



# BeActive... BeOutdoors... BeEducated...

Report into Leadership and  
Environmental Training  
in **Outdoor Sports Federations**



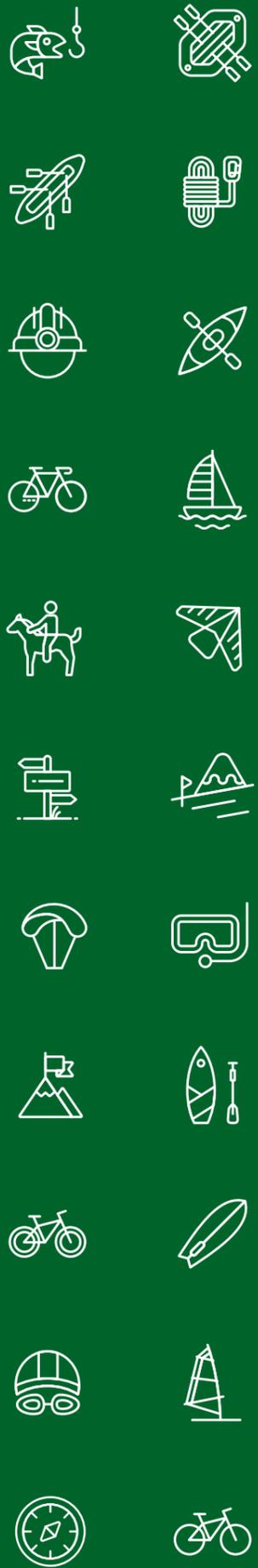
**SEE** SUSTAINABILITY AND  
ENVIRONMENTAL EDUCATION  
IN OUTDOOR SPORTS



Co-funded by the  
Erasmus+ Programme  
of the European Union



**ENOS**  
European Network  
of Outdoor Sports



## Project Partners



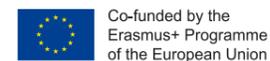
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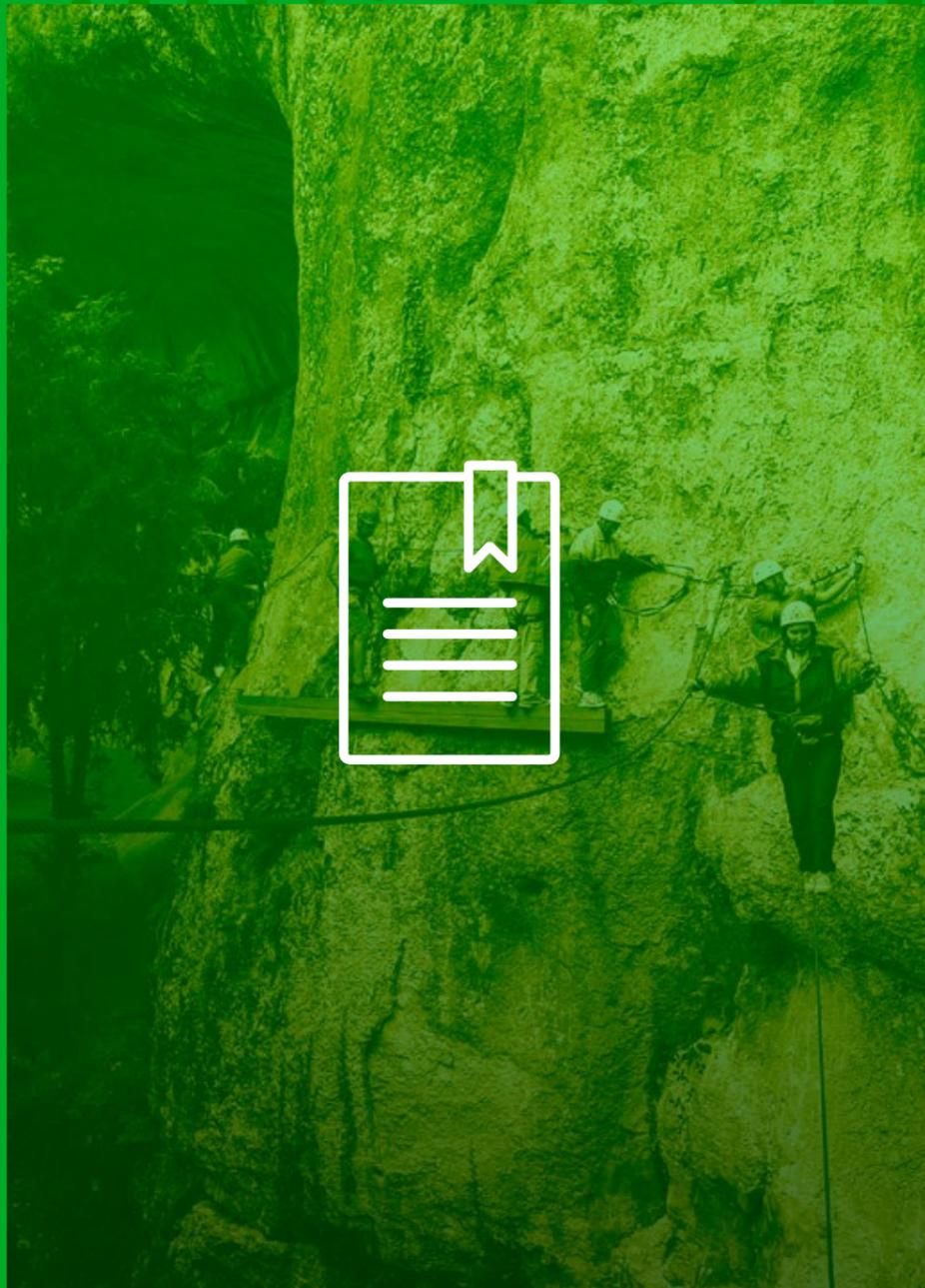
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## Glossary of Terms

**LEADER** Someone with competencies, experience and a qualification in a specific outdoor sport whose role is to lead other participants in that sport within set parameters. (Sometimes known as a "Moniteur")

**GUIDE** Someone with competencies, experience and a qualification in a specific outdoor sport whose role is to guide other participants usually in a specific environment (for example on the sea or high altitude mountains).

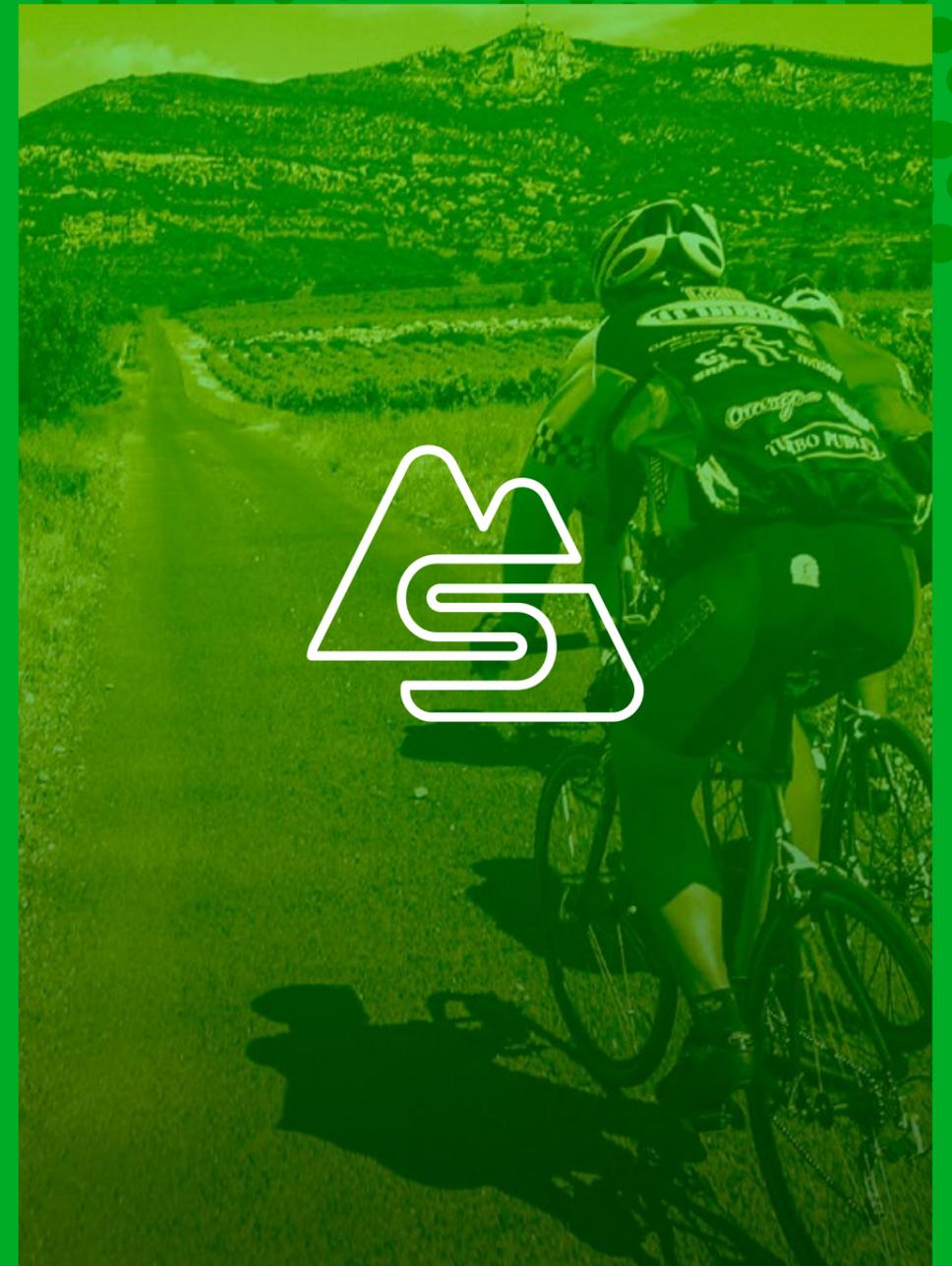
**INSTRUCTOR** Someone with competencies, experience and a qualification in a specific outdoor sport whose role is to help impart specific skills to other participants in that sport.

