INclusivity in the OUTdoors: **Phase 1**

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Appendix B of the
2021 Raising Our Game Report

The Outdoor Learning for Everyone Report

Outdoor Learning for Everyone

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

1. **Scene setting**

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

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

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

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

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

2. Barriers to inclusion

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3. Solutions to inclusion

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

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

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

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

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

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

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

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

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

3.3 Solutions for outdoor provider organisations

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

3.4 Solutions for programme designers and leaders

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

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

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

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

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

- A number of outdoor sporting bodies have successful programmes addressing various issues of inclusion including race, gender, ability and age. McCormack (2017) found that mountain biking communities were structured to recruit and fully incorporate new members in part by focussing on identity as mountain biker. This was found to promote inclusion effectively. This clearly has relevance to Outdoor Learning, especially elective and non-formal outdoor opportunities, which sometimes offer a key opportunity for participation (Sport England, 2021). Some of these national scale interventions date back to the nineties and have been recently relaunched indicating the necessity of sustained intervention. Also, the results are not always as anticipated, e.g. indoor climbing walls in urban areas have had considerable impact on participation from underrepresented groups but, equally, have reduced the number of climbers of any background going to outdoor crags.

- Tailoring programmes in response to the emerging needs identified by consultation with new communities of interest. Hewlett (2007) provides an example of how to pay attention to different needs and interests in his case study of young people with autism on outdoor programmes. This might involve integrated programming (Schleien, 1992) or separate provision such as all male or all female programmes (Wang, Lui & Khalid, 2006). Pike and Weinstock (2013) highlight the importance of 'giving prospective participants some control over the meaning, purpose and organisation of the activities' (p. 132). This emphasises the importance of listening to excluded people and groups and involving them in developing appropriate opportunities in accessible places as already mentioned above.

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

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

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

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

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

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

4. The transformative potential of the outdoors to enhance inclusivity

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

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

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

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

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

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

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

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

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

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

4.1 Progressive opportunities

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

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

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

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

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

5. **Conclusion.**

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

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

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