

Proceedings of the 1990 Countryside Recreation Conference

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YOUNG PEOPLE, ADVENTURE AND THE COUNTRYSIDE

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Young ramblers on the Offa's Dyke Footpath, *John Woodhouse*

Pirate Club member learning about correct handling and safety in boats, *Raymond S Hudson*

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INTRODUCTION

THE CONFERENCE THEME

It was decided that the theme of the 1990 Countryside Recreation Conference should be Young People, Adventure and the Countryside, to address many of the issues raised by The Hunt Report 'In Search of Adventure'. In particular, the recommendation that "We would like to achieve, by 1995, the following objective - that every young person in the United Kingdom has the opportunity to take part in adventurous activities" suggested the need for well thought out implementation. This raised many questions about how many more young people this might mean, who they might be, and how the environment could be safeguarded.

Many of the member agencies of CRRAG, which organised the Conference, felt that this was an important subject for them. The varied remits of the agencies meant that there was a need to discuss The Hunt Report statement from many differing viewpoints, and to work towards increasing the opportunities for young people in a way that was consistent with the conservation of the countryside.

THE CONFERENCE

The Conference took place in September 1990 in Norwich. It was attended by 150 delegates, coming mainly from statutory agencies; local authorities - from Education, Countryside and Planning Departments; voluntary organisations involved in providing adventure for young people; and young people themselves. The Conference provided a necessary forum where people from different backgrounds could get together and discuss common interests - something that according to a number of delegates did not normally happen often enough.

A varied approach was taken to sessions at the Conference. A number of papers was given in the formal plenary sessions. Smaller seminar groups worked at a more detailed level, with the help of a speaker, on each of the five recommendations contained in The Hunt Report; the seminar groups then split to form small workshop discussion groups where the implementation of each of the recommendations was discussed. The Conference included a very successful Panel Discussion, where four young people talked about their experiences, and discussed the implications with the delegates. There was a number of occasions when delegates were encouraged to discuss the issues being raised by papers, and to look at the best ways of taking the recommendations of The Hunt Report forward.

During one evening, several delegates volunteered to run impromptu fringe events. Some of these were used by organisations to explain to delegates the types of activities they were offering, others were discussion sessions. The following fringe events were offered:

- The New Occupational Structures for the Outdoor Industry (I Lewis, National Association of Outdoor Education)
- Adventure in the Urban Fringe (J Thompson, Lee Valley Regional Park Authority)

- Young Explorers Trust - what do people want from us? (M Dybeck, Young Explorers Trust)
- Making Use of Canals (S Hawtin, British Waterways)
- How to get More Young People to Realise that Outdoor Opportunities Exist for Them (R Crane, Outdoor Activity Initiative)
- The Emerging Youth Work Curriculum (G Munday and K Dennis, Berkshire Youth and Community Service, and G Smart, London Borough of Hounslow)
- An Explanation of Youth Hostels Association Plans and Policies (C Logan, Youth Hostels Association)
- Trekking in Ladakh and Zaskar (J Tallantire, Sports Council)
- Taking up the Forest Challenge (P Ford and F Simpson, Forestry Commission)
- Inner Cities (J Greenwood, Oldham MBC).

The Conference also provided many opportunities for delegates to meet informally and make contacts for the future.

THE CONFERENCE REPORT

The Conference Proceedings follow the format of the event fairly closely, reporting plenary papers in full, including summaries of the seminar sessions, and a transcription of the main discussion sessions.

The first section provides full plenary papers which gave background information to the delegates to aid them in the more detailed sessions that followed. The growth and development of outdoor adventure was covered; detailed statistics about what young people like to do on holiday, and which activities they participate in, were provided; Roger Putnam's paper raised questions about what constitutes an adventure, who should be responsible, and whether young people should be impelled to experience outdoor adventure; another looked at the conservation of wildlife and the landscape, and the interrelationship with the local community; the issues involved in organisations working together were outlined in the context of the 1990s when access will be provided by a mix of public, private and voluntary sectors; and Michael Hobbs gave a brief summary of the thinking behind The Hunt Report and the setting up of Adventure UK.

The section of Seminars and Workshops gives summary papers from the seminar speakers, and a synthesis of the nine workshop discussion feedback forms. This generated much discussion which is reported in the final part of the report.

Young People's Perspectives contains the full papers given by two young people, and the transcripts of the discussion that followed when the two speakers were joined by two more young people.

The next section of the Conference report is made up of three full papers which look at more specific case studies than the opening

plenary presentations. The first looks at adventure opportunities in remote areas - the National Parks. This is followed by a paper looking at schemes and activities in inner cities. The third of the papers is a case study of the Ackers Trust in Birmingham, entitled the Community Approach.

The Proceedings are rounded off with transcripts of the main plenary discussion sessions, the CRRAG Chairman's summing up, and an information note about how CRRAG has followed up the points that the Conference requested them to take forward.

ADVENTURE BASED EXPERIENTIAL LEARNING: A KEYNOTE ADDRESS

Anthony Richards

Director of Youth Research Unit, Dalhousie University,
Nova Scotia, Canada

The notion of adventure and exploration has been around since the beginning of time. The British have a long and ancient tradition of exploration which was certainly not without its adventures. In North America, too, there were explorers but most were pioneers discovering the westward frontiers. In recounting all of these events, there is an underlying spirit of adventure. It is the recalling and retelling of these adventure epics which reveal the inner person and the significant learning that occurred for the adventurer. Probably our first adventurer was Ulysses, who never stopped looking and planning for new epics, and it is this continual search for new experiences which becomes significant in the planning of outdoor adventure activities.

In 1851 the YMCA was established in the United States and not long after it constructed residential summer camps. These were designed for young boys to be able to spend extended vacations in an outdoor backwoods setting. The educational and social benefits of these residential camps was soon realised. It was about this time that the idea of adventure as a means of self fulfilment and self actualising became fashionable. This was the beginning of the adventure education movement in North America, although it was never referred to as such.

During this same period of the mid to late 1800s, there was tremendous growth in, what would be considered in Britain, the bread and butter of outdoor pursuits - mountaineering. Whymper's classic 1865 first ascent of the Matterhorn began the golden age of mountaineering. Although these activities were confined to the more wealthy members of the population, it was not long before youth organisations were created that used the outdoors and mountainous country for their activities. The Boys Brigade in 1883 and, of course, the Boy Scout Movement in 1908, were two such examples.

Schools also began to recognise that outdoor adventure activities offered a great opportunity for character training. Whereas it was primarily the residential, private schools which could legitimately supplement academic studies with outdoor pursuits, the public/state school system was not far behind. Later, several Local Authorities began to purchase property in wild country with the purpose of developing outdoor pursuits centres.

It is not the intention of this paper to provide a definitive comparative balanced study of the development of outdoor pursuits in the UK and North America. Suffice it to say that there was a parallel development in the use of the outdoors as an educational medium. The resulting activities and programmes were reflective of the economic, political and cultural climate of the times; and still are. However, with the world metaphorically shrinking there is a greater integration of ideas and philosophies. The melting pot theory of putting all the ideas

together and coming up with a single generic philosophy disappeared with the flower children of the 1960s. But the notion of an educational and cultural mosaic is more appropriate.

This paper may help to add one little piece to that mosaic. More importantly, it may stimulate the reader to create his or her own unique piece of the picture.

Between North America and the United Kingdom there are probably more similarities in the growth and development of adventure based education or outdoor pursuits than there are differences. It is the jargon and semantic differences which provide the apparent differences but these are part of our quite diverse cultures. The term 'outdoor education' can mean nature studies, urban field trips, canoe tripping, Outward Bound, ropes course or environmental studies, and so on.

The following will attempt to cut through the jargon and present a particular point of view of how the outdoors is an appropriate laboratory or classroom for educating young people so that they can become fully functioning, well rounded, active citizens.

The example which will be used is the growth and development of the Outward Bound Movement. In 1941, when Kurt Hahn originally created the first Outward Bound School, it was because there was the recognition that adventure, challenge, pursuit of excellence, tenacity of pursuit and other such provisions were important to help young men train their character and ultimately make a contribution to the community. The first Outward Bound School was merely a way of condensing the principle of what Hahn was doing in his School through the County Badge into a short course and thus make it accessible to boys other than the privileged.

The Outward Bound Trust was founded in 1946 and several other Schools soon were formed to deliver this outdoor adventure challenge experience to many young men. The value of the programme was recognised by industry and many apprentices were sent or recommended to the programme. The growth in the number of Outward Bound Schools and many similar outdoor pursuits programmes resulted in the hiring of outdoor skills specialists who wanted to feed their mountaineering habits, rather than educators who saw outdoor activities as a means rather than an end. It is contended that this fact retarded the development of outdoor pursuits as an educational tool.

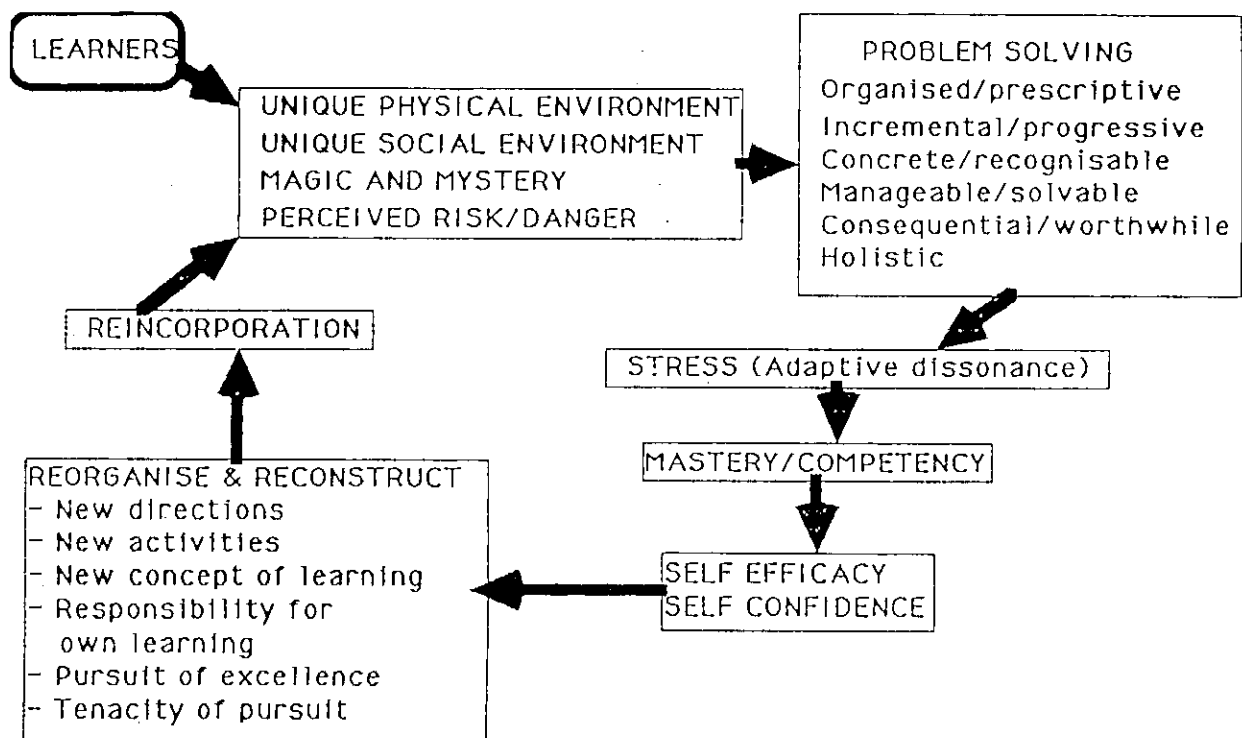
Outward Bound travelled across the Atlantic in 1962. The first American School was established in Marble, Colorado. It was staffed by displaced British climbers, who mostly saw this as an opportunity to climb in the Rockies and be closer to Yosemite. However, there was a group of Americans who were ready to adapt the Outward Bound concept to fit more closely the North American environment. A major adaptation which reflected the cultural and geographical differences was the introduction of the mobile course. This departure from the residential experience in a large converted mansion had a major impact on the return to some of the original educational goals envisioned by Kurt Hahn.

In 1976, Vic Walsh and Jerry Golins wrote an article which described the Outward Bound process. Their simplistic analysis has

become significant in recognising Outward Bound as an educational philosophy in assisting young people in the somewhat difficult transition from youth to adulthood. The description of the process was so well accepted that it soon became a prescription. The model has variously been used to create and design outdoor programmes for adults, delinquents, chemical abusers, rape victims and a host of other special populations.

The generic term used in North America for this kind of education is Adventure Based Experiential Education. In 1974, a group of people who were applying Outward Bound principles in Higher Education gathered in Boone, North Carolina. It was here that the Association for Experiential Education was born. This Association now embraces school teachers, school superintendents, Outward Bound instructors, therapeutic recreation specialists, psychologists, business consultants, human resource development specialists and many others. The notion of mainstreaming Adventure Based Experiential Education into the state school system is central to the mission of the Association. It seems that the idea has come full circle.

FIGURE 1
OUTWARD BOUND PROCESS (Adapted from Walsh and Golin, 1976)



One distinct advantage of Adventure Based Experiential Learning (ABEL) is that it is holistic and addresses educational needs in all domains: intellectual, physical, psychological and spiritual. It also utilises direct experiences which have a greater chance of being understood. The learning takes place, at best in a reality context, at

worst in the form of a metaphor. The application of knowledge in a holistic setting such as the outdoors, which is neutral and novel, helps to develop the social skills needed for young people to function in a rapidly changing and complex society.

One important challenge of youth development is how to train and develop those skills which are necessary to live in, and contribute to, a community. Whereas many outdoor programmes have laid claim to goals of individual and personal development, these are of little use unless they are learned and manifested in the context of others. Kurt Hahn's early Outward Bound programmes included the notion of service. Unfortunately, the service component was sometimes given low priority or even eliminated from some programmes. In more recent years, most of the North American Outward Bound Schools have worked hard on including service as a major part of the development of self in the context of others.

The North Carolina Outward Bound School, in the spring of 1990, devoted most of its staff training to 'critically thinking a service ethic'. Out of this programme has come a new thrust and curriculum for improving, conserving and preserving the environment. The idea of caring and sharing for each other is not far removed from caring and sharing for the environment. So the development of a service ethic as a result of an adventure experience is regaining its place in the mission of outdoor programmes.

The concept of service has become a very important component of Adventure Based Experiential Learning. So much so that service learning is a feature in many school curricula in North America. It is interesting to note that most of the educators involved with service learning have their roots in Adventure Based Experiential Learning and/or Outward Bound. One of Kurt Hahn's major concerns in the 1930s was what he identified as the six declines in youth:

- Decline of fitness
- Decline of initiative and enterprise
- Decline of memory and imagination
- Decline of skill and care
- Decline of self discipline
- Decline of compassion.

In the 1990s, there is still the same concern for the lack of connectedness, efficacy and willingness to be a contributing member of a community. If the programmes offered in the outdoors do nothing more for young people than address these deficiencies, then it will be worthwhile developing these outdoor educational opportunities.

The downside to creating a proliferation of outdoor programmes is that society becomes a consumer of the natural environment. Is there enough wilderness or natural outdoor settings to accommodate all the programme needs? Clearly, part of the curriculum must be to educate young people to be wise users and re-users of the outdoors in such a way that it is not consumed. To become responsible stewards of the planet requires first hand experiences of living in harmony with the environment.

In some places in North America, it may be too late to return some of the National and State Parks to their original pristine state. For example, in a State Park in up-state New York, the trails have been walked on so frequently that they have eroded, with the help of the weather, to a point where hikers can barely see over the banks of the trail. In addition, the desire to be on the trail alone has resulted in limited access and the trails are set up in a 'one-way' system. Camp sites not only have to be reserved ahead of time, but may be booked by calling a toll free number from thousands of miles away. A wilderness camping vacation in New England can now be planned, booked and paid for in an air conditioned travel agent's office in Los Angeles.

The principles involved in Adventure Based Experiential Learning are robust enough to be used in a variety of settings. The urban environment can offer many adventurous challenges. Evidence of this would be the recent Outward Bound Schools established in New York City, Minneapolis and Atlanta. An advantage of inner city programmes is that they offer many more community service experiences, but still have all of the ingredients of high adventure. These experiences with social issues will also act as metaphors for helping young people to become responsible citizens.

There is an increase in urbanisation and a decline in virgin wilderness and back country opportunities for outdoor programming. The result is that there are many outdoor adventure programmes looking at 'front country' activities. These include the use of gravel pits, theme parks, rope courses built with telephone poles, and so on. The point is that Adventure Based Experiential Learning is more of a philosophy than a teaching method, and can be adapted to any subject or physical environment.

Professional educators who work in the field of Adventure Based Experiential Learning often believe that exposure to the activities and the experience is sufficient. Also, there is the assumption that all students will benefit and take the same learnings and appreciation for the outdoors from the experience. Nothing is further from the truth. An Outward Bound film produced for National Geographic depicts a young man being 'kicked' off the cliff. The dialogue with this participant did not reveal a love for the outdoors, and even less for his instructor. The challenge still remains for educators to use experiential learning techniques and the outdoor setting wisely, and help young people make the necessary connections.

Whereas the young people must live a life with the behaviours and values that will protect the environment and preserve the planet, it is the adults who have to provide the inspiration, direction and modelling which permits this transmission of information to occur. Too often the responsibility is placed on the young as the future generation. The mission for adults is to accept the challenge to make sure that we live and educate in a socially and environmentally responsible manner.

Editor's Note: In concluding his presentation Anthony Richards read the following poem which was warmly received by the delegates. The copyright is held by Stream Mountain Pub, 1984, and the poem can be used by author's permission only.

The Goose

Bob Stromberg

This is my goose - at least I say he's mine.
I suppose he is for the time.
He's injured you see, so for a while he's staying with me.
No eagle claw, hooked beak or furrowed brow - of these he
has no need.
For he is quite content to fill himself with things among
the weed - like small fish; that's a dainty dish, if you're
a goose.

That is not to say, however, and it would be wrong to think
that he is weak - not strong like the eagle.
For although the eagle may be stronger in the fight - more fit
for the kill - this goose can fly farther and longer than
any eagle will.

Oh, I've heard much lofty talk about eagles, falcons and hawks;
and it is not my desire, nor would I conspire to pull those
big birds down - who would dare?

Cause when I see them flying so high up there - sometimes
but a solitary dot,
I can but gaze in wonder and utter "My gosh, look at that."

But, as I've implied, whether in the trees or in the skies,
eagles, falcons and hawks are almost always alone, or at most
in twos - and that's what separates those birds from this goose.

I suppose those in Iowa or Nebraska would know it best,
for the sky is bigger if you live to the west.
But even as a lad nestled in the Alleghenies, I looked
forward each fall to seeing as many as 1,000 geese arrowing
into view over autumn amber elm and maple and white birch, too.

One day - lying alone in the lawn on my back with only the
drone of a distant train on some far off track, I saw before
my eyes, 5,000 feet high or more, a sight - which to this day,
I must say, I've seen nothing like before.

The head goose - the leader of the V, suddenly veered out, leaving
a vacancy which was promptly filled by a bird behind.
The former leader then flew along side the formation, continued
growing wide - and he found a place at the back of the line.

They never missed a beat.

Well, I was on my feet - gaping mouth - gazing south - wondering
what I'd seen.

I told my friends, they said, "So!"
 I said, "So!, what do you mean, So!?"
 "Have you ever seen that before -- Mark?, Jay?, Paul?,"
 They said, "No -- but don't be a bore, let's go to the
 park and play ball".
 So we did -- we played a lot of ball when I was a kid.
 And that was that.

Well, now I'm an adult, and I'm really busy. I suppose
 that's part of being grown.
 But the point is, I seldom have time alone -- not least
 lying on the lawn looking for geese. And if I do see some,
 it's more or less luck. Or I'll see a goose, and it's really
 a duck -- or maybe I'll catch a glimpse when I'm stuck in
 traffic.
 And that's why I'm glad for the "National Geographic".
 Cause they told me what I now tell you.
 And if you don't believe what I say is true, then
 you can look it up.

What I witnessed that day as a child is something that's been
 going on with geese in the wild since the very first autumn.

You see -- their bodies are streamlined -- the neck like a spear --
 cutting the wind, breaking the air.
 And from the ground it's impossible to see, but their wings aren't
 flapping randomly.

When the lead goose grabs the wind, air is displaced --
 which then rushes up to reclaim its space only to see the
 smiling face of the bird that's flying behind him, (whose
 wings just happen to be in the down position) -- a very
 dangerous condition -- which doesn't last for long for the
 upward rush gives them a push and they're right back up
 there where they belong.

This goose then grabs the air again, causing another upward
 wind -- lifting the bird behind -- and so it goes on down the line.

So the lead goose breaks the wind
 and all the rest are carried by him.
 In various degrees, of course, from the back which is best,
 to the front which is worse;
 with very little effort, I've heard, on the part of any one bird.

Cause when the head goose has had enough, he or she drops back
 and depends upon another bird for strength when strength is
 what is lacked.

So that's how I found out how the goose can fly from way
 up North to way down South and back again.

But he cannot do it alone. You see?
 It's something he can only do in Community.

These days it's a popular notion, and people swell with
pride and emotion to think of themselves on the
eagle's side,

Solitary
 Self-sufficient
 Strong

But,
we are what we are, that's something we cannot choose.

And though many would wish to be seen as the eagle,
I think God made us more like the goose.

YOUNG PEOPLE AND THE COUNTRYSIDE: SETTING THE SCENE

Colin Logan

Director of Operations, Youth Hostels Association

The problem with a title like this is that it draws one into making possibly invalid generalisations. What is meant by 'Young People'? Louts hurling lager cans from their Capri in the Yorkshire Dales (as seen by me recently)? Drug crazed hippies at pop festivals on Somerset farmland (the least desirable form of agricultural diversification)? Young idealists helping physically handicapped people to climb Snowdon? All of these are young people in the countryside.

The Youth Hostels Association (YHA) exists to enhance the health, rest and education of young people of limited means by providing accommodation for them to develop their knowledge, love and care of the countryside. Increasingly this means providing things for them to do at or from that accommodation. Should we concentrate on those who might benefit most (but realise it least) such as delinquents from Brixton, or those who seek it most (but probably need it least) like middle class kids from Hampstead? I believe that many of the best and best known altruistic providers of adventure are faced with the same dilemma.

We are very conscious of being a much too white and middle class organisation. In 1988 the YHA commissioned a consultant's Report on 'ways of increasing the participation of ethnic minorities in outdoor activities and countryside recreation through Youth Hostelling'. The findings were gloomy and included:

- The black community in Britain does not have the same traditional links and opportunities to interact with the countryside as the indigenous population.
- The concept of a holiday is alien to a large section of the black community.
- The perception of older people about the nature of social education and personal development often includes 'what has holidaying in the countryside got to do with education?'.
 - The sort of activities on offer are not seen to be in tune with the real needs of the community.

I am afraid that much of our experience shows that what was found to be true of the ethnic minorities is also often true of underprivileged inner city 16-25 year olds as a whole. However, there is no doubt that you will see more black faces and poor youngsters at Youth Hostels where we are providing activity programmes than at those where people are doing their own thing.

The YHA is a leading member of the International Federation of Youth Hostel Associations which conducted a very large scale market research exercise in 1989, some of the results of which may interest you. The survey concentrated on the 16-25 age group under the three

categories of students, clerical workers and manual workers. There were 2,500 personal interviews in England, France and West Germany plus 15,500 self completion surveys in Scotland, USA, Canada, Australia and New Zealand. Those of you familiar with market research can imagine the complexity. I could, for example, probably give you a comparison between the percentage interest in ballooning of French female social groups C2,D,E without a bank account, compared with German male A,B,C1s with credit cards. But I won't!

I have selected the following material for you from the survey. These results are all from the personal interviews in England, France and Germany. First, let us look at people's attitudes to holidays.

WHAT ARE YOUR HOLIDAY PRIORITIES?

	Important	Don't mind/ Unimportant
To be with people of same age	59%	40%
To keep cost to absolute minimum	59%	41%
To be where sun is guaranteed	59%	40%
To do something like sailing or walking	46%	54%
To lie on a beach all day	45%	45%
To be in a city where there is plenty to do	42%	57%
To avoid travel in large groups	33%	66%
To be in the countryside	31%	69%
To be in a quiet, restful place	26%	72%
To do something cultural	16%	84%

HOW DO YOU LIKE TO SPEND THE DAYTIME HOURS ON HOLIDAY?

Eating out	2%
Reading/listening to music	2%
In pubs/bars	5%
Doing nothing	12%
Shopping	15%
Participating in an outdoor activity	33%*
Sightseeing trips	46%
Sunbathing/lying on the beach	49%
*Made up of:	
Swimming	13%
Walking	7%
Water sports	4%
Fishing	1%
Cycling	1%
Horse riding	1%
Other sports	6%

However, those facts refer to what people do on their main holiday. The research showed that amongst 18-25 year olds in this country, 43% take no main holiday, 20% take a main holiday in this country and 37% take a main holiday abroad. The average length of a main holiday is 12 days. Interestingly, the number of young people taking no main holiday has increased considerably since a comparable survey taken in 1976. However, this decline is more than compensated by the growth in the habit of the young to take secondary holidays, often two or more times per annum.

For example, research showed that 28% of YHA members took one secondary holiday, 23% took two secondary holidays and 16% took three or more. The average length of time spent on secondary holidays is under half that spent on main holidays. Forty five per cent of the 16-25 year olds questioned said that they wanted to do something completely different on a short break from what they did on their main holiday and 92% agreed with the statement 'short breaks are a good idea for pursuing some special activity'. So although you might feel that my previous statistics depicted a very unadventurous attitude towards holidays, you get a very different picture when you ask 16-25 year olds what they would like to do on a short break.