**BASIC AWARDS** A low level award that allows the person to lead, guide or instruct others in low risk environments and perhaps at certain times of year or in good weather (e.g. summer). For example, it can relate to grade of river, altitude or technical difficulty

**MODERATE AWARDS** A medium level award that allows the person to lead, guide or instruct others in moderate risk environments and perhaps at more times of year (e.g. Spring, Summer and Autumn). For example, it can relate to grade of river, altitude or technical difficulty

**ADVANCED AWARDS** A high level award that allows the person to lead, guide or instruct others in high risk environments and perhaps at all times of year. Often works with others who have a high level of competency themselves. For example, it can relate to grade of river, altitude or technical difficulty

# INTRODUCTION





# INTRODUCTION

**The SEE project — Sustainability and Environmental Education in outdoor sports — will promote education in and through sport with special focus on skills development for outdoor sports professionals such as outdoor sports trainers, guides or instructors.**

The project seeks to understand the impacts that outdoor sports can create in natural and protected areas as well as more globally with respect to climate change etc. It also seeks to identify good practice from within the sector and then develop resources and methodologies to share knowledge and develop skills to support greater environmental responsibility by outdoor sports practitioners.

The project has been divided into 4 key work packages as well as the administration of the project (WPO).



**WPI** involves research into the current situation in sustainability and environmental education in outdoor sport federations in Europe.



**WP2** is the development of a toolkit targeted towards those who train outdoor sports leaders, coaches and guides. It will share good practice and include dynamic and inter active methods for education on the environment that have been developed through an exchange programme.



**WP3** is the testing of the toolkit using real life projects; based on this knowledge the toolkit will be revised and updated.



**WP4** is the dissemination the outputs and share the lessons learned widely across the outdoor sports sector in Europe.

**This report outlines some of the initial findings from Work Package 1.**



To develop a resource of good practice and to develop new educational processes it is essential to first understand what currently happens in the partner countries with respect to outdoor leadership training and environmental education.

This project was developed through and under the auspices of the European Network of Outdoor Sports (ENOS). In order to ensure that the work of ENOS remains focused and to avoid mission creep, ENOS developed a definition of outdoor sports in 2017. The basis for this is the Council for Europe definition of sport.

*The first step was to ensure that there was a common definition for outdoor sports and what was encompassed by environmental education.*

## ENOS Definition of Outdoor Sports

**ENOS have defined outdoor sports as activities:**

- that are normally carried out with a (strong) relation to nature and landscape and the core aim is dealing with natural elements rather than with an object
- It may include activities that have their roots in natural places but use artificial structures designed to replicate the natural environment.
- where the natural setting is perceived by users, as at most, only minimally modified by human beings\*
- that are perceived as (at least minimally) physically demanding
- that are based on man or natural element power and are not motorized during the sport itself
- that may use some form of tool (for example a surf board, bicycle, skis etc) or just involve the human body

\* does not have to be wild, just perceived as natural.

# OUTDOOR SPORTS AND RELATED TRAINING PROGRAMMES



## OUTDOOR SPORTS AND RELATED TRAINING PROGRAMMES

The partners to the project agreed a list of 26 sports and activities that could be encompassed within the ENOS definition of outdoor sports.

Table 1 List of sports and activities that lie within the ENOS definition of outdoor sports

 Adventure racing	 Open Water swimming
 Angling	 Orienteering
 Canoeing and kayaking	 Rafting
 Canyoning	 Rock Climbing
 Caving	 Rowing
 Coasteering	 Sailing
 Cycling including mountain biking	 Snow sports
 Dog sledding	 Stand Up Paddleboarding
 Equestrian	 Sub aqua / diving
 Hang gliding / paragliding	 Surfing
 Hiking	 Survival training/bushcraft
 Kite surfing	 Triathlon
 Mountaineering	 Wind surfing



The next stage was for partners to investigate each of these sports in their own country to gather information on their leaders', guides' or instructors' training programmes. To develop resources for such courses it was important to get an understanding of how much time was available for pedagogical development within them.

Information on some sports such as canoeing and hiking was readily available and easy to find, while for others such as survival / bush craft or adventure racing it was much more difficult, as these are not mainstreamed sports or activities. Nevertheless, it was felt that it was important to include them as they use the natural environment for their activities.

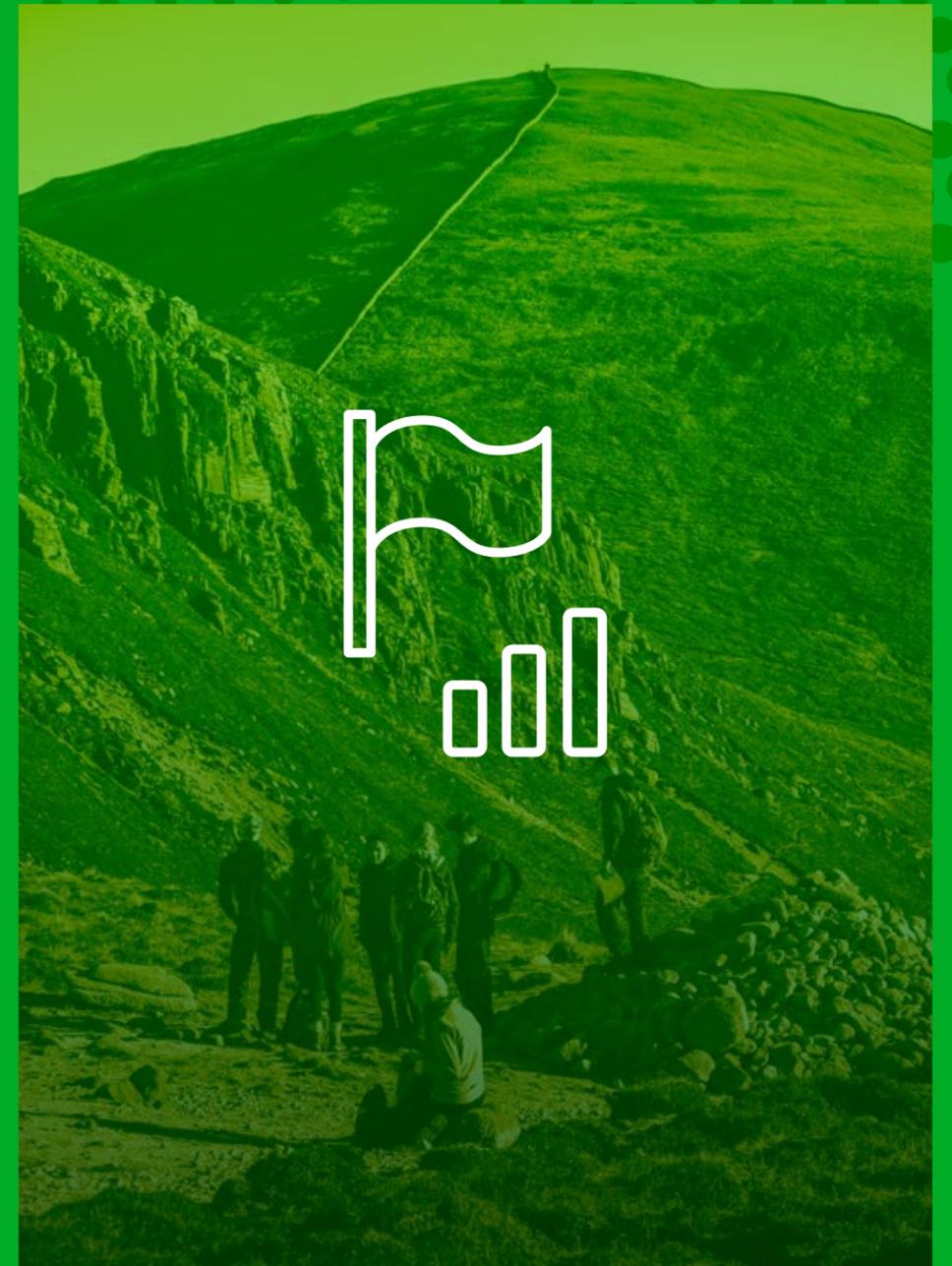
Courses were categorised as "basic", "moderate" or "advanced" and the partners had to allocate any given course into one of these categories. This could relate to the environment that the leader / guide / instructor can operate in (grade of river, altitude or technical difficulty) or the technical skills that they are imparting. It is not a perfect categorisation and what is classed as moderate in some countries could be considered as advanced in others — so there is an element of subjectivity to it.

In some countries, more than one federation or training organisation was identified for each sport, and each may have had several courses in the relevant categories.

*To develop resources for such courses it was important to get an understanding of how much time was available for pedagogical development within them.*



# DATA FOUND BY COUNTRY





# DATA FOUND BY COUNTRY

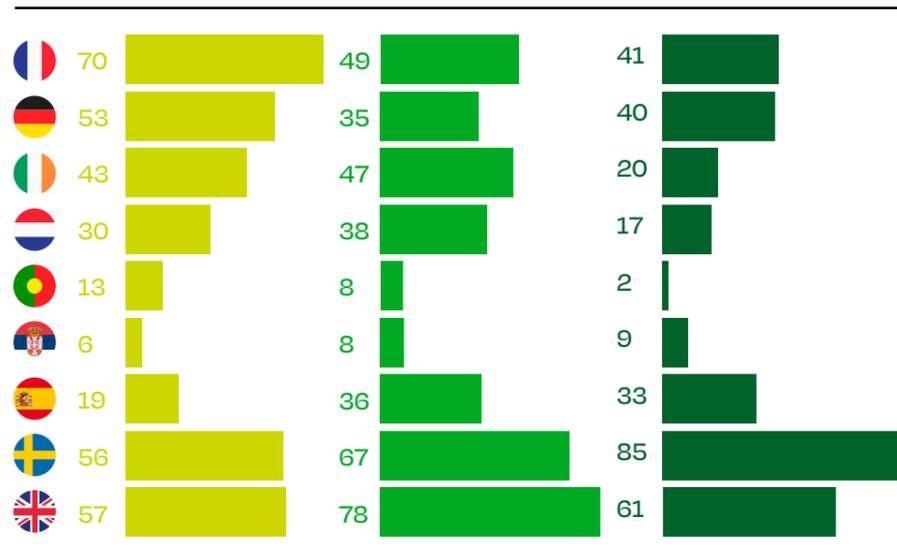
Nine partner countries were involved in looking for information and as per Table 2 and Figure 1, significant variations in the number of courses identified in each country are apparent. The most courses identified were in Sweden and the UK.



Table 2 Number of courses across all sports

Level >	Basic	Moderate	Advanced	Total
	●	●	●	
France	70	49	41	160
Germany	53	35	40	128
Ireland	43	47	20	110
Netherlands	30	38	17	85
Portugal	13	8	2	23
Serbia	6	8	9	23
Spain/Catalonia	19	36	33	88
Sweden	56	67	85	208
UK	57	78	61	196
Totals	347	366	308	1021

Figure 1 Number of courses across all sports



It should be noted that there is a process underway in Portugal to “accredit” sports training system by the national sports agency and to date very few outdoor sports have gone through this process of having their advanced level courses accredited.

