



DIVERGENT CONSULTING
DEVELOP IN DIFFERENT DIRECTIONS

(1) Safeguarding and Protection (2) Inclusivity, Diversity & Professionalism

in the Adventure & Outdoor Industry

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Today's Journey

PART 1

Safeguarding & Protection

Protecting participants, recognizing risk and types of abuse and understanding your duty of care in outdoor settings.

PART 2

Diversity, Inclusion & Professionalism

Navigating culture, identity, religion and professionalism with real-world tools.

SAAIA

Industry Standards

South African Adventure Industry Association

www.saaia.org.za



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Before We Begin — Our Ground Rules

- This is a safe, professional space — all perspectives are valid — especially emotions
- Speak from your own experience — use 'I' statements
- What's shared here stays here (unless it relates to harm or risk)
- We will encounter topics that may trigger, challenge or surprise us — stay curious and respect your boundaries
- No question is too basic; no experience is too small
- We will take regular breaks — and make time for reflection



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EXPECTATIONS

LEARN / SHARE / EXCITED



Who Are We? Our Sector in Brief

- School camping & outdoor education & venue owners
 - Often predominantly religious in ethos
 - Serving diverse, often secular client groups
 - Young participants — child safeguarding and protection paramount
 - Long-standing traditions and organisational cultures
- Adventure tourism & professional guiding
 - Often secular in ethos and approach
 - Working with clients of many cultures, religions and identities
 - Wide age ranges — youth to corporate to community groups
 - Mix of 'old guard' experience and new practitioners



Both worlds share one responsibility: to keep people safe and serve them with respect.

WHY WE DO WHAT WE DO

Not policies.

Not legislation.

Not risk assessments.

But...

A photograph.

A child smiling.

One sentence....

**"Children rarely remember every activity we facilitated.
They remember how we made them feel."**



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Professional Context: SAAIA & Our Sector



- SAAIA (South African Adventure Industry Association) sets professional standards for our sector
- As facilitators, guides and educators we operate in a complex legal and ethical landscape
- Our duty of care extends beyond physical safety to psychological and social wellbeing
- Professional conduct, documentation and ethical practice are not optional extras — they protect you and your clients
- This workshop aligns with SAAIA values

[Visit: www.saaia.org.za](http://www.saaia.org.za)



PART ONE



Safeguarding & Protection in the Adventure & Outdoor Industry

Protecting people is our first responsibility

What Is Safeguarding and Protection?

PROTECT

Preventing Harm

Taking proactive steps to prevent abuse, neglect or exploitation — before an incident occurs.

RESPOND

Recognising & Acting

Identifying warning signs and responding appropriately and professionally when concerns arise.

EMPOWER

Promoting Wellbeing

Creating environments where all participants feel safe, respected and able to speak up without fear.

Safeguarding applies to everyone we work with — children, youth, adults at risk, and our own colleagues.

Activity 1

Every participant carries an unseen story.

Imagine every child/participant arrives carrying an invisible backpack.

In small groups of 4, write down everything that might be inside of that backpack.

Examples: Fear, hunger or bullying



The Ethical Bedrock: Legal & Policy Foundations

Every standard on this trail is anchored in law, not preference.



THE CHILDREN'S ACT, 2005

(Act No. 38 of 2005)

South Africa's official coat of arms, marking the statutory foundation of every safeguarding decision made in the field.

Children's Act 38 of 2005

South Africa's statutory framework for child protection: principles of care, protection, and parental responsibility that every facilitator operates within.

UN Standards for Child Protection

International benchmarks ensuring every guide's duty of care meets a universal floor, regardless of jurisdiction or terrain.

Safeguarding is not a document. It is a daily behaviour and responsibility.

Legal & Ethical Framework



- Children's Act 38 of 2005 — mandatory reporting
 - Protection of Personal Information Act (POPIA)
 - Occupational Health & Safety Act
 - Criminal Record Check (Police)
 - National Child Protection Register
 - Sexual Offences Register
 - Common-law duty of care
- SAAIA Code of Professional Conduct
 - Your organization's Safeguarding and Protection policy
 - Code of Conduct - SIGNED
 - Schools Act & educational regulations
 - Your personal professional obligation

Ignorance of the law is not a defence. Know what applies to your context.



