2 classes (year's 6, 5, 4 and 3) at the start of the year (in September). At the end of the year (July) the only classes available for re-assessment (due to timetabling) were year 3 and year 6. From September 2018 to July 2019 I obtained the following results:

The number of year 3 children who:

- enjoyed lessons outside increased by 15% (from 85% to 100%).
- thought that they learnt more in lessons outside increased by 28%.
- felt they achieved more in lessons outside also increased by 28%.
- felt healthy and happy in lessons outside increased by 8% (from 88% to 96%).
- felt they get on better with people at school during lessons outside increased by 16%.

For year 6 children:

- there was a 10% increase in those who felt they learn more in lessons outside.
- there was an increase of 11% who felt they achieve more in lessons outside.
- 100% of the Y6 children enjoyed lessons outside.
- 96% felt happy and healthy in lessons outside.

These results all reflect what the children thought about themselves.

Staff

Staff confidence and skills at delivering Outdoor Learning has grown (in some cases exponentially) and they have helped to create a whole-school Outdoor Learning curriculum for their school. For some there was a marked improvement in the range of skills identified by the IOL 7 Steps to CPD model, whilst others had been able to identify a particular area that they needed to develop and had managed to focus on this aspect of their outdoor teaching. Review statements at

USEFUL RESOURCES

Download and use the IOL 7 steps to CPD: <http://bit.ly/IOL7-steps-CPD>

Read more about Eco Schools and awards here: <https://www.eco-schools.org.uk>

year end showed how all staff felt their health and wellbeing had also benefitted from going outdoors on a regular basis.

Whole school

Through the Eco Committee, which involved the whole school community (pupils, staff, parents, governors), we attained the Bronze and Silver EcoSchools Awards.

REVIEW

Looking back over the past year, we have achieved many things. From the pupil assessment, and their feedback to Wendy about enrichment days, the children have loved learning outdoors and have many memorable moments which have aided their learning across the curriculum; they feel more confident and able when learning outdoors.

Staff, pupils, parents and governors have all supported the development of Outdoor Learning and, when interviewed, the Head, Wendy D'Arcy, said that she would strongly recommend other schools to use their available funding to develop Outdoor Learning in their schools. Wendy did emphasise that there needs to be a whole-school approach over a whole school year, with staff getting the level of support I was able to give them. What amazed me during this whole process was the transformation, not only of the children, but also the teachers, parents and school culture. I hope that other schools will feel encouraged to have a go at transforming their schools ■

REFERENCES

1. Natural Connections Demonstration Project, 2012-2016: Final report and analysis of the key evaluation questions (NECR215).

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Torridon time

Isn't it good to receive that 'thank you' letter? You've had a group of folk, and over a relatively short period time, watched them grow, gain confidence, and succeed in a variety of challenges. But what's the time frame for that letter? A few days? A week? Month at the outside? How about almost 40 years?

Many many years ago, when I was a young (!) teacher, I organised school trips, of about a week in duration, over the Easter holidays, to the North West Highlands, Torridon to be precise.

On the last day of term, we all bundled into the school minibus, and drove overnight. This in effect gave us an extra day. It was self-catering, and we had the use of a bothy for free, but a day was spent on footpath maintenance in lieu of any rent. Toileting and showers were about 500 metres away.

In any venture there is that initial spark, that instinctively one knows to be a 'good idea'. Before I entered the classroom, I worked in a couple of commercial Outdoor centres, but needed classroom experience. I ended up being a Latin teacher in a Salford comprehensive. All a tad incongruous, and teaching by fire and brimstone! Yet I look back with fondness, and worked with wonderful and dedicated people from both sides of the desk. Having seen how the outdoors helped to give young people an additional resilience, and a sense of cohesion, especially those from an inner-city environment, an opportunity presented itself; it took time to get these trips up and running, but they ran for four continuous years, in fact for as long as I was working at that school.

My registration group was an obvious start, but the trip was also open to those in their middle and upper years of high school (11 to 16). I even had the 'cock of the school' turn up. It was his first, and I think, only school trip. I did have one run in with him; half way round a circumnavigation of Liathach I discovered he was wearing his white patent leather slip-ons. But no harm done... fortunately! Historically the school had been Salford's grammar school, but with the advent of comprehensive schooling, many of the old extra curricula activities had greatly reduced. So, this was all new to the participants. Frankly they 'just jumped in' and gave it a go. I think that is a salutary lesson for us all. Today we would say 'residential'. At that time, I used the word 'course'. Yet to the group it was 'holiday'. And why not? It was fun, they wanted to be there, ergo fun and 'holiday'. Works for me.