The partners then examined the amount of time allocated to the courses (through both training and assessment) and this was identified in “days” Some countries used different mechanisms such as sessions, but these all had relatively standard number of hours so were able to be reclassified in “days” (day equivalents). A day is generally an 8-hour period, but due to the nature of training in many outdoor sports there can be very long days training with early (Alpine style) starts and late finishes (perhaps to accommodate low visibility navigation), so again this is not a perfect system.

*The most courses identified were in Sweden and the United Kingdom.*



**It is also noted that some countries such as Spain and Portugal have standardised approaches to training in all sports and the number of days is set by the national sports agency rather than by the federation. To have their qualifications approved by the state, the federations must meet this minimum number of days (and other criteria). Also in France, there is a significant difference in the training time required for the “Government Diploma” required to operate professionally and the “voluntary sector” federations’ training programmes. The former has significantly more days as it is a recognised third level qualification and a legal requirement to operate professionally.**

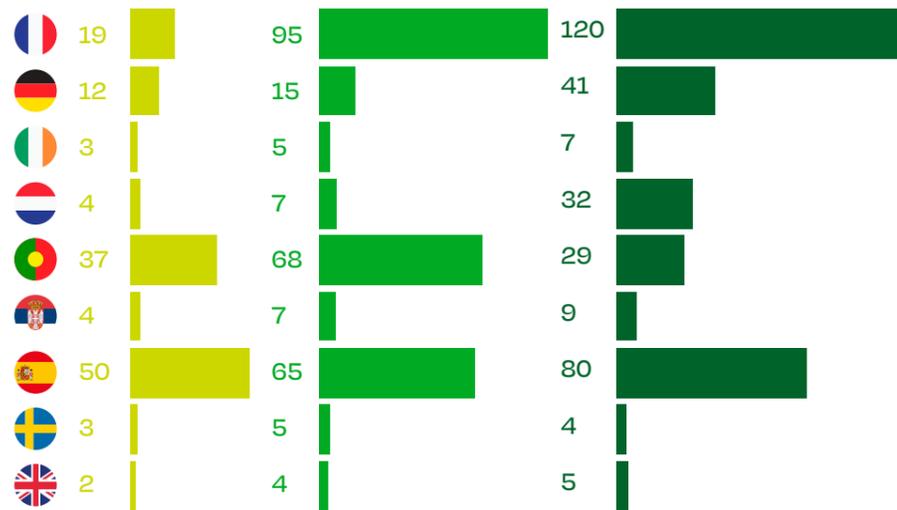
There is a very large disparity in the required training for leaders, guides and instructors not only within different countries but also within countries and between sports. Some sports federations expect the candidates to build up extensive personal experience and training in informal settings within their club or sphere of operation. This is followed by an assessment for competence whereby the onus on achieving the standard is placed on the candidate rather than any trainers. Others provide the in-depth training that takes the participant from relative novice right through to becoming a leader.



Table 3 Average duration of courses in days (or day equivalents)

Level >	Basic	Moderate	Advanced	Overall
	●	●	●	
France	19	95	120	78
Germany	12	15	41	23
Ireland	3	5	7	5
Netherlands	4	7	32	14
Portugal	37	68	29	44
Serbia	4	7	9	7
Spain/Catalonia	50	65	80	65
Sweden	3	5	4	4
UK	2	4	5	4

Figure 2 Average duration of courses in days



# TRAINING IN ENVIRONMENTAL EDUCATION AND SUSTAINABILITY ISSUES





# TRAINING IN ENVIRONMENTAL EDUCATION AND SUSTAINABILITY ISSUES

The partners undertook a survey of federations and training organisations within their own countries using “Kobo Toolbox” which is a useful free-ware survey tool. The surveys were translated into each of the countries own languages, and all uploaded to one survey site which meant that collation of the data was relatively straightforward. Federations and training agencies within the countries received a link to the survey with a request to take some time to complete it.

The partners have identified 200 federations and training organisations across these 26 sports within the seven countries of France, Germany, Ireland, Portugal, Spain, Sweden and the UK. Overall and after a duplication was removed, 77 responses were received to the survey from these countries (representing a 38.5% response rate). The survey was also sent to all the outdoor sports federations in Europe that are held on a database by ENOS and 13 further surveys from other countries outside of the partner countries were received.

These included responses from Bulgaria, Croatia, Denmark, Finland, Greece, Italy, Latvia, Luxemburg and the Netherlands. The number received from each country is detailed in Figure 3 with a significantly high response rate from France.

Figure 3 Respondent federations by country



Respondents provided answers on how they undertake environmental education (if at all) within their leadership training programmes and this included the amount of time spent on courses. However, the first question was on the provision of environmental training for outdoor leaders / guides / instructors as a required part of the training course.

Of the 90 responses received 53 (58.9%) indicated that they do provide environmental training as part of the course while 37 (41.1%) do not provide this training.

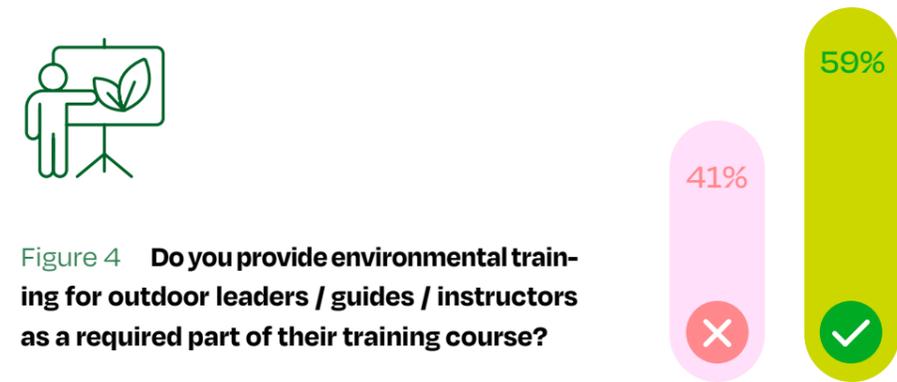
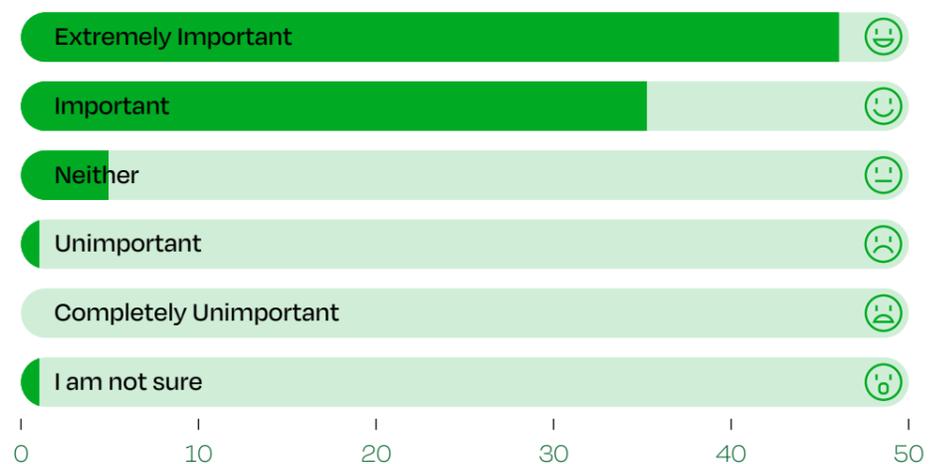


Figure 4 Do you provide environmental training for outdoor leaders / guides / instructors as a required part of their training course?

The survey asked federations how important they felt that environmental knowledge and awareness was for their sport’s leaders, guides or instructors? Over 92% (n=83) indicated that it was either important or extremely important (See Figure 5) with only one federation considering that it is unimportant and one being unsure while 6% (n=5) stated that it was neither important nor unimportant.

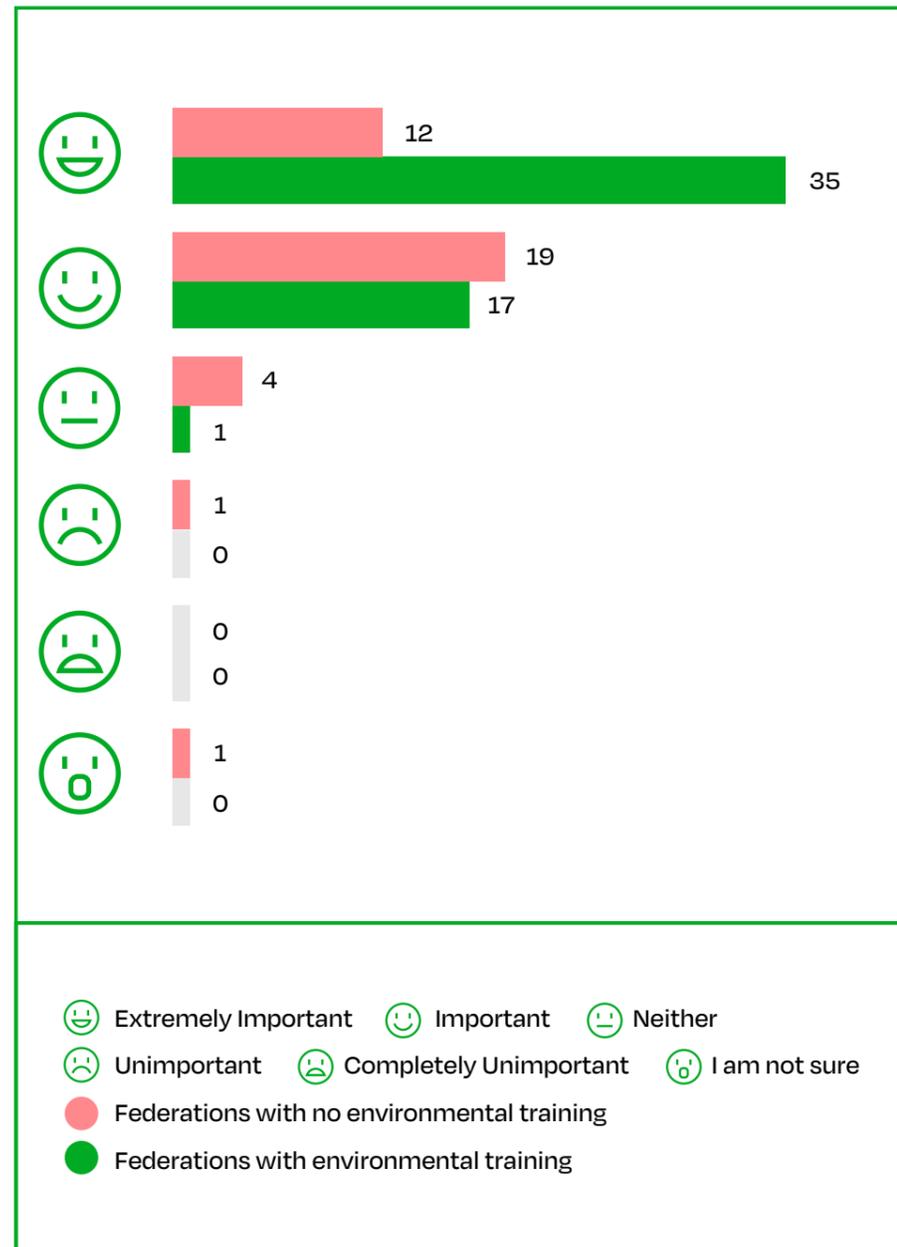
Figure 5 Importance of environmental knowledge and awareness