**WHAT OUTDOOR ACTIVITIES WOULD YOU LIKE TO BE ABLE TO PURSUE
AS PART OF A SHORT RESIDENTIAL BREAK?**

Water ski-ing	24%
Parachuting	23%
Scuba-diving	20%
Ski-ing	18%
Ballooning	17%
Windsurfing	15%
Gliding	11%
Pony trekking	11%
Canoeing	10%
Sailing	9%
Climbing	8%
River rafting	7%
Caving	6%
Golf	5%
Photography	4%
Orienteering	3%
Sea fishing	3%
Long distance walking	2%

HOW DO YOU RESPOND TO THE STATEMENT

'I DON'T WANT TO DO ANYTHING ACTIVE WHEN I AM ON HOLIDAY'

Agree	24%
Disagree	68%

WHAT COUNTRYSIDE ORGANISATION DO YOU BELONG TO?

2% belonged to Greenpeace
 2% belonged to Worldwide Fund for Nature
 2% belonged to National Trust
 2% belonged to Scouts/Guides
 1% belonged to Friends of the Earth
 less than 1% belonged to a rambling, cycling
 or mountaineering organisation

Finally from the survey I have chosen another statement to which people were asked to respond:

'THE YOUTH HOSTEL MOVEMENT SHOULD PLAY A MORE ACTIVE ROLE
 IN THE CONSERVATION OF THE ENVIRONMENT'

Disagree	6%
Agree	72%
(French agreed less, Germans agreed more)	

You may conclude from these results that the countryside per se does not feature very high in the consciousness of young people. Those, like the President of the YHA, David Bellamy, who fear that the countryside may be loved to death might take heart from the indication that conserving it could be seen as more important than holidaying in it.

My conclusion is somewhat different - the traditional appeal of just 'being in', perhaps 'breathing in', the countryside with a pair of walking boots or a bicycle has diminished, but the interest in pursuits which are by definition countryside based - air sports, water sports, and so on, has increased.

Nevertheless there is no doubt also that young people are far more likely to take the countryside for granted, for example because they reach it and pass through it much more easily in this age of widespread car ownership, and this places a greater onus on schools, colleges, amenity bodies, and so on, to help ensure that young people become aware of the issues. If you consider the state of the litter and vandalism in our city parks (admittedly not all of which is attributable

to young people), you cannot avoid being alarmed by the thought that perhaps many of those who are anti-social there, might know no better than to treat the countryside as just another park.

Perhaps attitudes to the countryside can be significantly affected by education?

The YHA is the market leader in providing accommodation for school trips to the countryside. A recent survey by an education research consultancy showed that over 40% of school groups stayed with the YHA compared with smaller percentages at Local Education Authority centres, at commercial field centres and at hotels and guest houses. I mention this simply to persuade you that we are able to have a well informed view of what school parties are doing in the countryside and how well or badly they seem to be doing it.

This chart shows why schools are in the countryside.

YOUTH HOSTEL ASSOCIATION SCHOOL GROUP VISITS SURVEY
- WHAT FOR?

Primary Schools	%*
Examination/coursework	4.3%
Field study skills	50.7%
Outdoor pursuits	29.7%
Social development	49.4%
Secondary Schools	%*
Examination/coursework	31.1%
Technical and Vocational	
Education Extension	6.7%
Field study skills	40.2%
Outdoor pursuits	33.5%
Social development	28.7%

* % of respondents organising a trip solely or partly for these reasons

It is no exaggeration to say that the quality of a youngster's experience on a trip organised by a school, college, social services organisation, and so on, is likely to colour that individual's attitude to the countryside just as much as it will help to develop the individual's confidence and character. Let me give you an example.

A couple of years ago a party of 'at risk of offending' youngsters from South Yorkshire were taken by their County Police Community Relations Officers to a Peak District Youth Hostel for a week of outdoor activities. I believe that we did them well and I know that the leadership demonstrated by those Police Officers was outstanding. Some months later we found three of the lads from the group out on their own, with boots and rucksacks, on a walking holiday from Youth Hostel

to Youth Hostel around the Peak District, which they had organised themselves. Against all odds - and I suspect that urban peer group pressure may not have been the least of those odds, not to mention the paucity of public transport providing access for the pre-car owning age groups - they had found their own way to enjoy countryside recreation and I believe that they had become better members of society.

If organisations of the sort represented here today can provide both the opportunities and the leadership which make activities in the country enjoyable, then even the most unlikely youngster may both benefit from and contribute to the countryside.

YOUNG PEOPLE AND THE COUNTRYSIDE: OPPORTUNITIES FOR ADVENTURE

Roger Putnam

Chairman, National Association for Outdoor Education, and
Director, 'Outdoor Adventure and Challenge for Youth' Project (1987/89)

The title of this session begs an obvious response - read the book! Of course, I will not get away with this, if for no other reason than that time has passed since we completed the task of writing 'In Search of Adventure', and much water has flowed under many bridges since then. I would like to offer some general reflections on what we found, and on what I perceive to be happening now.

Looking back on the whole process of writing the Report is interesting. The timescale, and the budget, were both very tight. I am conscious above all of the amount that we have not covered in the book; the number of projects omitted, either deliberately, because of lack of space, or simply because I knew nothing of them. Since completing work on the book in June last year, I have found all sorts of other interesting enterprises which evaded my research efforts. Therefore it should be emphasised that the Report is not an exhaustive account; it is a snapshot of part of the field, which is already fading. What I hope the Report does do, is to indicate something of the wealth and variety of what is taking place, and the commitment of all those fine people who make it happen.

I regret not doing justice to the work which goes on in Scotland; not only is the landscape exceptional, but the outdoor tradition in Scotland runs deep. I was recently at Inverliever Lodge, by Loch Awe, a self catering centre used by London schools, and was once again overwhelmed by the sheer extent and scale of the landscape - and this not by any means one of the well known areas of the Highlands.

One question which exercised us a great deal in the early stages was - what is outdoor adventure? It can be a difficult question to answer. Even the distinction between indoors and outdoors is blurred. Certainly, the traditional outdoor sports are moving indoors - tennis, volleyball, and so on. Even rock climbing is not immune. Given a choice between Stanage Edge on a wet winter afternoon, or the Sheffield Polytechnic Climbing Wall, which do you think the keen young climber will opt for?

I am saddened by the fact that the exhilarating experience simply of being outdoors is being lost; you do not have to skate on a rink, but can do so on the fens; and swimming can still be carried out in rivers and lakes, as well as in blue pools heated to 80°F. In Cornwall recently I was relieved to find families in the glorious sea, despite the lack of lifeguards and clean water approval certificates from the EC.

If it is hard to define 'outdoors' it is incomparably more so to define 'adventure'. It is a very personal thing; one person's adventure is another person's routine occurrence! The Report defined adventure as, "A practical experience in which physical skills and environmental knowledge and awareness are harnessed to see the travellers through

journeys or experiences in which outcomes are unpredictable, and the quest itself may involve physical hardship or emotional stress".

Most definitions of adventure emphasise the elements of hazard and uncertainty of outcome, and the first key question that any educator must ask is - to what extent is it justified to expose young people to hazard and uncertainty of outcome? Everyone involved in such work must find a genuinely acceptable answer to that question. And the answer must be acceptable not only to the educator but to the children, the parents and the higher authorities.

Of course as we all know, many of the activities described as adventure education are not really adventurous at all. The outcome is almost entirely predictable including even the time at which the session ends ("We must be back to catch the bus"). 'Nine to five adventure' is a contradiction in terms. Uncertainty of outcome is not easily timetabled!

Another key question is - who takes responsibility? Any group involved in a truly adventurous exercise must have a high degree of autonomy, and each member of the group must recognise this and feel the reality of that shared responsibility. When others propose, plan and, as so often happens, lead the outdoor project, surely the youngsters, although they may be having a marvellous experience, are not having an adventure. And yet ultimately an adult must be responsible for an 'educational' adventure.

What does it matter, you may say, as long as the kids learn something and enjoy themselves? It only matters if we do not see the end of what we do, that the young people walking in the crocodile, wondering how much further it is to the top, should become independent, free thinking adults, concerned, involved with the people and the world around them, and struggling to formulate their own ideals.

And it is here that outdoor education demonstrates its unique power and relevance. The outdoors is the place where we are free, to play, to explore, to relax, to have fun. And also free to take risks, to test ourselves, our strengths and our relationships, to see at first hand the wonders of nature, the power of the storm and the infinity of the night sky.

I regard such opportunities as crucial for young people. And yet we are caught up in another difficult ethical dilemma - my third question - to what extent are we justified in encouraging (or 'impelling' to use a fine Hahn word) young people to undertake such experiences? One of the most impassioned discussions engaged in by the managing group for the Outdoor Adventure and Challenge for Youth Project was that revolving around the question of whether young people should be 'encouraged' into outdoor adventure. You will have noted that we refrained from suggesting this, but not I can assure you until we had had a lengthy debate on the subject!

These three key questions lead us inevitably on to a fourth - what sort of guide or tutor is needed to work with young people in these difficult waters?

I do not propose to answer any of these questions, but to leave them with you. But I would say that the issue of leadership, and by that I mean adult supervision and guidance, is crucial when we examine the future of outdoor education. Without the appropriate contribution from adults with the appropriate skills, the first three questions are likely to come back to haunt us. The Report has some interesting things to say on the subject of appropriate leadership, and the difficulty of finding the appropriate combination of skills.

I would like to pick out two points which I think we must keep in mind when we talk about adventure and young people. Firstly, that apparently quite innocuous experiences can have in them an adventurous quality. For many children, being in a wood, or hearing thunder, or walking in the dark, or being close to a large animal, are true adventures, and especially when experienced for the first time. And this is my second point; that doing anything for the first time is a step into the unknown. In fact, you might define adventure as 'doing anything for the first time'!

Incidentally, I have been discovering recently, in work with older people engaging in outdoor pursuits, and particularly fell walking, for the first time, that really quite low key journeys are seen as highly challenging. The threshold at which an experience becomes an adventure experience varies for each individual, and is often lower than we realise.

Another important element in an adventure experience is the presence or otherwise of people around you. Being alone, camping in a forest or sailing a small boat, increases the sense of adventure. But sometimes being alone brings a greater sense of relaxation - the social demands imposed by shared adventures can be very stressful!

How are the opportunities for adventure for young people developing or changing in 1990? I have one or two thoughts which you will surely wish to question!

It seems to me that we are now moving into a Fourth Age of adventure education.

The First Age lasted from the time when man first walked until some time in the eighteenth century. This was the true education through adventure era, for life itself was a struggle for survival, and education came through the direct experience of life, work, suffering and struggle. We should not forget that this is still the experience of a large part of humanity. It would seem superfluous to suggest that the children of a peasant family in a remote kampong in Sarawak should seek outdoor adventure! Tom Price once reminded us that the history of man is the history of the struggle to escape the dangers and discomforts of the great outdoors - to achieve a roof over our head!

I identify the Second Age as the period during the nineteenth and early twentieth centuries, when all sorts of fascinating experiments in education took place. The Romantic movement, the influence of the Lakes poets and the work of a series of progressive schoolmasters, enabled at least some young people, usually the privileged, to travel, to enjoy wild nature as a spectacle or as an arena for sport rather than as a demanding taskmaster. It was recognised that children might be free to

realise the spiritual and imaginative power that lay within them through practical direct experience of the natural environment.

Since the Second World War we have been in a privileged Third Age in which the notion of an entitlement has developed. People have learned to feel themselves entitled to a reasonable level of housing, to a basic level of income, to an acceptable standard of public education. And similarly, there has been in many schools or public services, and indeed in the private sector, an intent to provide young people with some form of outdoor experience. It has been the era of the outdoor centre, the field studies trip, the school ski holiday, the educational cruise. I suppose it has been exemplified by the school minibus, taking youngsters out of the classroom to an adventure paid for largely by the ratepayer or the taxpayer.

The Third Age has been characterised by the range of opportunities made available through Local Education Authorities or Government initiatives. I think back over the long saga of attempts to provide worthwhile employment related training for the young - the Youth Opportunities Programme, Community Programme, Youth Training Scheme. Also of the vocationally oriented work that has gone on in schools, often with a project based, problem solving approach incorporating an outdoor element. What is the prospect now?

I believe we are now entering a less comfortable time. The Fourth Age will not be quite as bountiful. I have a sense that under the Education Reform Act it will be 'back to the basics', and that the generous state will no longer provide, or at least not without some very special persuasion as to need. We will be driven by cost effectiveness, rather than by idealism. Most Local Authorities are being increasingly driven by the forces of the market, albeit reluctantly. Whatever the longer term outcomes, I do not see a return to the arrangements we have taken for granted in the past.

Some find it paradoxical that at a time when the value of outdoor education is at last recognised and increasingly understood, we are losing the resources which enable it to happen. It is evident that many of those involved in the development of the new curriculum documents clearly recognise the value of outdoor and adventurous experiences for the young, in the context of their school experience. The recently published booklet 'The Whole Curriculum' is explicit on this point.

So now we are entering the Fourth Age, and we are returning to the days of self help. Much will depend on the courses charted by the schools themselves, as they struggle to cope with the demands of financial management and staffing. One can only hope that they can retain all those elements which enrich the curriculum and the experience of pupils, including the experience of adventure out of doors.

The fact remains that in large areas of this country, a majority of young people, even in the Third Age, did not have access to such experience. It was estimated that one authority, which in the early 1970s had a generous provision of residential centres, could not provide for more than 5% of its school population. I think it is important to remember this as we enter an era of changing requirements and provision. For there will be a tendency to look back and claim that in the Third Age all was sweetness and light!

The Report identified a number of factors which hinder participation in outdoor activities, and I will remind you of them. They were:

- Image
- Safety
- Information
- Resources
- Cost
- Access and Environment
- Supply of Leaders
- Changes in Education and Training
- Continuity and Progression

We still have the problem of the image. On the one hand, the image of the holiday; and on the other, the image of the short, sharp shock, to take extreme views. The true value of the outdoors as an arena for all round personal development is not fully understood. In my view this is in part our own fault as outdoor educationists. We have not thought through and articulated clearly enough our philosophy and purpose.

Related to this is the matter of safety, or rather the perception of safety which people have. Of course, any accident hits the headlines, and even occasions when groups in wild country avoid the accident by their own good decisions, may do so. This aspect has not been helped by the publicity given recently to two tragic incidents in Cornwall and Austria, which in fact occurred not on planned outdoor adventure exercises, but on school trips or holidays. We have somehow to press home the message that attitudes to safety and good practice are enhanced and not undermined by adventurous experience.

Information is still inadequate, although there are signs that things may be improving. The three directories produced by Richard Crane from the Greater London Outdoor Activities Initiative database are a model for what can be achieved. We need to address this problem of information in all its aspects and to initiate more research on the effects of these experiences on young people.

I was struck during the research for the Report by the great wealth of resources we have in this country; whether environmental, or measured by the extent of the physical facilities, the plant and the equipment, which exist. There is a plethora of organisations, schemes, projects, often dreamed up by one or two enthusiastic individuals, and often existing in blissful ignorance of what else is around them. At present, many such organisations are beset by financial problems, and in particular by lack of sufficiently skilled and experienced adults. This is the greatest constraint on extending adventure provision, and it can only be addressed over a period of time, preferably by encouraging all youth organisations to provide the training which will enable them to 'grow their own' future leaders.

What is urgently needed is more low cost basic introductory adventure experiences, readily accessible. This I think is where the future lies. The Sports Council, through their demonstration projects, have pointed the way; the problem now is - how can we follow that lead and who will make the running?

A model which attracts me, and which I hope may be demonstrated in the not too distant future, is one that has built into it the concept of progression, another of the aspects of development identified in the Report. The basic idea is that of a city centre drop in base, a shop window if you like, which would be accessible and appetite whetting. Not far away (preferably less than 30 minutes) would be an urban or suburban or city fringe base, linked to the shop window, and equipped for a number of adventure activities. This would be a resource for a considerable area, accessible for youth groups or school classes and perhaps for youngsters on an individual basis, subject to certain assurances. The city fringe base would have its own transport, a limited staff contingent, would almost certainly be non-residential, and would form the bridge between the city centre and the open country. The transport could ply inwards and also outwards, to wilder coasts and countryside. It would, of course, be an added bonus if such resources as canals, swimming pools and community leisure facilities were also accessible.

We have touched on the changes which are taking place in education, which are squeezing outdoor education until it really hurts. I do not propose to elaborate on them now. We will be addressing in this Conference more about the environmental difficulties and how they may be resolved. And I really do not have time to go into the question of the supply of leaders, other than to say again that if we are to provide opportunities for adventure for all, then this is the single greatest obstacle.

Despite all the present difficulties I am not unduly downhearted. I think the argument for outdoor education and adventure has actually been won. How it will operate in the future, in the now unfolding Fourth Age, is still not clear, but the demand from young people is there, and there is plenty of evidence of support in principle in high places. My greatest concern is that as our structures and systems change, we do not inadvertently lose what we have already achieved.

THE COUNTRYSIDE AND YOUNG PEOPLE: MANAGING THE IMPACT

John Gittins

Director, Cheshire Landscape Trust

SETTING THE SCENE

From his experience as a seasonal ranger in America, writer and environmental activist Edward Abbey offers a timely example of the ultimate failure to manage the impact of visitors on the environment, quoting from his experience thus: "Ranger, where is the Arches National Monument? I don't know Mister. But I can tell you where it was." (1)

As I see it, managing the impact of young people visiting the countryside for adventure experiences means conserving the outdoor environment, respecting local communities and meeting the needs and aspirations of the young people themselves. This is a matter of creating and developing a balance between people, place and wildlife. By so doing we can avoid the occurrence of Abbey's scenario.

People

- Those who live in the countryside.
- Visitors:
 - (a) Young people who visit for outdoor adventure experiences.
 - (b) Other people who visit for outdoor recreation experiences.

Place

The 'arena', from urban areas and the urban fringe, across low-land countryside to the uplands. It includes woods and forests; rivers, streams, ghylls, lakes, reservoirs, canals, estuaries and the sea; also caves and disused mines, as well as airspace and air corridors. And don't forget the rights of way. How many miles of those could we go out and walk with ease today?

Think of it as:

- Landscape and waterscape - the essential base and backdrop for all who love the countryside
- Habitat for wildlife
- Workplace for farmers, foresters, quarry men, water workers and those in the service industries
- Recreational and adventure activity space.

Wildlife

- Flora and fauna.

INTRODUCTION

If we banned all young people from the countryside tomorrow would anybody notice the difference? Yes, is the simple answer. For example, there would be fewer visitors, less erosion of paths, water edges and nodal points such as at the bottom of some crags. There would be a decrease in the damage to habitats, less wildlife disturbance, less litter, trespass and a reduction in damage, particularly to farm property. Levels of traffic congestion and related parking problems would be reduced, as would some of the anti-social behaviour associated with a minority of young visitors. There would be a decrease in rural income and less employment. Needless to say, the danger of taking such a simplistic view is its unreality.

In 1980, the Dartington Amenity Research Trust (2) published their pioneering Report 'Groups in the Countryside', in which the researchers stated that groups of young people in the countryside were a potential threat to wildlife, communities and the landscape. Although concentrating on the impact of such activity in the National Parks where 40% of all visits took place, their Report considered the impact on the remaining 60% of the English and Welsh countryside. The Countryside Commission, in their response to the Report, stated that, "Group activity is undoubtedly beneficial. We have been impressed by the soundness of the approach of many types of user and welcome the continued use of the countryside in this way. But there has never been room for complacency, especially as the scale of use has grown."

It would be entirely wrong to view the impact of young people taking part in adventure pursuits in the countryside in negative terms. There are benefits to both the landscape itself and to local communities. The difficulty is to quantify them. When we do not really know the true impact of young people on the countryside save in some specific locations, it is all too easy to get things out of proportion. As the DART Report states, "The impact of group activity upon the National Parks is of two broad kinds - the social and economic impact on local communities and the environment effects. It is often difficult to separate the impact of groups from that of the general public, or even from that of local residents, animals or natural causes; but in places the impact is quite distinct, whether in reality or in the perceptions of those who live in the Park." Certainly, when viewed against the more fundamental environmental changes taking place globally, and specifically in the British countryside, the impact of young people taking part in adventure activities is, in reality, negligible.

The major challenge from the impact standpoint posed ten years after DART by Lord Hunt's Committee in their Report 'In Search of Adventure - A Study of the Opportunities for Adventure and Challenge for Young People' (3), lies in the implications of its main objective which states, "We would like to achieve by 1995 the following objective - that every young person in the United Kingdom has the opportunity to take part in adventurous outdoor activities".

What are the implications?

- To potential participants

- On resources of staff, funding, equipment and accommodation
- On the environment where activities take place
- On local communities in areas which cater for such activities.

This paper looks at some aspects of the future impact of adventure activities on the physical environment and on host communities. It considers some of the issues relating to managing the impact, including the potential for greater impact of new activities and equipment such as trail bikes and riding.

Partnership between public authorities, voluntary groups, farmers and landowners is essential for caring for the countryside and making it accessible to the public. However, we should be aware of the potential threat of over zealous countryside management.

Managing the impact recognises that landscapes change over time; and that the needs of young people, the activities which they take part in, and their impact on 'place' (landscape and waterspace, both as an amenity and habitat, together with consideration of visitor pressure on the host communities of people and wildlife) all have to be taken into account. This calls for positive management which may on occasion mean limiting the use of a specific area or resource.

It looks at the part which environmental education has to play in creating and developing greater awareness amongst participants of their actual and potential impact. But how far is it used and understood by countryside management staff?

There is a need for better communication between primary land users and outdoor adventurers and for the production and implementation of improved planning and management strategies for user groups, which include an attempt at producing an environmental audit of their operations.

However, apart from DART's excellent Report which led to a number of positive developments, mainly in National Parks, there is a paucity of information on the nature, scale, costs and benefits of young people taking part in adventure activities in the countryside. Should this not be rectified? If so, how and by whom?

Although the major impact to date has been in terms of organised group activity, growing numbers of individual young people are taking part in adventure pursuits. It is my contention that, to date, we have given little thought to the potential multiplier effect which young people introduced to adventure activities in organised groups could have as and when they go on to pursue their interest on an individual basis.

What does meeting The Hunt Report's main objective mean in real terms, in other words, potential participants and possible impacts? Taking the most recent population projections as an indicator provides a measure of the challenge in managing the potential impact (Table 1).

It should be possible through the acceptance of good planning and management based on clearly stated and commonly agreed principles to meet The Hunt Report's main objective.

TABLE 1

POPULATION PROJECTIONS - TOTAL GREAT BRITAIN 1987 - IN MILLIONS

Age Range	1990 m	1995 m	2000 m
8 - 10	2.1	2.2	2.4
11 - 18	5.5	5.5	5.8
19 - 24	5.3	4.5	4.1
Total	12.9	12.2	12.3
Total Great Britain	56m	57m	57m

Source: Office of Population Censuses and Surveys (4)

LOOKING AT THE IMPACT

The impact of young people 'in search of adventure' varies in time and place, and is of two broad kinds - environmental or socio-economic. The following lists are based on the findings of The Hunt Report.

Environmental Impacts on Landscapes and Waterspace

The principal adverse impacts upon the physical environment caused by youth groups are as follows:

- (a) Careless disposal of litter
- (b) General erosion of sites of heavy use
- (c) Damage to water edge locations
- (d) Damage to underground caves and mines, destruction of mineral formations, litter and graffiti, removal of artefacts
- (e) Problems associated with camping
- (f) Damage to areas of important habitat (particularly in Sites of Special Scientific Interest, woodland and stream ghylls)
- (g) Use of horses, mountain bikes or powered trail bikes in open country
- (h) Competitive mass participation in cross country events.

Social and Economic Impacts upon Communities

The principal pressures imposed on local communities by visiting youth groups are as follows:

- (a) Noise, particularly at night
- (b) Litter and vandalism

- (c) Fieldwork and surveys which involve questioning local people
- (d) Intimidating or aggressive behaviour and theft of property
- (e) Dangerous driving
- (f) Lack of understanding of and respect for the local culture or way of life such as failure to respect the Sabbath
- (g) Damage to the livelihood of farmers by leaving gates open, damaging walls or fences, disturbing stock
- (h) 'Wide Games' which are often carried out at night to test problem solving skills or map reading
- (i) Overcrowding of shops, inns and other local facilities.

The Hunt Report stated that, "It should be emphasised that such difficulties are not widely experienced, but they do occur where residential centres or camps are situated close to, or within, established communities, and where supervision is poor."

Realistically it is difficult to separate the impact of young people, who currently visit the countryside mainly in groups, from that of the general public, including local residents, animals and natural causes. In some specific areas, however, the impact is quite distinct, whether in reality or in the perceptions of those who live and work there.

The nature of the environmental impact on landscapes and water-space is both linear and nodal and varies in time and space. As Tivy and O'Hare (5) have stated,

"Uncontrolled outdoor recreation tends by its very nature to be exploitive and the aesthetic value of the resources on which it often depends, depreciates very rapidly: indeed the danger of resource destruction is high. However, unlike agricultural carrying capacity, which is related to the biological values of the particular resources, recreational carrying capacity is more related to ecological and what have been called perceptual values. In both of the latter instances the value is not absolute, indeed it is not easy to measure as it is dependent not only on the resource but on human evaluation of it -- on the sum of each person's 'sense of values' using it."

The DART Report contains the most comprehensive survey to date of the environmental impacts of groups using the countryside for outdoor education purposes. Apart from the impact in the ten National Parks, it cites 24 Counties and Boroughs with no National Parks within their boundaries, which identified areas experiencing considerable pressure. These ranged from Durham to the Isle of Wight, from the Broads to South and West Glamorgan, as well as in three London Boroughs.