Torridon was an obvious choice. I knew the area, and had some pre-existing contacts, which helped to keep costs down, and that all important pre-visit knowledge. A letter to the National Trust for Scotland secured the free use of the steading. However, there is no such thing as a free lunch. 'Rent' took the form of a day's conservation work; the footpath on the glen towards Liathach was an obvious contender. We were given a short stretch to sort out; clearing

and filling in ruts from over use. The stretch of path even appeared on television: 'we did that!'. It was a glorious moment. No mention in the credits, but who cares!

I really didn't have an agenda...well, OK, a bit! Though it was simple, 'just to get out there', somewhere away from inner city housing, inner city schooling, and to learn about cooking, being comfortable in a big environment, and challenge, and fun. What did they learn? The answer to that is given below. This turned out to be a long-term project! Their first impressions? Probably ones of horror! Perhaps the first trip was blessed with wall-to wall sunshine. This was a distinct advantage. The one activity that was a struggle was footpath maintenance. However, to get adolescents to undertake a task they didn't really buy into was always going to be a challenge, but we didn't do too badly.

The principal activity was walking, good solid mountain walking. However, the Torridon area has many stunning beaches and nature trails. There was always that sense of exploration. One year we acquired ropes, helmets and harnesses, and tackled some great single pitch routes. Another year we borrowed kayaks, and Torridon Mountain Rescue loaned us their stretcher for a search and rescue exercise. The wonderful then Ranger, not only kept a watchful eye, but



AUTHOR
Ron Bulmer

Ron started his educational career in Salford, but now lives in Orkney. The outdoors has always formed a key role in his professional life and he is currently involved in community outdoor projects.



freely gave us his lifelong insight and knowledge into this remote and remarkable area. The main suspects have all met up, subsequently, just once, and coincidentally on the way home from an IOL conference. Like all good friendships, we carried on from where we had left off, though somebody did admit he struggled in not calling me 'sir'. Now there are certain differences. One is now a grandparent, one (no, two) are considerably taller, and all have a look of maturity. One has passed on, and a colleague has emigrated.

Thanks to the power of Facebook, a former colleague, a P.E. Teacher with school residential experience in her own right, made a return trip while driving the Scottish 500 this summer (2019). The bothy, then no more than a basic disused cowshed which became our 'base camp', is now converted to a holiday home. Progress I suppose, but as the bothy was our base, we saw it as 'ours' and it became the focal point for these recollections.

The following is the resultant correspondence, giving a rare glimpse as to the power of the Outdoor residential, and it's life forming positivity.

In conversation

Fiona:

"Views are the same although bothy is now a holiday home, toilets have not been updated 🤔 since we were there and the walk to them seemed much longer although that may be age 😊 x"

Bob:

"It was like I remembered it, sat in the sun outside the bothy watching you lot climb up. 😊😊"

Nigel:

"That was still one of my best holidays. Although Fiona, it probably wasn't your best, with a few broken bones."

Ian:

"It literally changed my life. Just got back from the third season in the Alps with my youngest daughter. Through being a mountaineer, I met my wife, hence having a "youngest daughter"! I've never stopped being an outdoors person ever since this first trip to Torridon. I've been back there three times since we all went. I've been to Skye many times and North Uist once, on the way to Harris and Lewis. I've been to 57 islands and I would love to move to one. My wife would not, so I live in the flat-lands!"

Fiona:

"Well, I think Ron suffered from some good ol' city kids jibing his posh accent!"

Jo:

"Wow, that's brought back memories, fab photos 😊 What an experience it was, mud fights and all 🍷"

WHO'S WHO

The outdoors has touched all their lives, some literally: a love of mountains, a tree surgeon, a senior Fire and Rescue Officer, the ability to make positive life choices. For the record: the mention of a tipsy teacher plus other antics, is a trick of time and memory; staff behaviour was impeccable at all times. A random entry into Facebook of a touring holiday sparked a wealth of recollections from a series of school residential trips over the Easter holidays almost 40 years ago.