When the response to this question was correlated against whether the federation had environmental training as part of their training scheme, it is of note that 83% (n=31) of those who do not provide such environmental training still believe that it is important or extremely important. (Figure 6)



Figure 6 Importance of environmental knowledge and in relation to training



# FEDERATIONS THAT DO NOT PROVIDE ENVIRONMENTAL TRAINING





# FEDERATIONS THAT DO NOT PROVIDE ENVIRONMENTAL TRAINING

This led on to a question to try to understand what the main reasons for not providing environmental training were. In recognition that there was probably no single reason why environmental education is not included within training regimes and so a scoring system was established for federations to rate the reasons.

The survey provided five options of reasons as follows:

-  Lack of knowledge by training providers
-  Not enough time on courses
-  Different priorities
-  Not seen as important
-  Other reason (with the opportunity to state this)

There was little overall difference across nearly all the federations or training organisations between the first two reasons of lack of time and different priorities. The issue of lack of knowledge by training providers came out slightly higher as an issue than the previous two and clearly links to the potential value of the toolkit from the SEE project. The issue of “not seen as important” scored significantly lower than the other reasons.

In terms of “Other” issues (not associated with the previous 4), 22 of the 37 respondents who do not have training schemes, provided reasons why this was not the case (although some of these were statements rather than reasons). All of these are provided in table 3 and there is some excellent honesty whereby one federation had not considered this before but also a number indicated that they had not had direction from their national agency on this. Further, some indicated that the issue was beyond just coaches and leaders but rather for all users of the natural environment.



Table 4 Please tell us any other reason why your federation does not provide environmental training for outdoor leaders, guides or instructors as a required part of their training course

**HANG GLIDING / PARAGLIDING** The training time does not allow this subject (environmental training) to be dealt with satisfactorily. No intervention on the subject in the federal qualifiers. Some occasional interventions on the professional diploma.

**CYCLING / MTB** No guidance of a department.

**ROWING** We haven't had direction from the national agency and our coach education program follows their lead.

**CYCLING / MTB** Our courses have not been updated in a number of years. Development, knowledge, importance and requirements within this domain have advanced since the course was developed. Limited capacity within the organisation to modify and update courses.

**CYCLING / MTB** Should we write a program for it?

**SURFING & SUP** We follow the rules of the sports institute and create manuals according to them.

**CANOEING / KAYAKING** The federation has an environmental approach that encompasses all affiliates and not just the Coaches. It provides training, practical actions in national competitions to raise

awareness and educational activities. It has changed competition regulations to lessen the impact of competitions on the environment.

**SAILING** We do believe that in sailing community environmental issues are already established as priority.

**ANGLING** According to order no. 10/2020 of the IPDJ, the federation is excluded from the mandatory existence of the figure of sports coach (the government does not recognise angling coaching like other sports).

**ANGLING** Have not offered this type of courses to federated members.

**CYCLING / MTB** Our leader and guide programs are primarily targeted to groups with special and specific needs. The mountain biking program for youth with ADHD and autism disorders is primarily focused on introducing the activity and its relationship with the target group's disorders. Likewise, our education introducing cycling to adults who have never biked before is more about making the pupil comfortable on a bicycle and in traffic. If we ran more conventional groups and leaders, we would put another focus on sustainability and the environment.



**ORIENTEERING** Lack of educational material.

**CYCLING / MTB** Road Race on asphalt is difficult to find environment solutions.

**HIKING** It is mainly a matter of us not having enough knowledgeable educators. We will hire a new coach who will also work with training in the future. We hope it will be good then!

**CANOEING / KAYAKING** It is not required in order to gain access to the national park.

**DOG SLEDDING** We have not thought about the issue before

**SAILING AND WINDSURFING** Some training is provided for interested instructors following the course. During the course, these aspects are difficult to complete in addition to the syllabus of the course, safeguarding etc. NI has only had individuals trained up to deliver RYA/ Green Blue environmental awareness in 2019 — the subsequent pandemic has made it hard to deliver awareness, but it is planned. We don't only provide this training and knowledge to coaches but also the wider boating population — this would be seen as being equally important.

**SURFING / SUP** We do not run our own training courses currently.

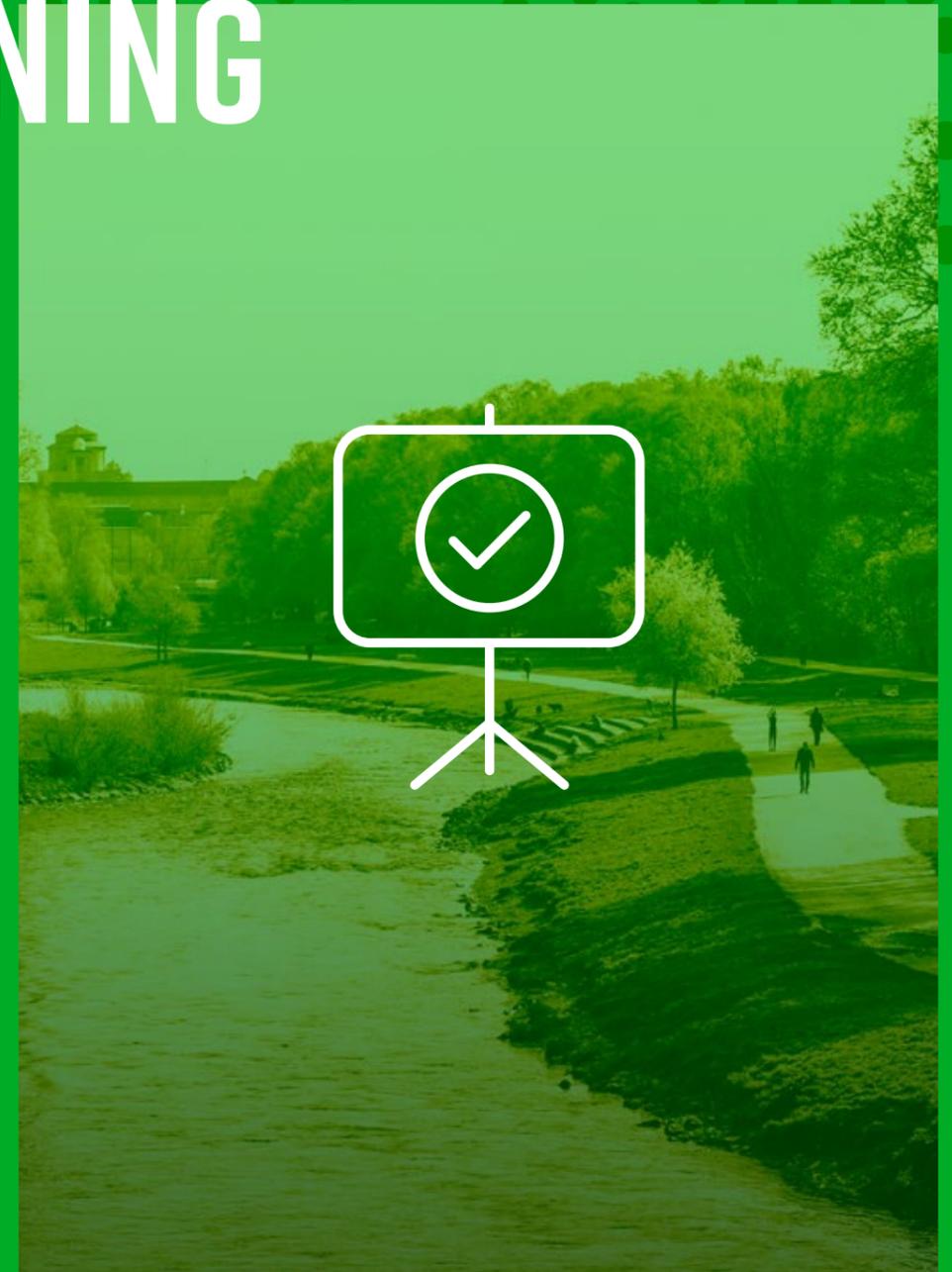
**OPEN WATER SWIMMING** We don't have any formal open water learning programmes but are currently developing some bolt-on workshops to complement our coaching swimming courses.

**OPEN WATER SWIMMING** The federation is an open community of outdoor swimmers, run primarily on a volunteer basis. As such we don't have leaders, guides or instructors — nor any form of training courses for those of us in the OSS team.

**SAILING AND WINDSURFING** The main one is perceived lack of time to deliver. However it forms part of our sustainability strategy from now on.

**ORIENTEERING** The environmental training we do provide would be done informally. Our planners, controllers and organisers in Orienteering for the most part learn through peers, by shadowing events and activities. This community learning and knowledge sharing is particularly important for orienteering organisers in helping land owners understand the very minimal impact of our sport on the environment. We have had opportunities to attend accredited courses such as Leave No Trace thanks to organisations like The Outdoor Partnership NI.

