

INclusivity in the OUTdoors

#1 - Starting an Equality, Diversity and Inclusion (EDI) conversation in the Outdoors Sector – Why it matters?


Project Partners

- The 10-webinar series is a collaboration between :
- Institute for Outdoor Learning
- Association of Heads of Outdoor Education Centres
- The Outward Bound Trust
- MOSAIC Outdoors
- University of Cumbria Outdoor Studies

Supported by



Welcome Poll

Anonymous? 

1.

Welcome to INclusivity in the OUTdoors.

We'd like to know a little more about who is joining us on the webinar today. Are you here to:

Single Choice Multiple Choice

Up your individual practice in Equality, Diversity and Inclus

Develop EDI further within your organisation?

Help shape the system and change EDI in the Outdoors?

Something else?

- **Equality** = no-one should have poorer life chances because of the way they were born, where they come from, what they believe or whether they have a disability.
- **Diversity** = the seen and unseen characteristics and experiences that make every human unique.
- **Inclusion** = a culture that allows people to be themselves where differences are not just accepted, they are valued.

“Diversity is being invited to the party; inclusion is being asked to dance.”

Vernā Myers

Getting tuned in

'It was brilliant! I slept in a bed all to myself! And then there was breakfast! There were different cereals and I didn't have to choose, I could have both – and seconds!'
Year 6 pupil

Poverty amplifies the exclusion of all communities

'No, we don't go outdoors. We do have a picnic every weekend in the park with our relatives and neighbours. It's where we catch up on the news and gossip - and share recipes!' Nigerian student

Our assumptions about what the outdoors is and is for should be put to one side

Case study 2: Crossing cultural boundaries: Integrating refugees in Norway: 'Bringing Norwegians together with the refugees was hard work and seemed to be making no progress. Then it snowed. We arranged a barbeque outside, invited families to bring food from their own traditions to cook and share and to bring their families to sledge and slide on inner tubes down the snowy slopes. Mothers started talking about food and Dad's about their kids. Friendships began. Sleepovers followed'. Norwegian social worker

Socialising in the outdoors, somehow a 'neutral' space, can be powerful – as can food and children

Case study 3: Poverty and isolation: Displaced young families: 'Our school serves an estate of very young mum's whose husbands are at sea in the Royal Navy. They come here from all over the UK typically from poor backgrounds. They know no one and are strangers to the place. Dartmoor is one bus stop up the road, but they don't know it is there or that it is public space. They'll be here for maybe 3 years. We heard from one Mum that she had never been on a picnic, so we started a picnic club. Mum's came to school and we took them shopping for the ingredients for a picnic, made it in the school kitchen and eat it with the kids on the classroom floor. The next week the Mum's did their own shopping, prepared the picnic at school and we eat it in the grounds where the kids could play and the mum's chat. The next week we took them on the bus to Dartmoor. After a few visits we started hearing the Mum's tell us that they had been back at the weekend because their kids had pestered them to go again and that they went with neighbours they'd met at the club. Skill, knowledge, resources, socialisation.' Head teacher

Skills and knowledge are also empowering

Case study 4: Long term unemployment: skipping in Liverpool: 'I wondered where half the group were. Even though being on time was an expectation I had learned to forget with people who had had no routine for years, this was unusual, especially when we had planned some fun outdoor stuff people liked. 'They've gone skipping'. Noticing my puzzled look, I was asked if I'd like to go along. Skipping, it turned out, was checking all the skips in the area for white goods and furniture to help out a young Mum who had just been moved into an unfurnished flat. It was wild and not without challenges as not everyone was happy for their skips to be raided. No one ever finished our programme to qualify as an outdoor leader. The sessions somehow got them moving. Many got some kind of job and others started volunteering with the outdoor projects. We've scaled up and are reaching out to more people – a bike repair club, a skateboard park to build, a recycling project, an organic veggie café, a clowning school. It's snowballed'. Vocational trainer

