



QUARTERLY

NEWSLETTER OF THE NEW ZEALAND OUTDOOR INSTRUCTORS ASSOCIATION

ISSUE 87: MARCH 2021

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NZOIA QUARTERLY
ISSUE 87: MARCH 2021
ISSN 1175-2068

PUBLICATION

The NZOIA Quarterly is published by:

New Zealand Outdoor Instructors Association Inc.
PO Box 1620
Nelson 7040
New Zealand

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SUBSCRIPTIONS

\$30 annually. The NZOIA Quarterly is distributed free to members of NZOIA.

ADVERTISING ENQUIRIES

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Email: editor@nzioa.org.nz

Or send to:

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Articles should be submitted in Word format. All photos must be supplied individually in jpg format and cannot be used if embedded in a Word document.

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Are you getting your weekly NZOIA 4YA?

If you are not receiving weekly emails every Friday from NZOIA, then we either don't have your current email address, or your membership details need updating.

PLEASE check the email address in your membership account on our website, or contact the NZOIA office if you do not have a username and password.

Contact Us

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Custom & Contract Courses

NZOIA courses not being run at a suitable time or location?

Want to get all your staff sorted when and where it suits you?

Got a group of 3 or more people and a date / location in mind?

Whether it be training, assessment or revalidation we are happy to run a custom course for you.

Contact the Operations Manager to discuss your needs and we'll do our best to make it happen. Costs may vary from scheduled courses and minimum numbers of participants dependent on the course type will apply.

Email: admin@nzioa.org.nz Phone: 03 539 0509

Cover photo by Sam Newton: Andrew Leslie at Kura Tāwhiti, Castle Hill.

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Do you have a project that will enhance diversity and inclusion in outdoor recreation?

Apply for funding now

Find out more and apply at bit.ly/OutdoorActivityFund

Recreation Aotearoa



Thoughts from the Board

Kia ora koutou,

Happy 2021 to you all! As we roll through a change of season I hope you all made the most of summer and spent some time enjoying our rivers and beaches.

As always, it's been a busy start to the year in the world of NZOIA. The settled weather means the Assessment and Training calendar is in full swing and plans for the 2021 Symposium at Glentui Meadows are underway. The NZOIA team have done (and continue to do) an amazing job in uncertain times, and the association is tracking well against the 2020/2021 budget. However, this is a deficit budget and as suspected we have not maintained the same membership growth and course numbers that the association had seen in previous years.

As we look to the coming financial year the Board continues to look for opportunities to regain this loss. In doing so we acknowledge that NZOIA members are the association's greatest advocates, so please continue to spread the word, champion the value of your association, and contact us if you know of any opportunities we may have missed.

2020 ended with formal confirmation of Sport NZ Partnership funding for the 2021/2022 financial year. This funding is a key component on NZOIA's ongoing operation and fantastic recognition of the valuable work NZOIA members do with rangatahi throughout Aotearoa.

We were also fortunate to receive an additional \$20k from the Sport NZ Reset and Rebuild Fund, specifically targeted at Leadership and Connectivity. This funding will enable NZOIA to rebuild critical capacity that was lost as a result of COVID-19, that is vital to achieving outcomes and requirements associated with our Sport NZ Partnerships Investment, in particular:

- Capability training and to take initial steps on our journey to develop a better understanding, awareness and inclusion of Te Ao Māori

- Continue to run all calendared courses in January to June 2021
- Extra staffing to complete projects put on hold due to Covid-19.

In addition, we received \$19k from the Sport NZ Partner Support fund for Technology and Communications Support, which will enable us to improve and streamline administration systems and processes, and create and implement a communications strategy and plan.

Our thanks to Sport NZ for your ongoing support.

In the Quarterly, you will find an update from Sam Newton the Advocacy Manager for Recreation Aotearoa, regarding WorkSafe's findings following the Whakaari/White Island disaster. Sam and the Recreation Aotearoa team do a great job advocating on NZOIA's behalf and keeping us informed of sector happenings. With a small staff team this isn't an area NZOIA has the capacity to properly pursue ourselves, which is why we contract Recreation Aotearoa to represent our interests.

To enable Sam and the team to do this with full gusto though, we do encourage you to become a virtual member Recreation Aotearoa. Membership is free! And is another way to keep yourself fully informed of sector updates: <https://www.nzrecreation.org.nz/tools/clients/new.aspx?SECT=virtual>

Lastly, we continue to monitor progress related to the Review of Vocational Education, making submissions where appropriate. We will continue to champion the industry led qualification model NZOIA has developed over the years, and believe there is a place for this to be recognised and utilised under the new model.

Until next time, take care and happy adventuring.

Gemma Parkin, NZOIA Board Chair

We want your story!

We are looking for contributions from you, the NZOIA members, for the NZOIA Quarterly. Do you have a story to tell? Do you know someone who has thoughts to share?

Articles could be:
A personal adventure and how your experiences have impacted your instruction/guiding of others. / An incident, near miss or accident that others could learn from. / A personal profile – an interesting tale about how you got to be where you are now in the world of outdoor instructing. / An organisation that is doing innovative and interesting things – with its programme, philosophy, direction and instruction or guiding. / A reflection on any aspect of outdoor instruction/guiding that you think would be educational and beneficial for others to hear.

Contact the editor with your ideas and for guidelines: editor@nzioa.org.nz



Photo: Johnny Johnson

ADVOCACY – REVIEW OF THE ADVENTURE ACTIVITY REGULATIONS

SAM NEWTON

Most NZOIA members will be familiar with the Adventure Activity Regulations, which have been in effect in New Zealand for almost a decade now. Many of the disciplines covered by NZOIA qualifications are regarded by the regime as 'adventurous', many employers of NZOIA members are subject to the regulations and some of you will have been involved in the audit process at your place of work.

The Whakaari/White Island disaster took 22 lives and injured 25 – many of them very seriously. Outside the realm of the Coronial investigation and WorkSafe NZ's prosecutions, the government has responded with three key projects. The Department of Internal Affairs is leading a consideration of access to Whakaari/White Island. The Department of Conservation is working on visitor risk management as it relates to natural hazards, specifically volcanic risk in Tongariro National Park.

Recreation Aotearoa has been contributing to the third project: a targeted review of the adventure activities regime. The targeted review ran from August to December last year and had a major focus on the role of natural hazards in adventure activities.

WorkSafe has released its findings from phase 1 of the review: <https://www.mbie.govt.nz/assets/targeted-review-of-the-adventure-activities-regulatory-regime-report.pdf>. At 28 pages, including annexes, it is relatively (and mercifully) short and well worth a read for senior leaders in our industry.

The findings are a bit of a 'mixed-bag'. Pleasingly, MBIE has concluded that the Adventure Activity Regulations and their legislative framework are working as intended. Safety standards have improved and there has been a downtrend in fatalities. However, perhaps worryingly, MBIE concluded that natural hazards are **pervasive** across the adventure activity sector. I suppose that in the strictest sense, that is true, but it is an unfortunate choice of language.

Then there are a variety of potential improvements identified by MBIE. Firstly, that WorkSafe could strengthen its regulatory leadership role. Recreation Aotearoa would welcome this, as it has been our observation that ourselves and Tourism Industry Aotearoa (TIA) have worked above and beyond our remit (and resourcing) as industry associations, to support the implementation of the regime.

Secondly, it was identified that the safety audits (OutdoorsMark, AdventureMark etc.) should include a greater focus on natural hazards. So, for many NZOIA members, that may be something to start thinking about, as it pertains to your operation. You probably already do.

Thirdly, MBIE has concluded that improvements could be made to the actual mechanics of the certification scheme. This mainly relates to the frequency and nature of audits; the use of technical experts with knowledge of natural hazards; and developing a range of 'notifiable events' specific to the adventure activity sector. Of course, this raises questions around costs and funding, which Recreation Aotearoa is sensitive to.

Those three components are considered 'Stage 1' and we can expect that work will commence to bring them into effect, immediately. WorkSafe have also committed to a public consultation process on these changes, so keep an eye out for that.

Phase 2 will consider broader and more systemic issues identified in the targeted review, of which there are several. The most interesting are the questions around the two remaining certification bodies (OutdoorsMark and AdventureMark) and what it would mean if either or both withdrew from the market. Further, at a philosophical level, are third-party auditors the appropriate mechanism? Should WorkSafe conduct the audits themselves? In other industries, the thinking on this has shifted back and forth. These questions, and others, will be considered in a first principles review of the regulatory regime, commencing in 2023.

Recreation Aotearoa will be seeking a greater commitment from the government to support the work it does in partnership with TIA. The provision and maintenance of the SupportAdventure website is a significant cost, as is the development and maintenance of the Activity Safety Guidelines (ASGs) on the site. Both Recreation Aotearoa and TIA have done this with small amounts of ad-hoc funding from WorkSafe. This work is done despite many adventure activity providers not being members of either professional association.