# FEDERATIONS THAT DO PROVIDE ENVIRONMENTAL TRAINING



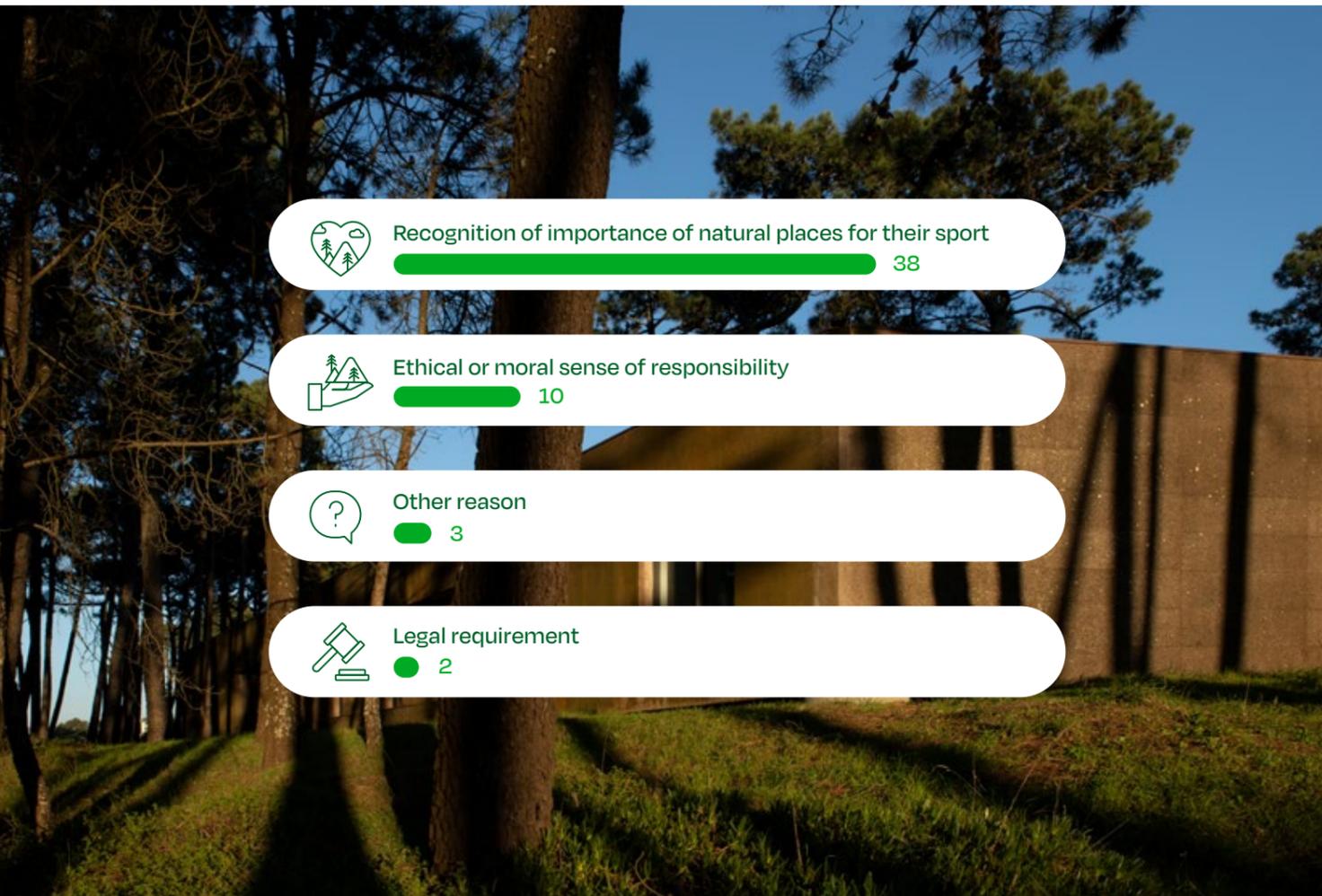


# FEDERATIONS THAT DO PROVIDE ENVIRONMENTAL TRAINING

It was important to understand more about the federations who do provide environmental training and so there was a series of follow up questions to these federations.

To understand why the federations provide this training, they were asked to click on the “main reason” with four options provided as per figure 7. There was a very clear sense that the recognition of the importance of natural places for their sport was significantly more prevalent than the other factors and only 2 federations (3.8% of those who provided training) indicating that there was a legal requirement to do so. The sense that federations are doing it out of a love and respect for the natural environment mirrors some of the comments from the protected areas on the value that outdoor sports can bring.

Figure 7 Reasons why environmental training is provided



Three federations / training organisations gave other reasons highlighted in table 5.

Table 5 Other reasons by sports federations

<b>ROCK CLIMBING</b>	Professionals have an educational role for the general public.
<b>VARIOUS</b>	It is important that our guides are aware of nature and environmental policies.
<b>CYCLING / MTB</b>	An important part of the training and assessment for Guides.



The amount of time that the different federations spend on environmental training varied significantly across sports and countries; however, what was interesting was that the average amount of time spent was just under 20% at basic, moderate and advanced level. The results were slightly skewed by 2 federations who indicated that environmental education made up 90% and 80% respectively of their training which seems out of sync with most other federations.

Figure 8 Average time allocated to environmental training

Level	Environmental Training	Other Training
↓	↓	↓
Advanced →	19,72%	80,28%
Moderate →	19,53%	80,47%
Basic →	19,43%	80,57%

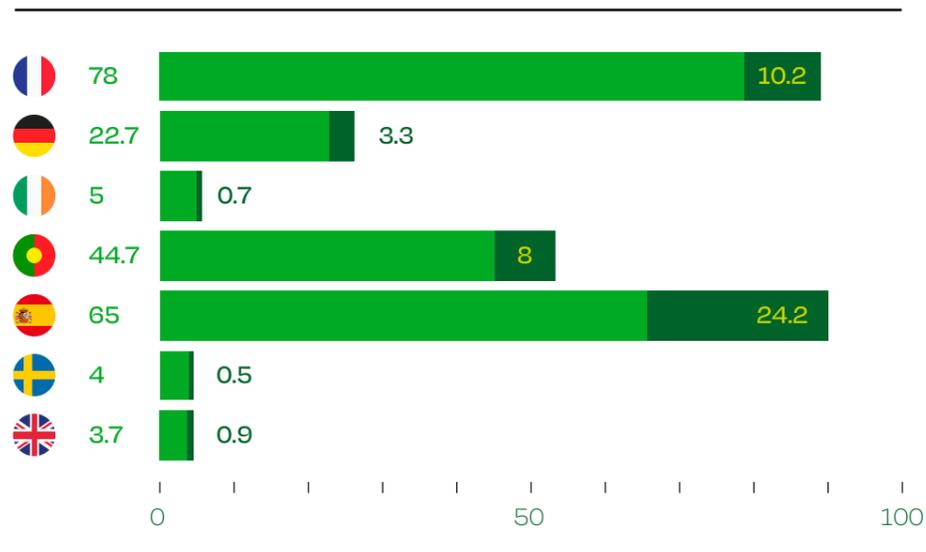


The project partners had gathered data on their own countries regarding outdoor sports training programmes at basic, moderate and advanced levels. Through the survey the average amount of time spent on environmental training was provided and so the equivalent number of days that are spent on environmental education per partner country (and by sport) could be estimated. It should be noted that some of the environmental training may be integrated into the general sport training or may be via stand-alone modules.

Table 6 Days of training

Country	Days of training	% Environmental training	Equivalent days of environmental training
France	78.0	13.0%	10.2
Germany	22.7	14.7%	3.3
Ireland	5.0	14.0%	0.7
Portugal	44.7	17.9%	8.0
Spain/Catalonia	65.0	37.2%	24.2
Sweden	4.0	12.9%	0.5
UK	3.7	23.3%	0.9

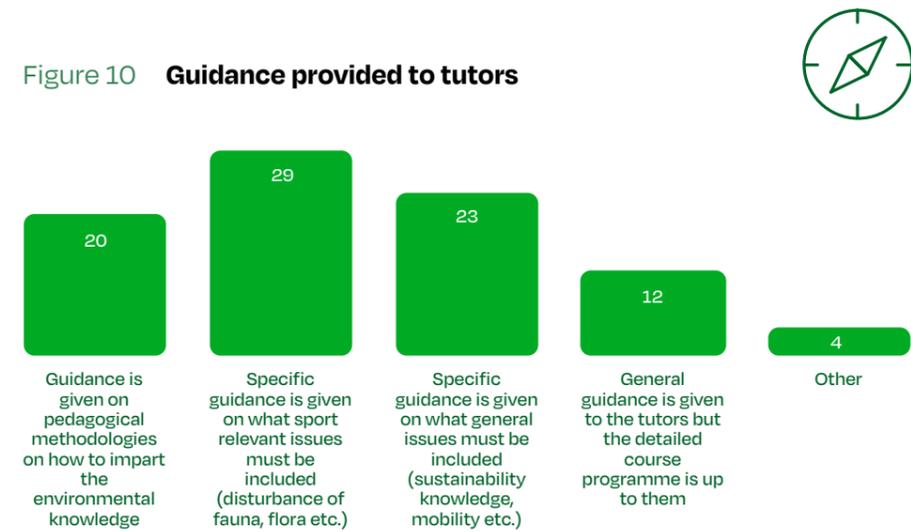
Figure 9 Average days of training per country



As noted, the data from Spain is based on the standardised approach for the number of days required by the state agency and then is skewed by one or two federations indicating a very high proportion of environmental training. Further follow up with these federations is underway to understand what is done within this extensive level of training.

For the federations that do provide training, an understanding of how this training is provided was also important. It was recognised that more than one methodology was likely to be used so the respondents were free to tick more than one response in this question. It appears that guidance for the tutors delivering the courses is focusing more on sport specific than on generic issues.

Figure 10 Guidance provided to tutors



While four of the respondents indicated that other forms of guidance was provided only two provided any detail of what this was. These are listed in Table 7.