The Hunt Report provides some good examples of the impact in both larger areas and in particular locations, both within National Parks, in Areas of Outstanding Natural Beauty, as well as on waterways such as the Broads and the Solent. Furthermore, with the growth in trekking and expeditions in Europe and beyond, the potential adverse impact on the

environment and communities is becoming a global problem. The approach taken in the Report to demonstrate the possible impact of heavy use by youth groups, that of citing six examples chosen to illustrate possible effects of water recreation, underground exploration, environmental studies, group and team building exercises, rock climbing skill training and competitive cross country events, is illuminating and valuable.

One of the most positive contributions to The Hunt Report relating specifically to the impact of young people is by the Council for the Preservation of Rural England (CPRE) who state that, "...the balance of advantage lies firmly in extending and enhancing the opportunities for young people to enjoy the countryside ... through such experiences they will come to appreciate and care for the survival of our countryside".

Certainly, when put against the more general and fundamental environmental changes taking place globally (for example, climatic change, acid rain and the destruction of the rain forests; and in the British countryside, in particular, such as the removal of hedgerows, loss of wetlands, the afforestation of moorland, the excessive use of pesticides and herbicides, the loss of Green Belt areas, rural depopulation and the loss of services in rural areas) the impact of young people participating in adventure activities is negligible.

This view is endorsed in the more general context in the joint Sports Council/Countryside Commission study of 'Sport, Recreation and Nature Conservation' (6) which states that, "Recreational disturbance and damage is relatively insignificant when compared to the major environmental threats of pollution and loss of habitat". This Report nevertheless does caution that local impacts can be serious.

Against the adverse impacts must be set the positive benefits of group activity to the areas visited, and of course, to the participants themselves. Visiting groups buy goods and services. Through their use of residential bases they provide employment. The creation of centres has brought new life to many older buildings in the countryside, particularly within National Parks. Many farmers and others value the social contact with visiting groups, particularly through the winter. As for the benefits to those who participate, these are amply shown by the sheer scale and growth in group activity in the countryside. According to data collected by the questionnaire survey for The Hunt Report:

".... over 60% of providers include environmental or conservation work within their programmes, either directly through caring for the local environment and community, or through working in conjunction with other organisations (e.g. British Trust for Conservation Volunteers, Nature Conservancy Council, National Trust, Forestry Commission, National Park Rangers)."

Nevertheless, as The Hunt Report further states, "The greatest concern expressed by some respondents to the questionnaire lay in the recognition that certain specific areas are over-used for adventure activities".

The Hunt Report collected information from Providers (those who provide, tutor or operate outdoor adventure programmes) and Users (those who make use of outdoor adventure programmes provided by others) via a questionnaire survey. The following questions and responses taken from the Report, are relevant to gaining an understanding of the impact:

Q What impact do the adventure experiences you are involved with have:

(a) on the environment?

There is evidence of some ignorance or complacency related to the impact courses have on the environment. Nearly a third replying felt their programmes had little or no impact. Erosion of footpaths, ghylls, crags and campsites, was acknowledged by many as an inevitable consequence of their programmes, but this was balanced by the positive impact achieved through increases in the levels of environmental awareness of their students.

(b) on the local community?

Providers believed that the impact of courses on local communities was beneficial; the boost to the local economy outweighing the infringement imposed on quiet rural communities. Users expressed little concern or awareness of the impact the programmes they used had either on local communities or the environment.

Q What steps do you take to avoid inconvenience to the local community or damage to the environment?

(a) Three different measures emerged to minimise the impact of programmes:

(i) through education of the young people;

(ii) through closer liaison with environmental groups and authorities and maintaining good public relations with the local community;

(iii) through careful control exercised over the use of sensitive areas.

(b) Adequate staff training and, where necessary, maintaining careful supervision over students, particularly during evenings, were also seen as crucial measures.

The following response, from the questionnaire survey in The Hunt Report carried out amongst those who have a supportive interest in outdoor adventure, is important. The respondents were people with considerable experience of challenging activity in the outdoors.

Q What concerns do you have about the environmental impact of any such expansion in programmes and of participants? How might they be overcome?

(a) A considerable number of respondents expressed concern about the increase in direct erosion due to over use. A number of respondents were not unduly concerned, provided that any expansion was properly planned. In particular, it is suggested that future expansion should take place outside the existing honeypot areas. There was little concern expressed for the impact upon urban environments.

One countryside manager put it thus: "A positive experience in the environment should lead to a positive response to the environment. Respect should be taught along with the skills."

- (b) Other specific suggestions involved: creating a greater awareness of the environment generally including among political party leaders; some form of monitoring or control of use of particular sites; the importance of appropriate challenges and locations for each group.

MANAGING THE IMPACT

In any consideration about young people in search of adventure in the countryside and managing their impact, three elements are paramount:

1. The importance of conserving the outdoor environment
2. The necessity of respecting local communities
3. The benefits which young people gain from engaging in purposeful outdoor experiences.

The development of sensitive practice in the outdoors recognises that:

1. The outdoor resource is not unlimited -- it is finite
2. **Sustainable use and development** should be a primary objective underlying any activity.

Through our work we should actively seek to promote the conservation ethic in which **conservation** is seen as the wise use of resources, based on the principle of sustainable use and development.

The most heavily used environments and thereby those where the impact has to be managed are: mountain and moorland, woodland and forest, sea coasts, farmland, grassland and heath, freshwater, quarries, caves and rock exposures, cliffs, footpaths and bridleways.

The main factors influencing the choice of an area for adventure activities appear to be: the types of environment available and the range of possible activities, and personal contacts and knowledge of the area. A second set of factors, almost certainly of growing importance, is travel costs and journey time from home. The availability of accommodation was, according to DART, of lesser importance.

If we meet the main objective of The Hunt Report -- that by 1995 every young person in the United Kingdom has the opportunity to take part in adventurous outdoor activity -- pressure could become very severe in some areas. It is necessary to consider where and how the growing and changing demands may best be met.

We need to focus on the resources which may be used for outdoor activity, for example by making better and greater use of our splendid canal network; by pressing for the establishment of community forests on

an accelerated timescale; and by achieving a more equitable sharing of access to and use of rivers and lakes. Because the residential experience is often a key feature, we need to focus on optimising the use of sources of accommodation.

As to the resource base itself, it is useful, in the absence of any more up to date information, to recall that the DART Report found that 60% of all group activity took place outside the National Parks. We certainly need to take active steps to improve the information base in this area.

In relation to the provision of permanent overnight accommodation, it should be noted that planning control is still the most important single mechanism which the authorities have to influence the volume of group activity in their areas. New sources of accommodation, such as camping barns, should be seen as a positive benefit to providers and users alike.

The process of modifying the impact of group activity has at least four main elements:

1. Influencing behaviour of participants - by education and through the provision of information.
2. Moderating the physical impact of large volumes of group activity by spreading the load.
3. Avoiding 'overkill' in fieldwork and some adventure activities - again by spreading the load and seeking alternative approaches to the same or similar ends. During the past five years the centre of innovation has, in my opinion, shifted to urban and urban fringe areas.
4. Encouraging economic benefit to the receiving area.

Problems associated with adverse impact should be tackled on a broad front, including improving communications between primary land users and users of the countryside for outdoor education, as well as between outdoor education users and other recreation users. In this, Local Authorities, statutory bodies and voluntary organisations have a part to play. Through environmental education programmes, greater awareness can be engendered amongst young people, their leaders and other interested parties. But note that farmers, landowners and other rural residents also need educating environmentally! Users need more and better information about all aspects relating to the outdoors.

The concluding section to The Hunt Report entitled 'The Way Ahead - How do we get there?' specifically examines the issues relating to 'Safeguarding the Environment'. The nine points made are fundamental to the challenge of managing the impact of young people engaging in adventure pursuits. They are about ensuring that the location is appropriate both to young people, their stage of development and the resource continuum which stretches from urban areas, into the urban fringe, across managed countryside, to designated areas such as National Parks, and overseas. It is about communication with primary landowners and other recreation users and the avoidance of over use through concentrating activities in particular areas. The need for all

adventure programmes to promote environmental awareness and a caring approach is stressed, as is the need to put something back into the environment. The basic right of free access is stressed.

Making things happen means recognising the need to promote the countryside management approach. This is particularly important in areas where the demand for recreation is on land which remains in private ownership and where agricultural use is greatest.

There is much good practice from which we can all learn, for example in the Manchester River Valleys, in Groundwork Trust projects, in Local Authority initiatives such as those from Calderdale and Cheshire to Hampshire and Hertfordshire, in National Parks, and in the work of the British Trust for Conservation Volunteers and the National Trust.

However, whilst improvements in individual and group behaviour are important, they will not affect the physical impact of group or individual users on much used sites, or halt erosion of major footpaths, bridleways, watersides and other places. These problems have to be tackled on a more local and specific basis, drawing on the experience of the Countryside Commission, National Trust and other organisations who have proven expertise.

For example, the DART Report highlighted the erosion problems at Malham Cove, stating that the Yorkshire Dales National Park Authority was on record as saying that, "School parties using the classic route now do so at serious risk of injury or death, especially in wet conditions: they are accelerating the rate of erosion". This summer I was in Malham Cove and was very impressed with the outstanding restoration work done by the National Trust, no doubt with help from other organisations.

The need for a sensitive approach to footpath construction and maintenance was well expressed by a speaker at the Climber and Hill Walker Annual Conference 1990 who stated that, "If the technique of footpath repair is insensitive to the wild ambience of the upland area, then the intrusion of man's impact is heightened and the quality of the landscape experience suffers proportionately".

Managers of much used sites may need to decide the levels of use which a place can sustain; identify particular activities or circumstances which cause particularly severe impact; impose controls on the levels of use or the type or timing of activity; channel movements away from particularly vulnerable areas; and give eroded resources time to recover, or undertake remedial treatment.

An essential corollary of such controls and management on sites currently used may be to bring new sites into play, to spread the load and to promote the use of positive techniques for guiding participants into new areas and directions. In some circumstances it may be necessary even to say 'no' to access, but in such instances we must be clear why this is being done. To use the argument that it is to protect wildlife, for example by denying access on foot to 'open country', such as moorland, and then to proceed to shoot over the area, is questionable.

Corrective actions will be needed, and these should be allowed for in the planning process. Such actions might include avoiding a given area or community, or getting involved in a project to help restore an over used facility. Taking such action will bring outdoor education providers into close contact and partnership with conservation and planning authorities, countryside management agencies, and the farming/landowning community. As The Hunt Report states, because it is not always possible, for a variety of reasons, for young people to carry out the remedial work themselves, due to lack of time or appropriate skills, it may be necessary to allow for the expenditure for the required resources in the outdoor adventure project budget.

In stressing the need for countryside management I am aware that there are potential threats from over zealous management which sees the landscape as something to be tamed, made convenient and brought under control by, for example, insensitive footpath restoration, excessive and inappropriate waymarking, the extinguishment and redirection of Rights of Way, and an overkill of information and interpretative facilities. We need to stress the necessity for all to understand that landscapes change, they are dynamic.

In recent years there has been some sensitisation of attitudes between those who live and work in the countryside and young people visiting it for outdoor educational purposes. The challenge is to make it even more effective. Action is required on a UK basis and, as more young people journey to Europe and beyond, we must extend this meeting of minds globally. In doing so account must be taken of the cultural norms in the host area, in addition to action in relation to the more general community related issues and environmental impacts.

Future approaches to the planning and management of outdoor education programmes call for the preparation of strategies, action plans and environmental audits, which balance the needs of young people with the sensitive consideration of the impact that such activities have on the host community and the environment. Consideration should be given to how best to make users aware of the extent of impact which new forms of equipment may have on the environment such as, for example, trial bikes and riding. When preparing these statements of principle, policy and practice, it is essential to ensure that ownership of them is, as far as possible, jointly shared by organisations, their leaders and young people. Working from the principle that the polluter pays, the environmental audit should attempt to assess the notional environmental cost of their activities, together with a corresponding environmental and/or community contribution to help redress such impacts.

Looking into the immediate future one also wonders what will be the impact of the National Curriculum, the Education Reform Act and the Local Management of Schools, on outdoor education in general and on adventure education in particular.

One notes with pleasure the publication by the Department of Education and Science of the paper 'Environmental Education from 5 to 16' (7), and the National Curriculum Council's 'Environmental Education Curriculum Guidance Note 7', published in late September 1990. But what of similar provision for outdoor education? To date there has been nothing save the statement in the National Curriculum Council's 'Curriculum Guidance Note 3 - The Whole Curriculum' which states that,

"Outdoor education can make a significant contribution as a focus of cross-curricular work" (8). This occurs in paragraph headed 'Extra-curricular Activities'. And what about the future for residential centres when so many Local Authorities are under such severe financial pressure?

A ROLE FOR ENVIRONMENTAL EDUCATION

Undoubtedly the increasing interest and growing concern about environmental issues is reflected in those outdoor programmes which stress the raising of awareness about the environment through the acquisition of knowledge, understanding, confidence and the development of skills.

If the physical impact of young people taking part in activities does not markedly differ from that brought about by outdoor recreation users in general, do we need to adopt any different approach to 'managing their impact'? At one level the answer is 'no'. However, in working with groups of young people we do have the advantage of a captive audience.

Although no panacea for all the problems concerned with managing the impact of young people seeking outdoor adventure experiences in the countryside, environmental education programmes are important in helping to create greater awareness of the issues, problems and challenges which exist. This involves a linking of head and heart, making space for magic and mystery, as well as the acquisition of hard factual information and developing a critical concern for the environment, people and wildlife. Could more be done? How powerful and effective are such programmes? Furthermore, how far are environmental education methods and programmes used and understood by countryside management staff?

It should be recognised that while we have a duty to impel young people into experiences, we should also be aware of the dangers of coercing them into opinions, and of dangers arising from the development of environmental fundamentalism.

One of the most exciting recent developments has been the establishment of the Lake District Adventure and Environmental Awareness Group (9), with members drawn from outdoor centres, countryside staff, teachers, youth and community leaders and the armed forces. In addition, farmers, landowners, planners and representatives of the Nature Conservancy Council, British Mountaineering Council, National Trust, British Canoe Union, and the Royal Society for the Protection of Birds, have also taken part in their workshops. This group has led the way, through their positive approach, in promoting and publicising new ideas and methods for gaining a better understanding of the environment whilst not ignoring the problems resulting from outdoor activities.

CONCLUSION

Managing the impact of young people visiting the countryside for adventure experiences means in essence conserving the outdoor environment, respecting local communities and meeting the needs and aspirations of the young people themselves.

The challenge posed in managing the impact requires an improvement in communications between primary land users and between and amongst users of the countryside for outdoor adventure activities. In this, Local Authorities, statutory bodies and voluntary organisations all have a part to play, with the countryside management approach playing a key role.

The lack of readily available factual information relating to outdoor education in all its aspects, which is so necessary for monitoring, forecasting, planning and managing, prompts me to call for more research, databases and networking groups.

By placing a premium on enhancing the quality of outdoor adventure experiences which include soundly based environmental inputs, we can engender greater awareness amongst young people, for "Young people are part of the natural world within which they can learn more about themselves and the interrelationships of world systems. Out of this awareness can develop care and concern for their natural world, including a commitment to the conservation ethic, leading ultimately to political understanding of environmental issues locally, nationally and globally." (10)

Through the acceptance of good planning and management based on clearly stated and commonly agreed principles, partnership and co-operation, it should be possible to meet the main objective of The Hunt Report. In the context of this Conference, managing the impact of young people using the countryside for adventure activities, requires all concerned to recognise that we are accountable for our actions, and that whilst we have rights, we also have obligations and responsibilities to and for the environment, people and wildlife, to be approached from a base of environmental awareness and sound conservation practice.

Here are some items on my shopping list which if taken up would enable us to meet the objective by managing the impact in a sustainable way, thereby balancing the twin elements of process and product through stewardship.

1. Promote greater use of existing resources such as canals.
2. Prioritise the implementation of community forests.
3. Encourage riparian owners and fishery leaseholders to agree to greater access by young adventurers to rivers and lakes throughout the year.
4. Promote more joint ventures such as the British Canoe Union/British Trust for Conservation Volunteers 'River Washburn Project' at Thrushcross in North Yorkshire.
5. Continue the promotion of education campaigns such as the 'National Parks Awareness Campaign'. Also note the outstanding 'Landscapes for Tomorrow' project which is aimed at all who live in and visit the Yorkshire Dales National Park. This is a joint project undertaken by the Yorkshire Dales National Park Authority and the University of East Anglia, with funding from the Economic and Social Research Council.

6. Seek to encourage Local Authorities and other agencies to give priority in their recreational strategies to programmes which increase environmental awareness.
7. Ensure that countryside management services have the wherewithal to help and advise young adventurers and to manage the resource base, thereby holding the middle ground between those who live and work in the countryside and visitors.
8. Press the Countryside Commission and their partners in the Countryside Staff Training Advisory Group to facilitate more training courses, events, secondments and activities which stress both 'customer care' and 'resource care'.
9. Continue to develop training provisions for teachers and other group leaders, both in initial training programmes and in in-service courses. Accent should be on environmental awareness and good practice as outlined in the Department of Education and Science HMI Report 'Learning Out of Doors' (11), and in the Geographical Association's guidelines 'Geography Outside the Classroom' (12).
10. Seek to ensure that governing bodies such as the British Canoe Union, Mountain Leadership Training Board, British Orienteering Federation and the Royal Yachting Association, promote the basic principles of conservation and the creation of environmental awareness in their coaching awards syllabuses.
11. Encourage the establishment of more networking groups such as the Lake District Adventure and Environmental Awareness Group, the four North West Outdoor Activities Advisory Panels and the recently established National Forum for Education Out of Doors. Will this Forum grow into the much needed representative National Council for Education Out of Doors?
12. What role for the National Association for Outdoor Education?
13. Promote the development of more liaison groups such as the joint National Farmers Union/Association of Wardens in Outdoor Education Centres in Merioneth.
14. Seek to expand the provision of Youth and Schools Liaison Services to all National Parks, Areas of Outstanding Natural Beauty, Heritage Coasts and wherever possible in Local Authorities which operate countryside management services.
15. What role for the industry lead body, Sport and Recreation, which is drafting occupational standards for outdoor education, training and recreation linked to vocational qualifications which are recognised by the industry? Please note: regional consultation seminars currently being held throughout the UK.
16. With more groups venturing abroad, the need for travellers to follow the credo promulgated by the Centre for the Advancement of Responsible Travel and the lead given by the Royal Geographical Society, is vital.

17. Working from the principle that the polluter pays, groups, centres and organisations engaging in outdoor adventure activities should prepare and implement environmental audits covering all aspects of their operations. One end product would be to develop participation in active practical conservation work. This could be by entering into a voluntary 'adopt a' crag, path, stretch of coastline or river bank, scheme. Providers and users should exercise self imposed control in their use of sensitive areas. In some cases this may mean voluntarily agreeing not to use certain areas either completely or during specific times of the day or year. Elsewhere they should seek to vary their use of sites and routes.
18. There is a need to collate existing information and to commission new research. DART's pioneering study should be updated and its terms of reference widened.

Finally, as that pioneer of ecology and conservation, Aldo Leopold has written:

"Recreational development is a job, not of building roads into lovely country, but of building receptivity into the still unlovely human mind." (13)

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DAWNING OF A NEW AGE? THE HUNT REPORT

Michael Hobbs

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If you are going to have a conference of jailers, or of probation officers, the best people to talk to them are prisoners. I think I can say quite honestly that I am a prisoner of my own experience. In my last task in the British Army I was the single greatest despoiler of the German countryside that you could imagine! I had about 15,000 men, about 5,000 armoured vehicles, and every year at about this time I would destroy a very large portion of farmland. I say that seriously because every year of my life in the Army, which numbered 32, what we did was a genuine source of horror to me. Now one could argue - and I certainly will not do so here - whether it was a good or a bad thing that we did it for, but all I will say is that the poacher is now a gamekeeper.

It is quite unfair that I should be anything to do with introducing The Hunt Report. I did not write it; Roger Putnam did that, whatever he says! I did not participate until quite late on in what was said in it. I am its customer and avid reader. I would like to plug it for that reason. I think it is an exceptionally well written document. It was extremely well compiled. Above all, I liked in it the spirit of optimism.

So I have read the Report, and I am sure you all have done so. I do not mean just reading the last bit, I mean reading the bulk of it because a lot of it is very worthwhile.

I know there are some among you who do not believe that everything it said was right, or indeed, that it provided a totally unbiased view. We are all entitled to disagree. But I do believe that there was much in it that was very true.

I have picked on 'The Way Ahead' because I have a limited time in which to talk. 'The Way Ahead' started by saying that we need a strategy. All right, so I come from the Army and I love strategies; but I dread the call for a strategy because the people we are dealing with are very disparate, they all have different viewpoints, they all come from somewhere else, they involve statutory and voluntary organisations and so on. I think to myself, yes, we need a strategy like a hole in the head if we are the people who are going to provide it.

No one can make up their minds. Everyone comes from a different viewpoint. Is there a way in which you can have a strategy? I will come back to that and answer the question later, or rather, pose even more difficult problems.

Then the Report says, where are we? I agree that we are a bit of the way there, not the whole way there, no need to be complacent, but no need to be so pessimistic as to believe that we are never going to be able to achieve our aim.

Because I have come to it quite recently, I would like to say that it is worth reaching out to what is happening elsewhere in Europe. Recently I have been travelling round Europe trying to find out whether they have the same problems. The answer is that they do. Are they exactly the same problems? No. Why? Because to some extent the sort of 'adventures' to which we are trying to introduce young people are part of curricular work, very much more ingrained in education than in Britain. Is that good? Not necessarily, because by contrast there is an almost entire absence of the voluntary tradition in many of the European countries I visited.

Let me explain: I remember having a tremendous discussion with someone in Germany about the Royal National Lifeboat Institute. Being logical, he asked whether its aim was to save people who get into trouble in the seas. I agreed that it was. He then said, "As an island, if people are going to die in the surrounding seas, surely you have a statutory Government body which saves them?" I told him, "No, we don't, we have a sort of voluntary body". He asked how we raise money and I told him we go round with a tin and wave it under people's noses. He said, "But what happens if no one puts money into the tin?" I said, "Well everyone dies then, it's quite simple"! He could not understand - and it is quite difficult to understand - that the number of people we save round the coast depends on the number of pounds that we put into a tin, that might find a lifeboat, that might be in the right place - if you see what I mean!

I only mention that because it brings me back to the question of a strategy. We are not a terribly strategic nation, are we? We are a nation that tends generally to muddle along, have some pretty good conferences, and then go away and ask what we do next.

But we do have very worthy ambitions. That is where we are strong. And is it not a wonderful ambition that every young person should have the opportunity to enjoy adventure by 1995? But is it attainable? Well, I hope it is and I think it is a terrific target to aim for. Within the Duke of Edinburgh's Award, we have an aim. We want to give young people an opportunity, put a menu in front of them, so that no young person can say, "I could not" do something, but only that "I would not" - quite different. So we come back to that very briefly discussed but enormously subtle argument about impulsion or compulsion. That is the whole meat of the thing.

If you want an element of encouragement and compulsion, then of course, strategy, co-ordination, and so on, are necessary. If, on the other hand, you want to lay out a menu, then I suggest that central strategies may actually be a hindrance and you may require a loose co-ordination between those who are attempting, however inadequately, to provide those opportunities now, and those who quite rightly say that the countryside must be respected. But 'loose' would then be the word. So I believe that at the centre of the argument lies the degree of encouragement you really want to apply from the centre.

I came very late in life to the Duke of Edinburgh's Award Scheme, I came even later to 'In Search of Adventure'. I found myself in agreement with the principle that four particular groups should form Adventure UK which would investigate whether or not there was a need for a strategy. Note that the first document produced said it would look

at the whole question and find out if there was a requirement. It did not say, "Here we go", and I think it was quite right not to do so. I am still not certain whether there is a need for Adventure UK; whether there is a need for any central direction and co-ordination. You are the people who know the answer to that, not I.

That is not me getting out of it. But I can tell you one thing: I am fairly hard worked trying to provide opportunities for our young people. If someone told me there was no need to do Adventure UK I would be delighted. If, for instance, I asked the question, "what is Adventure UK?" and was told it was **another** forum, I would leave immediately because I will not be a member of one more forum.

I think if there is not a specific way in which we can act to help you then we should not; if there is, then we should put everything we have behind it and I would be right with it, whether I am busy or not.

I would like to end anecdotally by going back to the problem of countryside versus young people; leaders and young people together; risk versus safety; different perceptions. I have just been in Germany seeing several groups of the Duke of Edinburgh's Award doing their expedition in Europe. It was interesting; a development, you may think, that will take pressure off those areas we are talking about.

What interested me were the attitudes of leaders and young people. The easiest thing to do, as a leader, is to go where you are familiar. If you really want to know why the majority of people go to a particular place, it is because they know it. Of course, as an experienced, very bad, leader myself, I know exactly what they mean. There is nothing better as a leader than knowing the route before you go out. Then you have a built in advantage over those you are leading. Then you can impress them.

The worst thing that can happen to you as a leader is first to have had to converse with a German about how to get there, and secondly, when you have got there to find there are three smart kids who know German better than you, can read a map better than you, and then tell you what you should be doing. You don't want that do you?

That was what was interesting about these groups because the young people were enjoying an experience that was unique to them. I suspect that for the first time for a number of years their leaders were being dragged out of a familiar environment. The result was that the leaders were suffering a crisis of leadership confidence and the young people were suffering from that even worse disease - over confidence!