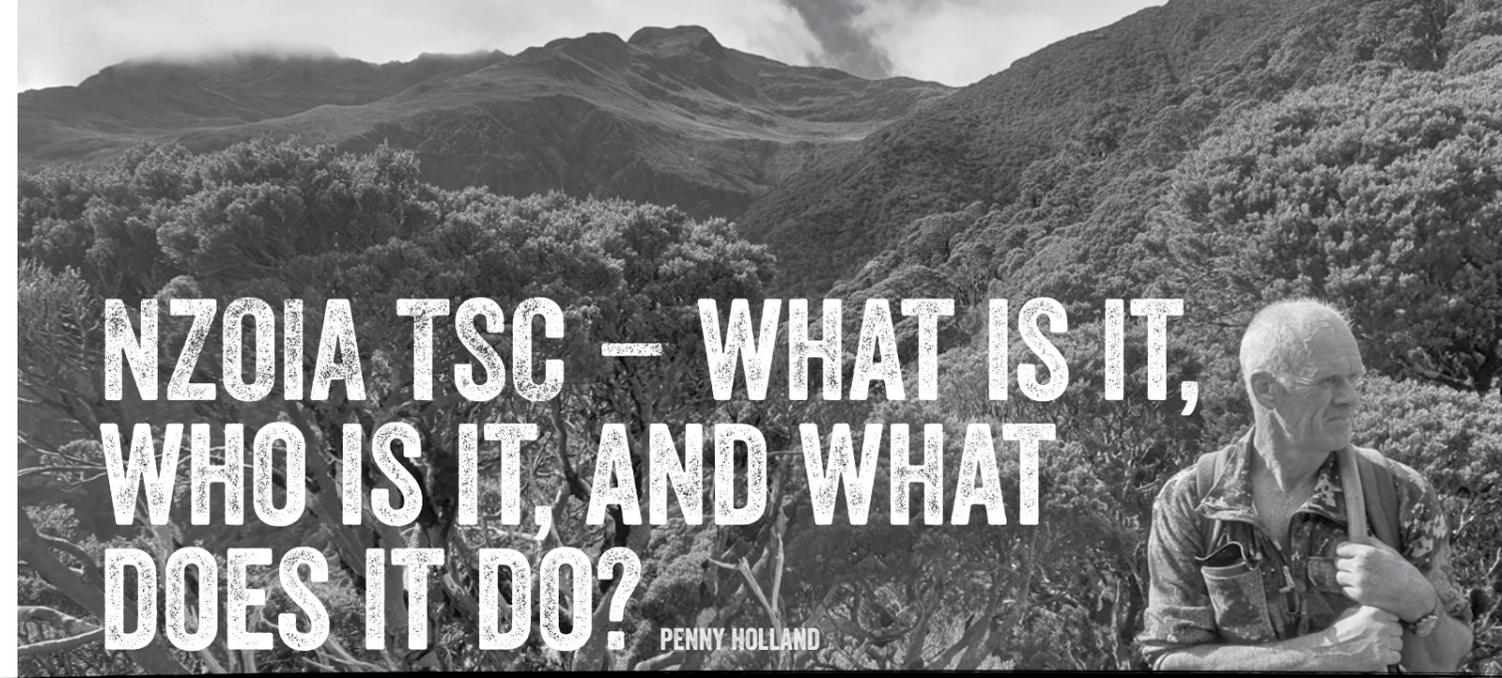
Recreation Aotearoa will continue to highlight the financial burden of the audit and certification process to government. The case for government funding is strong. Margins are tight, many adventure activity providers are non-profit and there is a vast array of economic, social and environmental spill-over benefits attributable to the adventure activity sector.

This review is also an opportunity for Recreation Aotearoa (and NZOIA) to continue advocating that having qualified staff is important to the professionalism and safety within the Outdoors sector. The certification process should reflect that by giving credence to providers that employ qualified staff.

So please do take a read of the findings and keep an eye out for the public consultation process. As always, if you have perspectives or thoughts on the direction or detail of our Advocacy, please email admin@nzoi.org.nz and myself at sam@nzrecreation.org.nz. I'm really keen to hear from NZOIA members!

Recreation
Aotearoa
Te Whai Orana

Sam Newton, Advocacy Manager, Recreation Aotearoa



NZOIA TSC – WHAT IS IT, WHO IS IT, AND WHAT DOES IT DO?

PENNY HOLLAND

The NZOIA Technical Sub Committee's (TSC's) role is to manage the development and delivery of a safe, valid and reliable training and assessment system. Sounds nice and broad!

The TSC consists of three people:

- TSC Convenor (selected from the NZOIA Assessor Pool)
- NZOIA Assessor (selected from the NZOIA Assessor Pool)
- NZOIA Operations Manager (OM).

The term for selected members is three years. The NZOIA Board approves the Convenor appointment/re-appointment based on recommendations from the OM and current Convenor. The third TSC member is selected by the TSC Convenor and the OM to balance the team. The Convenor can co-opt members of the Assessor Pool to the TSC if their expertise is needed for an extended period. The Convenor can enlist the help of any person because of special knowledge, advice, service or skill they can offer to the TSC. The TSC meet once a month and the agendas are always overflowing.

Here's a bit of detail to that broad purpose, the TSC:

- Establishes and monitors standards of competence and content for all assessments
- Approves new, or any changes to Scope and Syllabus
- Recommends any necessary changes or reviews for the benefit and efficient running of the training and assessment system
- Considers any other qualifications that could be useful to industry or for a NZOIA Recognition of Current Competency and recommend these to the Board
- Decides if exemptions from prerequisites or applications for extensions should be granted
- Co-ordinates and approves Assessor selection
- Monitors assessment reports for divergence from the SMS and things that may affect safety
- Monitors assessment reports for inconsistencies of tasks and results
- Reviews Accident and Near Misses and Convenor facilitates an investigation if necessary.

In addition, the TSC Convenor:

- Facilitates reviews of any Appeals and Grievances arising from assessment results
- Inducts and trains new Assessors with the support of the Operations Manager
- Facilitates an annual Assessor Conference that provides health and safety updates, professional development, moderation and improvement of assessment scheme
- Provides feedback to the Operations Manager on the Safety Management System
- Keeps minutes of all meetings
- Prepares and presents a report for every Board meeting and prior to the AGM of the Association for inclusion in the NZOIA Annual Report
- Presents all documentation involving policy decisions to the Board for approval
- Maintains close working relations with the Operations Manager
- Communicates key issues with the Qualifications & Standards Board Portfolio holders.

As you can see it's a key role in NZOIA's standards and success, and for the TSC selected members, it's a volunteer role! The current Convenor of the TSC is Sash Nukada (NZOIA Alpine 2, Bush 2 and Rock 2) and the third member is Keith Riley (Alpine 2, Bush 2, Kayak 2 and Rock 2). Jim Masson (Alpine 2, Bush 2, Rock 2, NZMGA Climbing Guide) is co-opted to the TSC to connect with the avalanche organisations in NZ. As the Operations Manager I couldn't imagine my role without their assistance, many thanks to them and all the loyal TSC members before them.



Sash Nukada



Keith Riley

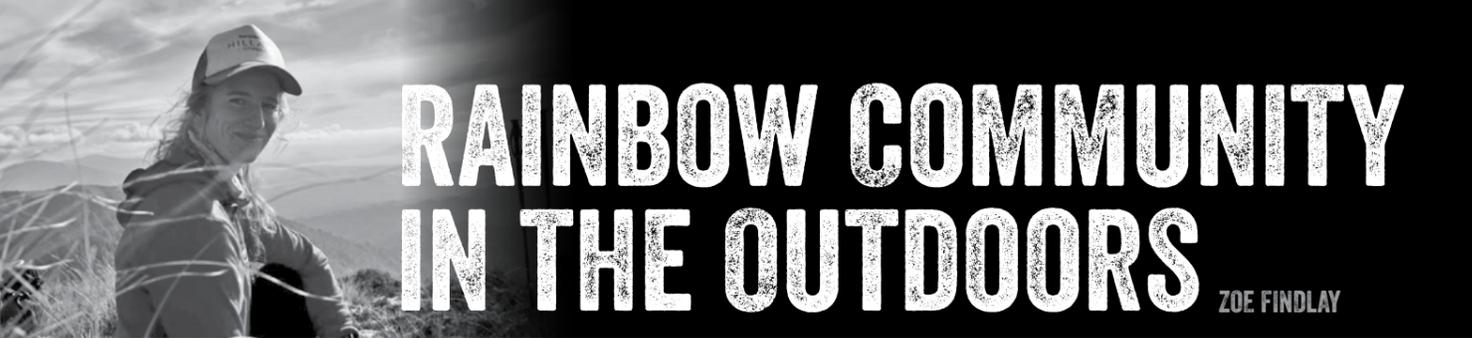


Penny Holland



Jim Masson

Penny Holland, Operations Manager



Not that long ago I was studying at Aoraki Polytech in Timaru, fully immersed in the outdoors and loving it. I was lucky enough to be surrounded by people at Aoraki who allowed me to feel safe and explore my identity for the first time. Since then, I have worked as an instructor at Hillary Outdoors and am currently working for a Youth Health service in Taupo called Anamata. My role is in youth development, creating safe and inclusive spaces for young people who are part of the rainbow community.

Working with the LGBTQIA+ community in the outdoors

Whether you're guiding or instructing, working with young people or adults, having a better understanding of the queer community and the barriers they face when connecting with the outdoor world is of relevance to us all. As the world becomes more fluid and accepting of the rainbow community, we see people coming through outdoor education providers as their genuine self. People from the rainbow community often have to navigate multiple worlds, in some, they are accepted and in some, they're not. This means as outdoor educators we need to upskill to ensure we are meeting their needs and rights by creating safe and inclusive environments.

To help put things into perspective here are a few stats. Youth '12 University of Auckland study showed that:

- Four out of every 100 young people in New Zealand stated that they were either transgender or were unsure of their gender.
- And another four out of every 100 students reported that they were attracted to the same sex or both sexes.

People often get confused between gender and sex. Gender is how somebody identifies and sex is what someone is assigned at birth.

Barriers the rainbow community face in outdoor education and how we can improve them

• Medical forms

Before arriving for a camp/day of activities someone from the rainbow community has the potential to feel unsafe, anxious and uncomfortable about the experience just from filling out a medical form. Generally, these forms ask for legal names and gender. An easy way to combat this and to be more inclusive is to ask for;

Legal name: I identify my gender as:
Preferred name: My preferred pronouns are:

This will mean a lot to people that it is relevant for as it will instantly assure them that the space and environment you are creating is an inclusive one.

• Lack of correct use of pronouns and preferred names

Pronouns are used when referring to someone instead of their name. (e.g. She/Her, He/Him, They/Them). Referring to people by their correct pronouns is really important. It's okay to make mistakes as long as you correct yourself and are seen to be trying.