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Vulnerable Groups in Our Industry

- Children & young people (under 18) — automatic heightened duty of care
- Adults with physical or intellectual disabilities
- Adults in emotionally vulnerable states (stress, trauma, mental health challenges)
- Participants from marginalised or at-risk communities
- People in positions of dependency — including adults in youth-led experiences
- Colleagues and staff — safeguarding applies internally too

In the field, vulnerability can be situational — someone not usually at risk may be vulnerable in an unfamiliar, high-pressure environment.



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Professional Boundaries in the Field

- Clear role definition — you are a facilitator, not a friend
 - Physical contact — consent, context and transparency (*hugging*)
 - 1:1 situations — avoid unobserved contact
 - **RULE OF 2**
 - Language and humour — what's okay in social settings isn't always okay in your role
 - Social media — what is your boundary with participants?
- Favouritism — treating participants differently based on personal connection
 - Gift-giving — understand the cultural and ethical implications
 - Disclosure — what to do when a participant confides in you
 - Off-duty behaviour — you are always a professional
 - Self-disclosure — how much is appropriate to share about yourself?



Power Dynamics in the Outdoor Setting

- As a guide or facilitator, you hold real power — participants are often dependent on you for safety, direction and validation
- Power imbalances increase risk — the natural environment creates physical and psychological dependency
- Age, gender, race, qualifications, local knowledge, physical fitness — all contribute to power differentials
- Power can be abused unintentionally through favouritism, humiliation, exclusion or excessive authority
- Healthy power sharing: invite input, explain decisions, create feedback opportunities, model humility
- Peer-to-peer power: watch for bullying, group dynamics and social exclusion within participant groups



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Activity 2

1. A facilitator spends extra time with one participant.
2. A child suddenly becomes withdrawn from activities.
3. A facilitator continually chooses the same participant.
4. A participant refuses to go home.

Task: Highlight every safeguarding concern in your scenario.

Not only abuse – professional boundaries, language, environment etc



Recognising Abuse & Exploitation

- Physical abuse — unexplained injuries, flinching, fear of contact
 - Emotional abuse — low self-worth, anxiety, extreme compliance or defiance
 - Sexual abuse — inappropriate sexual knowledge, sexualised behaviour
 - Neglect — hunger, poor hygiene, exhaustion, lack of basic care
- Grooming — excessive attention from adults, gift-giving, secrecy
 - Exploitation — coercion, manipulation, control of movement or communication
 - Peer abuse — bullying, harassment, exclusion
 - Digital abuse — cyberbullying, unsolicited images, online manipulation

You don't need certainty to report. You need concern.



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Reporting: What, When, How

WHAT

What to Report

Any concern — disclosed or observed. On the side of reporting...It is not your job to investigate. DO NOT INVESTIGATE!

WHEN

When to Report

As soon as practically possible. Do not wait 'until you're sure.' Delays can cause harm or destroy evidence.

First point of contact. Write down verbatim – do not record.

HOW

How to Report

Know your organisation's Designated Safeguarding Officer (DSO). Document factually. Use first-person, date and time. Do not promise confidentiality.

If it is child on a school camp – who do you report to?



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Digital Safety & Social Media

- Never photograph participants without explicit permission — and check consent forms against organisational policy
- Maintain professional boundaries on social media — do not 'friend' or follow underage participants
- Photographs and videos of minors require written parental/guardian consent
- Cyberbullying is real and happens within groups — especially on multi-day programmes
- Be aware of screen time, messaging apps and group dynamics during overnight camps
- Your own online presence reflects on your professional identity — be intentional about it



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Creating Safe Environments

- Clear behaviour expectations communicated at the start
 - Briefings that include safeguarding alongside physical safety
 - Transparent supervision arrangements — who is responsible for whom
 - Appropriate group sizes and ratios
 - Visible and accessible reporting pathways
- Safe sleeping arrangements — single-gender
 - Shower time????
 - Private space for personal conversations or distress (open doors)
 - Anonymous feedback opportunities during longer programmes
 - Review culture — debrief incidents without blame
 - Everyone knows who to go to if they have a concern



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Risk Assessment with a Safeguarding Lens

- Most facilitators/guides are well-trained in environmental and physical risk — fewer think systematically about relational and social risk
- Add a 'safeguarding' layer to your standard risk assessment: Who could harm whom? Where could unobserved contact occur?
- Identify participants who may be more vulnerable before the programme begins
- Discuss safeguarding risks in your programme briefing — not just as tick-box compliance
- Review your risk assessment after incidents — not just before programmes
- Document. Date it. Sign it. Keep it.