What it brings me to is one simple conclusion. If there was one word that I have picked out of all this it is **information**. If you are not to have co-ordination or strategy, then the one crucial thing you need is really well produced information. Information for the young which allows them to see what is available to them and how they could expand their horizons; information for leaders which helps them to get over that crisis of confidence when they seem to be losing control. Information is the word with which I leave you.

DELIVERING OPPORTUNITIES BY WORKING TOGETHER

Noel Boaden

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In looking at the programme it seemed to me that most of the sessions were scheduled to be about particular topics, fairly applied things. So I decided to try to occupy the high ground and adopt a more general approach. I am really more concerned to try to raise an agenda than to answer any of the questions I raise, because my own view is that life is very simple really; we tend to dress it up and make it complicated. There is a high degree of intelligence in the room; if only you would apply it appropriately, you would solve most of the problems. By and large, most of us apply our intelligence constrained by the organisations we work for, the experience we have had in recent years, and a degree of pessimism about the future which leaves us stunted intellectually.

Outdoor adventure is an area of recent concern to me and my previous concerns have ranged quite widely. However, what I am struck with is how similar are the debates in this field to those in almost any other field of which I have had experience, both in urban and rural affairs. In other words, there is very little new that you are coping with that other people have not been struggling to cope with, sometimes for a good deal longer than you.

The second thing is that I believe the issue of resource limitation should be high on the agenda because it is forcing most of us to learn new ways. If you have been in the business for longer than 10 to 15 years, you can recall an era when you were reasonably well resourced. It will never recur. Most of us in my age group were trained to spend public resources. That is how training went for public sector professionals. Suddenly to have fewer resources leaves most such professionals entirely constrained and puzzled about what to do. I think that is quite an important issue.

I also think that we are very prone to reinvent the wheel. In fact, some of us reinvent the oval or the square! We should not do that, but it is a great temptation because it makes you feel you are doing something new, and then you meet the person who reinvented it the last time and feel terribly embarrassed and ashamed.

The fourth item that I believe should go onto the agenda at an early stage is that the pace of change is now very sharp and really we are talking about situations that are not likely to outlive the normal short term perspectives that most initiatives take. This means that need to be thinking in a much more general way about the length of time we are considering, the flexibility we are building in, and so on.

Those kinds of considerations lead me to think we need to get some general principles clear if possible, which can then be brought to bear on a variety of issues as and when they arise. We live in an age of ideology, either of the right or of the left. I wish we could get rid of

that because my experience is that the ideologies have a very clear view about what works, and then live in a short term world where they are never in business long enough to find out that it did not work.

We ought to beware of that. We do not want an ideological approach, we want an intelligent and flexible approach. We want an adjustable approach.

In that context let me approach the topic of who can deliver opportunities. We need to look at several aspects of delivery. In the first instance it is perfectly clear to me that for opportunity to be delivered a partnership is required between a variety of elements.

I would distinguish the supply element; those who have command of the actual opportunity, the resource that is needed for people to do things, whether it be a water resource, a land resource, a building, or whatever - or financial resources. There are the suppliers of those kinds of resources. You cannot go out in a boat without water, and people control water. Very little of it is as publicly available as all that. So that is the supply end of the equation.

There is also the demand end on which I want to focus predominantly which concerns the consumers of that supply. So we have a consumption model where there is a supply side and a demand side. Then we need to ask about the linkage between those two and the sorts of mechanisms that will bring them into correspondence, so that we get genuine opportunity delivered. Many of us are fully aware that across the other side there is someone who could provide; and over this side, someone who wants provision; and a total absence of dialogue or communication between them. It is the facilitating of them coming together that is important.

I will dwell briefly on the supply side just to raise a series of issues - and I will talk mainly in terms of the voluntary sector. My experience of the voluntary sector is that they do not understand the supply side unless it is made up of their type of structure and organisation. The people who command resources are not invariably in the business of putting them in the way of the people we would like to see having access to them. Resources are invariably a by product of something else that is their principal concern. Our business is to recognise that, unless they are strictly a commercial provider, we are not addressing them about what it is they are in business to do. We are addressing them about something peripheral that we need to persuade them they ought to take seriously, or persuade them will not interfere with their main purpose.

So, for example, if I meet business people and tell them we are looking for a cash contribution, in the area of the world I come from - Liverpool - business does not have enough surplus to make much contribution to voluntary activity. Certainly, if you got a contribution in 1990 it is unlikely you will get one in 1991.

So there are unreliable aspects to that kind of supply side, but they are driven by the same kinds of limitations that we are. They are experiencing resource shortage; they are experiencing constraint. But also, they are often not local. The key decision maker that one might

need to address is not operating at the same level as many of the user organisations that want to engage with decisions.

For example, I had a staggering experience recently when I discovered that I have greater spending capacity within my own control than a senior local manager in Liverpool who has to refer anything more than £500 to his managing director in London for approval. Other forms of constraint are also apparent in relation to participation in local affairs. The fact that some senior people in local concerns are so highly constrained makes it important to question where leverage should be applied to secure resources.

The other thing to remember is that most supply organisations are not representative, not accountable in the normal sense understood by many of us engaged with the public sector. That is to say, they do not have to listen to you; they do not have to pay attention to you; they can invoke another group of people to whom they are responsible, a body of shareholders or whatever. So the skills many of us have learned in order to handle the public sector, which was the great milch cow of the 1960s and 1970s, are not so applicable when you start to talk about the private sector and other kinds of concern. They are certainly not so applicable to the quasi-public, the statutory bodies of which I was once a member. They are not anything like the same form and shape as a public authority of a conventional kind.

So, all those things have to be negotiated if what you want access to, where you want to create opportunity, is out there and within the control of someone else. Most of us do not have control over resource in quite that way.

Now, bearing all that in mind, the principal issue I want to talk about is the other end of the process, the demand end; where we are at, who we are working with, what it is all about. Clearly, in this context, we are talking about young people but that is a very indivisible category as presented in that way, and we need to be aware that there are as many varieties of young person as there are of any other age group, and indeed, there is an age variant which may be very important with the young. But if I just run through the standard classificatory items of gender, race, class, locality and age, we already have a very complicated picture. All I have done is to review the ones that are easily accessible in statistical terms. You can add to that: how clubbable are they, and what sort of club; are they in employment or not in employment; what sort of family context do they come from; what sort of education have they had; and what sort of attitudes do they bring to bear; all of which are crucially important to their involvement and participation in any kind of activity including outdoor activity. If the ambition is to get everybody involved in outdoor activity and adventure, you have to address the lowest common denominator, if that is what it is, of possible participants. And consequently bear in mind a whole range of those factors just listed.

If you keep those factors in mind they raise the question which needs to be asked - who can best reach some segments of that youth population that we are trying to engage? Stop necessarily asking the question, how can I reach them, and ask the question, who can best reach them? It may be that you cannot reach them because of the nature of your organisation, or the nature of your structure, or because of

your own role, background and character. It may be horses for courses which need to be discussed.

For example, I am not greatly in favour of single sex organisations but there are clearly young people who might not join a mixed gender organisation. That is an issue we need to address. Or another issue, how local should a group be? I know parts of Liverpool where people will not go outside five or six streets' length to engage with an organisation. If the organisation does not come into their five streets then there is no basis for going forward. Of course many organisations are not like that and the local scale cannot command resources in any serious way. So we have to question those sorts of linkage.

On another front, should we stop considering only organisations concerned with outdoor activity and adventure. It might be possible to add them to the activities of an organisation where they are not currently on its agenda. Where the organisation is well organised, highly articulate and coherently put together it may readily extend its remit. There is a whole series of issues there.

On the other hand, we often tend to adopt an activity perspective and say, this is the organisation for X, this is the organisation for Y, this is the organisation for Z. The traditional model does not easily fit the development of new kinds of activity, more exploratory kinds of development and possibility. In other words, we have a very traditional model of sporting activity with a rather elitist kind of structure, and in many ways that does not help the development of outdoor adventure.

So we need to keep looking at those issues - what kind of organisation can reach the right people, for our chosen purposes, and so on. We need to remember also that most organisations currently labour under a whole host of constraints. In my experience, we are currently seeing organisations seeking to widen their remit, change their direction to facilitate opportunity, and so on. People are trying to increase their organisational membership. Many are experiencing resource limitation, possible membership loss, and such pressures often lead them into commitments, into new avenues, and to explore new possibilities.

We need to bear all that in mind because when we address the question of organisation and of opportunity we cannot address organisations as though they are unconstrained, nor as though they are all malleable, or all friendly and well intentioned. In fact, competition is far more evident than co-operation in lots of current organisational activity, in my experience.

Now, all of these possibilities, whatever kind of approach you take to organisations, to some extent embrace the organisations already concerned with outdoor adventure. There is a need to facilitate their work and there are a variety of strategies that I want to put on the agenda that we might adopt for that particular purpose.

For example, we can put outdoor activity and adventure for young people on a lot of people's agenda, just simply raise it in people's consciousness and tell them they ought to be concerned about it. Many of those people will not have given it a thought, they will not have

been concerned with it, they will feel no sense of expertise and may feel reluctant to get moved into it. However, it is one way forward to use organisations already there if it is convenient and possible.

So you do not have to invent new organisations, although that is a second strategy. Creating organisations happens quite frequently where motivation is strong; it happens in lots of fields; it would not be unique for it to happen for particular outdoor purposes, for particular youth oriented purposes.

However, we may want to do something rather different, which is to spend our energies not on creating new organisations, not on putting items onto the agendas of other organisations, but simply in creating a climate and a context in which organisations come together, talk to one another, interact and interlink. It seems to me that we ought to be informing people about their mutuality, their shared concerns and about their shared interests.

None of that is easy. It will not be easy to get organisations to shift and change. Someone has to change the agenda if it is existing organisations you want to move. You have to get new items on their agendas in a climate in which they are struggling to cope. These days, most people are shifting where resource is available, they are not always shifting with good intent. The driving force of resource is very evident but if it is not available to you then you have to work on different regimes, different systems, and so on.

If you are creating new organisations, somebody has to provide an input of support. If they do not come up from the grassroots, as a kind of up swelling, then most organisations these days will start looking for a permanent member of staff - and you are into £20,000 a year. You start looking for an office and you are into another £X000 a year. Before you finish you find you need £100,000 budget just to start the organisation, without any activity.

So it can be very expensive but those resources may be available. There are plenty of agencies that sponsor, support, stimulate, and provide just the cover that new organisations need in those early days. Or it may be that there are organisations that can second someone out to provide a little bit of leverage, a little bit of leadership, and so on.

It is self evident that networking needs people to come together, to work jointly, to be mutually aware, and so on. But again there is a variety of issues that you need to keep on your agenda when thinking in these terms. Most people value their autonomy, and all jointness is an erosion of autonomy. You cannot have mutuality without surrendering some part of your own autonomy.

Networking often challenges people's capacity. It is actually threatening them with things they have never done before, things they might not be good at, things that render them uncertain, that leave them without the trappings of longstanding activities which are what many of us cling to. It often threatens the sense of locality. It is pulling people out; it is making them aware that there is another place that is of equal concern if not greater concern. It is making them aware that they are not the only place on the earth that has these

problems, and so on. The resource question often arises again because the key day in mutuality is when somebody says, "We won't bid for that resource because you need it more than we do". That is a very painful decision for an organisation to take. Self effacement is not what normally goes these days; it is a very competitive climate.

Finally, you have to deal with accountability. Many organisations perceive an audience for themselves -- they have committees, they have memberships, and accountability to them has to be reconciled. There is a whole range of issues there. What they do is to raise opposition and make things difficult. They threaten what we all know; they often challenge us; and occasionally they render us redundant. Speaking as someone who has felt redundant on many occasions over the years, it is a hard thing to take. We do not want to be told that really the purpose of our activity is no longer relevant.

So, that is by way of comment on the supply and demand sides. What about linking those two together? To complete that equation you really have to say what are the linkage mechanisms. Well, it is easy in the private marketplace. What you cannot pay for, you cannot have. The price mechanism is a wonderful regulator. It inhibits most of us having access to lots of things. It allows some people privileged access to all sorts of things. The public sector has a quite different mechanism for rationing but don't let us pretend that it ever gave everybody access to everything, because it did not. It was just a different mechanism for denying lots of people access to anything at all!

That is quite important because it reminds us that if this was 1969 I would not be talking in a very different way about how we should try to manoeuvre the public sector into giving us more resources for outdoor activity. The audience that we are all basically concerned about is an audience that is deprived of access to both the public and the private sector in many cases, and which often lives in relatively difficult and deprived circumstances.

So, there is not a wonderful model of operation or co-operation that works magically. You only have to go to your doctor to know that the public sector is not in the business of delivering service. Tablets, yes; but service, that is a different matter!

The 1990s are not likely to be public sector led and, in my view, they are not likely to be private sector led either. They are likely to be a mix that errs towards the private sector end of that dimension. We are going to have to learn to live with that. There is a whole set of questions we will have to address if we want to widen access. We need to know better about who, why, what, and so on in terms of use. We need to answer a lot of questions of that kind. We need to know something about how opportunity is brought to bear and how people react to various opportunities. What about membership criteria, what about rules of eligibility, what about standards, what about this, what about that? In a sense we need to be sensitised to the implications of all these kinds of issue.

If you had sat through as many meetings as I have, drawing up constitutions for voluntary organisations, you would be aware that very little of it was to facilitate the membership becoming participant and involved; most of it was to facilitate the officers enjoying themselves

drawing up constitutions! We have to avoid that. We have to be aware of it, but we need to know more about it. We need to know more about location and physical access. Where will people go, and when will they go there, and how do you have to engage them when they are there?

So there is a whole set of questions. We have to stop pursuing the best because invariably it is the enemy of the good. There is a dangerous tendency in many parts of outdoor adventure for people to want the highest standards which, by the time their implications have trickled down, have alienated many of the people down the line who can't cope with that level of standard immediately. We need to get a linkage between those levels and standards so that there is a pathway, an avenue, and so on. Above all, we need to ask all these questions.

That brings me to an agenda, in a sense, of things that need to be done, issues that need to be addressed. In my view, research is an early item because we really do not know enough. We need more knowledge about what, when, how and why. That is quite important.

Incidentally, researchers need to learn how to communicate what it is they have discovered to those who desperately need to know it, in a language that those who need to know it can understand. Journal articles are not very good for doing that, and it is perfectly clear from looking at your faces that conference presentations are an equally bad way! So, we need to get some research on board; I know there is some underway but it needs to be extended.

The related issue is information. I recall vividly that when we started trying to co-ordinate outdoor activity in Merseyside, Roger Orgill (Sports Council) used to come to our meetings carrying a mine of information with him. People used to sit and ask him questions; he would tell them the answers, and they all went away feeling fulfilled and informed.

Information is critical to all this. You will not get accessibility and involvement if people do not know. There is a lot of information about that people pay me research money to go and get from people who have collected it. This is a bizarre characteristic. How do you find out? You go and ask someone. Somebody knows all this stuff; none of it is magically invented. So we need to gather all that knowledge and disseminate it.

We also need to deal with participation. If we are serious about addressing real involvement, you need to ask how does your organisation run, what part do the people involved play in it, do they have a serious role in directing its goals, aims and objectives? That is a very difficult issue. It is very difficult for a lot of professional workers because it presents a very strong threat to their positions. The membership may well want to do something that you think they ought not to want to do. One solution is directive participation which is where they end up doing what you want them to do but thinking they did want to do it. It takes long meetings to achieve that and it is not very productive.

Above all we need to take some action. We need to do some things but, above all, we need to pass on the learning from them, so that those who come to do them later know whether it is worth doing. In

other words, if you invent a wheel, for goodness sake tell people what shape it is and let them know.

We started off something in Merseyside, the Merseyside Outdoor Activities Initiative. It is now being initiated in many cities, and dying in Merseyside unless we are careful. We learned the hard way and made all sorts of mistakes. I hope and pray that people elsewhere have learned from them and will be able to achieve successful outcomes on the basis of our experience.

So, all of that needs to be put against a background that recognises there is far too much which is short term in all of this. Everybody lives their lives in a very narrow time perspective. You need to take time, build slowly. Take your time - you are not going to invent the thing by tomorrow. We are talking about ten year perspectives for most of these things and if you take that time perspective you can have a different view about what you do early, and build on it, rather than rushing along simply because money dictates. The best thing to do with a lot of money that is made available on other people's terms is to reject it. That may be a very painful experience but the taking of a resource that is not appropriate is much worse than not taking resources at all.

So there are a variety of things that need to be engaged there. Many people in this room will have engaged in short term programmes and deviated their organisation to meet the requirements of a programme. Everybody is into Europe, everybody is into this, or that, but it may be that you do not need that sort of money, or at least not on those sorts of terms. We need to be developing with an awareness of these kinds of issues.

Finally, just a comment about the private sector which I promised I would make. We do have to engage the private sector. I have no doubt at all that the model of the 1990s requires private sector intervention but I do not think it necessarily means private sector finance in the way in which most of us have gone cap in hand traditionally. Of course, we need to recognise that the private sector may fund things. But the private sector may be a proper consumer (and buyer) of services that you can offer, and that is a better way of getting funding than asking for a gratuitous gift in order to stimulate activity.

The private sector has facilities, it has buildings, it has sites, it has access to people who might participate. Young people are not always employed but where they are there is a golden opportunity to reach an audience of youngsters who may or may not be engaging with activity in the conventional way. There is plenty of expertise in the private sector. Perhaps the most stimulating thing that happened in the Merseyside context was the recruitment of a secondee from Glaxo who gave a real charge to the whole thing. We were very lucky, we got a very good secondee, but that is another way of engaging the private sector.

So there is a whole host of things to be aware of but it seems to me that the lessons are clear in a broad sense. What we need, crucially, is more co-operation within our own ranks, and more mutual awareness and information within our own ranks. We need a networking of relationships, awareness and communication which is absolutely

critical to the whole thing. People need to know, people need to tell one another. That will require resourcing and support, but resourcing and support put into these things will have far more pay off than some of the very narrow resourcing of particular initiatives and particular perspectives, which seem to me to be invariably short lived.

INTRODUCTION

This section of the Conference Report contains five short papers, one for each seminar session:

- Improving Information
- Enhancing Quality
- Expanding Resources
- Developing Management and Leadership
- Safeguarding the Environment.

The choice of seminar sessions reflected the five lines of action proposed in the concluding chapter, 'The Way Ahead', of The Hunt Report.

Each seminar was introduced by a speaker, who made a brief presentation to stimulate the discussion that followed. The discussions that took place in the seminars and the related workshops on implementation are not reported in full, but they contributed to the plenary feedback session which follows these seminar papers.

For these reasons, the following seminar papers should be seen as an input to a debate, and should be read in conjunction with the Feedback Paper from Workshop Discussions which draws out the main points arising from the seminars and workshops.

IMPROVING INFORMATION

Shane Winser

Information Officer,
Royal Geographical Society

INTRODUCTION

In the case of the Expedition Advisory Centre at the Royal Geographical Society, there is a perceived need for information provision within an environment where both the information required and the market are known. Nevertheless, changing trends in information requirements must be continually monitored.

IMPORTANT CONSIDERATIONS IN PROVIDING INFORMATION

1. Who is the information for? The market includes, for example, parents, teachers and government departments, as well as direct users of the information. Information must also be provided for potential leaders, as the lack of leaders is a major problem for many activities involving young people; and enablers and resource providers.

Direct users consist of two groups, each with different needs:

- people who know nothing about the activity;
 - people who are already aware of the activity, and require in depth information.
2. The nature of the information provided. This must meet customer needs. In general these needs cannot be met by standardised directories or pamphlets, as this approach can exclude a large part of the potential market. Instead more personalised responses are required, although these pose problems of resources. Hence for many organisations there is a strong need to concentrate on the core market sectors.
 3. The channels of promotion used should be those that are used by young people themselves.
 4. Action or reaction? Information can be proactive (the promotion of an idea or concept) or reactive (directing people to the appropriate resource).
 5. Timeliness of information. Information must be kept up to date. There is a problem in ensuring that information is correct and of the right quality, and meets the needs of the users.

EXAMPLES OF GOOD PRACTICE

Various examples of good practice already exist in the UK, for example, the Shell Better Britain Campaign, which is backed up by good quality literature, especially with regard to how to raise funding. Their

approach emphasises the fact that information must be more than just a list of names and addresses.

CO-ORDINATING THE NETWORKS

A major missing factor in the present structure is a well publicised point of entry into the networks. This would provide a possible role for a centralised body, such as Adventure UK, which would act as a focal point to which people refer. Some progress has been made along these lines with the Outdoor Activity Initiative Network, which has 16 groups around the UK aiming to bring people or groups wanting to use the outdoors together with the providers of resources. There is also a need for the exchange of information between providers.

As well as difficulties in keeping information up to date, there will also be a problem in setting up such a network since each organisation involved works within its own culture and networks and it can be difficult to cross these barriers.

Editor's note: The report for this seminar was written by Glenn Millar of British Waterways.

ENHANCING THE QUALITY

Wallace Keay

National Technical and Safety Adviser
Duke of Edinburgh Award

For many years the countryside has played an important role in the recreation and education of young people. In the past 50 years this role has become more structured, especially in the area of outdoor education and in the provision of adventurous activities.

Many people have struggled diligently, over many years, using diverse channels of approach to provide greater opportunities and facilities for young people to participate in education, recreation and adventurous activities in the outdoors. This struggle to provide opportunities and facilities will continue. It must continue as the need for adventurous activity is so fundamental for the majority of young people that it cannot be the domain of a chosen minority.

Parallel to the need for increased provision is an equally important need - the need to enhance the quality of the outdoor experience. The enhancement of quality is just as demanding as the need to increase provision.

There is a widespread tendency to be satisfied with the quality of outdoor activities - "because it is out of doors it must be good"! All too frequently this is just not true. The experience may well be better than some of the alternatives available to young people, but all too often we do not appraise the quality of the outdoor experience by the same critical standards that we employ elsewhere. Many outdoor activities, whether educational or recreational, leave a great deal to be desired. To make an objective and critical appraisal more difficult, many of the young persons involved praise the experience and their leaders. We must always remember that this apparent satisfaction is usually based on very limited experience and enhanced by novelty.

Many providers of adventurous outdoor activities do not even relate the experience to the age and aptitude of the participants; even the equipment may be too large or too small.

Many activities, especially the outdoor pursuits, seem to be dissociated from the outdoor environment to such an extent that they could equally well have taken place in artificial indoor circumstances. Little emphasis, if any, is placed on the need to become at one with the environment, or even to care and protect it.

The outdoor environments in which many activities take place are inappropriate and dictated by the needs of the leader and administrative convenience rather than by the needs of the participants. Technical skills frequently become an end in themselves rather than a means to an end, and detract from the adventurous nature of the activity or the learning experience.

EXPANDING RESOURCES

Roger Orgill

Senior Development Officer,
Countryside and Water Recreation, The Sports Council

INTRODUCTION

Adventurous activity and countryside visiting for young people, is facilitated largely by institutions - for example, schools, youth clubs and the voluntary bodies of Scouts and Guides.

Other young people, whilst perhaps far fewer in number, receive their introduction through family and friends; others again find their own way into the outdoors as individuals or in small groups, virtually unassisted.

In considering resources, the needs of all gateways to the countryside experience should be addressed within the wide interpretation of the 'adventure experience' and 'countryside' both of which are relative terms.

RESOURCES

This means supplying what is needed to facilitate the experience, the total stock of available assets which can be drawn on nationally, regionally and at neighbourhood level.

The term resource applies to components such as leadership or transportation and equally well to the resource package approach provided for example by YHA programmes, PGL Adventure, or Local Authority residential centres.

IDENTIFYING RESOURCES

Resources needed in support of adventure and countryside visiting would include some or all of the following:

- Information and advice
- Contact with other potential participants
- Equipment - personal and shared
- Transport availability
- Accommodation for overnight or longer visiting
- Leadership appropriate to the venture
- Opportunity for continuity of experience
- Finance.

Resources might well be widespread within the community or neighbourhood, ranging from adult leaders to sponsorship, for example, through Rotary or Round Table groups. Identifying resources and drawing on them however is frequently difficult and part of the challenge in planning a venture.

The emergence of urban resources centres such as Sunderland Outdoor Activities Association with its central location and community focus, enables many to participate who would not otherwise do so.

Are such centres the way forward, or is it all made too easy by removing the challenge for the young people of getting it together?

MATCHING THE NEED WITH PROVISION

Traditionally, young people have been taken to the countryside for introductory experiences, usually at some distance from the home environment, with little or no prospect of returning independently to such settings.

The late 1970s and 1980s began to see a more considered approach utilising local countryside where, through urban regeneration and the greening process, activities and initial countryside experience were brought to urban communities, involving both neighbourhood leadership and the countryside management of urban ranger services. This might well be seen as a stepping stone process in discovering the wider and wilder countryside.

What more can be done to expand resources to enable more young people to experience the countryside and plan their own adventure experiences?

In the past decade, emphasis has been placed on the needs of urban youngsters. What about rural youngsters? How can their needs also be met?

DEVELOPING MANAGEMENT AND LEADERSHIP

Robert Pettigrew

Chairman, Mountain Walking Leader Training Board, and
Principal Officer, Cleveland County Youth Education Service

INTRODUCTION

The Hunt Report, upon which this Conference is based, gives the impression that governing bodies of sport associated with outdoor pursuits have played little part in developing training schemes of competency for leadership of young people. The governing bodies have criticised the Report for this, and the British Mountaineering Council and Mountain Walking Leader Training Board have made a joint statement that they "...have always been the main providers of qualified mountain related trainers and instructors". The role of the governing bodies is an issue that needs to be debated.

Historically, there were two main partners involved in the provision of social, physical and recreational training: the Local Education Authorities; and the voluntary sector characterised by the national associations of the major voluntary youth organisations. More recently, the Development Training Industry, a commercially oriented organisation, has emerged as a third partner.