When doing initial introductions with your group, this is the perfect chance to ask for their preferred name and pronouns. You should do this with all groups as it supports an inclusive environment and potentially educates other people who are unaware. Be aware of splitting your group using gendered terms, instead get creative. When referring to the group as a whole use gender neutral terms such as crew, team, or everyone.

• Heteronormativity

Heteronormativity is a viewpoint based on the assumption that heterosexuality is the default or normal sexual orientation. This can come through in everyday chat and can be hard to pick up on but people from the queer community will always notice.

A simple example of this is asking a female if she has a boyfriend. This question can easily be changed to asking if someone has a partner.

• Toilets and changing rooms

Having gendered toilets/changing rooms is a common issue faced by the transgender and the nonbinary community. Ideally, this needs a long-term change to having individual cubicles that anyone can use. But, having one non gendered space is a great start.

• Tent/bunk rooms

Communication with participants who are transgender and nonbinary is really important and helpful before going on an overnight/multi-day trip. Doing this will help you gain a sense of how they feel most comfortable and safe, while also ensuring other participants also feel comfortable and safe. Options could be staying in rooms/tents with the gender they identify as, staying with a close group of friends, or sleeping marae style. If safety is a concern for any party, especially for younger participants, instructors/accompanying adults may be required to stay in the accommodation.

For more information check out Rainbow Youth <https://ry.org.nz> and Insideout <http://insideout.org.nz>



HAVE YOUR SAY ON ST JOHN'S MISSING LINK

St John are proposing removing the two paid ambulance staff from Murchison.

They want volunteers to respond in their place, with the closest professional frontline support, over 100km away.

The Murchison ambulance covers 166km of remote State Highway.

Dispatching an ambulance from the next nearest station means a wait of 90 minutes. Ambulances will be taken out of their home areas for over three hours.

Please provide your feedback on this proposal to St John and Members of Parliament.

Email the Minister of Health:
 Andrew.Little@parliament.govt.nz

Email our Local MPs:
 Damien.O'Connor@parliament.govt.nz
 Maureen.Pugh@parliament.govt.nz

Email St John: info@stjohn.org.nz

Common terminology

Bisexual – Someone who is sexually attracted to people of more than one gender.

Cisgender (cis for short) – A term used to describe someone whose gender matches the sex they were assigned at birth. It is the opposite of transgender.

Cisnormativity – A viewpoint based on the assumption that being cisgender is the 'default' or 'normal' gender identity, instead of being just one of many possibilities.

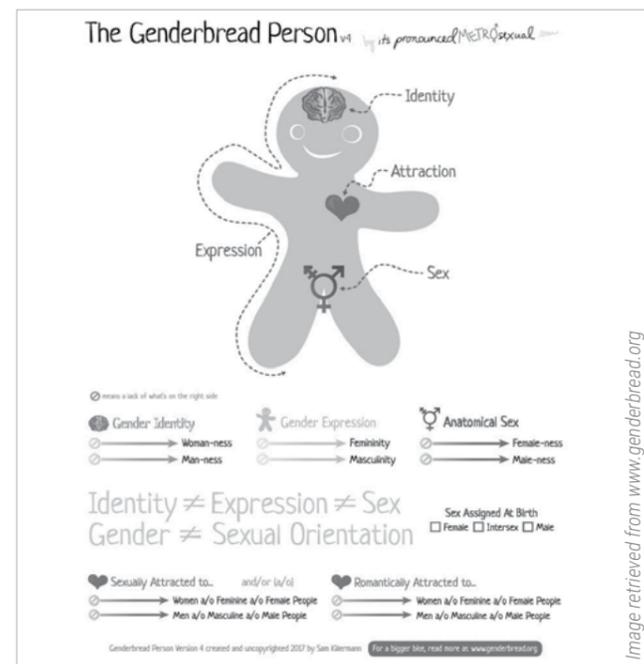
Gender diverse – An umbrella term used to encompass people who do not necessarily identify with being transgender, but don't feel their gender fits into the binary of male or female.

Takatāpui – Takatāpui is a traditional word that originally meant 'intimate friend of the same sex'. It has since been embraced to encompass all Māori who identify with diverse genders and sexualities such as whakawāhine, tangata ira tāne, gay, lesbian, bisexual, transgender, intersex, and queer.

Trans – An umbrella term encompassing gender identities that are not cisgender, such as transgender, genderqueer, whakawāhine, etc. A trans individual may identify with any gender identity (not only male or female), and may or may not have medically transitioned. Not all gender diverse people will identify with the word trans.

Queer – A reclaimed word that is often used as an umbrella term encompassing diverse sexualities and gender identities. Queer is used by many people, but it may not be the preferred term for everybody as it has a history of being used as an insult.

Intersex – Is an umbrella term that describes people born with variations of internal and/or external sex anatomy, resulting in bodies that can't be classified as the typical male or female. Many different conditions fall under the intersex umbrella.



INCIDENT SHARING: C4/C5 ASIA D TETRAPLEGIC

ANDREW LESLIE



On March 19th 2020, just before lockdown, my life changed forever. Mountain biking at Mākara Peak in Wellington, I was coming down a Grade 4 track, a bit tricky but not extreme. There is a fork in the track where you veer right to go over a drop or go left to avoid it. It is a split-second decision; I'd been over it before, so I guess it was instinctive to veer right.

At the edge of the drop, my balance was off and my front wheel not quite in line. I went over the handlebars and landed right on my head, right on a rock. Instantly my body went numb.

Fortunately, my brain was still working. I needed to alert the next person coming down the track so they wouldn't land on me. There wasn't much left in my lungs, and I was finding it hard to breathe. I sucked in just enough air to make a noise, and he screeched to a halt.

He looked after me and called 111. The next rider kept me as comfortable as possible and calm, soon there were paramedics on the ground, and a helicopter overhead. I knew what it meant when they told me I was going straight to Christchurch; something was seriously wrong with my spine.

The skill and care of the Life Flight Trust was amazing, thank you! Fellow mountain bikers helped move me on a stretcher, ten metres up the track to a clearing where the helicopter dropped the winch down. We refuelled at Wellington Airport where a doctor did an initial assessment – this information was sent ahead to Christchurch.

We landed on Hagley Park, into hospital I went, into an MRI, into a CAT scan, and into theatre. When I woke up, the world had changed.

Phase 1 – ICU (0-3 weeks following accident)

The injury itself happened in my neck between the C4 and C5 vertebrae. A disc shot forward and crushed my spinal cord. There were also fractures and snapped ligaments. They removed the disc, took a bone graft from my hip, put that in between the vertebrae, bolted it together with a metal plate and left it to stitch together. They went in through the front of my neck, moving everything aside to access my spine.

My initial diagnosis came at that point. Because C4/C5 is in the neck, my whole body is affected; my four limbs and everything in between – tetraplegic. That term is quite scary. My family was hearing that term, and what they were seeing was scary too. I was lying in an induced coma with tubes coming out of my mouth and nose. They were being prepared by doctors that I'd likely be in a wheelchair for the rest of my life.

On the ASIA (American Spinal Injury Association) impairment scale, A is 'Complete, no motor or sensory function below the injury,' and E describes an able-bodied person. I was given a grade of B- 'Incomplete sensory but not motor function below injury.' I had some jerky movement going on in my arms and nothing else.

The difference between Grade A and all the other grades is important: the words complete and incomplete. Complete means that the spinal cord is severed. For me, Grade B, my spinal cord was crushed. That was a glimmer of hope.

From the outside I looked completely asleep, but I certainly was not. My brain was going crazy with dreams, hallucinations and visions. Talk of this crazy new pandemic world was coming through into my dreams.

In the second week I started to wake and with that came the reality of my situation. I needed to tick off the first milestone of breathing by myself. They call it 'sprints' – three times every day the ventilator was dialled down, forcing me to work harder with my breathing. When my diaphragm and muscles around my lungs were strong enough, I was taken off the ventilator.

In my post ICU assessment, the doctor noticed, aside from the jerkiness in my arms, a bit of a flicker starting to happen in my legs. I allowed myself to think, 'maybe I'll walk again'. And off I went to Burwood Hospital.



Phase 2. Burwood Beginnings – a time of contrasting emotions (to 6 weeks)

The awakening of my muscles was hugely positive and the days were filling up as rehab started.

But there were dark times too. I didn't sleep very much and my mind wandered to thoughts like; 'What's going to become of me... what if...why didn't I take that bail out rather than turning right?' I was frustrated with the feeding tube in my nose, necessary due to the damage done to my throat during the operation.

NZ was in Level 4 lockdown. In ICU my wife visited me for an hour each day but in Burwood there were basically no visitors. My fellow patients and I were our own bubble. We were such a cross section of society in that hospital, aged 16 – 81, mostly blokes, and a real variety of tragic yet probably dumb accidents. We had nothing to do but bond together and I formed relationships there which will be with me for life.



Phase 3 – Getting back on my feet (to 4 months)

I had a poster on my wall of all the muscles in the body. I'm a big visualiser, so I set to work visualising a particular muscle engaging, over and over for hours. I swear that helped.

I reached milestones like scratching my head and brushing my teeth. I set goals; I wanted to walk out of this place, and I wanted to walk well – well enough to walk in the bush. I wanted to play chords on the guitar and play the piano again.

At first it was about learning how to stand up, to get out of my chair. Then it was about taking my first steps. I'd look down at my feet and not know what to do. I walked with the physio's help, then with crutches, really starting to engage my brain. I then walked with a stick, then on my own.

I was pretty skinny, and officially completely over hospital food. Beef casserole can be described in a hundred different ways, yet it is still beef casserole. And boiled cabbage is still a thing – I thought it ended in the 50s! I got on the phone, to colleagues and friends. "You know how you said, 'is there anything I can do?'... well yes there is! Please visit and bring lunch or dinner." Thank you to everyone who helped fatten me up.

Phase 4 – Transition and leaving (to 5 months)

For the final stage of Burwood rehab I flatted with three others from the spinal unit, learning to be independent. I wanted to walk; on rough tracks, up hills, out in the great outdoors. I gave my crutches a good work out – up a hill in Lyttleton and on the track over to Taylor's Mistake. I also went to a driving range – my swing was probably just as bad before the accident but it was good to know I could still swing a golf club.