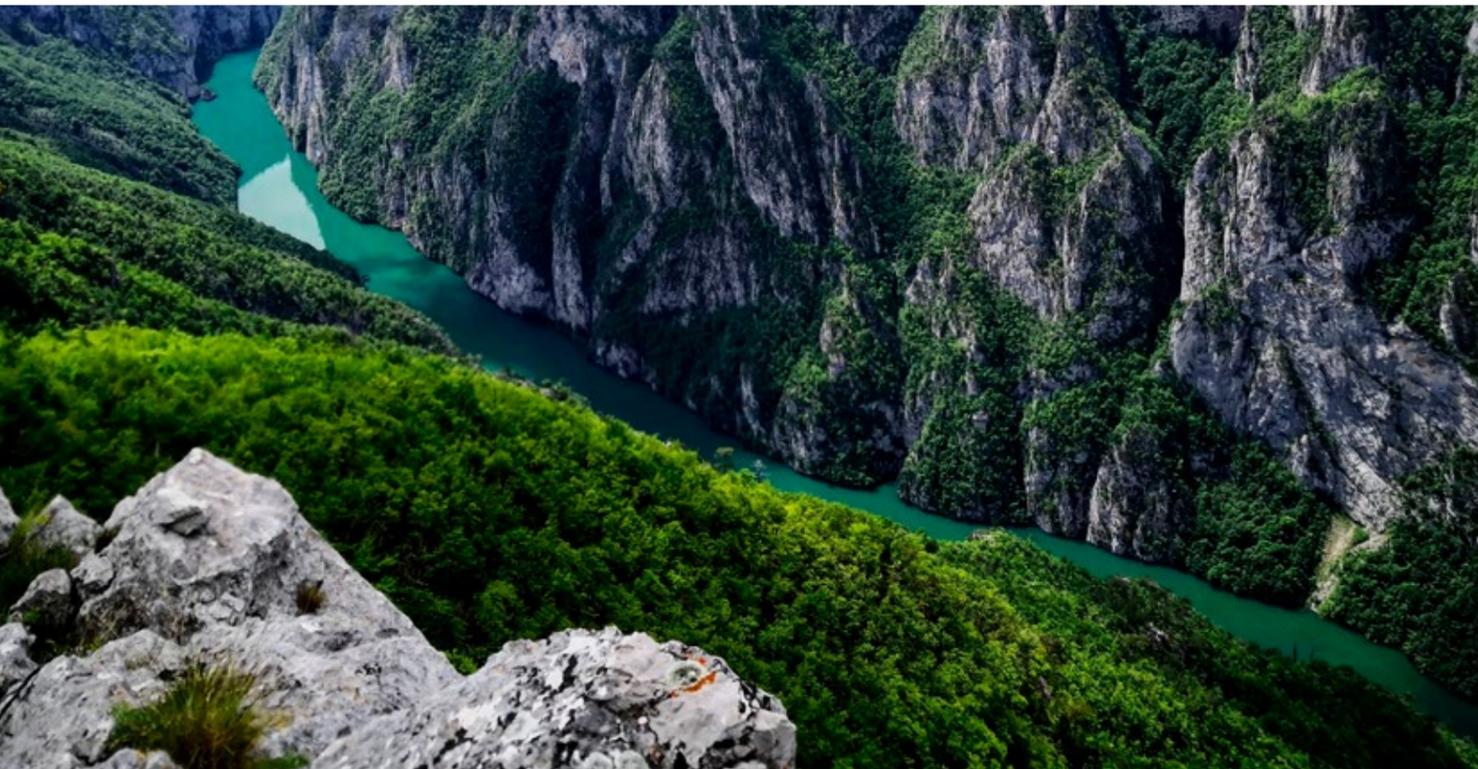
Table 7 Other guidance provided

<p><b>CANOE/KAYAK</b></p> <p>Action sheets that can be used directly for practitioners.</p>
<p><b>MOUNTAINEERING</b></p> <p>Tutors are required to be members of the federation and are encouraged to maintain current knowledge on access, conservation and environment through following our social media, news items on our website, articles in our members' magazine and CPD events.</p>



In terms of the methods used during courses, theoretical indoor classes are the most dominant formats followed by practical interactive outdoor methods. The ratio of all theoretical to all practical methods is at 74:60 so overall, more federations provide theoretical training.

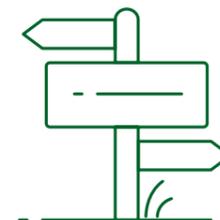
Figure 11 **Methods used**



Six of the respondents indicated that other forms of training were provided and these are listed in Table 8.

Table 8 **Other training provided**

<b>ROCK CLIMBING</b>	Teaching situations with application audiences.
<b>CANYONING</b>	Outside, on-site training
<b>MOUNTAINEERING</b>	The proportion of course time dedicated specifically to access, conservation and environment is relatively low, however syllabi make clear that tutors should make the most of teaching opportunities that arise while the group is outdoors, as these can be more powerful and lend themselves to participants appreciating the sensitivity and complexity of the environments we operate in. Access, conservation and environment is also included in self-directed learning before training and assessment.
<b>TRIATHLON</b>	Practical Activities.
<b>CANOEING / KAYAKING</b>	E-learning / newsletters.
<b>EQUESTRIAN</b>	Virtual / online.





WP 2 within the SEE project is all about developing good pedagogical tools and opportunities to communicate more effectively on issues of sustainability and the environment. Therefore, it makes sense not to reinvent the wheel but rather see what innovative or sound pedagogical methods have been developed by federations. An open question was therefore provided in the survey that requested if the respondents have any innovative, creative and engaging methodologies and practices to educate their leaders especially in outdoor settings and so to briefly describe what they do? The responses are in table 8. There are a number that relate to experiencing quietness in nature and also the importance of engagement with land or natural resource managers.

**Table 9 Innovative, creative and engaging methodologies and practices to educate your leaders especially in outdoor setting**

**SAILING** Reflection on the implementation of Open Badge.

**ORIENTEERING** The federation has drawn up an environmental charter. This is the training support document, in particular for tracers and experts.

**SAILING** Supervision sessions with school audiences during which trainees must provide content and animate their lessons in connection with the karst environment.

**ORIENTEERING** Design of dedicated tools for professionals / design of specific sessions by professionals in training in order to bring them creativity / situation with audiences.

**CAVING** Integration of environmental education in teaching sessions; edition of a professional canyoning manual integrating this dimension.

**ROCK CLIMBING** Setting up of outdoor games using transposable educational tools during interventions with the public (card games, challenges, quizzes...).

**CANYONING** In the swimming pool: a course is developed that has to be negotiated without touching obstacles which represent fixed flora and fauna.

**CYCLING / MTB** Learning through experimentation.

**SUB AQUA / DIVING** Inclusion of forestry specialists and inspection in an educational trail.

**HIKING** Meditation in natural areas, when planning hikes, etc.

**ORIENTEERING** Clubs can receive a low-threshold environmental certificate.



**HIKING** We incorporate environmental education into all theoretical and practical areas of training and they are relevant for the exam.

**ROWING** E-learning; digital education.

**KITE SURFING, SAILING SUP & WIND SURFING** Constructive feedback culture, learning through experience.

**SNOWSPORTS** The instructor is e.g. a hunter and a mountain guide with two hearts in one breast.

**CYCLING / MTB** Every Participant contributes small lessons / actions to specific themes.

**CANYONING, HIKING MOUNTAINEERING ROCK CLIMBING SNOW SPORT** Walking in silence for a while and discussing the experience with the group, peer teaching by trainee leaders, arranging a meeting with landowners / land managers during the course, asking participants to make a commitment at the end of the session as to how they will apply their learning.

**CYCLING / MTB, HIKING MOUNTAINEERING ROCK CLIMBING SNOW SPORTS** Theoretical and practical examples to do personally.

**MOUNTAINEERING** Brainstorming with all stakeholders in nature. Monkey see monkey do.

**CANOEING/KAYAKING CANYONING CYCLING/MOUNTAIN BIKING HIKING MOUNTAINEERING ORIENTEERING RAFTING ROCK CLIMBING** while mountain biking, stop where we are, whose and what kind of forest.

**CYCLING / MTB** We do training session in clean outdoor places.

**TRIATHLON** Separate seminars, participation in extracurricular educational events.

**SUB AQUA / DIVING** Too complex to explain here.

**CANYONING HIKING MOUNTAINEERING ROCK CLIMBING** The Federation has a Nature Area that has a representation in the natural parks of Catalonia, agreements with rural agents for the monitoring of species, promotes the appreciation of nature, promotes good practices in natural spaces and encourages good practices for the federation and its members, technicians and instructors.

**CANOEING/KAYAKING** Monthly newsletters, and digital library has a specific section.

**EQUESTRIAN** I would be happy to put you in touch with our education providers to discuss this in more detail.

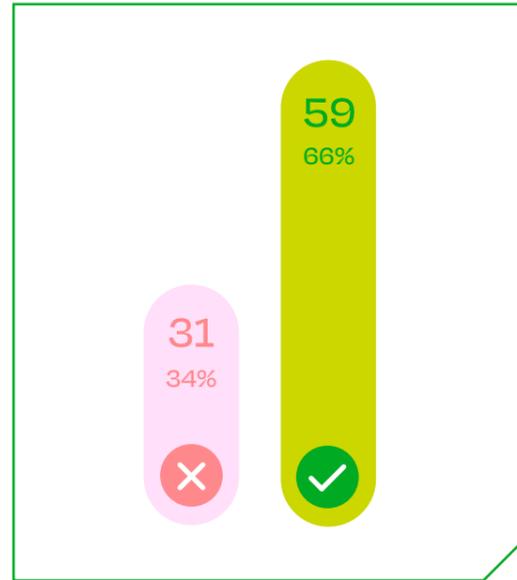
**CYCLING / MTB** We have a "minimum impact" form that all leaders and guides must fill out before a ride with clients.



The federations were asked if they had any key ambassadors for the environment and it was interesting to note that only 31 of the 90 federations responding (34%) has anyone to act as an ambassador for the environment.



Figure 12 Do you have any key ambassadors or champions for the environment in your federation?



When looking at examples of good practice within federations (which is part of a separate report, the federations that have a sub-committee or commission that is focused on the environment often also have very good information available on their public facing website.