CURRENT ISSUES

Undoubtedly, the major issue is the current shortage of suitably qualified staff. It does not need elaborate research to indicate that this shortage will be projected into the foreseeable future and is probably insoluble.

The Hunt Report stated:

It was indicated widely and emphatically that there was a pressing need for more properly trained, selected and qualified leaders and that there should be a much greater provision for training in all the skills involved. Leaders require a wide range of competences and strong personal qualities. Too rapid a pace of expansion of outdoor challenge experiences might entail outstripping adequate leadership resources. There needed to be an expansion of high quality and better structured training programmes.

The Mountain Walking Leader Training Board would wholeheartedly concur with the above quotation.

Possible solutions would be:

- To make good the current deficit in trained, qualified and experienced leaders for the existing level of activity.
- To lay the foundations for ensuring continuity of provision of supply of trained leaders by generous annual education support

grants conveyed in the form of national bursaries for intending candidates through the Mountain Walking Leader Training Boards, the National Centres, and other selected centres which can deliver the training and assessment schemes.

- To build into all schemes of training a flexibility to enable reviews of style, content and method to keep abreast of changing fashions.

RESOURCE IMPLICATIONS

Unless the existing pattern of provision is adapted and improved to be a corporate machinery for the promotion of outdoor education, the resource implications are prodigious, and in the current financial climate would not be countenanced either by Local Authorities or Central Government. This would include involving the Department of Education and Science, the Local Education Authorities, the governing bodies of sport, the Central Council of Physical Recreation, the traditional national voluntary youth organisations and the Association of Heads of Outdoor Education Centres. In short, there can be no new structures.

THE CURRENT PROVISION

The recent publication of the Department of Education and Science, 'Safety in Outdoor Education' describes well the state of the 'outdoor nation' and emphasises continually the appropriate competency award of the governing body concerned and the application of accountability at all levels of the hierarchy of either a Local Education Authority or a voluntary body. The publication offers some important definitions for future planning which would rid outdoor education of the current confusion over levels of accountability. They are:

Providers: Those with legal responsibility for the conduct of activities (Local Education Authorities, governing bodies and committees of management of national voluntary bodies).

Co-ordinators: Planners of outdoor education in individual institutions or organisations.

Leaders: Those in overall charge of activities.

Instructors: Those in immediate control of an outdoor education activity (includes voluntary instructors).

The Department of Education and Science document emphasises that all those named above have a duty to take reasonable care for the safety of young people who may be affected by what they do. Competent leadership is the most important safety factor of all.

What is missing? In short, a National Council for Outdoor Education which would be composed of representatives of all the major bodies currently operating in an unco-ordinated fashion. It would be given a constitutional framework and a modest secretariat, and would be charged with responsibility for developing a coherent national policy of development and good practice, harnessing the energies of voluntary, statutory and commercial operatives with in built safeguards to protect the integrity of each.

FUTURE CONSIDERATIONS

1. Existing structures should be adapted and improved to participate in a national scheme.
2. This would involve a partnership between: Department of Education and Science; Local Education Authorities; Governing Bodies of Sport; Central Council of Physical Recreation; Sports Council; National Voluntary Youth Organisations; commercial operatives which satisfy certain criteria.

In the bodies described above there is considerable cross representation of competent individuals, both voluntary and statutory workers. Ways and means should therefore be found of formalising and strengthening that largely amateur network into a truly National Council for Outdoor Education which would draw representatives from all the principal components concerned, not simply the present half dozen comprising Adventure UK.

SAFEGUARDING THE ENVIRONMENT

Roger Putnam

Chairman, National Association for Outdoor Education, and
Director, 'Outdoor Adventure and Challenge for Youth' Project (1987/89)

The report, 'In Search of Adventure' devoted its penultimate chapter to the environmental implications of outdoor adventure. In this chapter, a number of principles were emphasised, which are now outlined.

The first was that the outdoor environment resource is finite. In a sense this is a self evident statement; yet it might be argued that the resource is 'elastic'. The boundaries are not always clear. The ocean yachtsman and the hang glider are less bounded than mountaineers. Do we underestimate the true extent of the accessible outdoors?

The second suggested that the outdoor environment resource must be able to regenerate; that we should assess the level of sustainable use, and not exceed it. Here we are making judgements about environmental quality, about passing on an environment to our successors at least as good as that which we inherited. And yet we could settle for less; if we cease to maintain or manage an area of forest, for instance, this does not imply that it would not be an attractive adventure resource for young people. Can safeguarding the environment sometimes imply tidying and sanitising the wilderness, just as safeguarding outdoor education can sometimes remove any element of adventure?

The third principle suggested that the notional environmental cost should be estimated, that is, an attempt should be made to measure the impact of each activity on the countryside. And the fourth proposed that a corresponding environmental contribution should be exacted from each party of young people engaged in an outdoor programme. Can we yet measure impact at all realistically, and can we expect the bill to be paid in some sense by the user? It is fashionable to talk of the polluter paying, but is this a sensible principle to apply to youth groups in the countryside?

The report also points up the need for groups and leaders to gain a stronger awareness of the environmental impact of their activity; to improve communications between users and the farmers, owners and local communities; and to spread the load by using alternative areas and by trying to encourage low impact 'lightweight' activities. The report suggests that each outdoor venture with young people should fit the desired educational objectives, should meet the needs of the young people themselves, and should be appropriate for the environment visited. All three elements have to be matched; this balance is inevitably an ideal, but a goal which if achieved is likely to give a vastly more rewarding experience for all concerned.

In conducting the research for the report, we thought there was some evidence of complacency by those who encourage young people into outdoor adventure as to the effect of their activities on the environment. In general, outsiders expressed a stronger anxiety about the environ-

mental effects of such activity, both on landscape and on communities. There is some indication that the recommendations of the report are already being acted upon. The past five years have certainly seen a great expansion of awareness of the opportunities available on the fringes of urban areas. Country Parks have been well used for outdoor recreation by the young, and are particularly appropriate for orienteering, basic canoeing and sailing, where they incorporate areas of water, as many do. However, it is likely that the era of establishment of Country Parks under Local Authority management is ending.

In similar fashion, basic training in outdoor skills is being provided increasingly in areas close to home. This is particularly true again of water activities. The cost and time constraints, particularly for school groups, as well as the demographic trends, suggest that numbers of young people visiting distant National Parks will not increase greatly, at least in the immediate future.

There is still much scope for the improvement of communication between organisers of adventure programmes, to avoid undue concentration of activities. The liaison, ranger and information services of the National Parks are a valuable resource, but unable to exercise much influence over the concentration of activities. Such services also operate in some areas outside National Parks, but the distribution is patchy. Several of the Urban Outdoor Activity Initiatives are now operating only on a voluntary basis as their funding runs out, so that communication in these areas is less easily encouraged.

Opportunities for water based activities have continued to expand in Britain, particularly as evidenced in the growth of marinas, and, for instance, the growth of registered vessels on Windermere. It is less clear that low cost opportunities for young people are expanding; indeed the requirement for some Local Authority sailing centres to operate on a profit making basis may have had an adverse effect.

The general public awareness of environmental factors has continued to increase since the publication of the report, and this is reflected in the nature and content of most outdoor adventure programmes. It is not clear how much active conservation work is included in outdoor programmes; however the series of conferences convened by the Adventure and Environmental Awareness group, among others, has drawn attention to the impacts on crags and waterways of outdoor education use.

Access remains a difficulty in many areas. The battle to maintain rights of way requires continuing vigilance, and little progress has been made in achieving access agreements on rapid rivers in England and Wales. The worst fears aroused by water privatisation legislation seem to have been allayed, although it is too soon to assume that access will be safeguarded. There is little indication that Ministry of Defence land will be released for greater public access. Much painstaking hard work and compromise has still to be carried through to achieve wider access; it would be helpful to have a picture of those areas where particular difficulties still exist.

There are many hopeful indications that those who practise outdoor adventure are thinking more carefully both about the programmes they offer and the environment which they use. Developing access to low cost facilities and locations will be the key to implementing the principal recommendation of the report.

FEEDBACK PAPER FROM WORKSHOP DISCUSSIONS

Richard Broadhurst

Recreation Officer, Forestry Commission

There were nine workshop discussion groups. Four of the seminars, Safeguarding the Environment, Expanding Resources, Developing Management and Leadership, and Enhancing Quality, split into two groups to discuss the implementation of their recommendations; the Improving Information seminar went on to look at implementation as a single group.

Just to get some kind of flavour of what was going on, I visited five of the workshops in quick succession, one from each of the themes. Some of the workshops had taken the theme directly from The Hunt Report and started building on that straightaway. Others discussed at length the aims before setting about looking at the methods and the way in which those might be implemented.

The method I adopted in looking at these papers was initially to reorder the papers in a way which might be considered to be slightly more logical and reflect a natural hierarchy or progression:

- Safeguarding the Environment
- Expanding Resources
- Developing Management and Leadership
- Improving Information
- Enhancing Quality.

It seemed to make sense to start by looking at safeguarding the environment because without that none of the rest could take place; next to look at the issues of expanding resources and developing management and leadership; and then move on to improving information before finally considering the enhancing of quality.

Having reordered the papers, the search was on for common strands that I could simply and neatly put onto one overhead for each of the above themes. The groups had been asked to concentrate on five aspects of implementation, so in the first stage of my analysis, I have used these headings, combining the responses where the theme was discussed by more than one group. The summary for Safeguarding the Environment follows (Table 1).

TABLE 1

SAFEGUARDING THE ENVIRONMENT

Methods:	Developing new areas Networking Changing the law relating to access
To be avoided:	Under resourced initiatives Long term existence of a committee Pricing to ration
Constraints:	Resource keepers
Partners:	Stakeholders
Recommendations:	Support Adventure UK Reflect support in National Curriculum Work for mutual trust amongst voluntary organisations

In terms of methods, the Safeguarding the Environment groups discussed the business of directing activities to new areas, to footpaths and to urban parts of our environment. They considered the need for more people on the ground to direct that activity, more rangers and people of that kind; and also considered the possibility of having a standing committee, or perhaps an annual conference, perhaps city/county forums, and initiatives at the local level.

Things to be avoided included: another talk shop, an under resourced initiative, long term committees (presumably apart from the standing committee referred to) and the introduction of pricing to ration.

In looking at the constraints and the partners, not surprisingly the constraints were considered to include the keepers of resources, and the partners those other stakeholders who might help to lever out some of those resources.

Recommendations included Government support for Adventure UK; the thinking to be reflected in the National Curriculum; and voluntary organisations to trust one another.

The next aim is that of Expanding Resources (Table 2).

TABLE 2

EXPANDING RESOURCES

Methods:	Use existing network Charge full price
To be avoided:	Going abroad
Constraints:	Knowledge Cash resources Attitudes
Partners:	Resource keepers Stakeholders
Recommendations:	Start at the primary school level Sponsorship advisory service More resources for Countryside Commissions and Sports Councils Outdoor pursuits in National Curriculum

The groups suggested that more use should be made of existing resources, in part through setting up a better network of information, both on the market which exists and on the existing deployment of resources. People should be charged the full price, in contradiction to the views of the Safeguarding the Environment group.

The constraints identified included the lack of knowledge of best practice, and an attitude barrier - attitudes of landowners, resource keepers and, in some instances, stakeholders too. The recommendations were that one should start with primary school children; that there should be a sponsorship advisory service; that there should be more funds for the Countryside Commissions and the Sports Councils. It was also considered that outdoor pursuits should be part of the National Curriculum.

The third aim investigated is Developing Management and Leadership (Table 3).

TABLE 3

DEVELOPING MANAGEMENT AND LEADERSHIP

Methods:	Broader definition of outdoor education Listen to consumers Train for social as well as technical skills
To be avoided:	Too much speed
Constraints:	Information Territorial behaviour of organisations
Partners:	National Council for Vocational Qualifications National Curriculum Local - many of them
Recommendations:	Central body for communication and training Use existing bodies National Association for Outdoor Education Annual Conference or Adventure UK

The Developing Management and Leadership group considered that there should be a broader definition of outdoor adventure; that it should take on board such things as risk, uncertainty, autonomy, but also relate to activities closer to home. An important theme expressed was that we should listen to consumers, and that we should train for interpersonal skills and social skills, as well as technical skills.

The main thing to avoid was running before we can walk. Lack of information, the territorial behaviour of organisations and in fighting were again referred to as constraints.

Key partners were seen to be the National Council for Vocational Qualifications; and again outdoor education should be included in the National Curriculum. A variety of roles was identified for local partners and a possible requirement for a number of local co-ordinator posts.

Recommendations were that there should be a central body for communication and training, that existing bodies should also be used, and that perhaps the National Association for Outdoor Education could represent views. There was some discussion as to whether the best mechanism was an annual conference of some sort, or whether it was Adventure UK.

The next theme is Improving Information (Table 4).

TABLE 4

IMPROVING INFORMATION

Methods:	Target audiences Personalise messages
To be avoided:	Charging end user
Constraints:	Supply/demand mismatch Information block
Partnerships:	Public, private, voluntary Young and providers Between providers
Recommendations:	Market research Monitoring Best practice to be circulated

This group identified as important the need to target the audience for whom the information is intended, and to match it with appropriate techniques for getting that information across. There was a suggestion that more should be done to ensure that the information flow is personal and that there should be a networking between providers of awareness campaigns.

Charging the end user for information is to be avoided because the person you want to transmit this information to is the one least able to pay. Another way of putting that is to suggest that there are two types of marketing. In promoting an activity you might not charge for information, but in providing a value added information service charging becomes more palatable.

The constraints are a mismatch between supply and demand, and attitudinal barriers. In addition there is an information block. It is important to sort out who are the gatekeepers of the information and identify magicians!

Key partnerships included most people - public, private, voluntary but also, crucially, a partnership between the young and the providers and a partnership between providers.

Recommendations were that there should be market research into what young people want and that there should be a continued monitoring of the effectiveness of the work. There should be an information network at national and local level, and the spreading of best practice.

The final theme is that of Enhancing Quality (Table 5).

TABLE 5

ENHANCING QUALITY

Methods:	Training: social, technical and environmental skills A progression of adventures
To be avoided:	Bad first experience
Constraints:	Attitudes: governing bodies commercial bodies Habit
Partners:	Education sector Voluntary organisations Governing bodies
Recommendations:	Impartial co-ordination More access to information

Training was again mentioned as a crucial issue. To the social, personal and technical skills was added environmental skills. The group spent some time discussing progression, the idea that once people are into the adventure business they should progress and have greater adventures.

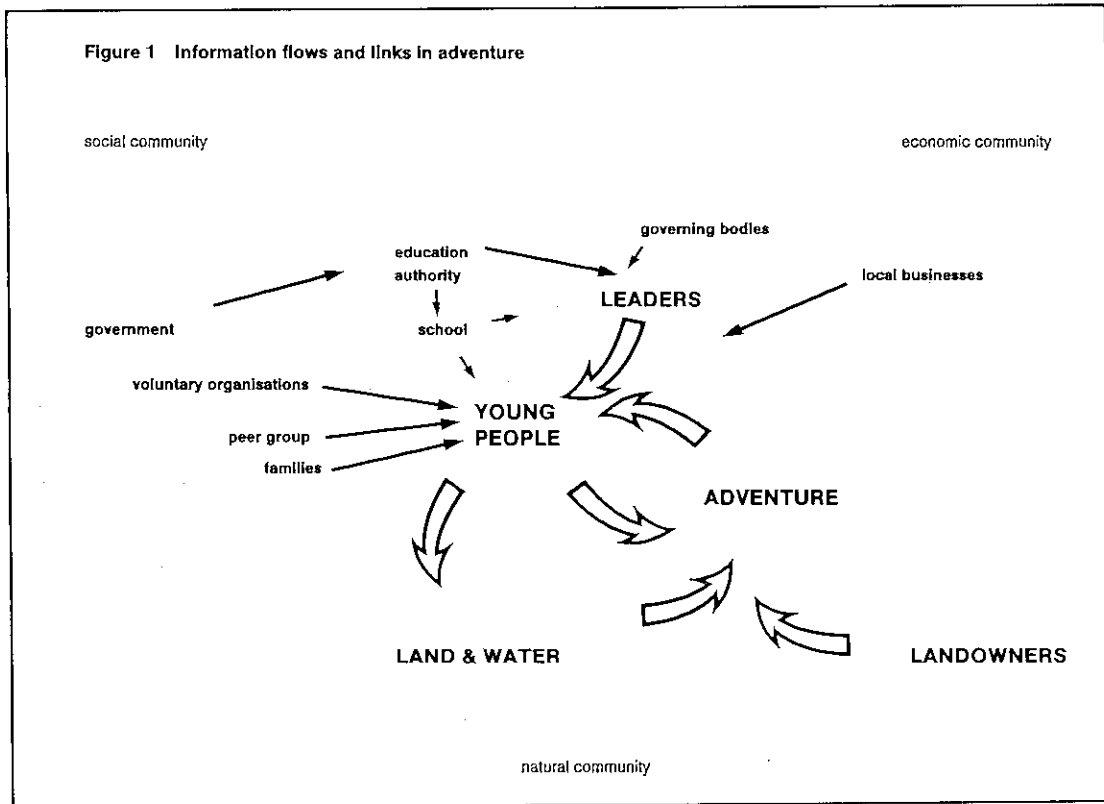
The principal thing to be avoided is the bad first experience. The constraints were the attitudes of governing bodies; of commercial organisations; and also habit. People go back again and again to the same place.

Potential partners were identified as being in the education field, the voluntary sector and the governing bodies. The recommendations referred to the need for impartial co-ordination and for more access to information.

Having summarised the findings of the groups, I reflected for a while to consider what conclusions could be drawn. I charted the position of the main players: of the young people; of the people who held the resources, the landowners; of the people who impelled those youngsters, or provided opportunities, who acted as catalysts, the leaders; of the adventure itself; and of the land and water which may be a necessary part of that. From this a pattern emerged - the different flows connecting the different players form the adventure. In Figure 1 the natural community appears on one facet - land and water, the physical characteristics, the plants and animals. On another is the human, social community. A further facet enfolds the economic community, in part represented at the Conference.

What are the linkages? Young people obviously require access to land and water. Once this requirement is met the adventure is created

in their minds, something perceived. All the other players have a role, whether it is the leaders who may therefore need training, the landowners providing access to the facilities, the school, the voluntary organisation, peer groups, families and all who bring various pressures to bear.



The link is information, something which is crucial in the process. Many people have mentioned marketing and information; these are the strands connecting the workshops. This is not so surprising given that we are living in a society burdened with information overload at the moment.

To sum up, there are three main strands connecting the thinking arising out of the workshops:

- Information
- Organisation
- Shared values

Firstly, information, for users and providers - getting the right bits of information to the right people. Secondly, there is something slightly stronger than information, necessary to help those information flows - some sort of organisation. The suggestions ranged from annual conferences to two year standing committees, to a central body or Government department. Finally, emerging from the totality of the discussion is the importance of shared values to set the climate within which young people will be able to adventure in harmony with the countryside.

INTRODUCTION

Max Gillespie

Conservation Officer, Greater Manchester Youth Association

I do not want to take up much time in this session because it is intended to be an opportunity for the young people to voice their opinions relating to outdoor adventure and their own personal experiences. However, I would like to give a brief background to the involvement of our group in the Conference.

In the planning of this Conference it was recognised that it was important to have young people participating in it because their opinions and views are worthwhile. I personally feel that young people's opinions on issues which directly affect them are often ignored. Young people have an important role to play in the decision making process and their experiences, opinions and views should be given careful consideration. It pleases me then to have been able to co-ordinate our group's involvement, and to bring ten young people to this Conference.

The group is formed from young people with whom I have come into contact in my position as a Youth Worker with the Greater Manchester Youth Association, where my special interest is in Environmental Education.

The young people are drawn from a number of districts in the Greater Manchester area including Bolton, Trafford, Oldham and Calderdale. They come from a variety of backgrounds and have a number of different interests. However, they all have one interest in common and that is outdoor adventure.

On stage with me are Tracy Murphy and John Weston, each of whom will give a short speech on their personal involvement and experiences in the outdoors. After this there will be a question and answer session when they will be joined on the panel by George Irwen and John Mercer.

YOUNG PEOPLE'S PERSPECTIVES I

Tracy Murphy

Greater Manchester Youth Association

My name is Tracy Murphy and I come from Sale, a small suburb of Manchester which is situated in the Trafford area. At the age of 16 I left school and gained a place on a Youth Training Scheme at the local chemical plant, Shell Chemicals UK. In doing so, I left a girls only school to go into an all male workplace environment.

Before starting work my only involvement with outdoor activities was whilst I was in my final year at primary school. I spent a week in the Lake District at an Outdoor Pursuits Centre. This allowed me to spend time away from home, learning to cope without my parents. Whilst on the course the main activity we took part in was walking, which many of us had not done before.

About a month after starting secondary school we went, as a group, to Conway for a couple of days. This was a course run partly for activities but mainly to introduce us to each other and help us to make new friends.

Once starting work at Shell I became involved in adventure activities, mainly because I attended an Outward Bound course in Scotland as a compulsory part of the Youth Training Scheme. As a group of 24, with a ratio of 2 females to 22 males, we spent a fortnight at Loch Eil Outward Bound Centre which is situated two miles from Fort William. This in itself was an adventure as many of the group had never been to Scotland before.

I enjoyed the course immensely having approached it with great trepidation. One of my greatest worries was being away from home for so long and going onto the course not really knowing what to expect. Once we started on the course I felt that, as a woman, I had to prove to everyone, including myself, that I was of equal status to the lads and able to achieve the same standard in the activities.

I gained many experiences, including becoming more confident in myself, and I soon learnt to put trust in other people. For example, I had never attempted many of the outdoor activities before and because of this when I attempted the rock climbing I was so nervous I slipped. I soon realised I was in safe hands and that the rope was secure. I became confident in the person holding onto the rope, so I relaxed and was able to enjoy the remaining part of the course.

Whilst on the Outward Bound I took part in many activities which I had never had the opportunity to do, but always intended I would. These activities included, on arrival at the centre the first night, being told we were to 'bivvy'. I was dreading this as I did not know what to expect and I had never done anything like it before; the nearest I had ever been was camping out in a friend's back garden..

Before sleeping out we took part in an orienteering course. Here we collected, as a group, all the equipment we needed to make a night on a cutter as comfortable as possible, including the most important piece of equipment -- a small red bucket.

Another activity which I enjoyed immensely was canoeing; I think this was mainly because I enjoyed getting wet, as at present I help run the local Lifesaving Society which I attend on a weekly basis. We learnt many skills in the canoe, from the very basic but most important one of how to get out of the canoe if it should overturn, to learning to paddle in a straight line and coping with many different tides.

The activity I enjoyed most whilst on the Outward Bound was jumping from a bridge into the base of a waterfall at Poll Dubbh, close to Glen Nevis. I think the main reason for enjoying this was the flow of adrenalin that I experienced before jumping.

Another experience I gained was learning to work as part of a team, especially with the rest of the team being male. I found this very helpful as at present I work as a technician on a shift team consisting of a working group of 13 men and myself.

After completing the Outward Bound course I spoke to a Trafford Youth Worker who answered many questions I had about courses that are run in the local area. I was shown many videos and pictures and was provided with various leaflets.

Since the Outward Bound I have been involved in going out with groups of people from Shell, taking part in many walks up Snowdon and its surrounding area. The first time I managed to walk up Snowdon I felt a great sense of achievement, mainly because I completed it.

In the future I would like to continue with courses and perhaps try to get into the leadership role, thereby putting as much back into youth work as I have got out of it. In my own opinion there should be more encouragement, especially from schools and colleges, to get involved with outdoor activities as I think it is a very important part of personal development.

YOUNG PEOPLE'S PERSPECTIVES II

John Weston

Trafford Adventure Group

Before I formally introduce myself I would like to say that I have spoken to a lot of young people about this Conference. They have all been interested and have appreciated the fact that people like yourselves show an interest and discuss the problems that are arising. Hopefully, there will be some positive results from this Conference.

My name is John Weston and I am 19 years old. I live in Trafford, Greater Manchester, and I work for Shell Chemicals UK as a Manufacturing Technician.

My outdoor adventure activities started within the Scout Movement about 12 years ago at the age of seven. As I progressed through the Movement and got older I started to realise how important outdoor activities are, particularly the personal development side, meeting new people and facing challenges. I stayed within Scouting throughout the whole Movement and I am now an Assistant Scout Leader at the same Scout Group.

Also, on the other side of leadership, I do a lot of leadership work with the Duke of Edinburgh Award Scheme at the local Award Centre. I am a member of the Users' Group for Greater Manchester Youth Association. The Group is made up of 25 people who meet on a monthly basis and generally run their own little Group which includes activities. We have just finished a youth exchange to Portugal about a fortnight ago.

Out of that Group, a few people are picked each quarter to go onto the management side of the Association. They sit and make decisions as to where the money is being spent, who should do this, and what they should do with the money, and so on.

The main reason I am here is to represent the Group that I have been in since the age of 16, the Trafford Adventure Group - better known as TAG. For me, TAG has opened the door as far as outdoor adventure activities are concerned. It is a Group of young people consisting of 50 members of all ages between 16 and 25. We run a very complex programme which covers all seasons of the year. Whatever the British weather can throw at us, we can handle it!

The Group promotes its activities by advertising in the local community papers, many libraries, sports centres and notice boards, but the majority of publicity comes from the Council's Education and Youth Services monthly newsletter. The Youth Service, within Trafford Borough Council, comes from the education side and they have a newsletter of all staff vacancies, courses, education, colleges, things like that. So we managed to get an article in there. In that way we can ensure that it reaches everybody that the group is intended for - everything from Social Services right up to people who are in Higher Education, people

at schools, youth clubs - so we have a high turnover of people ringing us and enquiring about what is happening.