Thinking about my original goal – did I walk out of there? I sure did! It was the hardest thing I've ever done, to learn to walk again. I'm immensely proud of that.

Phase 5 – Getting Back into Life (to present day)

Suddenly you're back home and back into life. In hospital, rehab is your full-time job, you've got 24/7 support and encouragement. At home I've got my whānau and my full-time job, as well as my recovery. I need to be way more self-motivated and self-sufficient. My new physio is awesome, but I only see him twice a week, not twice a day like in hospital.

This has been a reset time, and a time to set and reach new goals. My goals are always aspirational, I live under Mt Kaukau, and I recently walked to the top.

Lessons I'm learning

A spinal chord injury is an injury for life, so I'll be living my life as a disabled person. Out of necessity I do things more slowly – it actually alters my sense of time, and I'm seeing the world differently.

• Mindfulness – a whole new meaning!

I need to be mindful of every step I take; we certainly don't make things easy for disabled people! Things don't happen subconsciously for me any more. I need to process; when my foot hits the ground, what sort of feedback am I getting about my balance, what do I need to adjust? When I reach for that glass, what's the sequence that must happen with my arm, hand and fingers?

• Motivation from small gains

Rather than being overawed by the big long term goal, I have to trust that incremental gains will lead to an outcome beyond where I am right now. When I reach the goal it'll be the sum of a whole lot of small parts. By getting the small parts right, I think that the aspirational goals I set are achievable.

• Importance of recreation

All those times I was taken out of hospital into different parts of the environment, it was not just about physical rehab, it was about how my mind, my body and my soul were all enriched by the surroundings. The day I spent at Kura Tāwhiti – Castle Hill was magical for the whole of me. Recreation is the fundamental that is healing me.

• The system – when it works, it works really well.

The rescue system in NZ is amazing. My fellow mountain biking first responders were first aid trained and knew how to care for me and how to carry a stretcher, the Life Flight Trust helicopter crew winched me out and away, information was sent ahead to Christchurch so they were ready for me. The coordination and communication made the process efficient – which benefitted my recovery.



could use that data to better inform decisions around policy and where to direct funding for effective prevention strategies. For example – should money be invested into better signage, or a national standard to categorise tracks so people are not caught out beyond their capabilities? Should we invest in mountain biking skills for adults, or direct funding towards kids? I don't know the answer, but if we dug deeper into the cause of injuries, the data would give clear direction.

Where to from here

What is my prognosis? – the doctors don't really know. Before leaving hospital, I was assessed against the ASIA scale. I'd moved from a B to a D and I'm already well passed that. I'm somewhere between D and E, wonderfully ambiguous. That is positive and motivating.

What does this mean for my mahi? I've certainly started formulating how my new view on the world will influence my work with Recreation Aotearoa.

Don't get me wrong, I still grieve for the things that I used to be able to do, but I refuse to wallow in that. I don't know if I believe that everything happens for a reason, but there are potential upsides to my situation. I'm the type of person who will use my influence to amplify this.

I am now, and always will be a C4/C5 ASIA D tetraplegic, but I am still me. I'm the same, but a little bit different.

Andrew Leslie, CEO Recreation Aotearoa

From what I understand, a spinal injury is ideally operated on within 24 hours, and even better if it's within twelve hours. A delay can lead to more swelling causing potentially more damage and a longer recovery. I was in theatre ten hours after going over that drop.

The successful rescue, treatment and recovery of a spinal injury in the outdoors, is dependent on the initial care they receive and getting them out of there quickly. To anyone recreating in the outdoors I say: get first aid training, practice rescue scenarios and don't hesitate to push that EPIRB or call 111 if your mate has damaged their spine.

- **Injury data could inform government funding decisions**
I have not been asked how my accident actually happened. In the ACC system and in the database of spinal injuries, I am probably down as 'mountain bike accident – Wellington'.

It would make economic sense for more information to be collected on injuries (as well as deaths), so similar accidents can potentially be prevented. The government

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QUALIFICATION UPDATE : REVIEW STATUS

NZOIA aims to review each of its qualifications every five years to ensure they meet industry needs and are technically and educationally current. The reviews have been on hold for a number of years as the country went through the TRoQ process and while we attempted to align with the NZQA. We are now in the process of jamming all the reviews into three years to catch up on lost time. Here's a quick run down of how we are progressing.

New look Scope and Syllabuses

We've merged the Scope and Syllabus with the Assessment Guide document, added partner logos, changed formatting, numbered the key points, aimed for consistency, proofread and updated some photos.

Completed Reviews

Abseil Leader, Rock Leader, Rock 1, Sport Climbing Endorsement, Rock 2, Climbing Wall Supervisor and Monitor Lead Climbing Endorsement have all been through the wringer and the latest versions are on the website. The new quals of Multisport Kayak and Artificial Whitewater have had a mini review after a few years of implementation.

With the TSC for Approval

The Bush quals have been reviewed and are with the TSC for approval.

Underway

Mountain Bike 1 is in the process of a mini review facilitated by myself as a new qualification. Ben White is deep in the thick of a Kayak quals review. Jen Riley is beginning a review of the Canoe quals. David Mangnall begins a review of the Sea Kayak quals in April.

To come

During the next financial year the Canyon, Alpine and Cave quals will be reviewed.

Check out the website for the new look and updated quals. If you would like to be involved in any of the reviews in progress or coming up please email me at admin@nzoia.org.nz

Penny Holland, Operations Manager



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A SAFETY AUDITOR'S PERSPECTIVE: COMMON GAPS IN THE INDUSTRY AND THE BENEFIT OF QUALIFICATIONS

MIKE PENNEFATHER

The Adventure Activities regulations cover a large and diverse range of activities. The sector traverses everything from driving luxury 4x4s to heliskiing.

AdventureMark currently certifies almost 300 operators around New Zealand. There is occasionally the opinion that auditors are removed and out of touch with the industry. This is untrue. All the AdventureMark auditors are contractors, most of them spend more time working actively in the adventure activity industry as senior guides, instructors, ops managers, etc. than as auditors!

Each audit looks at specific criteria required by the Safety Audit Standard for Adventure Activities <https://www.worksafe.govt.nz/topic-and-industry/adventure-activities/documents-and-resources/>. An auditor uses the Safety Audit Standard to determine if the operator meets the Standard or not. On top of this, auditors can record observations, or comments for the operator to use to improve the safety management of their activities. These nonconformities and observations can be especially important for identifying common trends in the industry that should be shared with the wider outdoor industry. Here are a few:

1. The Safety Audit Standard requires operators to "set goals and objectives that address safety and effect improvement." This is often dismissed as unnecessary bureaucracy, especially by smaller, well-established operations. When used properly (as the Standard intended) goals and objectives are a very useful way to plan and measure all the necessary and desired safety actions for the year. Recording SMART (Smart, Measurable, Achievable, Relevant, Timebound) objectives on a table or whiteboard or setting calendar reminders means that you're less likely to neglect some of your obligations, like renewing or upgrading a first aid qualification.
2. Another gap we notice is the lack of value accorded to continual improvement. Continual improvement is real. The argument that "we've been doing it like this for 15 years and nothing has changed" is unsound. With this thinking internal combustion engines would never have replaced steam-power, which would never have replaced the original horse-power. We would still be climbing Everest in tweeds and hobnail boots. We've never been as well-informed as we are today – and tomorrow we'll have more information to use to make our staff and participants safer than before. Opportunities to improve our activities and safety should be continuously sought.
3. Using internal training to replace national qualifications is a common issue. In some activities, like quad-biking or coastering, there is no recognised qualification however relevant courses should be done instead. There are many reasons for using qualifications:

- a. It ensures that an external, impartial assessor is objectively evaluating your staff member's skills against rigid criteria set by a group of people very experienced in that activity.
 - b. There's a real risk that an internal competency sign-off can miss some requirements or be influenced by things like a big trip coming up ("get them signed off, quick!"), or an over-worked ops manager taking shortcuts from not having time to observe all the required skills being demonstrated.
 - c. With a national qualification, you can be confident that your staff are current with wider industry good practice. National qualifications ensure that your staff have been trained and are kept up to date with the improvements and changes to the sector. When you only use internal training, you run the risk of missing valuable developments or deviating away from the rest of the sector. This can leave you exposed in the event of an incident as WorkSafe and prosecutors will very likely rely on nationally recognised qualifications as a benchmark.
 - d. A huge amount of valuable time can be spent training and assessing staff. Outsourcing to external assessors allows you to focus on the wider operation knowing that your staff competency has been independently checked.
4. Not all first aid training providers are created equal. In a recent audit completed by AdventureMark we observed that a higher level of first aid could be more appropriate for the remote nature of the activity. The operator remarked that they had looked into PHEC (Pre-Hospital Emergency Care) courses, but some seemed to be designed around industrial and urban incidents. They had made the decision to require only a basic first aid and provide scenario training internally. Do your research into the first aid training providers you use and the courses they offer. There are several providers around the country that offer outdoor-specific training ranging from one-day to full PHEC courses that teach skills required when an ambulance isn't going to be turning up in 30 minutes.
 5. Test your emergency procedures. Plan ahead by documenting procedures for dealing with emergency scenarios you can think of. Then test those plans. Most operators can go for months and years without any serious incident. This can mean that when a true emergency does occur, we can't remember how to respond. When interviewing staff during audits, it is very easy to see who have been involved in emergency scenario training and those staff who have missed out. A real emergency is not the time to plan or practice.

6. Gregory Smith, a respected health and safety author writes: "For most organisations, the biggest source of legal liability is the level of non-compliance with their own documented procedures." We've definitely noticed that as a Safety Management System evolves, it can lead to different sections specifying different requirements, leaving staff unable to adhere to one or the other. It's important that a SMS is clear and succinct, so that staff are clear on their requirements. Duplication can lead to deviation. Simplify and remove any unnecessary or redundant sections- it'll make your SMS way easier to follow.