Fiona:

Ran girls P.E. (sensibly now retired), but cheerily reliable, and one of those teachers who missed very little, but generally dealt with miscreants with a knowing smile. 'Aw Miss' and that would be that.

Bob:

Small, wiry, but always game. He was invariably in the vanguard, though usually had his hand in some mischief. So, it was Bob who was determined to take a propeller home from the crashed aircraft in Coire Mhic Fearrachair. I smiled knowingly. The propeller stayed where it was.

Nigel:

Has grown somewhat! A blond-haired cheery lad, who I felt relished being away from the city life. Cheeky too, if memory serves me right.

Ian:

Quiet, but always wanting to help. A really pleasant manner, and obviously, though we weren't to realise at the time, became very involved in mountains. The only one of the group to have climbed The Old Man of Hoy, and acquired a considerable number of Alpine peaks.

Jo (Joanne):

Ought to have been a member of staff; she kept everybody in order! Hockey star and just one of those reliable people to have around.

Plus a few others who I sadly lost touch with, so they'll remain anonymous.

**WANT TO
BUILD
RAPPORT?**

To learn more about building rapport with your groups, go to page 11.

"Are you crying?"

No, something must be in my eye"

Ron:

"Happy happy days! I have made a brief return trip to Torridon. The shieling as a holiday house was inevitable, but still a shame. Its original rustic simplicity had a particular charm. No, I think the speed to the toilet block was hastened by need. Torridon is one of Britain's finest mountain landscapes (sailed past there in August, but no view due to low viz'. Very disappointing!). However, the best testament is that after all these years we remain in touch; it formed the basis for who we are. As the person who conned you all in coming, it's rather humbling 😊

Ian:

"Ron thank you for coming to a comprehensive in the grim north! It was an era when education allowed opportunity before becoming prescriptive.

Fiona:

"Was not there a slow worm incident on the bus? Someone decorating the side of the bus with a rock. Craig YH sitting around talking, gas mantles lit, fire on, relationships and bonds like that don't happen in a classroom.

Ron:

"Absolutely right. It is said a week outdoor resi' is worth a year in a classroom. Don't remember either slow worm or the installation art. Craig was pretty special.

Ian:

"I went back to Craig, now a bothy, a couple of years ago. Short walk in from the shore as we arrived by boat! The facilities are still the same!

Ron:

"Lucky you! Craig was/is a magical place... and you can so easily overdo facilities.

Jo:

"Arrgh! I've twice composed very lyrical, articulate posts about this being a reminiscence about a trip 40, YES 40 years ago and how influential it was for all of us to be revisiting it so many years later.

I'm gonna press post now because the words I previously, beautifully crafted here about all of us have crashed twice. Anyway, Torridon (the trip, the place) is part of what made us who we are today 😊. And if this makes it onto Facebook I'll eat my hat 😊😊

Bob:

"Do I vaguely remember some tipsy teacher caving on the bus on the way back from the pub 😊

Jo:

"Torridon 1981. Ha, the last photo says it can't find any faces to tag. It's a decorum monitor, obviously doesn't want pictures of me with a fag hanging out of my mouth.

Bob:

"Try and sell that these days ... yep we're going to Scotland in April ... walking and hiking ... no, there is no heating but there is sufficient ventilation for air to move around the room. It's a cowshed... we like to keep it rustic, yep we're cooking for ourselves, none of us are great cooks so think BBQ. The place does smell a little true: that will be due to the deer skins hanging next door. There are bathing and toilet facilities, they are a 400 yards away so better plan early if you've got a dicky belly. All this and more for the discount price of 60 quid and a day's work digging and clearing paths in the snow 😊... I'd pay to watch you sell that these days hahahaha

Ian:

"Simple things, no electronics, even being the same size as Bob.

Nigel:

"Those trips to Torridon and Uist are still in my top 5 holidays of all time.

Bob:

"The bonds we made are still there, it was really hard going back to school and calling teachers Mr and Miss when it was usually Ron and Fiona.

...Ron potholing under the seats coming back from the pub, sitting on the roof rack after taking over the pub arcade game all night.