At the monthly meeting the co-ordinator steers the Group into thinking about what sort of activities we would like to do. The Group is self motivating; we all work together as a team and we decide what we want to do. It is not handed to us on a plate. We have to arrange where we want to go, what we have to do. We arrange everything from booking a minibus to organising equipment and booking accommodation.

The co-ordinator is there only to keep an eye on us, to make sure we are not going to do anything stupid and to give us information on training. He encourages us to take up leadership training such as the BETA (Basic Expedition Training Award), with the Mountain Walking Leader Training Board, and so on. He is also the liaison between the Group and the Council, because the Council funds the Group to some extent in terms of equipment and sundry expenses. The co-ordinator will go to the Council and tell them that he wants to send so many young people on a training course; he is very good at getting grants for us, so we are encouraged with our training.

Within Greater Manchester there is a large number of urban areas used for recreation and leisure and adventure activities. One example of this, local to where I live, is the Mersey Valley Project. The Mersey flows from the Peak District National Park, through Manchester, through Stockport to Liverpool. Over the years the river has been neglected.

The Mersey Valley Warden Service was set up about ten years ago and is made up purely of volunteers. All the volunteers, including young people, old people, pensioners, you name it they were there, joined together and started to construct fences, build proper walkways, plant trees, grow all sorts, and encourage wildlife back into the area. They have done it really well.

At the moment they have just opened a new watersports complex with many attractions they did not have ten years ago - everything from canoeing, fishing, sailing, birdwatching, walking, orienteering and many, many more.

During my school years we used to go out in one of the lessons to the Mersey Valley and sit and talk about it. From a couple of hours a week spent there I learnt more about life than I did from the rest of the week's lessons in class.

Over the years my family have given me a great deal of support in outdoor activity, and in my early years encouraged me to go to Cubs. I am very pleased they did and I respect them for this because no other member of my family is interested in the outdoors - apart from the dog!

Over the past years I have been on many courses with many people; some younger, some older, and I have found that the most appealing type of adventure activity is the residential course. All the people I have spoken to, and friends I have been away with, loved the residential courses. When they are away it is a chance to be themselves. They are away from their families, their homes, schools,

work, the city and their friends. It is a chance for them to meet new friends and enjoy friendship.

I have got to know a lot of young people, especially through running Scouts. It has often happened that when a group of Scouts has been away for a fortnight, I have had their parents ring me up to tell me how much their lads have been changed by the experience - changed for the better. That is what I like about it.

Throughout the years young people have become much more aware of environmental issues in relation to outdoor adventure. This is mainly due to the publicity of action groups like Greenpeace, Friends of the Earth, and so on.

As an example of this, I will again use the Mersey Valley. I have talked to young people who are involved with the Mersey Valley, who go down there as part of the service, the Duke of Edinburgh Award Scheme and school projects. They spend hours constructing all sorts; digging holes, digging trenches, putting up fences all along the banks of the Mersey. These people are now telling me that all the hard work they have done, the love and the attention they have put into the projects, is still not changing the bad condition of the water. They have now realised that the water is polluted and it does not matter how much work they do it is totally beyond their control to get the river cleaned up. We have talked about it and discussed the issues. Together, the young people are all thinking about it and are writing to MPs and have formed their own action group. It is nice to see that young people realise that it is not them throwing the litter, it is not them riding up and down on their mountain bikes, but it is the industries and the big companies, and all the people who have power, that are causing the majority of the bad pollution.

In the future I would like to see more young people joining in adventure activities. I think this can only be achieved by presenting the activities to young people in the right way. The youth worker should talk with young people and ask them what they would like to do, rather than the 'take it or leave it' situation that is in operation at the moment.

PANEL DISCUSSION

Max Gillespie (Greater Manchester Youth Association)

Thank you Tracy and John. Before we open up for general discussion I would like just to give George Irwen and John Mercer a few moments to introduce themselves and comment briefly on their own backgrounds.

George Irwen (Greater Manchester Youth Association)

I would like to go back to grassroots with my beginnings, because I think that is where we have to start dealing with things regarding young people. My grassroots started with what is called a 'disadvantaged' background.

Everybody has their own interpretation of a disadvantaged background. Mine was in being put into care at the age of eight along with my twin brother, my elder brother, my elder sister and my younger brother - the whole lot of us had a care order put on us up to the age of 18.

We were supported by some excellent residential social workers, and I was encouraged to get into Scouting. Residential social workers is another topic which we could go on all night about - but they helped me into Scouting and I went through Cubs, Scouts and Venture Scouts. Basically you see here today what the Scouting Movement has made - they have made me what I am, nothing else, nothing more. I am what I am through the Scouts.

Through the Venture Scouts I have been involved with expeditions all around the United Kingdom; Scotland at Easter, all over England during the summer and the Lake District through winter. No matter what the weather, we were up there on the hills. Views or no views it was great fun, and we were there.

Expeditions abroad have included the French Alps; Hannibal's Footsteps by mountain bike for charity, just two of us; a highly successful one month water project in Kenya in 1985; and finally, the best thing I feel, an expedition to Chile for three months with Operation Raleigh.

This brings me up to date and I am now an Assistant Venture Scout Leader with a unit in Bolton. I have just come back from the Round Britain Charity Cycle Ride with them as an Assistant Leader, so I support them all the time.

Finally I am about to start a two year diploma in Youth and Community Work at Leeds Polytechnic. After two years of pestering from friends and relatives I have eventually decided to take up the challenge of becoming a student. I do not know how it will work out but I might go on to do a degree after the two years, depending on whether I still like it or not. I am only 22 so I have plenty of time ahead of me and I am quite looking forward to it.

John Mercer (Greater Manchester Youth Association)

I am 24 years old, nearly 25, and no longer a young person, regretfully! Whilst not having had quite a privileged background, I certainly come from a very comfortable background - white, middle class. I was brought up in the south east of England in lovely countryside.

My mother worked as part of the Inner London Education Authority in a little estate right out in Sussex where kids with behavioural difficulties were removed from the inner cities and stuck out in the peace and tranquillity of the countryside with the cows, and marvels were supposed to result. The upshot was that I had $83\frac{3}{4}$ acres of woodland and farmland to play in. So, with my next door neighbours, I would spend days down by the river at a very early age, completely unsupervised.

I was lucky to have very active local Scouts and I went up through the Movement to Venture Scouts. I was also lucky to have a very good secondary school - again a white, middle class area. The teachers were able to organise all sorts of trips away, both the academic sort, for example geography field trips, and purely social ones.

I went off to college at Manchester and that was a bit of an outdoor wasteland for me even though the opportunities were available. It was only after college that I became involved with Operation Raleigh which I am sure most people know about.

I am more concerned about Operation Raleigh in Britain. We do a lot of work in this country and whilst this Conference is all about provision of services, resources, leaders and everything, in a way you should be looking at what the young people are doing and perhaps enabling those activities. People are not going to the basic YHAs that I know some of the speakers went to when they were younger. Perhaps something else is happening and that should be looked at.

GC Munday (County Youth and Community Officer, Berkshire)

Tracy, John, John and George, thank you very much for that very informative and refreshing presentation and introduction. I would like to pick up some points from John's comments and then address them primarily to George.

In our seminar before lunch, George rounded on us - the providers, the managers - and said we had things the wrong way round. He introduced us to the idea of the reverse pyramid. I do not think we really grasped the concept of the pyramid being reversed and feeding things downward. Although some of us responded to the idea of the reverse pyramid, we still talked about feeding things upwards. That was very interesting.

Then we came to Noel Boaden's presentation and in answer to a question he very clearly said that in his opinion it was very difficult to consult with the consumer. He went on to say it was almost impossible to consult with the consumer and a bit of a waste of time. He rounded on us and said it was about time people in organisations such

as those represented at this Conference started consulting and communicating amongst themselves.

My question is, how do you respond to that view from Noel Boaden, and then how do you go about it yourselves? In a way you have succeeded. You have been successful from whatever background you have come, yet it seems very important that you now, in that position of authority and influence, do consult and interpret the needs of your peers.

We in the Youth and Community Service have been trying to participate for many years, with varying degrees of success - many would say with little success. Can you help us? But, first of all, how do you do it and are you doing it?

G Irwen

Yes I am doing it, and yes I will be doing it. But to pick one word to answer your question it is to say 'listen'. Communication between youth leaders and the young people is a very key process for the next five, possibly ten, years. I fully agree with Noel Boaden's views on not taking the money because it is there, rejecting it. That will go a long way with helping young people. But I think 'listen' is the key word.

J McCay (Cambridge Expeditions)

My organisation is involved with outdoor pursuits for young people. I want to follow on from the last point, where George said we should listen to the young people. In my experience, certainly in rural areas, the young people have no previous experience of any of these things and so if we were to sit and listen to them they actually do not have anything they can come up with. It is putting them into a difficult position. So how do you see us getting the right balance?

G Irwen

Everyone has something inside them. Dragging that out of them is the hardest thing to do, as everybody knows. I have just chosen one word to answer the last question briefly. The word was 'listen'. But you also have to talk to them. Basically, talk to them, listen to them, be a counsellor. Everybody has ideas, it is just bringing those ideas out.

J McCay

I think one of the points John Weston mentioned is also an important factor. He said he had been encouraged into activities which initially he had not been keen to do, but he was pleased afterwards to have had that encouragement. Many of the young people have never been involved in outdoor activities before and just do not know what they are all about. I agree with what you say, that we do have to listen, but we have to find a way of getting young people into activities without them feeling that it is being forced on them.

J Weston

You have to make it sound attractive. You have to say, "Come away and have a good laugh", rather than "We're going away, we're going to climb this, climb that, we'll walk that, we'll be up at six o'clock in the morning". That is the way I do it, present it to them in an attractive way.

M Gillespie

I think it is important that young people are involved in the process of making decisions on where they are going and how they are going to do it. That tends to stimulate their interest a lot more. As John was saying, if you present them with a programme telling them what to do it will not work, it is their involvement in the process that leads to success.

K Chaplain (Volunteers)

How much do you feel organisations are in touch with what young people want?

J Mercer

Operation Raleigh is certainly in touch with a certain sector of young people in Britain today because it has a six months' waiting list to go on expeditions, and that is just in the application stage, so there are no problems with meeting numbers. I do not think it is addressing one of the basic concerns which is getting a certain segment of young people - the inner city deprived, under motivated, under privileged - they are not doing that very well, but are certainly meeting a need for an awful lot of young people.

They are setting up a youth development scheme by going round to all the Training Enterprise Councils in every borough, and are getting a lot of support for that now. They now have the funding and those places are being filled relatively easily.

G Irwen

To follow on from that, when I spoke to people after a Conference session, it was mentioned that the Duke of Edinburgh Award Scheme is very out of touch. I think that the Cub Scouts and possibly the Scouts as well are very out of touch; they are still working on the principles and the methods that they had five or ten years ago. They have got to have a big shake up and get into a new method of working because the kids of today are far, far different and far, far more cheeky than the kids of five or ten years ago.

J McCay

Do you think those organisations can do that or do you think there is a need for a new organisation?

G Irwen

I think the existing organisations can change.

M Gillespie

Tracy, how do you feel about the involvement of young women? Did you find it easy to become involved?

T Murphy

As a young child I did not have any information about it. I was in the Brownies for a while, but we were not encouraged to go too often, they did not appreciate it at school - there was derision. At that age you want to be with your friends.

Now I am getting older and working where I do there is a lot of information available on joining all these different clubs, especially with John bringing information in; he can tell us a lot about them.

M Gillespie

So it is personal contacts that have helped you?

T Murphy

Yes, I suppose at first it was, but getting into it you can go and find your own information if you are interested.

C Logan (Youth Hostels Association)

We were discussing last night what the best route was to reach the largest number of young people with the opportunities for outdoor activities. I think there was general agreement, and certainly Tony Richards in the opening session suggested it, that it was probably best done through education. Is it your belief that when something is done through schools, as part of the school programme, that there is some sort of in built resistance to enjoying it and making the best use of it on the part of a considerable number of youngsters, so that they do not go on and get the best out of it? Or do you not think that is a problem?

J Mercer

It depends on the young person involved. A lot of people will instantly rebel. I accepted the idea of school trips out. I had two fortnight long expeditions down in Wales and then another one down on the south coast of Dorset. I very much wanted to participate so I went with it. It was not a case of, "It might be school but I'll go anyway". It was, "Yes, that is an opportunity for me and I am going to do it". That was my reaction, irrespective of whether it was in the school format, the Scout unit or some other independent thing. Having said that, I am sure some other people would not necessarily be happy with that.

G Irwen

I wholeheartedly agree with Tony Richards' point on going through education. But we have to get the National Curriculum in order. I went to five primary schools and three secondary schools and I came out of school with one 'O' level and CSE drama and I felt absolutely useless. It was very, very difficult for the first six months to get into a mode of learning. I went to college and did business studies for three years. If you can get some sort of set pattern of learning, which is based on practical and vocational experience, for school kids - say from the age of 14 to 18 - that would be fantastic, because you can go from school to school. People do move about, families do get disrupted, kids get divorced with parents, so they move away and it is happening a lot. There are a lot of school children in my situation now who find it really tough to get on in school. If it is not interesting and children are not learning something new every day, if it is parrot fashion, they will rebel. It is very difficult, but education is the route.

J Mercer

There are two problems if you go through education. Unless you have a set standard as to how you can present it to the young people you have the problem of the teacher telling the young people about what is going on and making it sound appealing. There is another problem which I found, especially at school. I went to an all boys school and if there were 25 of us in a lesson we were all like a load of sheep, if one does not do it, the rest will not do it. It is difficult in that situation for one person to say he will do it because he stands out. Everybody likes to keep the same image and mingle together.

If it is presented in the right way it can work, but again it has to look attractive to pick up young people. I see a lot of pictures of people dangling from the end of a rope and so on. A lot of people are scared stiff of doing things like that so they will not go anywhere near the activity. All right, they will probably enjoy it once they are there, but actually to commit themselves to going away to do something like that - no way.

The important thing is the way that all the courses or activities are presented to the young people. It is getting the message over that it is enjoyable, it is not all hard work. The classic case is the Duke of Edinburgh Award; it is not all climbing mountains, but a lot of people think it is.

T Murphy

I found a lot of it was to do with the attitude of teachers. A lot of them encouraged us, but some of them disagreed with it, they were more into the academic side. I personally enjoyed the sport side of school and was looked down on, I suppose, for enjoying it.

At primary school we were encouraged to take part in as many activities as possible, but going into grammar school, as soon as you said you were interested they did not want anything to do with you. Since leaving school I have been taking part more and more and getting back into it again and I am beginning to enjoy it once again, even though it was looked down on.

J Howat (Countryside Commission for Scotland)

Tracy identified that it was in her final year at primary school that she had one week away in the Lake District, I think it was, and spent most of her time walking. Do the rest of the group agree that primary schools are where they should start, and if they once get a love of the countryside just by walking in it, then more people will be encouraged to make more use of it through other pursuits?

J Weston

That is difficult, I think it depends on the way a young person grows up or at what age they start to grow up. Personally, I would say that it would be better once they had left primary school and gone to secondary school or grammar school. Then make it standard in the first year that they all have to go away and do a course.

G Irwen

I would think that primary school age is best because that is when their attention is most acute and they are willing to learn; everything is new to them, they are really into it. Charlotte Mason College in Ambleside has a pioneering course for primary school teachers. I think it is fantastic; I have been up there and I have seen the work of some people with primary school kids. The original ideas that they come up with, in classrooms as well, not just using the outdoors, is absolutely phenomenal. It is amazing what they can do with so little and yet get so much out of the kids.

To go back to Tony Richards' point about kids under tables with books on top, that is another fantastic original idea and it does work. So, yes, primary school is the place to start.

J Mercer

I had a great time wandering through the fields and the woods with my school teacher, but I was lucky, I was in the countryside. However, there is an awful lot of wildlife to see in the city and that is an area which probably gets neglected. There is another factor which is safety. I do not know whether teachers are prepared to take on that responsibility. There are all sorts of safety procedures coming into schools now.

G Irwen

There is a pioneering project in the city centre of London called the Oasis Garden which has a massive waiting list for people to visit. Primary and secondary school kids are admitted although it is very small. I think it was an old timber yard or something, but it has been converted into a nature reserve. It is just a small area but it is fantastic what they are doing in the city centre of London. So it can work.

M Gillespie

I think there are a lot of initiatives for primary school children that are working very well. I personally think it is a good age to start.

P Mellor (East Lothian District Council)

We have heard from the panel how they were introduced into outdoor activities and how much they have enjoyed and benefited from participation. I wonder if they could tell the Conference whether, in the process of being introduced to outdoor activities, their leaders introduced a sensitivity approach towards the care of the countryside and wildlife.

J Mercer

My primary experience was through Scouting where we were taught the Country Code which tells us not to chop down live trees, just collect dead wood. The basics were there. I was lucky enough also to be part of a boys club; one of the members of that ran a sort of business called Adventure Unlimited which was an outdoor experience coupled with imaginative role play, whereby we were Vikings invading the Angles and the Saxons, and so on. So there was less environmental sensitivity involved in that than through the Scouts.

G Irwen

Going back to grassroots and residential social workers, at the children's home that I was in for four and a half years with my twin brother they were very strict and firm with their beliefs, and they impressed upon us the sensitivity of the environment and the way we should have an outlook on protecting it.

I then went into Cubs and Scouts and the leaders again were sensitive to the approaches that we made on the environment. My Cub Scout leader then became a Scout leader and then became a Venture Scout leader. He is now my very best friend. I have known him for 12 years and he has moulded me into what I am. He is a very sensitive person as regards the environment.

J Mercer

My initial introduction to outdoors was through the Cubs, but now I am involved with the Trafford Adventure Group. At the Group we originally had a talk from somebody from the Groundwork Trust who spoke about getting a group of 50 people to clear an area and asked for volunteers. This was the first impact on the Group in relation to the environment. We spent a day at the site clearing the area, as a Group.

But in our Group we get a lot of people coming from the Scout Movement or the Guide Movement, youth clubs and things like that, at the age of 16, who already know a fair bit anyway. Everybody in the group is keen and dedicated to the outdoors so when they go away it is not really a problem for the leader to teach them how to protect the countryside because everybody knows within the Group how to motivate themselves in the outdoors and not to leave litter lying around.

T Murphy

Going away at about nine or ten years of age, when somebody says something to you you take notice of it, especially if it is a teacher. You take notice and you don't argue. If the teacher tells you not to drop litter, you don't drop litter. If you are told, don't do this and don't do that, you don't do it. We were not told why particularly, just not to do it. And you still feel guilty now if you ever do those things!

J Greenwood (Oldham Metropolitan Borough Council)

I am a councillor; I am not a professional like a lot of people here, I have got where I am because of the political party I joined in the area I live in. What has struck me about this whole Conference, and this bothers me, is that it is white, middle class. It is professionals talking about what professionals should do for the people.

I think the theme of the Conference should have a bit added so it reads 'Young People, Adventure and the Countryside for the Middle Classes' because we have missed a whole group of people like the people from Moss Side in Manchester.

My question is, how do we get to the young black kids and how do we get to the Asian kids - the Muslim girls, the people who are not prepared to come forward? How do we get them interested in the countryside, in outdoor pursuits and so on?

M Gillespie

I think that is a very difficult question because there have been lots of initiatives, and research has gone into this. People have made initiatives and there have been special grants given out for ethnic minorities to become involved in conservation and environmental projects. But, as you say, to a large extent, these just have not worked and the problem baffles me as well. Obviously these people should be provided with the opportunity to do it. Maybe it is pressure from their peer groups and their culture that is one of the reasons that stops them doing this. That is one of my ideas, but I think there is a great problem.

G Irwen

I also think the biggest single reason is their culture and their peer groups. I know a lot of Asian people in the Bolton area who are breaking away from their families and they are dreading going home at night because they have to fight with the parents to go out to the pub with a friend, to go and watch a football match, to do this, that or the other, which any normal 'middle class' person in Britain would do. It is not going to be solved until those people have grown up, married, had children and educated their children into our beliefs and our culture. I am not saying reject the cultures and the ethnic minorities because I think that is great, we need diversity, but it is the biggest single reason and it will take a long time for us to break it down.

J Geeson (Duke of Edinburgh Award)

I am Irish so I am not used to the way people think in England, but I noted that the one thing that keeps cropping up is this middle class, white business. I work in marketing and publicity and an awful lot of our work is aimed at ethnic minorities, and we are doing everything we can. But I almost have the impression that I should feel guilty for what I am and the way I have been brought up because it is such a problem. It just happens that all the people here are key people involved with these outdoor pursuits and I don't see why it has to be a problem that they are not black or from ethnic minorities. Everybody is doing what they can.

In my job I do a lot of photography and the people I photograph always seem to be a cross section. In the field it does not seem to be a problem; it just seems to be a problem in meetings and on committees.

M Gillespie

I think we could talk about this issue for a very long time, in fact perhaps there could be a fringe event arranged round it. We do have to draw to a close now but if there are any more questions that you want to discuss with any of these young people or the rest of the group then we are around in the Conference in the evenings.

ADVENTURE OPPORTUNITIES FOR YOUNG PEOPLE IN THE REMOTE AREAS OF THE NATIONAL PARKS OF ENGLAND AND WALES

Keith Clarkson

Youth and Schools Liaison Officer,
Losehill Hall, Peak District National Park

I would like to address some of the implications of adventure experiences for young people in the National Parks of England and Wales, with particular reference to the Peak National Park.

These wide open areas of beautiful countryside are each managed by a National Park Authority, bestowed with the responsibility of:

- Protection and enhancement of the landscape quality, including the natural, historical, built and cultural heritage of the areas
- Provision of opportunities for the public to enjoy and appreciate these landscapes.

Due regard should also be given to the social and economic needs of each Park's local community. Where a conflict exists between the conservation and recreation interests, the Authority should give priority to the former.

In the case of the Peak National Park, it is hardly surprising that this conflict exists. It is an area surrounded by conurbations. Within an hour's drive of the National Park there are some 20 million people. The Park's latest visitor survey, which was completed in 1989, identified 20 million day visits to the Park per annum, exerting an enormous pressure on the landscape.

The people going there are not all young people and they are not all going out there to participate in adventure pursuits and experiences, but they are all part of the same problems and pressures that the National Park Authority and their partners have to try to resolve. How do we achieve the apparently impossible task of balancing these potentially conflicting interests?

Some National Park Authorities have developed recreational zoning policies, supported by detailed local management plans, but these are often based on unsubstantiated research and data and lack any regional or national strategic overview. Priority and funding must be given to establish research and databases upon which rational decisions can be made. We must move away from the anecdotal, polarised arguments which preoccupy many of the conservation/recreation debates. Funding is urgently needed for:

- **Detailed** surveys of the conservation value of the remote areas in our National Parks;
- Research funded and agreed between conservation and recreational organisations to determine the environmental impact of recreational activity in these remote areas

- More information about the users themselves.

For example, who are the 20 million people who visit the Peak National Park each year? Many come from the major conurbations of Manchester and Sheffield but it is unlikely that they include many young people from the inner cities. The result of a recent questionnaire survey of Sheffield's schools, undertaken by the Peak Park's Environmental Education Service, revealed that those schools from socially disadvantaged areas have very little or no opportunity to visit the Park because of lack of funding for transport and supply cover. This was in marked contrast to schools from the more affluent parts of the city who were able to visit the Park with the help of parental contributions.

Perhaps if we are serious about providing adventure experiences for all young people, we should be looking to identify and develop alternative sites within the cities. This would increase access and availability for many young people who would otherwise not have the opportunity to participate in organised adventure activities. It may also help take the pressure off the more sensitive sites within the Parks by offering serious alternatives, closer to home.

We should all be asking ourselves, whether a visit to a National Park is really necessary. Can we make more use of our local area? After all, why take groups to some of the most sensitive areas in the country to learn basic outdoor skills which could be developed on their doorsteps? The Ackers Trust, the City Wildlife Groups, Country Wings, the Urban Outdoor Activity Initiatives, and many others have led the way - all that is needed is for more individuals and funders to use their imaginations and creativity and make it happen!

We need to target specific groups and design specific projects for them. I have heard much mention of the problem of inner cities, but in our area the problem is of rural young people and how to get them involved in adventure and aware of an environment they take for granted. There are no support systems at all. It is actually easier for some children living in Sheffield to experience organised adventure experiences in the Peak National Park than for the children in the local village. It is a problem which has to be addressed.

Similarly, what is adventure for those young people? Last year we worked with the Birmingham National Parks Awareness Officer and did an exchange whereby we took children from inner rural Peak National Park into the marvellous open lands of inner city Birmingham! For them the adventure was going on the canal system, going to the Ackers Trust, it was the total experience.

However, the unique challenge and excitement provided by the 'wilderness' areas within our National Parks will always draw the crowds. The Dartington Report (1980) estimated that in one year over one million visitors to the Peak National Park participated in group activities. The National Park Authorities have negotiated with landowners and compensated them for access agreements to facilitate the public's enjoyment of these remote areas. Car parks, toilets, footpath maintenance and signposting have further helped open up these areas to the general public, whilst the provision of information, ranger and education services, ensures that visitors obtain the best possible

experience whilst attempting to minimise their impact on the environment.

Sadly, conflicts still arise and many of the above services are woefully overstretched and inadequately funded.

If our National Parks are to be managed in a sustainable manner for the benefit of all we need to look at ourselves and take on the shared responsibility. Recent trends suggest this is already happening. In Cumbria and Derbyshire the residential providers have come together to share their expertise and address issues in a responsible and caring manner. The Outdoor Activity Initiatives and Outdoor Adventure Forums provide another important vehicle for networking. Sadly, some of these excellent projects are falling by the wayside - why is there not a commitment to make them succeed? I believe there are a number of reasons, additional demands on already burdened workloads; a lack of funding for administrative support and fundamentally, a lack of shared values.