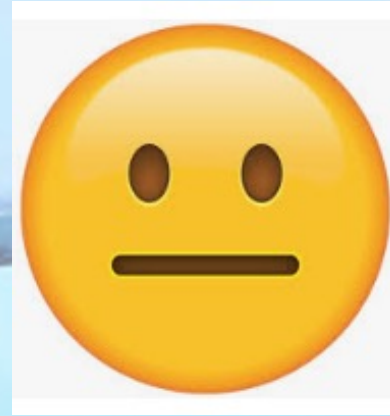
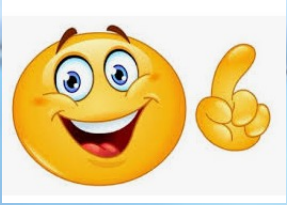
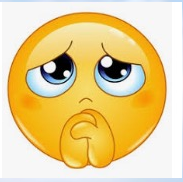
Leadership from within the community can quickly lead to scale up

THE OUTWARD BOUND TRUST – WORKFORCE DIVERSITY

BEING BOLDER

Taking the first steps to attracting and retaining an Instructor Team which more closely represents the backgrounds of the young people we work with.

Starting a Diversity, Equality and Inclusion Conversation



**Understanding
Inequality**

Social Justice

**Psychology of
Diversity**

WHY IT MATTERS?

ENABLING PEOPLE TO HAVE THE OPPORTUNITY TO EXPLORE THEIR OWN VALUES, EXPERIENCES AND ACTIONS AND HEAR FROM OTHERS BUILDS UNDERSTANDING OF CHOICES AND POSSIBILITY FOR CHANGE

THREE LESSONS

From starting the conversation within OBT...

1. Talking about this stuff can be scary! Getting it wrong, blame, judgement. Moving to a place where we accept that we can all have “ist” ideas within us... AND that doesn't make us bad people. It makes us people... who have lived through and/or absorbed certain narratives or ways of thinking that are limiting for some groups of people.
2. History Matters – because it can shape how we think, act and decide in the present.
“We're not to blame for the past, but we are responsible for creating the future we want.”
3. Curiosity and “brave spaces” are key to opening up new possibility.

Workforce

Diverse organisations with inclusive cultures have a greater capacity to foster innovation, creativity and empathy in ways that homogeneous environments rarely do (CIPD)

Research on the psychological contract shows that people want to work for employers with good employment practices (CIPD)

A 2020 survey from The Manifest found most job seekers (70%) want to work for a company that demonstrates a commitment to diversity and inclusion.

What does your organisation demonstrate?

The 25 Year Environment Plan includes a commitment to drawing together targeted activities to make it easier for people to get involved in improving the natural world and spread the word about environmental issues. (2018)

The Football Association have launched a new Football Leadership Diversity Code to drive diversity and inclusion across senior leadership positions, broader team operations and coaching roles. (13 October 2020)

Apple launches major new projects to challenge systemic racism, advance racial equity nationwide as part of \$100million Racial Equity and Justice Initiative. (13 January 2021)

Sport England 10 Years Vision includes a focus on advocating the value of sport and physical activity as an essential tool to improve lives and strengthen communities, tackle inequalities and create great places to live. (26 January 2021)

How easy have we been making it to get involved?

Should we develop a similar code to commit to?

What would we like to have happen if we had access to that level of investments?

How can we work with communities to tackle inequalities?

Welcome back from your breakout room

Anonymous? ?

1.

Please summarise your conversation in a word or two.

You can either type in the chat box, select from the poll or contribute to our live webinar word-cloud ...

Go to www.menti.com and use the code 13 46 44 3

Single Choice Multiple Choice

Inspiring

Challenging

Informative

Thought provoking

Welcoming

Other

- Webinar 1 - Starting the conversation - Why EDI matters
- Webinar 2 - How does inequality work?
- Webinar 3 - Injustice of multiple inequalities
- Webinar 4 - Socio-economic inequalities
- Webinar 5 - Becoming anti-racist
- Webinar 6 - Women in outdoor leadership
- Webinar 7 - Disability
- Webinar 8 - LGBTQ+
- Webinar 9 – Raising our game
- Webinar 10 – Making a change

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#2 – How does inequality work?

Wednesday 10th February 2021

@7pm, 90 minutes

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