Health and Safety is a hot topic and a conversation about it can raise heart rates. It doesn't have to be that complicated or difficult. In the long run, the only reason it exists is so we can all go home to our families at the end of the day. The Safety

Audit Standard for Adventure Activities is only 30 pages and almost half of those are chapter pages with no information or requirements! Aim to simplify the language and requirements of your own Safety Management Systems to be short, clear, easy to understand and remember. Your staff will love you for it – so will your auditor!

Mike is also a lead auditor and technical expert for whitewater. He grew up in rural South Africa, kayaking from a young age before beginning his international travels kayaking and rafting. Since arriving in New Zealand in 2009, Mike has worked as a kayak instructor, raft guide, quad bike guide, mountain bike guide and bungy jump master as well as teaching river rescue courses for Rescue 3 International.

Mike Pennefather, Audit Manager, AdventureMark

Congratulations to the following members who recently gained NZOIA Qualifications!

Abseil Leader	Jonathan Abplanalp, Tia Denovan-Stroud, Fearn Shay, Riley Hartland, Hamish Keighley, Bre Macnee, Summah Ngatai, Zara Palmer, Angus McGill, Corina Tweedie, Drew Wilson, Ethan Roadley, Georgia Smyth, Jacob Lovell, Jason Bond, Jess Lange, Mitchell Collett, Ruby Mellsop, Siobhan Whitty, Wilfred Spearing, Aaron Aldersley
Alpine 1	Layton Hockey, Michaela Wills
Alpine 2	Neal McAloon
Bush Leader	Satori Mayell, Jack Triggs, Kaitlin Davies, Gregory Orman-Brown, Samantha Fairhall, Jack Formosa, Abby Mitchell, Angus McGill, Aurum Stephenson, Corina Tweedie, Daymon Nuhai, Drew Wilson, Ethan Roadley, Georgia Smyth, Jacob Lovell, Jason Bond, Jess Lange, Josh Adams, Mitchell Collett, Ruby Mellsop, Sam Wright, Siobhan Whitty, Wilfred Spearing, Kristian Zaleta, Affrikah Smart, Dion Henley, Jessica Henley, Faith Jones, Marama Winchcombe, Matthew Hanson, Nikita Saunderson, Oliver Clements
Bush 1	Laura Vernon, Rosemarie Keen, Christopher Morley, Anthony (AJ) How, Daile Foreman, Timothy Mitchell, Joshua Murphy, Greg Allum, Caleb Sixtus, Kyle Smart, Joel Buckley, James McLean, Tristan Rowe, Nir Har-Paz, Watson Green, Andy Loveridge, Chris Hawke
Bush 2	Alexander Waterworth, Patrick Finn
Canoe Leader	Amo Apaapa, Nathaniel Brockbank, Reuben Smith
Canyon 1	Strahn Neill, Jay Campbell
Cave Leader	Jordan Mactier, Aleesha Barnes
Climbing Wall Supervisor	John MacDonald, Greg Ellis, Pete Scott, Becky Baichoo, Hugh Worrall
Kayak Leader	Millie Chamberlain, Megan Baxter, Andrew Talbot, Sam Le Marquand, Cailin Richardson-Hall, Oliver Withers, Kristian Zaleta, Jonathan Abplanalp, Tia Denovan-Stroud, Fearn Shay, Riley Hartland, Hamish Keighley, Bre Macnee, Summah Ngatai, Abby Mitchell, Angus McGill, Aurum Stephenson, Corina Tweedie, Daymon Nuhai, Drew Wilson, Ethan Roadley, Jacob Lovell, Jason Bond, Jess Lange, Josh Adams, Mitchell Collett, Ruby Mellsop, Sam Wright, Siobhan Whitty, Wilfred Spearing, Devon Brooking, Keilan Hepburn, Libby Clifton, Mikayla Mackle, Seamus McCarthy, Kent Pollard
Kayak 1	David Boden
Kayak 1 – Multisport Endorsement	Eryn Cutler, Peter Munro, Christopher Thornton
Kayak 2	Tim Shaw
Artificial Whitewater Course Kayak Instructor	Jean Girard
Mountain Bike 1	Peter Mitchell
Abseil Leader	Affrikah Smart, Dion Henley, Jessica Henley, Faith Jones, Marama Winchcombe, Matthew Hanson, Nikita Saunderson, Oliver Clements
Rock	Oliver Withers, Jonathan Abplanalp, Tia Denovan-Stroud, Fearn Shay, Riley Hartland, Hamish Keighley, Bre Macnee, Summah Ngatai, Zara Palmer, Angus McGill, Corina Tweedie, Drew Wilson, Ethan Roadley, Georgia Smyth, Jacob Lovell, Jason Bond, Jess Lange, Mitchell Collett, Ruby Mellsop, Siobhan Whitty, Wilfred Spearing, Devon Brooking, Keilan Hepburn, Libby Clifton, Mikayla Mackle, Seamus McCarthy, Drew Kitchen, Nathaniel Brockbank, Reuben Smith
Rock 1	Adam Cotterell, Grace Robertson, Reece Saywell-Emms, Gavin Smith, Stephen Ward, Layton Hockey, Rosemarie Keen, Anna Cunningham, Allan Taylor, Guillaume Charton, Joe Wearne, Diego Moyano, Ian McKinney
Rock 1 – Sport Climbing Endorsement	Joshua Reynolds, Francis Streisel, Jon Harding
Sea Kayak Leader	Abby Mitchell, Daymon Nuhai, Josh Adams, Siobhan Whitty, Amo Apaapa
Sea Kayak 1	Sandra Hyslop, Paul Leievre, Tom Groothuizen, Stewart Tokerangi, Luke Middleton, Bailey Stubb
Sea Kayak 2	Curtis Vermeulen, Stefan Austin

NZOIA
Excellence in Outdoor Leadership

Zak Shaw replaces bolts in Red Granite Creek. Huge rock fall removed one bolt and severely bent the other. Damage was reported to the NZ Canyoning Association and prompted a maintenance descent.

DON'T JUST CLIP THE BOLT

MAKE A CONSCIOUS DECISION TO COMMIT YOUR LIFE TO IT

KEITH RILEY — ON BEHALF OF THE TSC

Rock climbing, caving, canyoning, mountaineering, for many of us, our recreation and/or our profession is made significantly safer, and in some cases actually possible by strategically placed bits of steel about the size of your index finger. Many of our favorite areas to play are only accessible due to the strategic installation of bolts. Our bolting infrastructure has become an essential component of our recreational landscape. As with all essential components, they need maintenance and management.

Over the years, there has been much controversy over these anchors. Bolting ethics and standards have evolved over 60 odd years from nonexistent, to an almost worldwide multi-pursuit agreement on how and where to place bolted anchors.

Generally speaking, across all pursuits, all abseil anchors involve two bolts able to support a minimum of 12 kilonewtons each. Bolts are either glued in or have an expansion mechanism to hold them in place and have a 50 plus year life span. This configuration ensures plenty of redundancy, both in holding power and back up.

In New Zealand, guidelines for how and where bolts are placed have been developed by the NZ Alpine Club, NZ Canyoning Association or the NZ Speleological Society. These guidelines exist alongside manufacturers installation requirements. The bolting infrastructure is maintained by associated clubs and its volunteers. As our bolts exist in a dynamic environment, and over multiple generations, ensuring our infrastructure remains safe and fit for purpose is reliant on users making a conscious decision on the suitability of the anchor and alerting the relevant networks / clubs when issues are observed.

Considerations when assessing the suitability of anchors

The Rock

Bolts are only as good as the rock that supports them. Look, listen, feel. Question the integrity of the rock. Fracture lines and cracks can indicate whether the rock is bedrock or a detached block. Cracks extending from the bolt can indicate severe stress. Rock comes in various densities and quality, it should appear solid and compact, rather than flakey or weak. Sound can be telling, hit the rock with the palm of your hand. Dull thuds, like

hitting dirt, or hollow sounds suggest weakness. Vibration or movement is not a good sign.

The Bolts and The Hangers

Consciously identify and describe quality so you know when there are oddities. Across pursuits, there is minimal variation in preferred and recommended bolts:

- 100mm x 10mm stainless steel tru bolts
- Glue in stainless steel 10mm P bolts
- Glue in stainless steel threaded rod
- Hangers have manufactures stamp and rating
- Although 80 percent of the bolt is hidden inside the rock, recognising the outer 20 percent will help with your assessment of the bolt
- No corrosion
- No impact damage, eg. *evidence of rock fall on the bolt, hanger or surrounding area, this can include bent steel, scratched steel, impact craters or loose rock*
- No movement of the bolt or the nut
- No excessive length of bolt protruding from the rock.



Bolt testing at representative site in the Punakaiki Valley.