Wherever I go, I see representatives of different recreation and conservation organisations fighting their own corner at the expense of others. Ironically, the recreational users and providers invariably argue that their pursuits have little or no environmental impact and yet they are reluctant to share or publicise 'their sites' and resources - why? The answer is clear to all. I believe that this understandable territoriality is the single most important block to our making real progress - nobody wants to lose out, so the collective overview is lost, environmental and adventure quality suffer.

Perhaps this would change if everybody involved in outdoor activities had a personal commitment to the environment and a responsibility to minimise their impact on it. After all, without this it all becomes meaningless anyway.

We have to reach the hearts of people and not just their minds. It is all very well giving information and following the Country Code. That is not reaching the heart. We have got to get people believing that they are part of the environment in which they are pursuing their outdoor activity.

We need to break down barriers. We have to offer as many different opportunities and approaches to environmental awareness as possible. We cannot just go out there and conquer mountains and extol the virtues of being on the hill top. We have to explore more sensitive approaches to environmental appreciation - the arts have much to offer. We have to consider the whole person approach.

There are many techniques now available to help us do that. One that we have used in our own work at Losehill Hall is Earth Education. It is not perfect and it is not suitable for everybody, but it is something which grabs the imagination and catches the interest of many young people.

These and other approaches can help give a new vitality and purpose to outdoor activities, in keeping with the need to safeguard the environmental quality of our remote areas. Such ideas need to be shared, experienced and incorporated into the outdoor adventure

movement. The Adventure and Environmental Awareness Group, based in the Lake District, provides an important model as to how this might be achieved. It is an informal, loose association, there is no organisational body; it happens because people want it to happen. People from many different interest groups involved with adventure and environment want to share expertise and push a way forward. Perhaps with support and funding the model could be developed in other areas of the country.

I think we should all step back and look at ourselves and our own organisations, our own companies, whatever they may be. The National Park Authorities are no angels! What is our impact on the environment? We are the ones who are taking people out there. We are the ones supposedly setting the example.

John Gittins, in his presentation, talked about environmental audits. How many people here can honestly say they have looked at the complete operation of their organisation and measured its environmental impact? How many can say that at least they are trying to set an example throughout everything they do, not just simply in taking the group out onto the hill and then doing a little bit of environmental awareness? Environmental sensitivity is about developing a whole response, about changing attitudes and values.

If we can overcome the problems of distrust and territoriality, if we can come together and work together with shared values, and we can get the funding and support to develop strategic approaches, then I genuinely believe we can achieve the goals and implement the aims of The Hunt Report. Having said that, we will probably have solved an awful lot more than the conflict which currently exists between the recreation and conservation interests in our National Parks!

ADVENTURE IN THE OUTDOORS: DOORSTEP OPPORTUNITY

Tony Sainsbury

Assistant Director, Sport and Recreation,
Barnsley Metropolitan Borough Council

(Formerly, Sports Development Officer, Manchester City Council)

When I have given the sort of presentation I am going to give this morning to other groups, I have felt at the end of it that somehow participants wanted to throw bricks! The reason for that was that there seemed to be an assumption that the sort of adventure possibilities I am going to talk about and the sort of experiences that I am going to say are available in the inner city, somehow means that we are trying to write a charter for total mayhem within the inner city and that all the standards and practices of adventure work that people have debated and formulated over many years somehow go out of the window. But adventure in the inner city, in Ancoats or in the middle of London, does not mean that all the standards, all the skills, and so on, have to go. They are all present. So I want to begin with that as the starting point.

The Pat Mees and the Carol Blundells of this world, if you like, are working away in Manchester, together with such people as John Gittins and the people from Greater Manchester Youth Association who are sitting here. It would be a denigration of their efforts to suggest that the work they do in the inner city is somehow less worthy than that which is happening in the traditional outdoor situation.

We have to start off by recognising that the traditional view is the beautiful hilltop with somebody sitting high up, or a boat on a Lake District water, or even very difficult rock work. All these activities are fine within the context of the opportunity which is presented, but they are in many ways very elitist. They are elitist because they fail to recognise that this type of opportunity is open to but a few.

It is possible to construct similar opportunities in a different environment, and there are some good examples of how to do that (for example, the Ackers Trust). We are talking about creating adventures with gasometers, flats, Victorian terraces and a derelict school in the background.

If you talk to kids about the Lake District or the Peak District it is totally alien to them in this sort of situation. Geography classes still have a long way to go. If you talk to them about V-diffs and wet and dry suits they do not have a clue what you are talking about. But kids have a natural tendency to play - we know that - and part of that play is about adventure. They involve themselves in risk situations all the time - some of them of a criminal nature, some simply to do with their youthful enthusiasm.

So what is all the fuss about when we talk about the urban situation? Few kids get involved in traditional activities because of issues such as access and cost. The main theme I want to put over to you is one that seems already to be coming out in the discussions: it is to get somebody to open up these possibilities, and to get involved.

There is a failure to recognise the potential in terms of the physical resources. Hopefully, as I go on this morning, I will show you some examples of this.

The costs associated with this type of urban activity are a fraction of those employed in traditional areas. You do not have to take a minibus 250 miles; you do not need a great deal of specialist equipment - yes you need your specialist equipment to do with health and safety, but you do not need masses of protective equipment, because you are doing it locally, perhaps only a mile away from somebody's front door.

Most of us present here today have an appreciation of the enormous improvements that are possible in terms of the quality of life among a group of people whom we know are recreationally disadvantaged. But if we look at the social environment we know they are disadvantaged in so many other ways as well. Their actual environment is a disadvantage. Disability can be a disadvantage, so the problems are compounded in the inner city.

During the course of this presentation what I want to do is to demonstrate as many examples as possible. The starting point is about the imagination. It is not about the imagination of John Gittins or Norman Stanier or other speakers, it is about the imagination of the holders of resources. Again there are many of you sitting in the audience. In the urban situation many of you have an understanding about the potential and you also have a lot of constraints. We have talked about too many people using similar areas, those sorts of constraints. In the urban situation there is absolutely no concept in some of these resource holders about the potential of what exists.

Managers often find it difficult to imagine how else their resource could be used. The park lake where the programmed steamboat goes up every hour and a half, one ten minute trip, and that is it, on a Saturday afternoon. If you are not on that you have missed any chance of a water experience. The reservoir - the kids have been using it as a swimming pool for donkeys years, their parents, their grandparents. It is no use telling them that resource does not exist, as though they can somehow blind it out. It exists.

The huge park - is it a park or formal gardens? Do the people who currently use it have the same values? Do they have the same aspirations as the people who formulated that park back in the 1850s or whenever? Or is the manager from the 1850s still there? Does he still see the lady with a parasol walking sedately through Heaton Park from the Hall, with the horses nibbling the grass at the side? I am sorry, but he still exists! The ones who want to prevent the very things that people are in need of.

One of the issues that clearly comes to bear is defining our leisure needs. One expression by Tillman talks about ten leisure needs:

1. New experiences like adventure
2. Relaxation, escape and fantasy
3. Recognition and identity
4. Security - being free from thirst, food or pain
5. Dominance - to direct others or control one's environment
6. Response and social interaction, to relate and react to others
7. Mental activity, to perceive and understand
8. Creativity
9. Service to others - the need to be needed
10. Physical activity and fitness.

I tried to work out how many of those appeared in a game of badminton, I came up with about one or two. They do not appear. But you know and I know that you can put those ten to practically everything that we have been talking about over the past days. So Tillman has a very clear idea of what leisure needs are.

The trouble is that as adults, whether it is here or whether it is in the urban situation, as the resource holders, or the Director of Recreation, or Assistant Director of Recreation, we tend to have a sophisticated adult perception about what is possible.

I remember one occasion when we decided to run a camping experience at Heaton Park, six miles out of the centre of Manchester. The picture is of 600 acres, Victorian park, 1850s, manager sitting in his armchair directing the park's workers. I had to go up there and bludgeon him around the head for about three or four weeks and eventually use my authority to say, it will happen.

The first couple of days I must admit I was concerned. We found a nice place in the park for the camp site, we spent a lot of time talking over it. I saw Pat Mee on the first day and asked her how it went. She told me it was great. She had had a girl coming to the centre - that is the Miles Platting Centre - who was a tough nut in the area. She had been in trouble with the police a lot and she was big and brassy. This girl, who was on the camp, had gone for a walk at 11 o'clock the previous night with Pat and others and had been petrified.

Take away the lights, take away the cars, take away the police cars screaming down Mill Street, take away the domestic problems, take away the drug dealer on the corridor doing his deals, take all those things away, and remember they live with that, they are walking through that all the time with no problems, but put them in another environment, not a sound, a few animals rustling in the trees, quiet, no lights, no noise, a different environment, that is adventure, that is fantasy. Those are the things that Tillman talked about and those are available in the inner city if we want to make it happen.

Let me carry on giving you some examples of what I am talking about. Some of the adventures I am describing are in rural settings on the fringes of the city. Once you start to get groups of people together, once you start to get the kids involved, you can start to move out. The sort of things Keith Clarkson described, the relationships, the Birmingham 'swap', start to develop. We have people in Manchester who link from the Lake District all over the county in rural and urban situations.

Somebody mentioned ethnic minorities. It is absolutely true that there are very few people involved, but there is nothing better than seeing a group of Asian women out camping on a local hill in their traditional dress. We have had women in Manchester going out there, camping in the parks at weekends. The interesting thing about that was that when they were asked what they enjoyed most about it, the older women said that it reminded them of home, because at home they cooked outside, in Bangladesh, in Pakistan. As young girls they had actually cooked outside, so when they were out camping it reminded them of home.

There is a Water Adventure Centre at Droylsden, Manchester, using an old canal. We have a group of local young mums there who are getting involved with various activities, including raft making. Some have two kids some have three kids and they are there because they are going to run a play scheme during the summer. They are going to use the centre and they are going to help, under supervision, so they are going through these experiences themselves.

It is all about presenting experiences and these examples are all operating from the Miles Platting Centre, in sight of the gasometer. You can make your own adventure.

If all these resources exist and there is the enthusiasm and the skill about, what are the problems? There is an American who worked in this country and who will be known to many of you, Funtz Munchner, whom I have talked to many times. She has this expression which I think is super. She says, "We are on an urban adventure where the dangerous fauna consists not of grizzly bears or poisonous snakes, but wild, homeless dogs and that especially feared species, Securiti-Gaurdus-Rule-Book-Followensis". I think that is a brilliant expression. It is not quite the 1850s parks manager, but, "It's more than my job's worth to let you do that". Those are the ones that we have to overcome. I am not saying we have to overcome them physically, we have to persuade them that the potential exists, and I go back to what I said right at the beginning that there is no lowering of standards, the standards still exist.

The second part of the equation is the secret ingredient - the difference between pop and coca cola - the magic ingredient. The magic ingredient is the animateur, the one who has the vision, the one who recognises all the little bits of the puzzle and puts it together.

Action Sport initiatives have tried to use outdoor activities as a vehicle. I have come to the conclusion, having used Action Sport in this area, that the problem with it is that one of its fundamental principles is about withdrawal, about getting groups working and then ultimately coming out of the situation and leaving them to be independent, having acted as a catalyst.

In outdoor activities I do not believe that is possible because I think there is little opportunity for that independence to occur. I think you can stimulate, look to networking and so on and so forth. This reinforces more than ever for me, the point that there has to be the animateur. There has to be the person in the environment, and that again comes down to a lot of the issues that we have talked about

already, about resources. Where does the money come from? Is it important?

To me it is important because even though I am a recreationist and currently I am looking at how to manage huge physical resources, things like bricks and mortar, at the end of the day one individual in a community like Manchester can have more cost effective benefits, can provide more opportunities than the sports centre, because the natural resources exist. You all exist, you have the resources, you have the knowledge, you have the skills, but one person to co-ordinate, that is essential if it is going to happen.

Somebody talked before about social values and I think we should not lay too much emphasis on social values and the effect that this type of work can have on social values. There is a danger of over estimating that and seeing it as some sort of social engineering package. These kids will tell you something else.

It will last for as long as you are with them, it will last for as long as you are involved. The longer you are involved with them, the more chance that appreciation of the environment will happen. I do not want to be negative about that, but I think it is arrogance to believe that we hold something which will be automatically accepted by kids whose families have been traditionally disadvantaged for years and years.

One of the strongest appreciations tends to be about looking after each other. In the inner cities that already exists. Those values still exist, believe me, from the old terraced houses, the people looking after each other. People will tell you it does not, but it does. They know when Mrs So and So has not appeared for one day, because she is a traditionalist, and it is the same in this sort of environment. One of the biggest qualities you can bring out in young people is teamwork, if you put the ingredients together.

The 1850s are dying off slowly and surely; the new managers, over the past number of years, are beginning to realise what the potential is. New key words have started to come in. Marketing, customer care, dealing with aggressive customers, all these sorts of key words are buzz words at the moment. But others have come along to smack them right on the head - poll tax, privatisation of water. All these sorts of things start to impinge upon the issues.

We are even starting to realise we should be doing something about some activities which previously were described as criminal. Mention motorbikes, and stand back waiting for the brickbats to come in. But kids want to use motorbikes, they want a situation where they can use motorbikes. It has all Tillman's characteristics; adventure, fantasy, Barry Sheene! Do we ignore it or do we find a place for it within our provision?

There are so many possibilities - orienteering in the local parks, gorge walking, mountain biking, rock climbing. There are lots of resources available, like using an old derelict house for adventure work. It is a question of teamwork, cross fertilisation of ideas, preparing, using the skills that are available.

One of the issues that has clearly come up is how you bring those things together. But the names 'association' and 'federation' worry me. It is amazing how the organisations I have talked about, the networkings I have talked about, have not used those words, they have used words like 'initiative'. What is it? Nobody knows! The one thing people do know, once they get involved, is that it is not threatening. I agree that we all have to have shared values; it is important we have shared values. I think, like most of you, that they already exist. There is no difference between what is happening here and what is happening in the rural situation and what is happening elsewhere. That value exists. Maybe it is not articulated and maybe people do not want to articulate it precisely because they then start to feel threatened. They worry that they may have to erode some of the principles that they have stood for. But, inevitably, there is a need, a crying need, to bring together groups like this, and groups on a local level.

The problem is, of course, and this is where the weakness is, that as of next month our group, the Greater Manchester Outdoors Activities Initiative, ceases to exist. Why? No money! Federations, initiatives, all require contributions - when everybody is under financial pressure, contributions dry up. It does not matter what you call yourself in this situation.

We have talked about different groups. I have concentrated on the inner cities. In the rural situation there is again an assumption that because kids live in the countryside, they are going to be somehow enthused by all this, which of course is not necessarily the case.

We have talked about kids in the inner city who are recreationally disadvantaged and how some of those disadvantages are obviously not only recreational but other forms of disadvantage. This is why the individual, the amateur, is needed with the vision to address the fact that we do not have to limit adventure to those who have two legs, or white skins or talk in the same language. We can develop that unique excitement and meet many of the leisure needs of the whole community.

A MODEL FOR THE FUTURE: THE COMMUNITY APPROACH TO ADVENTURE

Norman Stanier

Director, The Ackers Trust

My title here is 'A Model for the Future: the Community Approach to Adventure'. I would say that probably should have a question mark. Is the Ackers Trust a model for the future? It also probably needs an exclamation mark.

The difficulties of being almost the last speaker are quite enormous. Tony Richards, whom I found to be a very good opening speaker, referred to having activities adapted to the environment. When he got off the boat in Halifax, Nova Scotia, he had to go skating on frozen lakes. When I got off the boat in North London, having come from a fairly conventional outdoor activity background, I had to do what was necessary, and I will talk about that in a while.

Roger Putnam talked about the four ages of outdoor adventure. I feel we are in the fourth age; I feel that the community approach that Tony Sainsbury has already talked about, can help with that.

My brief here is to talk about delivering the opportunities, the harsh realities, to draw out the difficulties. Well I will draw out the difficulties now. In delivering community adventure they are theft, graffiti, litter, vandalism, broken glass and dog mess. To show that the environmentalists also have a concern, further difficulties are Weil's disease, blue/green algae and Japanese knotweed. Those are our difficulties in delivering the opportunities.

My background in coming into working in the inner city was fairly conventional in that I cut my teeth on an Outward Bound programme for £3 a week and free toothpaste, because the kids always used to leave it behind, and a certain amount of travelling.

When I joined the Sobell Programme, I had been in the States and had been working my way round the world but came back because I needed a job. I got off the boat, as it were, and found myself in the London Borough of Islington.

In very much the same way as Tony Richards described, I had to do what I could there. I was working in a large, urban sports centre. It had a climbing wall indoors which was in fact used quite a lot and we were able to put an orienteering course indoors. But what we did were the things which Tony Sainsbury has already referred to, for example camp craft just outside. But it very quickly became clear that in the situation I was in, which was almost ten years ago, we had to train the trainers.

Islington has less open space than any community in Europe, but it makes wonderful use of the bits it does have. It has wonderful adventure playground provision, so the adventure playground workers were very keen to expand their opportunities.

This was the golden era of Action Sport where we were able to train Action Sport leaders in the things that you could do in the urban areas - the bridgering, the venturing, the problem solving, the converting of derelict sites into adventure and discovery activities. It was a case of doing what you could where you could do it, abseiling where you could and so on.

That programme which we started was initially absolutely based in the sports centre and then spread outside; it was very much the ripple in the pond. We paddled on the Regents Canal just behind St Pancras. But the programme spread from there and from climbing on the walls of the local canals I was able to develop a programme that had peak experiences as well, and train people and get them up to doing expeditions. We spread out and did a couple of peak experiences a year. We had expeditions to Scotland and Wales, and abroad to the Alps, Sweden, the States and Canada.

That programme worked extremely well but unfortunately, a sign of the times, when I left, the funding for it was not continued. The Sports Council originally funded the project and after that the Borough took it on. When I left the Borough of Islington were not able to continue the programme. However, the Sports Council were able to find funding which they have put into the Outdoor Activity Initiative and so that keeps the flag flying in that London area.

I then moved to the Ackers Trust and, incidentally, I paddled from my old job in Islington to my new job in Birmingham. I used to work on the Grand Union Canal in London and I was going to work on the Grand Union Canal in Birmingham so it seemed an obvious thing to do, to make that journey in a pleasant way. I also used it to raise the profile of the Ackers Trust and to raise money - I got people I used to work with in North London to sponsor me and we were able to raise enough money to buy a complete set of junior lifejackets for the Ackers Trust.

What is the Ackers Trust? The Ackers Trust was set up on a bomb site in Birmingham. It was set up with the brief to provide educational and recreational opportunities for local people. It was a complete bomb site. The Grand Union Canal runs through the site; the railway line runs through the site. The Ackers gets its name from the River Cole which runs underneath the Grand Union Canal and there is an aqueduct. The local kids used to play on the aqueduct - hence the name of the site, the Ackers. The double arches on the aqueduct are the Ackers Trust logo and we now use it for all sorts of adventure activities.

Our users are all sorts of people. A queue appears outside the Ackers Trust on the first Wednesday of each month because on this day EC surplus food is despatched from the local Elim church and the queue for that food stretches out past my office and goes right round the block. That really shows the problems there are in this particular area.

However, the users who come in to use the facilities are all sorts: school groups in the day time, youth groups and so on in the evening; plus a lot of adult groups as well; plus individuals because we need to have those users in to generate enough money to run the Trust.

The activities on site are fairly wide. There is the ski centre, the climbing wall, and the Grand Union Canal runs through the site so we are able to offer canoeing and kayaking. We are able to offer all sorts of exploration and activity type sports, quite a lot of them developed by Glynn Roberts. We developed bridgering and problem solving. We are able to let a lot of youngsters come to the site from surrounding areas who would not normally be able to come, for example, Muslim youngsters being introduced to orienteering.

Our residential provision is through three narrow boats and we have a day trip narrow boat as well.

One of the problems in the inner city is leaders. Leadership can be a problem and the thorny question of certification and qualifications does raise its head, but not too badly for us. As Tony Sainsbury said, the standards have to be high, our ski instructors all have to be British Association of Ski Instructors or Artificial Ski Slope Instructors qualified and that is very straightforward. For water activities we use the British Canoe Union placid water award and then for climbing on our wall we accredit our own leaders because there is not a suitable national body qualification at the moment.

Leadership training is important. We try to do as much as we can. We have local leaders who have been trained to be in a position where they can take the local kids round and bring their own groups. We try to train the play scheme workers and so on, so they can help.

We were fortunate to have a visit to the Ackers Trust from the Prince and Princess of Wales. Having the right influence in trying to develop a facility is crucial whether it is the right political persuasion or the right mix. We do it through our Trustees. The Trustees are cross political; they come from all influences and we use them in that particular way.

We managed to raise the money for the day trip narrow boat through all sorts of sponsorship from various organisations and we now use it to make money to subsidise the running of the residential boats.

About five weeks ago all the Trust's mountain bikes went out through the gate in the middle of the night as a non-organised activity. There has been a spate of mountain bike thefts in Birmingham and every project has had problems. In fact, our bikes were worn out so it was not too much of a problem for us.

I was also asked if I would recommend solutions. I hesitate to call them solutions. I think what I need to do is to give you some suggestions to finish up with.

I was asked to touch on the subject of resources and say what is the greatest resource of the Ackers. The best definition I have had of resources came from Sue Glyptis from Loughborough University, who has done a tremendous amount of research. She produced an example of good practice last year for the Department of the Environment. According to her, "the greatest resource is resourcefulness". In all the projects that she looked at this was the underlying theme in how people defined the most valuable resource.

The following list is the suggestions I make to finish up with:

- partnership
- grant aid
- community links
- business
- green issues
- training.

Although not all of these will be applicable to your organisation, I would think that most organisations will be able to see the relevance of at least one of them.

As far as partnership goes, the Ackers Trust now generates enough income to take care of its revenue budget, but it is very, very under resourced in any capital way. We overcome that by entering into partnerships. We have three at the moment. One is with Leyland Daf - their apprentices are producing what we call a Skyride, an adventure slide. We have a partnership with Telecom that will construct, we hope, a treeless ropes course and we are also building on a partnership deal with a large construction firm to try to put in an artificial caving system. That has not happened yet, but if we are going to make any capital advances it has to be done in partnership with others.

As far as grant aid goes, the Ackers Trust gets some grant aid from the City of Birmingham, but like all Local Authorities they are finding they are very much constrained. They are in terrible difficulties with collecting their poll tax and our grant aid has progressively gone down. Three years ago the grant aid from the Local Authority at the Ackers Trust was 50% of our income; in the current financial year the grant aid total will be about 10% of our income. The balance will continue to tip that way.

But there are other sources of grant aid, for instance inner city partnership programmes. At the Ackers Trust, we have had money from Children in Need, from Telethon. The Sports Council continue to fund us as and when they can with specific projects. We have also got grant aid from Safer Cities. Safer Cities money, from the Home Office, is available at the moment to help with crime prevention in its widest sense.

As far as community links go, it is crucial for an organisation like ours to continue to develop its community links. Last weekend we had a fun fair on our playing fields. We ran our first car boot sale, which in some ways is very little apples, but it brought a lot of people onto the site and generated some income. Other community things we do include dog shows, pantomimes, football teams, darts teams and so on.

We are also developing community links. We have the local community service order teams coming on site to help with all the maintenance. We have a worker in a local residential care home who is adopting bits of the Ackers Trust. He is adopting the climbing wall and his particular group of young offenders will be helping look after that. These community links, links with people like British Trust for Conservation Volunteers and Community Service, are absolutely crucial.

The fourth item on my list, business, is probably the most important for the Ackers at the moment, because it maintains our income. The ski slope generates income, but we are having to look at that because at the moment ski-ing is not growing, so we are diversifying and getting into tobogganing; we are developing snowboarding, which is a very popular activity; we are broadening what we do on the ski slope. We have borrowed money from the local brewery, M&B, and completely revitalised the bar. Our bar takings now, in a good week, will bring in £3,000, which, when you work that through at £150,000 in a year (about one third is operating profit) begins to make a substantial difference to the income that we can generate.

We are also having to generate more money in a business way with our outdoor activities; we are not just running courses for schools, we are running courses for the West Midlands police, local colleges; we are taking our mobile climbing wall to shows; and, although some might cringe from it, we are also getting into the aspect of corporate entertainment. We do not pretend to be in management training, but we are getting firms that are coming in to have a 'fun day' or a 'team development day' or a 'problem solving day'. Bringing in 30 people from a firm such as Coopers & Lybrand, means four figure sums of income for an event like that. That is more money than we can make in a whole year by bringing in a school group at literally a few pounds every time. The income that we generate is ploughed back in.

The green issues are becoming more and more important. Our particular site is an 80 acre site of which probably half is left or is developed as an environmental type area. We feel it is an untapped resource that we need to exploit very carefully; we need to develop it sensitively and generate more interest in it.

The final thing is training. Not just training for our instructor staff but we have found that the only way we can go forward is in training for our middle and senior management. My job is far removed from my job as an Outward Bound instructor or as a Programme Co-ordinator in London. I have had to go on the correct training courses. My senior staff are having to look at being current, at knowing what goes on and, although again we might cringe, we have to know about customer care, return visits and all those things.

A crucial area that is often forgotten is that we also have to train our Trustees. We have recently reorganised our Trustees because we had a lot of people like local MPs who were on the sheet but never came. We have reorganised the Trust and we are educating and training the Trustees to make the psychological move from perceiving the Trust as a body which holds out its hand and a grant falls into it, to one that knows what is happening with the contract culture and knows what we have to do to maintain the whole way that we work.