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WHAT IS MISSING?

Activity 3

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**PROUD
MEMBER OF
SAAIA**

ACTIVITY 3: WHAT'S MISSING?

Looking Beyond the Activity



**SCENARIO**

You have just arrived at camp. A new facilitator proudly hands you the programme below and says,
"I've finished tomorrow morning's activity plan. Everything is ready!"
Before this programme goes ahead, what concerns you? What is missing?

**PROGRAMME PLAN**

TEAM CHALLENGE	EQUIPMENT
Activity: River Crossing Challenge	• Rope
Participants: 28 learners (13–15 years)	• Wooden planks
Duration: 90 minutes	• Cones
Venue: Riverbank near Camp	
Facilitators: 2	



PROGRAMME FLOW

09:00	Welcome
09:10	Safety Briefing
09:20	Activity Begins
10:20	Debrief
10:30	Return to Camp

**THINK BEYOND THE ACTIVITY**

Consider: Safety • Safeguarding • Professionalism • Inclusion • Logistics • Communication • Emergency Planning • Participant Wellbeing

**YOUR TASK**

Working in small groups:
Imagine you are the Lead Facilitator responsible for signing off this programme.
Circle, highlight or write down **EVERYTHING** that is missing before you would approve it.

SAFETY

SAFEGUARDING

PROFESSIONALISM

INCLUSION

LOGISTICS

EMERGENCY PLANNING

PARTICIPANT WELLBEING

 YOU HAVE 10 MINUTES.

WHAT'S MISSING? (LIST YOUR FINDINGS BELOW)

PHYSICAL SAFETY	SAFEGUARDING	INCLUSION	PROFESSIONAL PRACTICE
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•

ADMINISTRATION / DOCUMENTATION	COMMUNICATION	EMERGENCY PLANNING	OTHER
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•

**DEBRIEF QUESTIONS**

☒ What did your group notice first?

☒ If this programme went ahead exactly as written... what could happen?

☒ What surprised you?

☒ How many of the missing items relate to safeguarding rather than physical safety?

☒ What did nobody notice?

☒ What does this tell us about our role as facilitators?

**FINAL
LEARNING
POINT**

Professional facilitators don't just prepare activities.
They prepare people. They prepare environments.
They prepare themselves.

Because safeguarding
is not a checklist.
It is a mindset.



What Would You Do? Scenarios

1

A 14-year-old pulls you aside and says another participant has been touching them at night in the tent. What do you do?

2

A colleague makes a sexualised joke to an adult female client and the group laughs. She looks uncomfortable. Your response?

3

A parent asks for photos taken of their child during the camp. Your organisation's policy is unclear. How do you handle this?

Building a Safeguarding Culture

- Culture is not a policy document — it is what happens when no one is watching
- Leaders set the tone: silence on safeguarding signals it isn't a priority
- Normalise conversations about boundaries and appropriate conduct — before there is an incident
- Create psychological safety for colleagues to raise concerns without fear of being 'over-sensitive'
- Celebrate good reporting and appropriate professional judgement — don't only respond to failures
- Induction of new staff and volunteers must include safeguarding — **ALWAYS**
- **In-house Safeguarding and Protection training and review of policies should happen quarterly! Documented!**

Your Personal Professional Code

As a facilitator, guide, venue owner or outdoor educator, your conduct is your brand.

- I will maintain clear professional boundaries at all times
 - I will report concerns promptly and without prejudgement
 - I will not use my position of authority to intimidate or coerce
 - I will treat every participant with dignity regardless of background
- I will support a safe reporting culture in my organisation
 - I will remain current in safeguarding knowledge and training
 - I will model the behaviour I expect from others
 - I will seek help when a situation is beyond my competence



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Child Protection: A Deeper Look



- Children's Act (South Africa) defines 'child abuse' to include emotional and social harm, not just physical
- Mandatory reporters: social workers, teachers, medical practitioners — and in practice, anyone in a duty-of-care role (where else can you report?)
- The National Child Protection Register tracks both victims and perpetrators — employers MUST check this
- In overnight or residential settings, additional protocols are required: sleeping arrangements, night supervision, clothing changes, shower times
- Youth facilitators and peer leaders also need safeguarding training — not just adult staff