Ron:

"Oh, indeed I still have many memories... like somebody nicking Bob's clothes when in the shower. Did that detail stop him retrieving them (no towel). What do you think?! Same person at school strolling into the classroom "Hello Ron" to be roundly told off: "Mr Bulmer to you", or that ptarmigan, which was a well disguised rock. And yes, I have to tell you it's a lifelong bond.

There is a sense of history here.

Education, particularly English state education, was in a very different place than it is now. And no, I'm not putting on rose tinted spectacles and wallowing in nostalgia. There are, and were then, plenty of remarkable and dedicated teachers ready to get their schools involved in Outdoor enterprises.

Much of this particular venture couldn't have happened without the help from other folk – which meant more work, as opposed to 'off the peg' trips, but gave a far greater sense of ownership to us all; and that, I think, was part of the success.

The older I get the more I like KISS: Keep It Simple Stupid. It's about having the courage for these to be standalone trips and allow participants to develop and grow in their way and time; which we all did ■



IMAGES

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Winter

In the bleak midwinter' starts the well loved carol: and here we are in it, or perhaps it's truer to say 'here we are out of it', as we shelter in the warmth of our houses. And perhaps despite the availability of such refuge, the cold and lack of sunlight is making some feel bleak. Certainly, at this time of year, there is less coming through from the soil and the existing plant life is limited in the way of wild edibles.

However, just like the ultimate stark and bleak reality, death itself, winter is an important part of the ebb and flow of the cycles of life. It's the low point of the necessary fall and rise in both the energy and activity levels of the land, where things spring forth from and return to the earth in turn. Really it has less to do with death and more to do with sleep. Winter is a time of dormancy, a time when the land rests, when everyone (not just fireside humans) goes to ground and even the process of decay is mostly arrested, having either been completed in the autumn, or now limited by low temperatures in which fungal and bacterial activity also slows or stops.

This is not true for all fungi, however; field blewits tolerate the cold and sometimes persist well into January. Oyster mushrooms often appear in the depths of winter and velvet shanks (the wild source of the cultivated enoki mushroom) contain a kind of anti-freeze which enables them to grow even at sub-zero temperatures. But mostly, the land is sleeping.

Perennial plants have died back and their vitality hides in their roots, though the dead canes of this year's growth mark their position; annuals remain present only in seed form on, or in, the soil for the future spring-time emergence, and deciduous trees retreat into their trunks and boughs.

Only the evergreen trees, grasses and hardy perennials continue to greet the sun with their greenery and eat the winter light. Of all the edible berries, none remain in full form and abundance save the rose hips, which go mostly uneaten by wildlife and continue to give scarlet colour to otherwise much darker winter landscapes ■

Harvest spotlight

DOUGLAS FIR OR NORWAY SPRUCE NEEDLES

Both these trees could end up in your living room as Christmas trees, where they will be bringing a major benefit of the forest to your indoor space: they release phytoncides, aromatic compounds which have been shown to lower blood pressure and boost the immune system.

>>>CAUTION>>>

Don't attempt to use the needles from your Christmas tree for the recipe as most commercial Christmas trees are treated with toxic chemicals.

Be sure to avoid mistaking either tree for the deadly poisonous fellow evergreen yew.

Try this:

Add a few sprigs of Douglas Fir or Norway Spruce needles to your mulled wine, winter punch or spiced apple juice recipe.



ROSE HIPS

Rose hips are mostly bletted (softened by enzymatic activity) by now, but some retain their initial firm texture. Although firm and bletted rose hips can be used quite differently, both can be used for the most well known rose hip recipe: rose hip syrup. I will not explore that recipe here, but instead give some suggestions for other ways of using both firm and bletted rose hips.

Try this:

1. Top and tail the hips and then cut the hips in half lengthwise using a large chopping knife, the weight of which will help in getting through the centre with its woody seeds.
2. Next use a standard eating knife to scoop the seeds out (the blunt end is ideal because it fits the shape of the hips). You will be left with a pile of rose hip 'shells' and a pile of seeds.
3. The seeds contain an edible oil which can be extracted using an attachment which fits onto certain kinds of juicers, but if you don't have one they can be blitzed in a high-powered blender and added to granola or savoury dishes as a source of both fibre and the aforementioned oil.

Alternatively try this:

1. Plant the seeds in hedgerows or at the base of fences, to increase the available harvest for future years.
2. The shells can then be roughly chopped then either added raw to winter salads or briefly fried in butter or oil and added to a toasted seed mix (sesame, pumpkin and sunflower, toasted on a high heat in a pan with sea salt and no oil until beginning to brown).