So training is crucial for the whole organisation - from the Lord Mayor who is Chairman of our Trust through to everybody on the Trustees, to myself, my middle managers, right through to the people who work in the bar and the people on the coal face, everybody who works at Ackers. It has to be part of our philosophy.

So the suggestions I put forward are partnership, grant aid, community links, developing business acumen, being aware of the green issues and training. Those are the things we are trying to do. As I say, I do feel that a model for the future, which is what I was asked to address, should very much be seen as a question, because the inner city activities and the Ackers Trust in particular, is not a panacea and is not a magic wand. It can be seen, I feel, as part of a solution and I do feel that it is part of the fourth age.

DISCUSSION

D Casey (Chairman)

It might well be useful to structure the discussion at this stage under the three headings which Richard Broadhurst brought out at the end of his workshop feedback session - firstly, better information; secondly, organisation; thirdly, shared values.

Richard made the point that information seemed to be the strongest theme running through all of the workshop sessions - better information to the users, better information provided to and by the providers of opportunities. It strikes me that this is an excellent forum where that information is exchanged but are there general points and issues you might want to raise about how we actually improve the type of information which is provided? Secondly, and perhaps even more important, how on earth do we get the information to the right groups that we want to influence?

G Irwen (Greater Manchester Youth Association)

In our seminar on developing management and leadership, Robert Pettigrew put forward a proposal which was not really discussed. What he was proposing was a National Council for Outdoor Education. I would like to hear some views and feelings on such a body, whether it would be a good or bad thing.

GC Munday (County Youth and Community Officer, Berkshire)

I was in the same group and I would like to follow that up. We had a fringe event last night which brought together many of the youth workers. We were amazed to find that, although there had been lots of talk and lots of conferences about social education in which adventure activities and environment would feature, as a subject on its own it had not really been looked at in any corporate way.

I would like to link the three areas identified - information, organisation and shared values - and follow that with the thought about the possibility of a national body. I think the general feeling was that the National Association for Outdoor Education should, or could, be the body (if it was funded better) to put into operation better information sharing, help us with better organisation, and help with this important factor of shared values.

One of the things in the feedback paper, which may have come out in the other group, was the possibility of this organisation being a Government department. I will not say there was strong feeling in my group but there was some feeling that it should not be a Government department. The Sports Council, for instance, was suggested, but it is a Government sponsored body. The feeling was that, because of the National Association for Outdoor Education's status and ability to bring us all together, it should be the main operating body.

D Casey

I will not forget the question and we will come back to it but I wonder if for the moment we should concentrate not on who should do it but on whether it should be done. One of the points that came out of the safeguarding the environment group was that we do not want another body which is simply a talk shop, we do not want another body which is under resourced. We do not want another body which is, in a sense, the equivalent of a long standing committee.

Is there a general feeling that there is a need for some central organisation which actually collectively drives this whole field forward? We keep coming up against this question of organisational isolationism, that there are so many organisations doing bits and pieces in this field, but no one organisation which has the total responsibility and which is adequately resourced to drive this whole area of work forward.

J Mercer (Greater Manchester Youth Association)

Something that was discussed very briefly in the expanding resources workshop was that perhaps it would not be a good idea to have a national monolithic organisation but that what was most important was contact at the local level or perhaps the regional level. The important thing is for people within a community to get together, to find what they can share, on a local, piece by piece basis, rather than on a national level.

G Mayne (Rotherham Outdoor Activities)

I disagree with that point. I think that unless, along the lines of the National Association for Outdoor Education, we establish what our values are, there is not much point in having an organisation nor in providing information. I think the National Association for Outdoor Education has done a lot of work in that area. Whether it is to be that body or a possible Adventure UK type body, I would like to argue the case that we do need a national body to bring together what it is we are talking about, which is not sport, it is not any of these individual things. It is rather the definition that the representative of the National Association for Outdoor Education gave about the value of adventure and the experience itself. There is a need for organisation, first of all nationally and then locally, to ensure that the information on that particular aspect of our values is presented to the people we want to reach. It seems to me that there is a strong need for a national co-ordinating body.

A Ward (Forestry Commission)

I do not know if you need another body -- my views on 'bodies' are fairly well known. I think what you do need is a national database, basically of interested organisations. What has appalled me is the number of bodies of which I have never even heard, both wanters or providers. The emergency services have a network in case of emergencies, not a governing body, a network where help and information is available. We have such things as computers and I would have thought that a national database would help, however it was organised, so that you could find local bodies or national bodies. At

least you would know who there was, who was providing and who needed it. That is information. It is information we need.

C Logan (Youth Hostels Association)

Although there has almost been general derision at the idea of involvement by a Government department, I wonder if there is a vacuum because of a lack of Governmental involvement. Surely it is incumbent upon Government in the present situation to provide the national policy and objectives in this area of activities. That does not mean to say that they need to have an executive involvement but it seems to me that the policy of the Department of Education and Science in this area is very unclear. If it was clear, whether that would mean things being written into the National Curriculum or whatever, then it would be very much easier for the enormous number of providers and other interested parties in the field to get together with a common aim, which they do not always now have, and with much better prospects of co-operating, because they would have a much better idea of what it was they were co-operating for. Without that national policy and objective it is hard to see what a co-ordinating body would actually be trying to do.

P Steer (British Schools Exploring Society)

I would just like to come back to the question of a governing body - although I hate that term - association let us say. We are sitting here in very nice harmony, and yet this room could have represented a bunch of protagonists quite frankly. I said yesterday that we needed an aim. I still think that at the moment we are not coherent. The aim of, shall we say, paragliders is not necessarily the same as that of the Greater Manchester Youth Association or the Cambridge Explorers and would not appear to be so. But I think that possibly, if we articulate the aim, it is the same, when you look at the young person with whom we are concerned.

I think there is a need for an association - national. The Royal Yachting Association is national; it looks at everything as disparate as at the one end motor boats through to the international 30 footers at the other end. I think there is a need for an association to bring together a vast number of groups, be they large, like Operation Raleigh, at one end; be they very small like the example described in our group yesterday by a young man who is beavering away by himself in Hook Valley.

I think this association should assist with information but we must not make the information one way only, to the young people. There is a need to collect information, actually to confront the opponents, to let the Countryside Commission and other people know what the needs are; if necessary, to fight with the Department of Education and Science. Information flows in two directions and needs collection.

The outdoor pursuits trade has still not got the tense right for young people. I think the information thing is bigger and I feel very strongly that there is a need for an association which could operate on a regional basis, as do the Sports Council and the Central Council of Physical Recreation. It would avoid talk shops but certainly with a strong membership base and a good organisation which reflects this, it could produce information both ways and be a very important safeguard,

because we have got to have safeguards in the future. Accidents have happened, and the Department of Education and Science are likely to tighten up on safety in the future.

ET Ehlen (Herts Young Mariners Base)

There is one problem with information; it is a bit like a map, the moment it is completed it is out of date. The big problem that people will not face is how much they are willing to do, as the providers, as the users, to update information. You need a procedure by which that information is kept up to date and that is a very big job. Someone mentioned the Royal Yachting Association; I am a Royal Yachting Association coach, I get information from the Royal Yachting Association, I keep getting people listed who are already dead, who have moved up to another level, so this whole business with information is a minefield if it is not done well.

R Putnam (National Association for Outdoor Education)

I would like to say that there is a great need for information. I thought the summary of the workshop feedback was masterly; I found it very helpful and I thought it crystallised a number of simple clear concepts for me. One of them was the expression 'impartial co-ordination'. I thought that was a very helpful expression.

Clearly information has been highlighted but if there were to be a body of some sort it would not simply be required to disseminate information. There is a need to lobby and exercise pressure. One of the problems that is faced by the National Association for Outdoor Education at the moment is that it is trying to respond to the developments in the National Curriculum and the National Council for Vocational Qualifications initiatives. It is an entirely voluntary organisation; nobody is paid, and trying actually to exercise influence from the position of a voluntary organisation without any paid support is extremely difficult. Yet it has to be done by the National Association for Outdoor Education, on behalf of its members, or perhaps on behalf of some of you who are not members. But we do have a need to influence, to lobby, to have an impact upon changes that are taking place all around us. So we need to do more than provide information; we have to influence events.

I thought that it might be helpful for people to have the latest statement from Adventure UK. Adventure UK is not an organisation, it is an idea. The four bodies who at the moment are the guardians of the idea are the Royal Geographical Society, the Duke of Edinburgh's Award, The Prince's Trust and the National Association for Outdoor Education. The consortium was set up to carry forward the initiative of The Hunt Report and facilitate the steps needed to make further progress. I thought it important that you should have this statement because people are not clear about what is happening.

GC Munday (County Youth and Community Officer, Berkshire)

I would like to share sympathy with those members of the Conference who have spoken about the anxiety of creating another national body. We seemed to have two very clear opinions this morning. It is quite obvious to those who work in the field that the key, and it

has been re-emphasised this morning, is local leadership, local communication and doing things together in the local environment. Indeed our experience here has been that my colleague and myself have had to come all this way to meet four colleagues who live on our doorstep and are working in the environment, countryside and recreation whom we did not know existed. We have had some great sharing.

I now want to turn to what Roger Putnam just said about his organisation. When I look at the Adventure UK leaflet and see the organisations that are listed, I am concerned that we need a national forum even more. The suggestion that our workshop group was making was that it should be the National Association for Outdoor Education. Roger Putnam quite rightly said that as a voluntary organisation they would have a great deal of difficulty.

I have been Secretary and Chair of a very large national organisation, the National Association of Young People's Counselling and Advisory Services. We were a volunteer body trying to deliver services, advice, training and growth in the area of young people's counselling right across the country. We found that we could not do that effectively without two very key professionals. With Department of Education and Science support we appointed a Chief Executive and a Training Officer. Both of those are now under threat and it looks as if they are going to be transferred to another youth organisation.

I would commend to the Conference and to the National Association for Outdoor Education that that is a body that can really bring together some of the thinking there has been in this Conference. Although I have some anxiety about national bodies as well, and the real core is the local base, I do commend that to the National Association and to this Conference that that is one important way forward.

I believe, looking at the Adventure UK leaflet, that it is even more important that that body shares and puts forward some of the views of this Conference.

T Thomas (National Children's Play and Recreation Unit)

I feel that what outdoor education requires is some sort of national framework, not necessarily an organisation, but it needs to do certain jobs on a national basis. Information needs to be held centrally, to be available as a resource. Work needs to be done on other areas of training outside the basic award system and addressing disadvantaged people needs to be a high priority and put on a national basis.

I do not want to be rude to the people listed, or to the people who have been involved, because obviously they share those concerns, but I do think it is fairly obvious that the existing structures cannot do those jobs, because the people who are in them have been trying for a very long time and are failing and there is something fundamental about the approach that is missing. Large parts of inner cities - black people, women - do not take part in the things that we want them to do. I know we have seen some on the slides today, but it is small scale and not addressing the issues on a national basis.

This co-ordination, wherever it comes from, should not be linked directly to any of these organisations or any other, but needs to be new and separate. It needs to have a set time period in which to achieve some of these aims and needs to address, very clearly, its management style, or a consultancy role in the field. Its style of activity should be very different from these current organisations taking on another job, another piece of work, which they would probably be ill resourced to do, and would detract from the work they are trying to do at the moment.

D Casey

So, some more support for some form of national organisation.

G Irwen (Greater Manchester Youth Association)

You have got to bring yourselves down to the bottom level, to everybody's perspective who you are working for and with, and work with them to bring them up to where you think they should be. It might be a different topic, where you think they should be, but you have got to bring yourself down to that base level. I would like to see leaders coming in and listening to young people's ideas and perspectives and trying to work with them. It came out in our Management and Leadership Seminar that you have to try to work with them instead of having a leader who is up here and talking down. You have to try and work with them and include them in the planning role.

D Casey

I do not disagree that the local level, the sharp end, is most important. I would suggest that there are three main issues which have got to be addressed at local level. One is clearly the delivery of the services, whatever those services are. Secondly, it must be the identification and the training of the leaders themselves. Thirdly, the dissemination of information to make the customers aware of what services are available in the first place. If we accept that for a second, if we then move up through the middle level up to the national level, I just wonder whether there is still, at the national level, to complement the local delivery of services, a national role to be played as well. It strikes me again that there are three issues there.

One is just general co-ordination of the work of a range of organisations because even if there was a new one, the existing organisations would still inevitably be doing some of this work. So, one role at national level is co-ordination.

Secondly, as we have heard before, is the need for data to be available, not just locally but nationally, recording some facts, but also identifying the way forward at a national and a local level.

Thirdly, on the question of training, I think it would be unfortunate if training of leaders was a bit of a hotch potch only handled at a local level. I think there is a need for some national consistency in terms of standards of training.

I wonder if what we are really talking about is a national role for an agency or agencies which is appropriate for national level, but

obviously complementing the local delivery of the various services which we have described.

G Barrow (Centre for Environmental Interpretation)

I do not want this to sound like a plug for the Centre for Environmental Interpretation, it is not intended as that at all, but I have been sitting here thinking what tremendous parallels there are between the situation you are discussing regarding outdoor education and adventure education, and all the boundaries it is crossing between different bodies and organisations, and what happened in the late 1970s over the subject of interpretation which led to the establishment of a small national organisation called the Centre for Environmental Interpretation, whose functions are almost identical to those which you are describing for this field.

I think the model that the Carnegie United Kingdom Trust launched, together with the Government agencies and voluntary bodies that led to the establishment of the Centre for Environmental Interpretation, and the sort of work we have been doing to give some focus to the subject of interpretation, addressing the issues of training, standards, information base, consultancy to organisations that need it, Government organisations and voluntary organisations, is very, very similar to what you need in this field. I invite you to just take a look at the way our organisation has got going, its structures and its political stance.

J Greenwood (Oldham Metropolitan Borough Council)

I do not want to put a spoke in the wheel but I think we have had rather a nice couple of days talking shop but at the end of it what will we have achieved? Is it another quango involving vested interests, that one organisation will not take part in because it is not going to go the way they want it?

The truth of it is that it is about money and resources, and unless whatever you do, however you do it, you get the resources, then no amount of organisations, quangos, call them what you will, are going to do any good. Personally, I think it is going to be yet another talking shop that is going to be so diverse that the professionals will end up disagreeing amongst themselves. I cannot see, this side of a change of Government, that any amount of quangos will change it.

J Adams (Lee Valley Regional Park Authority)

There is another model in the Council for Environmental Education which as an umbrella organisation has some of the same parallels. You said that there are problems at different levels, but it seems to me there is already a national organisation, the National Association for Outdoor Education, and it has a clear role to play and is already playing but with only volunteer support so it is very difficult to respond to Government papers and so on, in relation to outdoor education.

But they do have a role and it seems to me that we should be looking to support that role of responding to Government initiatives and putting forward views of outdoor education. It seems to me a lot of the

networking and information is required at a lower regional level and other initiatives perhaps could fill that gap.

D Williams (City of Bradford Metropolitan Council)

Some of the discussions we have had over the past few days seem to show the parallels between the kinds of organisations that are existing within outdoor activities, the arena, and those that actually exist and have existed for a long time in sports development - the national governing bodies.

It seems to me that one of the major requirements of any body which may or may not be developed, is having a training role in terms of educating people in one field about the wider aspects of what is really required. We were talking, for example, about developing personal skills as well as actual technical skills.

I would like to propose that maybe one type of organisation that could be developed is along the same sort of lines as the National Coaching Foundation which basically educates sports coaches who are qualified coaches in their own particular fields, but who have very little knowledge in other areas, like motivating young people, or physiology. But the Foundation does not get involved in the technicalities of the sport.

I think that one area to which this sort of forum could address itself is how to provide education courses to anybody who works within the field. The type of organisation required has got to listen and say this is the kind of education, this is the kind of course and training that we need.

D Casey

Let me see if we can pull this together slightly because clearly there is a whole range of ideas coming out. Indeed, they are coming out of a Conference which is essentially about countryside recreation research and we are talking about much broader long term policy issues.

What strikes me is that The Hunt Report has raised the profile of the idea, the whole concept, which I am sure we are all wanting to push further, the idea behind Adventure UK, although not necessarily Adventure UK itself. We have got to find a way of doing that, we have got to find a way of co-ordinating the approach at national level, regional level and local level.

I wonder whether an approach to make sure we do not lose this is through CRRAG and the agencies involved with CRRAG, to ask them to have a look at how we drive this forward, but asking CRRAG and the agencies within it to make sure that in that process they consult as widely as possible and talk to as many organisations as possible about a way forward. I am particularly looking at those organisations which already exist, which, enhanced with more resources or a slight change in structure, might push this forward.

We are not going to solve it today and I just wonder whether we ask CRRAG and its agencies to look at that; always bearing in mind the

possibility that to pull this together in policy issues there may well need to be another national forum in which we can have some further discussions about the broad way forward. We are tackling a very large subject tacked on to a Conference which was not designed to try to solve that problem in the first place.

If that is generally thought to be worthwhile, I am sure that Roger Clarke, as Chairman of CRRAG, would be prepared to talk to the other agencies, not just the ones in CRRAG but the other ones, to see if we can push this forward. Is that one way of looking at it?

Editor's Note: There was general assent on this point.

Speaking on behalf of the Sports Council, there have been a number of excellent ideas come out this morning and the Sports Council, and I am sure the other agencies, will not be prepared to lose them and will certainly want to capitalise on the excellent work which The Hunt Committee has already achieved. We will take this back and certainly try and push it forward.

GC Munday (County Youth and Community Officer, Berkshire)

At the fringe group last evening 11 youth workers and two colleagues, one from the Youth Hostels Association and one from a district council, came together. We have had a lot of talk about the core curriculum particularly for schools and this Conference needs to take on board that there is an emerging core curriculum, which will be about very soon, for the youth service. We know that the Council for Environmental Education has made a contribution to that debate, but I am not sure whether the National Association for Outdoor Education has made a contribution to that debate and to the Minister. I hope they have.

But what we would like to recommend to the Conference, and we would like the Conference's support, is that we would like CRRAG to convey to the Minister of Education and to his next conference, which is about to happen fairly soon, and with copies to the two professional organisations in the youth service field, the National Association of Community Education Officers and the Community Youth Workers Union, a recommendation that both outdoor adventure and environmental education should be clearly and unequivocally stated elements of the core curriculum for the youth service.

Editor's Note: There was general agreement to this proposal.

SUMMING UP

Roger Clarke

Director-Policy, Countryside Commission and CRRAG Chairman

The resolution that we have just discussed will be forwarded to the organisations indicated, although it has to be a resolution from that particular fringe event rather than, in a formal sense, from all the organisations at the Conference, otherwise we shall get into dreadful constitutional difficulties.

You might permit me just a minute on one or two of the Conference themes. Having begun the Conference I feel I should, as CRRAG Chair, say a word or two about some of the things emerging from it. I feel almost as though I have been a bit of a spectator sometimes - a kind of resource manager in my job with the Countryside Commission observing a debate between those who are involved in adventure education and the youth service and the sporting organisations and so on. Very interesting it has been too, but I think a number of people who are on the resource management end of things will have felt themselves to have been, in part, spectators at this very interesting and lively discussion.

However, I think we have succeeded as a Conference in discussing the two fundamental concerns that we had. One was about how do we increase opportunities for adventure - the adventure experience, adventure education of young people - and secondly, considered how that might relate to environmental issues and concerns that resource management organisations might have. We have tackled both those things.

Briefly, a few points emerging from those Conference objectives. The first is that I sense a real high degree of support for the objectives set out in The Hunt Report of all young people being given the opportunity to participate in adventurous activities. The concept of these activities involving uncertainty, involving a greater sense of personal responsibility, a sense of magic and mystery, is something which has been very widely endorsed, not simply with the head but with the heart, in the sort of passion with which many people have spoken about the value of that kind of experience. I do not think we should feel shy at the idea of impelling or offering opportunities to people to take part in these kinds of activities, because of their importance both in themselves and in the sense in which those kinds of activities are a metaphor or an allegory for much of our lives. It is a very creative kind of process.

Tony Richards spoke about geese and eagles and I liked that. I do feel that our society currently perhaps emphasises the eagles when we should be speaking about the geese. I liked the idea of different people moving in to leadership positions and moving away again as their particular time passed. We should be thinking about ourselves as a collectivity sometimes, as a society, and not simply thinking about the high achievers or the lone eagles.

What are the implications of that? I think two things. The first is that many people are able to avail themselves of the opportunities for outdoor adventure and can often pay to do so, and their own school, their own families, may encourage them in that direction. We have not heard a lot about that but I think there is substantial scope for expansion among people who in relative terms are affluent, who may have access to transport, to information and so on, and we should not neglect that group.

Equally, and we have heard a lot about it during the Conference, we should not neglect those who do not have access to a lot of money, who come from backgrounds where there is little support for taking part in this kind of activity, and who require special attention and intervention if they are to play a part. That too is important. Both those groups need attention and we should neglect neither of them.

In offering the adventure opportunities there are clearly lots of competing organisations. I have enjoyed observing the debate and tension between youth and community workers, specialist sports organisations, specialist youth organisations, those who are offering and managing various kinds of outdoor centres and facilities. Goodness me, there is a lot of different potential there. Things that strike me about that is that many organisations have their own traditions and their own ways of doing things - and that is very valuable - and there is plenty for everybody to do. It is not as though we are suddenly meeting all the needs that are there and competing for participants, rather the reverse. Nobody has any idea what amount of distance we have gone towards achieving The Hunt Report objectives, but it is certainly not very far, and the distance still to be travelled is huge. So there must be plenty of scope for all the different brands of activity that are on offer, whether it be very local activities in the inner city, to expeditions to the Himalayas. Each organisation has its own message and its own way of doing things and long may that continue, with all the enthusiasm that that means.

Clearly, if that simply results in suspicion, jealousy and hostility between organisations that is not too helpful. I think organisations should relax and just enjoy being what they are and recognise that some other organisation will be doing things just a little bit differently and that is fine.

A dialogue between those organisations and between the resource management organisations seems to me to be something we should work at. I hope that those of you who are working in the youth sports field will recognise that there are countryside management services, National Park Authorities, County Council Planning Departments and Recreation Departments out there in the countryside who would welcome entering into dialogue with you about the opportunities that are available in a particular area. Sometimes that dialogue exists, sometimes it does not.

That brings me on to points about structures, and I will just touch very briefly on that. It is something that some of the CRRAG agencies will think about in a bit more detail and relay back to you, through the Conference Proceedings, the results of our deliberations. But it seems to me that there is need for action, at both a local level and at a national level, for sharing information about what is going on, about market research, developing training initiatives, working out how

to approach disadvantaged groups, making the case to political leaders for resources and for this area of work. Those are principles which should apply locally and which should be applied nationally and we may need new means of doing that at both levels - means of doing that which perhaps are not permanent in the sense of structures or new organisations but which can help the existing effort to be harnessed more effectively, because I am struck by the extent to which we share common values, even if our own histories and traditions may be a bit different.

My final point is a personal one and is to say that the Conference has confirmed, in my mind, that we should not be thinking about outdoor adventure just as some kind of right of passage for young people as they prepare for adulthood. I really rebel in general against the word 'provision' and I rebel against the idea that what we are speaking about is something that is designed for young people by rather cynical and bored adults who may have seen it all before. That is not my experience and I do not believe it is your experience either.

The sense of adventure is something which can continue throughout life as we explore new opportunities. I hope it is true for all of us, just as I hope it is true for every adult in the community as well as every young person, that we should continually be seeking new adventures and challenges. Many of those will be available in the countryside, some of them may be available in the inner city too. That sense of adventure should be something that is with all of us throughout our lives, not just something which is provided by some kind of official or voluntary body to young people for their consumption.

That sense of adventure is not to be found by exploring to more and more distant places, or to higher and more difficult mountains, or whatever it might be, but is to be found ultimately in discovering again and again the sense of newness and the sense of wonder which is present in the ordinary and the everyday, not just in the remote and the difficult. So I feel we need not only to push the frontiers of discovery in the sense of the Arctic or the oceans or whatever it might be, but as adults to look in our everyday lives for that which is magic, for that which is mysterious, for that which is new again, and convey that sense of excitement to all those with whom we are privileged to work.

FOLLOW UP TO THE CONFERENCE

In the final session of the Conference, CRRAG was asked by the delegates to carry out two tasks: to deliver a recommendation to the Department of Education and Science; and to discuss how best to take forward the recommendations of The Hunt Report.

Since the Conference, the Chairman of CRRAG has written to the Department of Education and Science passing on the recommendation that both outdoor adventure and environmental education should be clearly and unequivocally stated elements of the core curriculum for the youth service. The recommendation came from a group of delegates in one of the fringe events at the Conference.

Prior to the publication of The Hunt Report 'In Search of Adventure' in 1989, thought was given to ways of continuing momentum and carrying forward the recommendations contained in the Report. A consortium was formed consisting of the Royal Geographical Society, The Duke of Edinburgh's Award, The Prince's Trust and the National Association for Outdoor Education, under the title of Adventure UK, which aimed to establish a national initiative once funding was made available. Applications to the Sports Council and the Department of the Environment during 1990 were unsuccessful in attracting funding.

The Conference made a number of points during the discussion sessions about the most appropriate way forward. While there were differing views about more detailed points, it was clear that delegates did not want **another** organisation. In the light of this guidance, and the absence of funding at present, an alternative has been put forward. This would encompass a partnership approach, with a lower level of funding than the Adventure UK proposals, providing a service to existing providers in the statutory and voluntary sectors.

The proposal is currently being discussed by the Adventure UK consortium (in particular, the National Association for Outdoor Education), the Sports Council, the Countryside Commission, and a major charitable trust that has been supportive from the outset. Following final discussions with all concerned parties, an announcement will be made about the means of taking forward the recommendations in The Hunt Report.