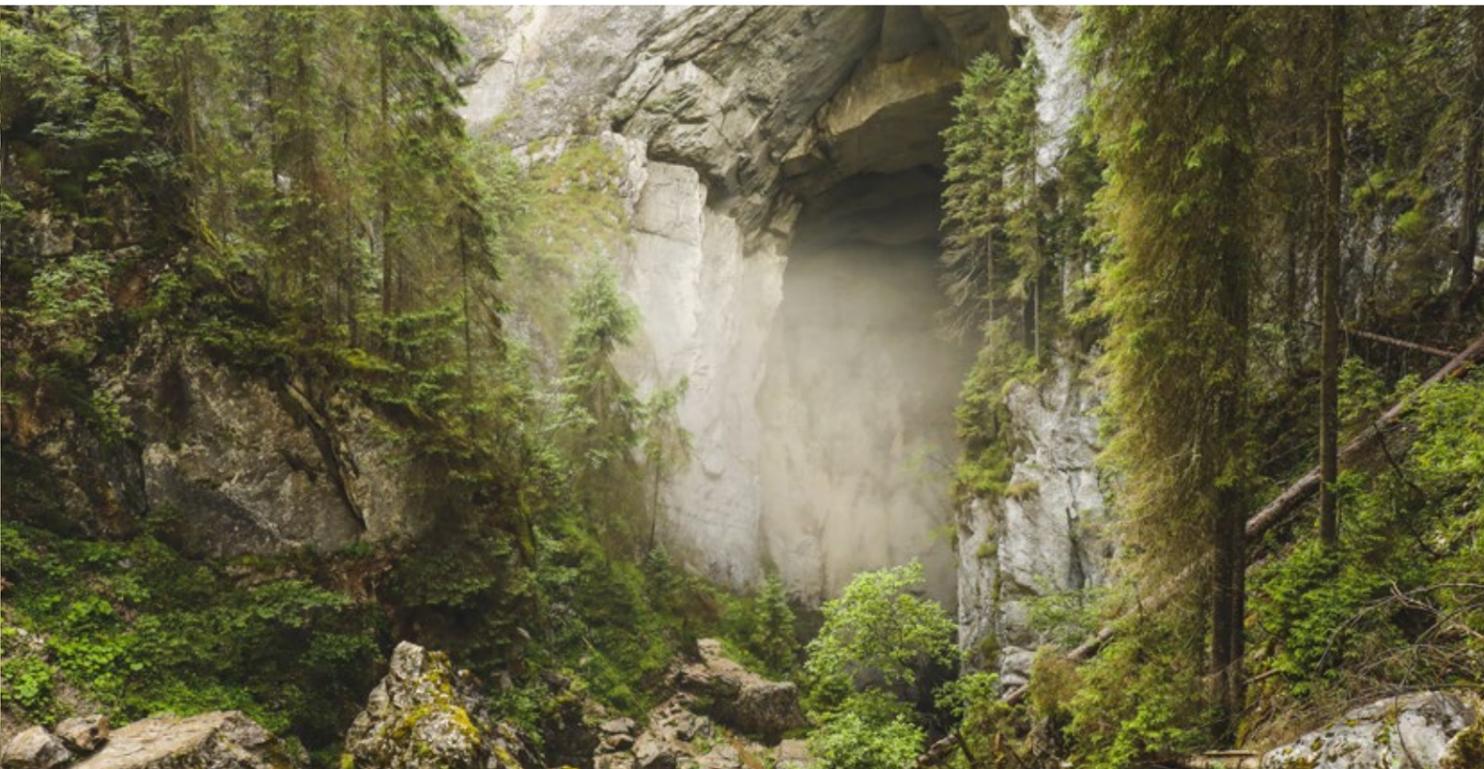
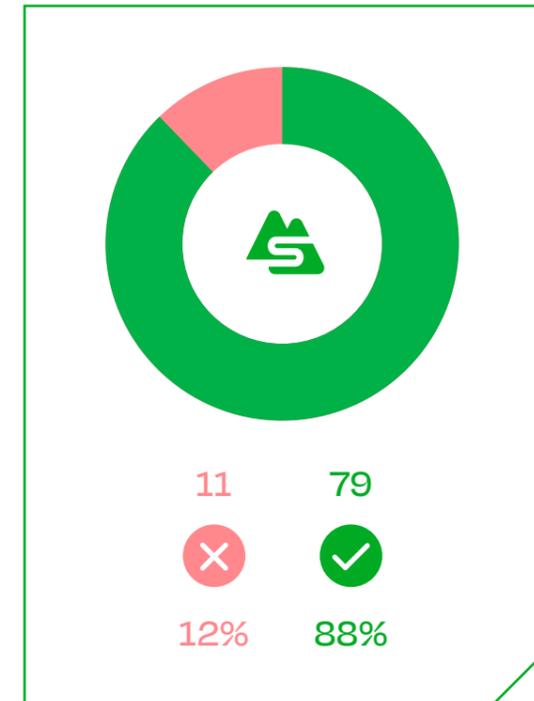


A key recommendation in the toolkit could be that federations should seek out interested members to lead on this issue.

Although only 34% of the respondents have a dedicated ambassador for the environment, nevertheless it was heartening that 79 (88%) of the respondents indicated an interest in being kept informed about the project and its outcomes.



Figure 13 Please keep me informed about the SEE project's developments



# CONCLUSIONS



## CONCLUSIONS

The SEE project has now gathered extensive amounts of data from the sports federations in partner countries and further afield. A number of clear trends have come out of this.

- 1 There is a very significant range in the number of days of training that is provided in different countries and across different sports.
- 2 The overall response rate to the survey was good with 79 federations from the partner countries out of 200 identified responding (40% response rate). The response rate from other federations from across Europe was considerably lower with only 9 responding out of a potential 648 (1.4%)
- 3 Just under 59% of the federations who responded to the survey provide environmental education as part of their training programmes. This is not dissimilar to the figure of 51% of federations who have any environmental information on their websites.
- 4 There appears to be a genuine recognition by federations of the importance of environmental knowledge and awareness for their coaches leaders and guides (92% stated that it was important or very important)
- 5 For the federations that do not provide this training lack of time on courses and lack of knowledge for the tutors were the two main reasons stated. The SEE project can clearly help with the latter element. There may be a need to re-prioritise training programmes to ensure this is included.
- 6 There is a clear appetite by federations to be kept informed about this project's outputs and the toolkit (88%) which will help with dissemination and possibly the testing phase of the project.

The combination of interest in and importance placed on the topic of environmental knowledge for leaders, guides and instructors provides a very good opportunity for the SEE project to make a genuine difference. Even if only a few federations begin to empower their leaders, guides and instructors with greater environmental knowledge and awareness — this could have very positive longer-term impacts for the development of more sustainable outdoor sports.



## Appendix 1

### SEE Project Statement on Sustainability and Environmental Education

**The partners to the project met in February 2021 to develop an agreed statement for what we mean by sustainability and environmental education. The following was agreed as a statement that reflects the needs of this project:**

The SEE project focuses on how outdoor sports training organisations educate their leaders and instructors on issues of sustainability and the natural environment.

This is not about teaching participants about how the natural environment affects us, whereby the focus is safety (e.g. avalanche risk, floods in rivers etc.) Rather it is focused on how our activities affect the environment.

Sustainability for this project is the notion that the activity or consumption of resources in the present does not compromise the ability of future generations to also participate.

The term of Environmental relates to the local natural setting, protected areas that are highly used for activities and the global issues facing our natural environment and the planet as a whole.



## Appendix 2

### Country specific feedback.

**The partners reviewed the information that had been provided by the federations from their specific country and provided some insights on this.**



France



Germany



Ireland



France



Portugal



Serbia

Spain  
Catalonia

Sweden

United  
Kingdom



## France



There were 19 respondents to the survey from France.

16 offer some kind of training, which represents more than 84%. In addition, among those who do not, only 1 shows no interest in developing a specific programme.

When this is put in relation to the importance of environmental knowledge, we can see that the vast majority consider education to be extremely important, while only 3 consider the subject to be indifferent or unimportant.

The main reason for not offering training is the lack of knowledge by the guides/trainers, with a greater preponderance over the rest of the factors. This should guide the scope/target of the SEE Toolkit, in order to focus the pedagogical resources on the guides' ability to raise awareness and not only on tools or exercises aimed at students or the general public.

The other important point is the lack of time, which highlights the need to include environmental education in official programmes and training courses as a pillar with the same consideration as safety or technique.

The average amount of time spent on environmental issues at basic and moderate levels was just over 13% while at advanced it was slightly lower at 12.5%. Despite the importance afforded to training, there is work to be done to ensure that environmental training has the right coherence with the priorities and concerns of the federations.



The environmental support provided in France appears to be quite positive. On the one hand, the guidance provided in terms of general aspects such as sustainability and appropriate pedagogical methodology represent a good part of the responses. The highest number of responses was on sport specific issues, so that a higher technical level presents the greatest level of guidance, which is a positive sign in terms of the complexity of the support offered.

As for the methods used, the ratio between theoretical and practical methods shows a difference of 24 to 17, respectively. This indicates the need to further balance the ratio, taking into account the ideal position of outdoor sports to teach and learn through practical exercises in the field that allow understanding of the natural environment in which the sport activity is taking place.

Therefore the SEE Toolkit should focus on providing new techniques and practical tools to bring the practical teaching load of training courses in line with the theoretical aspect.

There appears to be a need to give more importance in terms of time and resources to environmental training, the need to focus on guides as the main target of the toolkit and the need to develop practical tools that can be used in the field.





## Germany



Out of 20 identified and contacted federations in outdoor sports in Germany 13 federations have responded to the survey. 12 of these provide environmental training within their education programmes. 7 rate environmental knowledge and awareness as extremely important, 5 say it is important and only one says it's neither important or unimportant. The one federation not offering environmental training expressed an interest to get support to develop a module or programme of environmental education for leaders, guides and instructors. So over all responses of outdoor sports federations, environmental training is seen as relevant.

The main reasons why environmental training is provided are the "Recognition of importance of natural places for the sport" (75 %) and "Ethical or moral sense of responsibility" (25 %) whereas it is not seen as a "Legal requirement" (0%). The reasons why training is not provided are the "Lack of training providers" followed by "Different priorities".

The average amount of time spent on environmental issues at basic level courses was just over 14 % while at moderate and advanced it was at 15 %.

As for the methods used, practical outdoor sessions using interactive methods (83,3 %) are most commonly used followed by theoretical classroom-based lessons indoors (75 %). Less prevalent are practical indoor sessions using props and examples (33,3 %) or theoretical outdoor lessons (50 %). The ratio between theoretical and practical methods is very balanced with 15 to 14.

Guidance is given on what sport relevant (66,7 %) and what general issues (41,7 %) must be included in the environmental training as well as for pedagogical methodologies on how to impart the knowledge (58,3 %). Only one out of 12 respondents said that there is only general guidance given to the tutors, but the programme is up to them.

Overall, environmental training is rated as really important and there is time and guidance given to the courses and guides/trainers. However, there are still some opportunities to improve the education. The SEE toolkit can serve as a source for inspiration for example to support on the inclusion of a general topic like mobility which only up to 41,7 % of federations help to impart.



## Ireland



There were 9 respondents to the survey from Ireland although 1 was not a federation but a provider of activities with a particular focus. 56% of those responding (n=9) indicated that they provide environmental training as a required part of their training course. While this is encouraging, more responses would be needed to get a representative figure.