The Links and Focal point

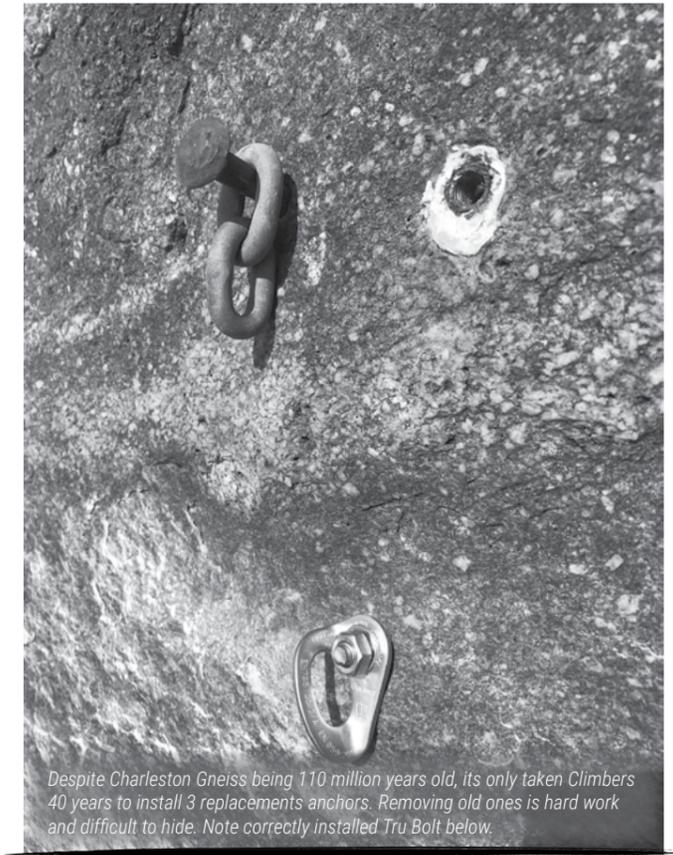
Abseil anchors always exist as a pair, this creates redundancy, and can be used to enable load sharing. Essentially the links enable two separate bolts to support a single focal point that an abseil rope can smoothly run through. There is far more variety, both within and across the pursuits as to what the preferred links are. Chains, rings, D shackles, maillons, carabiners and slings, some of which are semi-permanent, and some, like slings get replaced or added to regularly by the user. The links are more likely to suffer wear and tear as they blow in the wind, wave in the water, and have ropes regularly running through them. The links should be rated, appear in good condition and show minimal signs wear, particularly at the focal point where ropes runs.

Thus far, agreed installation guidelines in association with educated users have been highly successful in maintaining a safe bolt infrastructure throughout NZ. Bolt failure is incredibly rare. As user groups expand and our infrastructure ages, we need to ensure our bolts remain safe. As NZOIA instructors and guides, we are well placed to take an overt and active role in training new or existing users to understand how to recognise damaged or inadequate bolts, understand how our bolt infrastructure is maintained, and what we can do to ensure its maintenance.

In more recent times, professional operators (to meet their audit requirements for the 'Adventure Activity Regulations') have had to proof test anchors on a six-yearly cycle. Abseil bolts in the private, public, professional and recreational environment are pull tested to half their rating to prove they are fit for purpose. This adds another layer to managing our anchor infrastructure. These tests provide direct evidence that specific anchors will work as expected.



What lies beneath! Anchors that don't look as expected, may well not be as strong as expected.



Despite Charleston Gneiss being 110 million years old, its only taken Climbers 40 years to install 3 replacements anchors. Removing old ones is hard work and difficult to hide. Note correctly installed Tru Bolt below.

As much as the evidence bolsters the integrity of our infrastructure these tests are time consuming, expensive, and stress bolts in a manner outside their usual load and direction. The practicalities of physically testing all abseil anchors every six years makes this level of management difficult, and is arguably, if improved safety is the goal, a misdirected use of time and resources.

An alternative model that may have merit is to create representative sites. Sections of rock close to the ground that are indicative of the area's geology. Place a number of bolts as per the relevant clubs' guidelines and use these for testing. They can be tested to a much higher loading, and as frequently as necessary without fear of compromising the abseiler. Ensuring this data is available to all user groups could help coordinate testing regimes and improve the range of data gathered. This may not replace sample testing but could go some way towards a more efficient and collaborative approach towards managing our bolted playground.

Regardless of whether you're a canyoner, a caver, a climber or a mountaineer, if you're teaching a client, a student, a mate, a brother a sister, a mum or dad how to safely have adventures in Aotearoa's steep wild places, then your lifestyle is to some extent dependent on the integrity of our anchor infrastructure. Collectively, by not 'just clipping the bolt' but actively monitoring, maintaining and educating, we can ensure our hardware is as reliable as the joy our playgrounds bring us.

Keith Riley, NZOIA Alpine 2, Rock 2, Kayak 2, NZOIA TSC

WHY CO-DESIGN?

A INTRODUCTION TO THE WHAT, WHY AND HOW OF CO-DESIGNING PROGRAMMES

FRAN MCEWEN – SPORT NZ



From end-users to working with partners, every opinion is important when creating something new. The purpose of co-design is to discover unique perspectives through collaboration and include these in decision-making.

At Sport New Zealand Ihi Aotearoa, we recognise the importance and impact of designing with people. We know that when you co-design things well, you can have a huge impact on the end-user. We're still learning new ways on how to practice co-design and implement it into the ways we work. One of our three approaches we weave throughout our mahi (work) is the Local Led Delivery Approach, which incorporates co-design principles in order to best work with groups or communities. We believe this way of working will help us, our partners and the communities we work with to achieve better outcomes.

What is co-design?

Co-design is an approach for designing with people, not for people. Co-design actively involves all stakeholders (e.g. users, participants, professionals, the community) and works best if people with lived experience of the problem you are trying to solve are engaged (e.g. if you are planning a new outdoor programme for a specific group, design the programme with them as they are your target audience or 'user' with lived experience). Through co-design, decision-making is shared with everyone involved. It harnesses the knowledge, experiences and skills of diverse people to identify problems, generate ideas and implement solutions.

A co-design approach focusses on the facilitation and ideation process. Tools are used to extract information from stakeholders, understand experiences and work together in a process to design or improve delivery. An important part of the facilitation process is minimising personal ideas or assumptions that drive the outcome or solution. There is a considerable difference between consultation, 'here is our solution to your problem, tell us what you think of it', and co-design, 'here's the problem, let's explore what solutions might address this together'.

Why is co-design important? And what are the benefits?

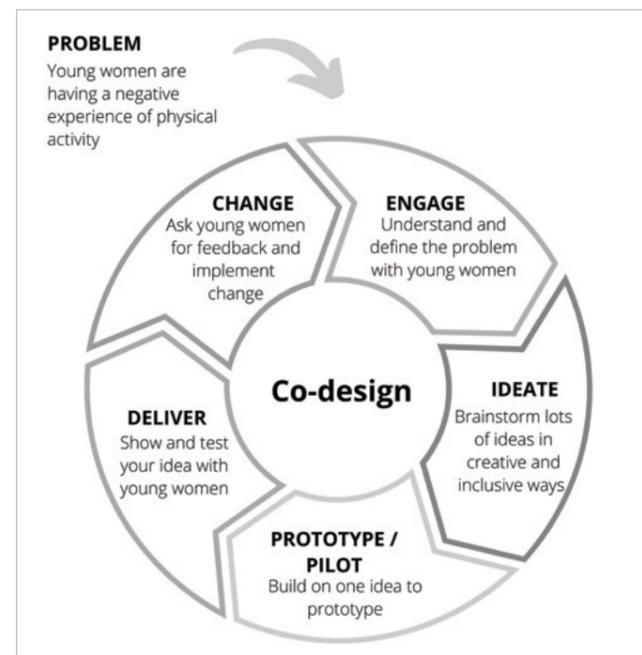
We only know what we know, right? How can we create innovative solutions to problems if we haven't experienced them? The benefit of co-design is that it brings people with diverse experiences from varying backgrounds together to collaborate and collectively solve problems.

In a world of choice, it is important to focus on meeting the participants needs (otherwise they will go elsewhere or not engage at all). In order to design meaningful opportunities or solutions, we need to build relationships and talk with the people we want to engage and design with. However, it doesn't stop there. Moving from whanaungatanga (relationship building/connecting) to shared planning and decision-making power is critical. If designers or decision makers make assumptions and believe they understand the dreams, aspirations and challenges faced by specific groups or communities, they will likely design the wrong thing and waste time and money. Innovative and 'fit for purpose' solutions come from co-design.

There are short and long-term benefits of co-design – learning about and better understanding your users will lead to better designed programmes and services with increased participation and engagement. At Sport NZ we know that we need to continue evolving our practices in order to best achieve community focused outcomes with our partners and communities.

How do you co-design a programme?

There are lots of examples of diagrams that explain the co-design process. This one, from The Shift Foundation's 'Just Shift it' case study, uses plain language and uses the context of co-designing physical activity opportunities for young women.



There is not just one way to co-design, and it is less about following instructions and more about engaging in an authentic process to ensure you are designing or developing a programme or service that meets the needs of your intended audience. Below are some principles to adhere to when embarking on a co-design journey.

Guiding qualities in co-design

- **Share power**
Co-design is all about working with people, therefore throughout the process, the power balance must be shared equally amongst stakeholders. An imbalance of power will challenge the authenticity of the process, so to develop genuine participant centred outcomes it's important to enhance the mana and voice of those with lived experiences.
- **Learn as you go**
Ensure there are ongoing reflection opportunities within the process. This will help stakeholders to make sense of new insights and information throughout the journey to better inform future processes.
- **Build authentic participation**
Build trust and partnerships with key stakeholders who will be affected by the project. Work with stakeholders to determine how you will achieve an environment that enhances the mana of everyone involved. Consider aspects such as cultural enhancing practice and norms, ease of accessibility for all, and the level of language used. This is an important part in the process to build an inclusive environment that ensures all stakeholders feel comfortable, safe and that the motive behind the engagement is authentic.

Where to get help?

Here are some great websites and resources if you want to read and learn more:

Auckland Co-lab resources: <https://www.aucklandco-lab.nz/resources>

Lifhack resources on codesign: https://lifhackhq.co/lifhack-resources/?_sft_type-of-resource=codesign

Double diamond process: <https://emmablomkamp.medium.com/sharing-the-principles-of-co-design-4a976bb55c48>

Beyond sticky notes: <https://www.beyondstickynotes.com/what-is-codesign>

Sport NZ local led delivery approach: <https://sportnz.org.nz/resources/locally-led-approach/>

The Shift Foundation – Just Shift it: Empowering young women to positively impact their wellbeing: https://drive.google.com/file/d/1DSK2PJ53s6_BRWhOatazyPegDW5lI2K8/view?usp=sharing

You can get in touch with us at Sport NZ if you have any questions:

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Case study in Co-design: Adventure Specialties

The 2018/19 statistics released by Recreation Aotearoa and Sport NZ showed that Māori and Pacifica workers were under-represented in the outdoor education and tourism sectors within Aotearoa. In 2020 Adventure Specialties Trust wanted to address this issue and the Outdoor Activity Fund (<https://www.nzrecreation.org.nz/Site/outdoors/outdoor-activity-fund.aspx>) offered some potential funding to do something to help this situation. Knowing that we (Adventure Specialties Trust) didn't have all the perspectives or skills to pull this off by ourselves we contacted a wide range of people who we thought might have some whakaaro, understanding, ideas, or energy to partner with us to inspire other Māori to pursue a career in the outdoor industry. Eventually we got together in a room to wānanga about the issue. Represented in the room were Māori and Pākehā who were employers, students, iwi, training institutions, Kaupapa Māori organisations and industry peak body.