Part 1 — Key Takeaways

- Safeguarding is everyone's responsibility — not just management or child protection officers
- Know your legal obligations under South African law and SAAIA professional standards
- Power imbalances are built into our roles — use that power responsibly
- You do not need certainty to report — you need reasonable concern
- Safe environments are designed, not hoped for — build them into every programme
- Culture beats policy every time — lead by example



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Short break before Part 2

PART TWO



Diversity, Inclusion & Professionalism

Serving all people well — whoever they are

The Industry We Work In



- Our industry is growing in diversity — clients from more cultures, backgrounds and life experiences than ever before
- Yet the workforce often doesn't reflect that diversity — creating a gap between who leads and who participates
- Guides range from 'old guard' to new entrants — with very different life experiences, values and training
- The outdoor space carries cultural weight: who has historically had access to it and who hasn't?
- Our job is not to agree with every worldview — it is to serve every person with dignity and professionalism



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Understanding Identity: A Starting Point

- Identity is multi-layered: race, culture, gender, religion, sexuality, class, ability, age...
 - No single identity 'defines' a person — people hold multiple identities at once
 - Some identities are visible; many are not
 - People navigate identity differently in different contexts
 - Our own identities shape how we see the world — including our biases
- Identity is not just 'who someone is' — it shapes how they experience the world
 - People from marginalised groups often carry an invisible extra load in unfamiliar environments
 - As facilitators or guides we need to create space for all identities — without requiring people to explain themselves
 - Curiosity without intrusion: interested but not invasive
 - Mistakes happen — what matters is how you respond to them



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Activity 4

Each person will receive an Identity Card with different scenarios.

There is a question on each card - Sit in groups of 2 and discuss the Identity Card.

Choose one Identity card to present or “act out”

Religion & Belief in the Outdoor Sector

- Religious diversity is a reality in both school camping and adventure tourism
- Practical implications: dietary requirements, prayer times, modesty in dress, same-gender preferences
- You do not need to be an expert in every religion — you need to be genuinely respectful and practically prepared
- Religious settings serving secular groups: understand the ethos vs imposition distinction — participants are guests, not *converts*
- Secular guiding with religious clients: create space for practice without making it a 'subject' or a curiosity
- Ask before you assume — politely and professionally. 'Is there anything I should know about your needs?' is enough.



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Cultural Competence in Practice

KNOW

Know Yourself First

Your cultural lens shapes everything you do. Understand your own background, assumptions and blind spots.

ASK

Ask, Don't Assume

Assume you don't know. Ask respectfully, listen carefully, and adjust your approach based on what you hear.

ADAPT

Adapt & Accommodate

Cultural competence is not agreement — it is adjusting your professional practice to serve all people well.

Cultural competence is a skill, not an attitude. It can be learned and it can be practised.

Race & Representation in the Outdoors

- The outdoor and adventure industry globally has a significant racial representation gap — this is well-documented
- In South Africa, the history of access gives this a particular weight
- For participants from marginalised racial backgrounds, the 'outdoors' may carry complicated or painful associations
- White privilege in outdoor spaces can operate subtly — unspoken comfort, assumed authority, narrative dominance
- Anti-racist practice in our context means: noticing, asking, adjusting — not just 'not being racist'
- Representation matters: who leads, who is seen, who is valued in your programme materials and team



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Gender Identity & Expression: Professional Approaches

- Gender identity is distinct from biological sex, and both are distinct from sexual orientation
 - Transgender and non-binary individuals may face specific challenges in outdoor settings
 - Changing rooms, sleeping arrangements and team-based activities need to be handled with care
 - Ask don't assume — preferred pronouns, name, privacy preferences
- Confidentiality: a participant's gender identity is their information to share — not yours
 - Older participants and colleagues may hold views that conflict with inclusive practice — manage this professionally
 - Your role is not to educate or debate — it is to ensure all participants are treated with dignity
 - Organisations should have a clear, practical policy — not just a statement of values



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Unconscious Bias: What It Is and Why It Matters

- Unconscious bias: automatic associations and judgements we make without being aware of them
- Everyone has them — they are a feature of the human brain, not a moral failing
- Common in our sector: assumptions about physical ability, risk tolerance, outdoor experience based on race, gender or age
- Affinity bias: we favour people who remind us of ourselves — this affects who gets the best opportunities in our groups (*Safeguarding?*)
- Attribution bias: we explain our own mistakes differently from the mistakes of others
- The goal is not to eliminate bias (impossible) — it is to notice it, pause and choose a better response



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Activity 5

Divide into 4 groups

There are 4 posters with different headings – 5 mins per rotation to answer the following question:

“What would INTENTIONAL facilitation or guiding look like?”

