

Inside the Outhaus Week 19: How to Keep Women in the Outdoors

Who and Subject	Notes and Quotes	Questions
<p>Sheree: Intro</p>	<ul style="list-style-type: none"> • Housekeeping • Welcome to Country: Henry • Ellen back in the Outhaus today! <p>This week on Inside the Outhaus: How to Keep Women in the Wild</p>	<ol style="list-style-type: none"> 1. What are some of the unique issues women face within the outdoor education field? 2. How do these concerns affect their career path within the sector? 3. In what ways can employers, co-leaders, and other outdoor educators, women AND MEN do to help women stay in the field?
<p>Sheree: Session Intro</p>	<p>Set Intention: “By shining a spotlight on the inequities and asymmetries in outdoor education, my desire is to empower women and men to fortify their mutual efforts towards an inclusive future and to eliminate the pockets of bias we experience.” – Tonia Gray</p> <p>Key points: See questions on Right.</p> <p>In the article - The hidden turmoil: Females achieving longevity in the outdoor learning profession Michelle Wright and Tonia Gray</p> <p>Being a woman in the outdoor learning profession can bring distinctive challenges and roadblocks. Even more difficult is</p>	<ol style="list-style-type: none"> 4. What can we as women do to change the status quo for other women? 5. What can employers do to help support women in the field? 6. How can co-leaders and others help support their female counterparts?

	<p>sustaining a life-long career, flourishing into a woman's 50s or 60s. Based on this premise, career longevity seems elusive for some women who aspire to work in the outdoors.</p> <p>Additionally, the outdoor industry is associated with technical prowess and physical competence. Gender-based socialisation often clouds women's perceptions of success, creating a lonely journey for those who choose to remain (Loeffler, 1995; Warren & Loeffler, 2006).</p>	
<p>Ellen: Education and Integration into Outdoors</p>	<p>Article: The Gendered Hidden Curriculum of Adventure Education: 2018 Karen Warren, Denise Mitten, Chiara D'Amore, and Erin Lotz</p> <p>Studying female outdoor education students in Australia, Lugg (2003) concluded that a HC in adventure education was prominent, based on "some of the 'unspoken rules' that allow men in the outdoors to maximize their learning opportunities at the expense of their female counterparts" (p. 42).</p> <p>Story Time: Positives and Negatives.... Leads into Ellen's first topic</p>	<p>7. Does anyone have an example or comment about their education or integration into the outdoors? And how it may have affected their experience or thoughts about a career in outdoors?</p> <p>Depending on how the convo goes...</p> <p>8. What are some positive examples?</p> <p>9. How can we as women and men in the field help encourage young women see this as a viable career option?</p>

<p>Sheree-Masculine vs. Feminine Qualities</p>	<p>Article: The hidden turmoil: Females achieving longevity in the outdoor learning profession Michelle Wright and Tonia Gray</p> <p>“Historically, adventure education, wilderness programs and outdoor activities have been portrayed as masculine and ‘testosterone driven’, involving strength, risk and unknown outcomes (Ewert & Hollenhorst, 1989; Humberstone, 2000; Loeffler, 1997; Warren, 1985 & 1996b).</p>	<p>10. How has the idea of masculine and feminine qualities played into your experiences as an outdoor educator?</p> <p>11. How does, or how can, feminine qualities play a positive role in the field of outdoor education?</p>
<p>Ellen-Leadership and Recognition</p>	<p>(Choose which quotes you like best) – good place to mention the outdoor education section on Wikipedia only mentions ONE female, <u>Juliette Gordon Low</u>: who is the founder of the girl scouts</p> <p>Recent Article: OEG Gender Equity for senior leaders in the outdoors – OEG https://www.oeg.edu.au/field-guide/gender-equity-for-senior-leadership-in-the-outdoors/</p> <p>“Furthermore, recent research and collective experiences of women working in outdoor recreation/education suggests that many feel invisible, relegated, marginalised, and undervalued (Gray & Mitten, 2018). The poor representation of women in senior positions within outdoor education/recreation organisations in Australia is a real problem not only impacting women who are excluded, but also the current and future students of outdoor experiences. To be innovative, productive and truly address the projected needs of our students, requires the most diverse workforce working in truly inclusive environments.</p>	<p>12. What has been your experience with women role models in the outdoor field?</p> <p>13. Has a lack of leadership roles, or lack of female representation within leadership roles affected how viable you see/saw a career in outdoor recreation/education?</p> <p>14. How can we work towards better recognition of the contributions women have made to the outdoor recreation sector?</p>