Together we came up with the idea of the 'Adventure Aotearoa Māori' haerenga. Over six days, the rōpū travelled to different locations in the North Island and experienced tasters within the outdoor sector and connected with other Māori who are working in adventure tourism, youth work, conservation and the outdoor education. Although many people were involved in some way, the core contributors were us (Adventure Specialties Trust), Canyonz, MDA Experiences, Te Toki Waka Hourua, Praxis Youth Work and Shanan Miles (Wintec & NZOIA). The end result was 11 amazing Māori wāhine all in different stages of interest in a career in the outdoors having an amazing, empowering experience that inspired all sorts of possibilities...

Some advice for those who want to give it a go!

- If you have a vision and want the input of people – get excited, share the vision, the right people will come, get them involved and keep driving the vision!
- Relationships are key for co-design and collaboration and relationships take time! Be prepared to allow plenty of time for relationships.
- The collaborative co-design process can be exciting and invigorating... and then – someone needs to do all the work to make it happen! Be clear from the outset whether inputting into the work is part of the requirement to be involved, or if the work will be led and done by one group and the others offer input and advice into design.
- Communication is key – and challenging! Getting everyone together, especially when you're working across different parts of the country, is challenging! Everyone has different response times for emails – so communication can be challenging but is also key to everyone knowing what is going on and having a voice!

Authors: April Heath and Amy Horn (Adventure Specialties)

ASHLEY PETERS – ON INCREASING FEMALE PARTICIPATION AND EMPOWERING WOMEN IN OUTDOOR RECREATION

DULKARA MARTIG

Ashley Peters is renowned for her huge smile and infectious love of bikes. I consider her one of the most incredible role models for women in leadership in sport and recreation in New Zealand. Since first learning to mountain bike fifteen years ago, Ash has been the driving force in initiating some amazing bike programmes and organisations in New Zealand, largely focused on helping others achieve independence. She's the co-founder of Revolve Cycling Club, and the founder of Diamonds in the Rough, JoyRide and WORD. Ash is a PMBIA Mountain Bike 2 instructor and an NZOIA Mountain Bike 2 Assessor.



Ash considers learning in a women's only environment instrumental to her own riding progression and developing leadership skills in the mountain biking industry. When she first started to mountain bike she mostly rode with female friends. "I always had more fun in a women's environment, it was seeing other women doing it and believing I could too. The more fun I was having, the more I wanted to do it and the more I did it, the better I got."

Fifteen years ago, in Wellington, nothing existed specifically focused on women riding. She and a friend initiated a series of rides, and Revolve, a women's cycling club, grew out of that. "We just wanted to see more women riding, it was the key value we started with. Initially we were organising weekly road and mountain bike rides." After a year they started getting tired and realised they needed to recruit more women. They started shoulder-tapping women, running training sessions and peer mentorship.

Ash always had a passion for working with kids and went on to set up a youth mountain biking organisation in 2013. WORD, which stands for Wellington Off-Road Riding Department, is New Zealand's largest non-profit youth bike organisation. They run after school programmes and holiday camps for kids and teenagers, as well as a bunch of mentoring and training programmes designed for people of different ages. Their holiday camps are so popular that they sell out in less than five minutes!

WORD is currently one of nine organisations that are recipients of Sport NZ's Young Women's Activation Fund. The Fund's goal is to create opportunities for young women to increase the time they spend being physically active and to take up leadership opportunities in play, active recreation and sport. It's a big deal for a small non-profit bike organisation to be sitting at the table with Cricket New Zealand!

I caught up with Ash to chat more about what WORD does to increase female participation and empower women in all areas of the organisation.

"Equity has been a key value for us right from the beginning. It's about lifting everyone up but we can see that out of all of our programmes, we have 30% young women. We'd love to see that at 50%. It's about lifting those women up and giving them an opportunity to have equal participation. That's why every decision we make is putting young women in the forefront." She's proud WORD has a 50/50 gender split on the Lead Instructor and Instructor teams. They're still working towards the same equality on the Assistant Instructor team, which is currently at 30%.

Many strategies used at WORD have been adopted by other recipients of the Sport NZ Young Women's Activation Fund. Here are some of those strategies:

Have some girls-only programmes available

Many women are hesitant to participate in activities where they're in the minority. Girls-only programmes can be a great way to increase female participation, supporting young women enough to reach a point where there's a critical mass and women are no longer in the minority. It's not that it has to be girls-only, but a girls-only environment is often the only place where a young woman isn't a minority in an outdoor setting. Being a minority gets exhausting and often leads to higher drop-out rates.

It's ideal to have girls-only programmes at every level, not just programmes catering for novices. "We need the advanced activity options as well as the novice options." Ash mentioned Dirt Town Queens, a Queenstown mountain bike organisation, as an example. "They put on a jumps session and fifty women showed up to learn to jump on a Thursday evening. The demand is there but the supply is not."

WORD runs a few girls-only mountain biking programmes and they make sure to also have the same number of boys-only programmes. When designing their mixed-gender programmes they're always thinking about what they can do to better support young women. "We always ask ourselves if there's an equal opportunity for teenage girls to participate as well as boys." Some things they do to create a welcoming vibe are subtle. "An example is the clothing and uniforms we provide... we don't just give women small men's sizes."

- Girls-only programmes are a great way to empower young women and build up a critical mass of women so they are no longer a minority
- Ideally girls-only programmes are at every level, not just programmes catering for novices

Increase the visibility of girls and women

There is a lot of research that shows 'you have to see it to be it'. This can be visibility through role models who you interact with face-to-face and also marketing and more subtle public messaging.

One of the simplest ways you can increase visibility of women in the outdoors is by publishing stories and images of women in any marketing material. "If you run a co-ed outdoor programme, have a female as your main image instead of a guy. It doesn't mean that a programme has to be women's only - just put more images of women out there," Ash says. Even if you have lower numbers of female participation, take the opportunity to spotlight women in public messaging and imagery. On a personal level, if you're active in the outdoor world, you can make a conscious effort to share stories of female friends and submit articles to magazines and online social media forums that feature women.

- Ask yourself what stories your organisation is telling, especially in public messaging and marketing. Remember that you are marketing yourself whether it's intentional or not.
- Consciously publish stories and photos featuring women in marketing material.
- Could you commit to working towards equal gender representation in staff?



Leadership – empower women in leadership roles

Right from the beginning WORD had the organisational structure value of committing to equal representation of male and female instructors. That's a commitment to 50% representation. "One of our organisational values is equity. That's why we put time and effort into increasing female participation." This has strong ties with representation too. With programmes run by female leaders, there are visible role models.

It's not enough to say that no females applied for a job or opted to be part of a group or outdoor community – you need to go out there and shoulder-tap women. You can go to existing

clubs or community groups and identify people who would be good. Women often need positive encouragement to pursue opportunities. It could be as simple as saying "Hey, have you thought about applying for xxx?" or "You'd be really good at this because of X, Y & Z."

Ash found that a lot of women who she shoulder-tapped for instructor roles at WORD would say no at first. "They didn't see themselves as that instructor, or that person in leadership. They often needed someone to give them reason to believe that they're good enough... that they're capable. Shoulder-tapping was initially how we got so many female instructors, they didn't apply." Then the momentum started to build. They made a conscious effort to put small strategies in place to make sure the culture was inclusive.

I asked her to share a success story. "Our best example would be Isla Day," Ash says. "She went from participant, to assistant instructor, to instructor to lead instructor. She's the youngest lead we've ever had. She's now the one that leads pre-rides for races and takes the initiative to provide opportunities for younger girls. She knows exactly what it's like because she had those opportunities through WORD and it made a difference to her so she wants the same opportunities for younger women."

They also created a recruitment video featuring WORD instructors that helped break down some myths and barriers that existed for potential instructors. For example, to address the myth of the time it takes up, an instructor shared how it fits in with her work life: "I take the afternoon off and instruct only one day a week for two hours." WORD also took responsibility for teaching instructors and providing in-house training. They didn't expect people to arrive on the job with all of the skills needed to succeed immediately. This was emphasised in all recruitment material. Ash suggests carefully considering wording in job adverts and descriptions to ensure they read in a way that's inclusive. "Consider compulsory and desired qualifications. Do you actually need the qualification immediately or could that person be supported to get it internally, or get it in a few months' time? If you look statistically at qualifications, there are far fewer women that hold technical qualifications. "You must have x, y, z qualification" – it could be that x qualification is desired, not compulsory.

- Organisationally, consider what you might be doing that's not working for women. Understand the reasons why women take a job (or another opportunity for participation) or why they don't.
- Shoulder-tap women for jobs, leadership positions and other opportunities in the outdoor industry.
- Go and talk to groups specifically to promote opportunities.

Untamed Aotearoa podcast

Untamed Aotearoa is a new outdoor podcast with the aim of celebrating the outdoor community and wilderness areas of New Zealand. You can get to know a diverse range of Kiwis, with episodes covering themes linked to adventure, wellbeing, conservation and the professional outdoor scene in New Zealand.

Episode 6 features a chat with Ash – talking about the ideas in this article in more detail. Find the podcast at: www.untamedaotearoa.com or on any major podcast app.