The main reasons that organisations do not provide training are due to not having enough time in the course schedule and a lack of direction to do so from the state governing body. Other reasons included a lack of knowledge and skills, different priorities from the organisation, and not being seen as an issue.

This has significant implications for the dissemination of the SEE toolkit. The SEE toolkit will need to be communicated and promoted to encourage sports federations to use it and not wait on governmental incentives. The skills presented in the toolkit must be clearly illustrated and transferable as there is a reported lack of knowledge and skills in some areas.

When asked about the time spent on environmental education during training courses, the answers ranged from 12-16% of the allocated time. More time was spent on environmental education in the more advanced courses. Consideration should be given to providing more time to environmental education in the beginner and intermediate courses to set a foundation of environmental stewardship.

The guidance provided ranged from specific knowledge on sport relevant issues (disturbance of flora and fauna) to providing instructors with a more autonomous approach to environmental education. General knowledge is provided on teaching methods. It is encouraging that environmental education focuses on specific knowledge and incorporates the general or broader picture.

The respondents indicated a mixed-methods approach to teaching environmental responsibility. This is encouraging for disseminating the toolkit, which blends theoretical and practical teaching pedagogies.

The Survey from Ireland indicated several instances that highlight the need for the development and clear communication of the SEE toolkit. In addition, respondents to the survey indicated an interest in the work of the SEE project and a desire to examine the outputs from the project.



## Portugal



There were 10 respondents to the survey from Portugal.

It is important to understand how the sport trainer education in Portugal works. Since 1999, Portugal initiated a regulation process to centralize and standardize the sport coach education through the Sports Institute (IPDJ). In 2012, the Programa Nacional de Formação de Treinadores (PNFT) was implemented which introduced content requirements for the courses and a platform was developed to issue sport trainer certifications. In 2019, the IPDJ started dictating guidelines and content to standardize the modules of the sport trainer courses. All federations are now obliged to follow these guidelines as they develop and implement the program of their training courses. The training courses have a common branch to every sport in terms of time and content, and a specific part, where the content is for the most part individually chosen by the federation.

In Portugal the opportunity to implement an environmental education module on a national scale is dependent on this centralized system. If the Sports Institute decides to include an Environmental Education module in their education guidelines, all federations must comply and introduce it in their education program.

In comparison to EU results, Portuguese federations are behind the average regarding the provision of training (40%). However all have registered an intention to develop a more extensive module or program for environmental education training and recognize this topic as important or extremely important.

There are different reasons for the federations not providing training on environmental education, however the foremost likely reason is that federations are not encouraged or driven to do it. They also may lack the awareness or even the means and knowledge to do it.

The SEE toolkit meets the need for a standardized program on environmental education on the outdoor sports that could be pushed by the sports institute, as it could serve as basis for the federations to develop their sustainability training module.

The Sports Institute (IPDJ) would need guidance on the development of content for an environmental education module, as they can then push forward the guidelines on the national guidelines for trainers training.



Hence we see it as very important to include the Portuguese Sports Institute on the SEE Project, as they could be the key player on the implementation of environmental education on the teaching guidelines of sports trainers nationally.

The Sports Institute's guidelines for the trainer courses dictate that the courses are divided in a theory component (common branch to all sports) and a specific component (individually organized by the federations).

If environmental education were to be included on the common branch, the contents would have to be transversal to every sport. Although it might be difficult to implement environmental education in this way given the specificities of every sport, this would be a direct way to implement environmental education to every trainer course. On the theory part of the course the classes are often given on a classroom or online.

The most constructive and practicable way of pushing forward the environmental education module would be to include it on the specific part of the training program, since it that would attend to the differences and specificities of the individual sports (e.g. the environmental education module of surfing would relate more to coastal protection, climbing to mountain and rowing to river). In this case, the federations must provide for the content and structure of the course. This might be a challenge for some, as they would need some assistance creating the content. On the specific part of training, the classes can be in a classroom or in the field, which would give the chance for a more interactive approach of implementing the module.

Portugal federations are in general underdeveloped and passive in the field of environmental education. However, they do recognize its importance and want to do more about it. A synergy between the SEE Project and the Sports Institute represents a good opportunity for implementing environmental education training on national scale, providing guidance to the federations as they develop their training modules.



## Spain / Catalonia



There were 5 respondents to the survey from Spain/Catalonia but one was a duplicate.

It is interesting that 3 out of the 4 state that they provide environmental training to their guides and instructors but what has been surprising is that they don't show it on their web sites. Perhaps these are internal formations that they do not highlight in the media.

The one federation that does not provide the training states that the reason for this is solely lack of knowledge by training providers. This provides an opportunity for the SEE project to support such a federation.

There is more time on average spent on environmental training at a basic and moderate levels than at advanced level.

The federations highlighted that tutors receive both general and specific guidance on content but none noted that pedagogical approaches were provided. Perhaps the respondents feel more comfortable in relation to being helped in aspects of content and not so much in methodological aspects of the training.

It is surprising that there was a strong emphasis on training in a theoretical way and in indoor spaces rather than practically outdoors.



## Sweden



There were 11 Swedish organisations that responded to the survey. They are divided according to the following:

- 1 is a lobby organisation for a specific sport
- 3 are regional authorities
- 7 are special sports federations

The goal was to send the survey link directly to the people working within training. This proved to be difficult because some organisations only have a common email address in their webpage. For this reason, it can be assumed that the respondents may have based their answers within their role or area of responsibility. They may not be directly responsible or part of the team that handles training within their organisation.

If the respondents are not directly responsible, they may not be completely familiar with the details of the training that their organization carry out at central (national), regional or local level.

Ownership, resources (manpower and finance), time and knowledge are components that affect the provision of training. Even more so when it involves providing environmental education and training. These components need to be clear from the start so expectations at the local, regional and national level are met. This may be one of the reasons why some respondents do not provide environmental training.

It is recognised that promoting the SEE toolkit and have the sports federations use it in their own training will be a challenge. There will be a need to test and perhaps adjust it to suit their needs so it will be ideal to ensure that at least one of the federations selected for work package 3 (testing) is involved. Resourcing this and having a sense of ownership over it will also be important.

It will also be important to engage with the Swedish Sport Confederation, the Swedish Centre for Nature Interpretation and the Swedish Outdoor Association (Friluftsförbundet)



Many Swedish organisations take a holistic approach to environmental education and training. Specifically, they involve three factors in the educational plan:

- Understanding the impact of the sport on the environment
- User impact and understanding of the environment where user conduct sports
- Users' legal, moral and social responsibility in the protection and conservation of nature.

Cross sectoral or cross border collaborations are common in Sweden. No. 2 & 3 is often done (but not limited to) with a government authority (i.e. regional or national entity).

From the agreed definition of outdoor sports, it is estimated that there are 30 outdoor sports federations in Sweden. 7 of them took part on the survey. Hence, it is difficult to draw any definitive conclusions.

Perhaps part of the reason of the outcome is that some federations have an instruction manual that they use as reference which may have been authored by a national entity, i.e. the Swedish Sport Confederation.



## UK



There were 11 respondents to the survey from France.

A relatively high number 8 out of the 11 (73%) who do not provide training, and evidence suggests that this is probably because of time constraints within allocated hours given over to a syllabus and currently that it is probably seen as less important than other aspects of syllabi e.g. Health and safety elements.

All 11 respondents noted that environmental knowledge is either important (4) or extremely important (7); however, this is not reflected in the uptake. Health and Safety is a legal requirement and at the moment Environmental education /ethics is not, so the priority is driven by a legal requirement and not by a professional or ethical desire.

However, a large proportion (7 respondents) expressed a desire to develop such a module which is positive and will support the dissemination of the SEE project.

Of the three federations who do provide environmental training the time allocation is the same for basic, moderate and advanced levels. There is more guidance currently offered by these three on generic rather than sport or environment specific issues. This raises a question as to why this is - whether from a lack of knowledge, confidence or resources about this sport and its specific environmental impacts.

Interestingly the methods used were relatively evenly balanced between outdoors and practical based or classroom theory. It was positive to see this as the outdoor practical methods require a level of competency and an understanding and ability to use methods promoted by such organisations as 'Leave No Trace'

The most obvious observation is the difference between federations' statement of importance in promoting environmental ethics in their sport and whether they provide such training and also what actual time that they allocate to this subject matter in real terms. UK training schemes are generally less time consuming than the counterparts on other parts of Europe and so it could be that the necessity of Health and safety requirements and technical skills trump other environmental considerations. It begs the question whether federations will only take this on if it is an enforced requirement?



SUSTAINABILITY AND  
ENVIRONMENTAL EDUCATION  
IN OUTDOOR SPORTS





# 10 Good Principles for Outdoor Sports in Protected Areas

## Plan your visit sustainably

When we enter a Protected Area, we all make an impact on the natural environment no matter how small this might be. It is important not just to care for ourselves but the nature around us. Nature is inviting you into her home, be a good guest!



Come on foot, bike or public transport as a priority.



When using private vehicles, try to share the ride.



Circulate with caution and park in the spaces reserved.



SUSTAINABILITY AND ENVIRONMENTAL EDUCATION IN OUTDOOR SPORTS

## How to make the most out of your visit and to take care of the Protected Area?

**1 You are a privileged guest.**  
Stay in the trails, respect the natural environment and regulations to guarantee the beauty of the place.

**3 If you come with a dog,**  
take extra care of it. Follow the regulations. Dogs can disturb other species.

**5 Everyone wants to enjoy the place.**  
Give way to other users; anticipate that they often do not feel or see you coming, respect speed limits.

**7 Night is for species to be alone.**  
Avoid going in the night for your safety and let the animals live in peace.

**9 Avoid excessive noise.**  
Enjoy the quietness and calm, animals need quietness as we do.

**2 Plan your activity carefully.**  
Gather the information you need to enjoy your activity and the place; you will appreciate it better.

**4 Take care of yourself and others,**  
and be prepared to help others, regardless their sport.

**6 Help us to keep this place clean.**  
Leave no trace and take with you the waste you make.

**8 Keep "secret places" secret!**  
Use social media and GPS tracks with responsibility and according to official regulations.

**10 See it, Say it, Sort it!**  
If you see something wrong, tell the park. Open your eyes, appreciate nature and enjoy!

## Get Out & Get Into Nature

[www.outdoor-sports-network.eu](http://www.outdoor-sports-network.eu)  
[www.europarc.org](http://www.europarc.org)





SUSTAINABILITY AND  
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