Microaggressions: Small Acts = Real Impact

- 'You're so strong for a girl'
 - 'Is this your first time in nature?'
 - 'Your English is really good!'
 - 'Where are you really from?'
 - Mispronouncing a name despite being corrected
- Assuming physical limitations based on appearance
 - Treating religious practice as unusual or inconvenient
 - Directing safety briefings only to male participants
 - Touching someone's hair without permission
 - Making cultural jokes framed as 'banter'

Intent does not determine impact. When someone tells you something landed badly, the professional response is to listen, not to defend.



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Professionalism in the Field



- Professionalism is not formality — it is consistent, ethical, competent and respectful conduct in every context – not just the outdoors
- Your behaviour off-programme (campfires, social time, transport) still reflects your professional standing
- Political opinions, religious views and personal values: you have them — your participants don't need to hear them
- Language matters: avoid jargon, slang and in-group humour that excludes or demeans
- Conflict between your personal values and a participant's identity: your job is to serve professionally — seek support if needed
- Model what you expect — then reinforce it, consistently



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Navigating the Two Worlds of Our Industry

SCHOOL / OUTDOOR EDUCATION

- Religious ethos — but diverse clients
- Morning prayers + secular participants
- Conservative culture vs progressive youth
- Parental expectations vs child agency
- Institutional policies vs individual needs

ADVENTURE TOURISM / GUIDING

- Secular guides — religious clients
- Modesty, prayer, dietary needs mid-hike
- Experienced guides — little diversity training
- Payment relationship creates power dynamic
- Expectation of total immersion in the experience

Both require the same core skill: professional empathy under pressure.



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SCENARIO

1

IT'S JUST BANTER... ISN'T IT?

Professionalism • Bullying • Inclusion

During a team-building activity, a facilitator repeatedly jokes about one participant being “the weakest link.” The rest of the group laughs, and the participant laughs too, but becomes noticeably quieter as the activity continues.

WOULD YOU INTERVENE?



Move to a corner that shows your response:



YES

I would intervene immediately.



IT DEPENDS

I need more information.



NO

I wouldn't intervene at this stage.

SCENARIO

2

CAN WE KEEP THIS BETWEEN US?

Safeguarding • Duty of Care

After the programme, a 15-year-old participant asks to speak privately. They tell you that they don't feel safe at home but then say,

*"Please don't tell anyone.
I just needed someone to listen."*

WOULD YOU INTERVENE?



Move to a corner that shows your response:



YES

I would intervene immediately.



IT DEPENDS

I need more information.



NO

I wouldn't intervene at this stage.

SCENARIO

3

THEY'RE SLOWING US DOWN

Diversity • Inclusion • Leadership

A participant with a physical disability is taking longer to complete an activity. Other group members begin complaining that they are holding everyone back and suggest leaving them out of the next challenge "to save time."

WOULD YOU INTERVENE?



Move to a corner that shows your response:



YES

I would intervene immediately.



IT DEPENDS

I need more information.



NO

I wouldn't intervene at this stage.

SCENARIO

4

THAT'S NOT HOW WE DO THINGS HERE

Culture • Professionalism • Empathy

During an overnight programme, a participant asks if they can step away briefly to pray. Another facilitator responds,

"They'll just have to wait until we're finished. Everyone needs to do the same thing."

WOULD YOU INTERVENE?



Move to a corner that shows your response:



YES

I would intervene immediately.



IT DEPENDS

I need more information.



NO

I wouldn't intervene at this stage.

Navigating Difficult Conversations

PAUSE

Pause Before You React

Take a breath. The immediate emotional response is rarely the professional one. Buy yourself 10 seconds.

DESCRIBE

Name the Behaviour

Separate behaviour from identity.
'That comment was disrespectful' is more useful than labelling a person.