Dulkara Martig, Outdoor adventurer, writer, podcast producer



PROFILE: YMCA CENTRAL - Y OUTDOORS

Transforming a Kiwi institution

We believe every young New Zealander has the right to experience a genuine outdoor learning experience.

This statement has been the foundation of our Y Central Outdoor Education programmes for five years – we’re constantly evolving so we can deliver those genuine outdoor learning experiences to all Kiwi kids.

Five years ago, our Outdoor Education unit wasn’t financially viable. Our programmes ran at a loss. We only stayed afloat thanks to other more profitable arms of the organisation. It simply wasn’t sustainable to keep siphoning money away from other departments to prop up our programmes.

But the Outdoors team, management and the board, believed in the vision and that we could turn our programmes into a self-supporting enterprise that delivered on this vision. With the support of the board, we were able to take some risks and invest some funds to help us pursue a modern, sustainable Outdoor Education programme. Last year we finalised a merger, joining YMCA Greater Wellington with YMCA Central to become YMCA Central Inc. Our larger, more streamlined, operation is just one more way we’ve overhauled our business to help us become a major national provider of outdoor education for Kiwi kids.

Setting a new standard of safety

Our first step was to employ a star manager. We were extremely fortunate to recruit Russ Jacobi as our Outdoor Education Programme Manager. Russ’s experience in the outdoor pursuit industry, and his teaching background, gave him the wide-ranging knowledge he needed to transform the business. As soon as he came on board, Russ identified OutdoorsMark certification as a major focus for improvement:

“Safety had to be the factor that underpinned all the goals we set in 2016. That’s what would help us succeed and back then we were a long way from achieving what we now consider to be a high enough standard of safety,” says Russ. When he started

in his new role, the OutdoorsMark audit was only a few months away, and Russ spent a significant amount of time in his first month rewriting the safety management system for the Y Central Outdoor Education programmes.

“Our system in theory was great, however we still had some way to go with our heights activities,” he explains. That led to the voluntary withdrawal of our adventure activity accreditation at the time, which was a tough pill to swallow, but necessary to overhaul our systems. It took 12 months and \$55,000 worth of investment before we could once again provide outdoor adventures at height.

Overhauling the client experience

Honestly, thinking hard about our customer experience wasn’t something our outdoors team had ever done before. But over the past five years we’ve scrutinised every step of our clients’ interactions with Y Central. We started by looking at our staff-client relationships, then our food and our infrastructure. We knew we could give people a great experience up in the trees, or on a river, but what about the hours and weeks before and after the big thrills? For people to want to come back, we needed more than short-lived fantastic activities followed by below-average food and service.

We identified four important areas for change:

1. Investment in future-proofing essential onsite infrastructure, equipment, and activities. Run-down facilities and equipment would no longer cut the mustard.
2. A food programme that would provide a nutritionally balanced home-style food plan. We didn’t need to provide fancy food, but it needed to be healthy and tasty, giving clients long-term energy for physical activities – the same positive vibes you get from great home-cooked meals.
3. A simple, customer-focused booking process that streamlined the booking, budgeting, and invoicing processes for schools and clients. We needed to make it painless for our clients to interact with us on the administrative side.

4. A change in the instructor staff role from activity support-based programmes to instructor-led programmes. This builds much stronger positive relationships during our programmes and supports our clients to achieve their personal goals.
5. Where we once offered only the Kaitoke Outdoor Education Centre, we are now ‘Y Outdoors’, with sister site Raukawa Adventure Centre located on the Parapara Highway north of Whanganui. This has allowed us to develop our safety management systems and programmes across both sites, lifting the standard for both centres.

Fostering a climate of support and encouragement

The instructor-led model was a big step forward in programme quality. This is not a new method in the industry, but it was new to most primary school camp programmes. Traditionally, instructors were posted at an activity, helping with that specific activity as each teacher-led group arrived. The instructor-led model means each instructor works with a group throughout the day, taking them around various activities. This has some major advantages, particularly the rapport that develops between instructors and kids. Instructors get to know who needs pushing, who needs reining in, and they can foster a climate of peer support and encouragement. As an extra bonus, it makes the experience less stressful and more fun for the teachers and parents.

The instructor-led model had an immediate impact: many of our returning schools from 2016 told us they attended our programmes because of how our instructors interact with their students.

“By using us as the experts to run the outdoor side of the camp, the teachers can focus on doing what they do well and meeting their school’s own values,” says Russ. “Once the schools have been through our camp system they come back, because they love what we do.”



Using physical activity and nature as a tool for recovery

The pandemic and lockdown of 2020 proved a huge challenge for Y Central, as it did for all New Zealanders. We relied heavily on the Government wage subsidies to keep our 230 staff engaged with significantly reduced revenue. It was an enormous relief at this time not to have to reduce our staff numbers, and during the lockdown, we reflected individually and as a team on how we could give back.

One common denominator among our organisation was almost all of us used physical activity of some kind and time in nature to help us cope with the stresses of lockdown. It felt as though one-way New Zealand could bounce back from lockdown, both physically and mentally, was to help everyone spend time being active outdoors.

In June, we waived all our fees for junior sports leagues for the remainder of 2020, as part of the nationwide drive to ‘Let Kids Be Kids Again’.

“Sport and Physical Activity is such an important part of Kiwi life and I think most of us missed it,” said Brendan Owens, CEO. “It also has a vital role in helping us all recover our confidence. But for sport and physical activity to be able to play its role in the rebuild, it needs to be accessible, affordable and sustainable. Removing these fees is one step in making that happen.”

We also cut the price of our holiday programmes in half to support working parents: “We aimed to help families where one or both parents have lost hours, or lost their jobs altogether,” said Amy Moreland, Children’s Services/Safeguarding Manager. “There are a lot of families struggling and we’re doing what we can to help them get back to normal.”

And two local high schools, Durie Hill School in Whanganui and Cloverlea School in Palmerston North, won \$5,000 funds towards their school camp at Camp Ruakawa, so their students could still afford to attend camps.

“Cost can be a big barrier when it comes to where we can go and what we can offer,” said Leiana Lambert, principal of Cloverlea. “This makes a big difference – we were really excited about winning.”

Developing new outdoor courses and employment pathways

The Y Central Outdoor Education programmes are now a sustainable business, allowing us to invest in improving and expanding our activities. We recently developed journey-based programmes, Duke of Edinburgh awards, high ropes courses and canyoning, which have opened our outdoor centres up to more senior secondary school students. Schools use these programmes to build culture and community within their school groups and to increase students’ connection with themselves, others, and nature. We hope to foster an affinity for the lifelong pursuit of healthy living.

With the support of NZOIA we continue to develop our team and our outdoor instructor volunteer programme. We encourage ‘on-the-job’ training, working towards qualifications to help young people who are passionate about the outdoors have a pathway into a career.

The past five years have turned a loss-making business unit into a successful, sustainable outdoor education operation that is now able to grow and give back to the community.

“My journey at the Y and that of our two outdoor education centres has been one of real learning, with many ups and downs,” says Russ. “But ultimately it’s a real success story and something I am very proud of.”





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Assessment Courses	
Leader Assessments: Abseil Leader Bush Walking Leader Canoe Leader Kayak Leader Sea Kayak Leader Rock Climbing Leader Free Range Assessment: Artificial Whitewater	\$150 plus any assessor fees and costs <i>This fee includes annual membership for new members.</i> Please contact an assessor directly to arrange an assessment and their fee.
1 Day Assessments: Sport Climbing Endorsement Sea Kayak 1 Upgrade Multisport Kayak Endorsement	\$295
2 Day Assessments Kayak 2 - Class 3 River Mmt Kayak 2 - Skills Instruction	\$560
2 Day Assessments: (plus evening session) Cave 1 Mountain Bike 1 Rock 1 Sport Climbing Instructor	\$595
3 Day Assessments: Kayak 1 Multisport Kayak instructor Sea Kayak 1 & 2	\$760
3 Day Assessments: (plus evening session) Alpine 1 Bush 1 & 2 Canoe 1 Cave 2 Canyon 1 & 2 Mountain Bike 2 Rock 2	\$795
4 Day Assessments: Kayak 2	\$930
4 Day Assessments: (plus evening session) Alpine 2	\$980

The course calendars for Assessments, Training and Refresher workshops can be found at www.nzoi.org.nz. Members are notified of updates to the calendar via the NZOIA 4YA – our weekly email.

Booking for an NZOIA Assessment, Training or Refresher Workshop

1. Go to www.nzoi.org.nz
2. Check out the Syllabus & Assessment Guide, if you are applying for an assessment then make sure you meet all the pre-requisites.
3. On the course calendar, find the event you want to apply for (you will need to be logged into your member profile) and select 'Apply'. Upload any prerequisites (i.e. your logbook, summary sheet, first aid certificate and any other required documentation to your application). Note: Non-members can attend Training Courses.
4. Applications close 6 weeks before the course date.
5. After the closing date we will confirm that the course will run.
6. If NZOIA cancels a course, you will receive a full refund/transfer of your fee.
7. If you withdraw before the closing date, you will receive a full refund of your fee. If you withdraw after the closing date of a course, **the fee is non-refundable.** It is transferable under exceptional circumstances (e.g. bereavement, medical reasons), medical certificates/other proof may be required. Contact admin@nzoi.org.nz for more details.

Further Information

Details of courses run by NZOIA, pre-requisites and online payment are all available at: www.nzoi.org.nz

Courses by special arrangement

It is possible to run assessments on other dates. You will need a minimum of 3 motivated candidates and the date of when you would like the course to be run. Go to the FAQ page on the website www.nzoi.org.nz/faq#custom

for details on how to arrange a course. **Course Costs:** all courses run by NZOIA are discounted for members and heavily subsidised by external funding.

*Course fees are for NZOIA Members only unless stated otherwise.



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Profiles of organisations are welcomed for the back page series "Planting the Seeds of Adventure". Contact editor@nzoiia.org.nz



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