Article: Researching Women in Mountaineering UK Report 2020- Adele Doran and Jenny Hall

Increasing representation means more people seeing and interacting with women in leadership positions, normalising women as role models in mountaineering and climbing, and reducing the perception of barriers to recreational participation. Research has shown that in adventure sports contexts, including climbing and mountaineering, role modelling positively influences participation, particularly with young people (Rak, 2007; Vodden-McKay & Schell, 2010; Warren & Leoffler, 2006)

Recognition: Article: posted on the QORF site in 2018 “Women still ‘invisible’ in outdoor education... Tonia Gray says “Gray says that while the proportion of women in outdoor education has expanded enormously in the past three decades, they are still underrepresented in terms of leadership, acknowledgement, and career.

“Women seem covered by an invisibility cloak. Within academia and on the frontline outdoor education practice, gender asymmetry is evident,” she and a co-author say.

She cites the low proportion of women presenting keynote speeches at outdoor education conferences, female thinkers’ absence from curricula, lower academic profiles, and women practitioners’ low visibility in popular culture.

<p>Sheree-Motherhood and Families</p>	<p>Article: Outdoor Careers and Motherhood – Anja Whittington 2018 https://journals.sagepub.com/doi/10.1177/1053825918820354</p> <p>“Women who are mothers make work and family decisions that often result in sacrifices in one or the other. This might include leaving the workforce, reduced work hours (<u>Bulanda & Lippman, 2012</u>; <u>Hynes & Clarkberg, 2005</u>), delaying childbirth (<u>Bulanda & Lippman, 2012</u>), or staying single or marrying late (<u>Allin, 2004</u>).”</p> <p>There are many challenges motherhood poses for women often requiring women to either leave their chosen career path or change their job responsibilities. Despite these challenges many women have found ways to manage both family and work life however, institutional changes could help women to be more successful.”</p>	<p>15. How has motherhood OR family life affected your ability to work in the outdoor sector? Or vs versa, how has your work life affected your family life?</p> <p>16. What are some positive ways employers, family members, or other outdoor educators have helped bridge this gap and make it easier for a work/ life balance?</p> <p>17. What things can we do moving forward to encourage and help support women (and men) with families stay in the outdoor education field?</p>
<p>Ellen: Close session</p>	<p>F- Word Feminism in Outdoor Education: Tonia Gray</p> <p>“The reality is that the erasure of women’s achievements, and the failure to make our own and our predecessors’ contributions to the field, can make us disproportionately fatalistic. Failing to stand up for women as keynote speakers, demanding that we get equal billing, can lead to us losing the ground that our foremothers have potentially won for us. If we do not document what we have learned and achieved, then women’s distinctive insights will be lost to OE, our styles of leadership will not be respected and taught (including to men), and our contributions will quickly be forgotten. Standing up for</p>	<p>Questions to Ponder moving forward:</p> <p>As outdoor educators how can we promote the longevity of women in the field of outdoor education/recreation?</p> <p>Video of the Week: https://www.ted.com/talks/caroline_paul_to_raise_brave_girls_encourage_adventure?language=en</p>

women's voices is not just about acknowledgement or equity; it is required for us to consolidate our gains, map out what is still yet to be accomplished, and make sure that later generations of women do not have to fight to regain the same ground that we have. If progress means standing on the shoulders of giants who have come before us, we need to show women in the field the giants who have come before them."

Reiterate the point that the goal moving forward is to look for ways to help support and encourage women in the outdoor education field to see it as a viable career path. (However you want to do this!)

Articles and resources can be found on our website: insidetheouthaus.org under "resources" page and "Research" tab