AUTHOR Miles Irving

Miles Irving is author of *The Forager Handbook*, host of the *WorldWild* podcast (with wild food as primary focus) and founder of Forager Ltd, which has been pivotal in introducing edible wild plants to the current generation of high-end chefs. Through talks, courses and events he imparts practical knowledge regarding the identification, harvesting and uses of wild foods, as well as sharing spiritual and philosophical perspectives regarding returning to a way of life which is integrated with our surroundings.



Addressing the big issues

Moving towards a more relevant Outdoor Education

The article, 'The evidence is clear' by Marcus Baillie in the last issue of *Horizons* (H87) presented a powerful statement of the global crises facing our planet. He argues that as Outdoor leaders we cannot stand back and be spectators while others try to save the very environment that we call our workplace.

I strongly agree with his plea for Outdoor leaders to equip young people with the knowledge, skills and passion to be better custodians of the planet and to challenge our current decision makers.

Outdoor Education can be a powerful force for change. It involves active learning in real-world situations outside the confines of the classroom. It can incorporate the arts, sciences, social sciences and physical education. It cuts across subject disciplines and involves the cognitive, affective and psycho-motor domains. It does not have the constraints of timetables and curricula, and this greater flexibility and emphasis on active, hands-on learning provides the opportunity to question the dominant structures and values held in society.

It's encouraging to see how the various interests in the Outdoor sector are working together to promote the benefits of outdoor experiences for young and old. The Outdoor Council's *Outdoor Citizens* campaign recognises these personal, social, educational and health benefits. But it also wants young people

and future generations to be *"equipped to address the challenges facing the natural world- in their community, across the country and around the world"* (1).

So how do we do this? There are some pointers from a substantial body of work in the field of global education. Global organisations have for many years advocated the concept of Global Citizenship. Oxfam express this in simple terms:

"A global citizen is someone who is aware of and understands the wider world- and their place in it. They take an active role in their community, and work with others to make our planet more equal, fair and sustainable" (2).

There are clearly strong similarities between these aspirations and those promoted by the Outdoor Council.



There is a slight difference in emphasis; Outdoor Citizenship is directed to the natural world whereas Global Citizenship emphasises people.

However, our current crises resulting from climate change, loss of biodiversity and depletion of the earth's resources confirm that people and nature are inseparable.

We are part of nature.

Martin Smith, Chair of the English Outdoor Council, has recently written an excellent paper demonstrating how Outdoor Learning encourages the many skills and qualities young people need for a rapidly changing world (3). This reinforces the personal and social value of Outdoor Learning.



Earthwise

FOR MORE INFORMATION

Find out more about Global Citizenship and browse education resources linked to the environment, as well as wider topics linked to current global issues:

<https://www.oxfam.org.uk/education/resources>

<https://www.oxfam.org.uk/education/who-we-are/what-is-global-citizenship>

WHAT CAN WE DO?

How can Outdoor Educators build on this strong base to address the current global issues we all face? Here are a few suggestions:

EMOTIONAL UNDERSTANDING

Allow time for young people to enjoy being in nature and to feel part of the natural world. Encourage a response to these experiences through art, poetry, dance, drama.

PLACE CONNECTIONS

Experience the special qualities of places through stories and conversations. Appreciate how geology, landscape, history, tradition and occupations have influenced communities.

GLOBAL CONNECTIONS

Make connections between our lifestyles and quality of life and those in other parts of the world. There are plenty of opportunities to do this in the outdoors, for example when cooking meals, making journeys and preparing shelters. Discuss the difference between 'needs' and 'wants' when packing rucksacks and extend this to everyday life.

NOTE

Some of the arguments and suggestions raised in this article are discussed more fully in: Cooper, G. (2016). Outdoor Education, environment and sustainability: Youth, society and environment, In Humberstone, B., Prince, H. & Henderson, K. (Eds.) (2016) *Routledge International Handbook of Outdoor Studies*. Oxon, UK. Routledge.

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4. <https://www.johnmuirtrust.org/john-muir-award>

SYSTEMS THINKING

This could begin with the interrelationships between trees, fungi, insects and birds in a woodland and how changes to part of the ecosystem can have an impact throughout. Extend this to a discussion of how through our consumption of resources we are part of a system that impacts on other people and environments on the planet.