REDIRECT

Keep Moving Forward

You are not a therapist or a judge.
Address, re-establish expectations, and continue the programme.

You don't need to win — you need to maintain a safe and respectful environment.

Language, Tone & Communication

- Language evolves — what was acceptable 10 years ago may no longer be; stay current without being precious
- Person-first language vs identity-first language: ask the individual what they prefer
- Avoid: gendered address ('guys', 'ladies'), racialised descriptors, ableist expressions in common speech
- Watch your tone: authority without intimidation, directness without dismissiveness
- Non-verbal communication: eye contact, physical positioning, tone of voice all carry messages
- Language barriers: slow down, simplify, check for understanding — never assume a lack of intelligence



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Generational Differences in our Sector

- The 'old guard': hard-won expertise, traditional approaches, sometimes resistant to new language and frameworks
 - Newer practitioners: more diversity-literate, sometimes less field experience, different expectations of professional culture
 - Generational conflict often happens around: gender roles, risk tolerance, discipline and authority
- Both have value — experience is not interchangeable with inclusive practice
 - Bridge the gap: shared debriefs, mentoring, practical scenario-based learning (like today)
 - Your job as a professional: hold your values while maintaining respectful relationships across the divide

Diverse teams make better programmes — when differences are acknowledged, not ignored.



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Practical Frameworks for Inclusive Facilitation

- Universal Design: build in flexibility from the start rather than making exceptions after the fact
- Pre-programme information gathering dietary needs, access requirements, cultural/religious considerations
- Flexible briefing language: avoid gendered, ableist or culturally specific assumptions in your standard delivery
- Activity design: offer alternatives — inclusion means no one sits out unless they choose too (*Challenge by Choice*)
- Debrief language: use open, curious framing — 'What did you notice?' rather than 'What was hard for you?'
- Representation in materials: check your resources, visuals and examples for who is and isn't present



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SAAIA: Professionalising Our Sector



- SAAIA (South African Adventure Industry Association) promotes safety, ethics and professionalism across the outdoor sector
- Membership provides access to professional standards, CPD, and a community of practice
- SAAIA's code aligns with international best practice while being grounded in the South African context
- Inclusive practice is not separate from professional practice — it is part of it
- If you are not yet a member, consider joining: SAAIA provides credibility and community



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Building Your Personal Professional Code

The most effective safeguarding and inclusion is not driven by policy — it is driven by character.

- I will treat every person with dignity regardless of who they are
 - I will address discriminatory behaviour — in colleagues, not just in participants
 - I will seek to understand before I react
 - I will not require people to justify their identity to receive good service
- I will review my own assumptions regularly and honestly
 - I will keep learning — the world changes and so must I
 - I will use SAAIA standards as a baseline, not a ceiling
 - I will be the professional I would want my own family to encounter



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Activity 6

I AM GIVING YOU YOUR OWN CARD!

COMPLETE THE STATEMENTS ON YOUR OWN

YOU FOLD IT.

YOU KEEP IT.

TAKE IT HOME.

NO SHARING REQUIRED.

Resources & Further Learning

- SA AIA (Adventure Industry Assoc.) — saaia.org.za
 - Childline South Africa — 116 (free, 24/7) | childlinesa.org.za
 - Child Welfare South Africa — childwelfaresa.org.za | 087 866 1516
 - SAPS FCS Unit — childprotect@saps.gov.za | 012 393 2363
 - Dept of Social Development GBV line — 0800 428 428
- SA Human Rights Commission (SAHRC) — sahrc.org.za
 - Commission for Gender Equality — cge.org.za
 - Information Regulator (POPIA) — inforegulator.org.za
 - Wits Centre for Diversity Studies — wits.ac.za/wicds
 - Your organisation's HR / Designated Safeguarding Lead



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Part 2 — Key Takeaways

- Diversity is a reality of our work — not a choice we make
- Inclusion is something we build — through design, language, behaviour and culture
- Professionalism means setting your personal views aside to serve every person with dignity
- Unconscious bias exists in all of us — notice, pause, choose
- Cultural, religious and gender differences require practical responses, not just good intentions
- SAAIA provides the professional framework — you provide the character



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*"Every person who comes to us deserves a guide
who sees them fully."*

Thank you. Questions welcome.



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