ENCOURAGE CRITICAL THINKING

Raise questions on land ownership, land use, loss of habitats, access to the countryside, issues for local communities. Discuss how change can be made through democratic processes.

PRACTICAL ACTION

Involve groups in conservation projects to improve habitats and biodiversity. Consider registering groups for the John Muir Award (4). Discuss how individuals can become involved with groups working for a fairer and more sustainable world ■

GET SECTOR GUIDANCE

Go to page 8 to read the IOL climate change and biodiversity statement.



AUTHOR Geoff Cooper

Geoff has long been an advocate for Outdoor Learning and believes that it has an important part to play in questioning values and encouraging environmental awareness and action. He enjoys journeys on foot and by boat which allow time to meet people, share stories and appreciate nature.



TAKE THE SURVEY

Complete the Natural Capital research survey in response to the ONS call for sector data:

www.surveymonkey.co.uk/r/NatCap19



Measuring place

In the last issue of *Horizons* I commented on the request by the UK's Office for National Statistics (ONS) for more data on the Outdoor Learning sector. The ask, part of a drive to place a value on natural capital ecosystem services, highlights the lack of data held on activity in our sector and the value placed on that activity.

For those of you who missed it, here's the link to the survey intended as a starting point for collecting data which can be used by the ONS, whilst seeking to reflect the range of activity in our sector: www.surveymonkey.co.uk/r/NatCap19

I anticipate that this will evolve in the coming years with increasing participation from providers of Outdoor Learning across the UK. If you wish to

WHAT IS NATURAL CAPITAL?

The World Forum on Natural Capital says: "Natural capital can be defined as the world's stocks of natural assets which include geology, soil, air, water and all living things... Working against nature by overexploiting natural capital can be catastrophic not just in terms of biodiversity loss, but also catastrophic for humans, as ecosystem productivity and resilience decline over time and some regions become more prone to extreme events such as floods and droughts."

Read more here:
<https://naturalcapitalforum.com/about/>

influence the structure and content of this rolling survey, please contact the IOL team at institute@outdoor-learning.org

An important part of the survey is reference to the habitat in which Outdoor Learning activity is taking place. Whilst considering the content of this 'Perspectives', I received a book as a Christmas present that explores our relationship with place. It reminded me of the need to balance development through adventure, with the meaning gained from looking more closely at the places we are already a part of.

Technology and innovations enable us all to view, visit and otherwise experience a vastly increased range of places in comparison to what was possible only a couple of generations ago. We can take virtual fieldtrips, climb ice indoors and watch osprey chicks hatch in real time. When this accessibility is allied to a constantly expanding range of traditional and innovative new adventurous activities to try out, I believe opportunities are being squeezed for us to truly reflect on the places we are engaging with.

What are the potential implications of this? Is a thirst for the 'new and exciting' having a negative influence on the perceived value of the role place plays in Outdoor Learning?

Of course this is nothing new! It is no coincidence that Ken Ogilvie's seminal work on the history of outdoor learning, *Roots and wings*, carries that name. There has long been a tension between the benefits of stretching for the new and paying attention to the reality of the place

in which any outdoor experience is acquired.

It is therefore important that we understand the breadth of the places in which planned and purposeful outdoor activity is being delivered.

I suggest that as a profession we need to maintain a balance and to understand our roles in how that is achieved.

It is appropriate that, as the Institute issues a climate change position statement we are reminded of our code of professional conduct (see page 8). I suggest that it is also important in our response to climate change that we consider how we are measuring our approach; I encourage you to consider how you are recording the different habitats you use, how you share that data to help us all understand what role we play in developing a sustainable relationship with place... and to complete the survey ■

AUTHOR
Andy Robinson
IOL CEO

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Time and usage take their toll on the elements of a ropes course... let us check that everything is up to standard and help you to avoid accidents and injuries. We undertake thorough inspections to ensure that your facility is in excellent, safe, working order. Good inspections form part of your asset management and tie in with planned replacement and maintenance.

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We can also inspect your climbing wall, zip wires and any PPE.



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Ropes Course Construction

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- RoSPA approved Operational Inspection and Maintenance
- Wire Rope Inspector



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