

#HorsesForAll:

**Equality, Diversity and
Inclusion Research into
the lived experiences of
underrepresented communities
in UK Equestrian Sports**



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Executive Summary

Overview

British Equestrian (BEF) is one of the largest equestrian representative bodies with 18 member organisations that represent a large section of sports, leisure and competitive riders and equestrian workforce outside the racing industry. This study was commissioned by British Equestrian to provide insight into the attitudes, perceptions and lived-experiences of Black, Asian, other ethnically diverse and socio-economically underserved communities in the UK who may or may not be engaging in the equestrian landscape.



British Equestrian recognised a need to understand why ethnically diverse populations are underrepresented within the industry. British Equestrian continues to be driven to share their passion for horses with all communities and, as such, commissioned AKD Solutions, a leading research, learning, and development organisation to speak to 800 Black, Asian and other ethnically diverse people about their engagement or interest in equestrian activity.

The research consisted of a nationwide survey, interviews, forums and equestrian experience days. Participants were recruited through community outreach and engagement strategies.

A brief summary of findings is provided in this section. Due to the comprehensiveness of this report, we recommend readers consult the findings and recommendations in full to understand the experiences, attitudes and perceptions of the range of participants and how the evidence-based recommendations support change within the industry.

Headline findings

The survey questions asked respondents about the following:

- Involvement in sport and equestrian experience;
- familiarity and acceptance in the equestrian environment;
- barriers and facilitators to equestrianism;
- and working and competitive opportunities in the equestrian world.

Two key themes were established from survey responses: “Motivations, Barriers and Perceptions of Equestrianism” and “Lived Experiences of Ethnically and Socio-economically Diverse Equestrians”. In line with this project’s aim to understand the views and experiences of those from ethnically diverse and low socio-economic backgrounds, the data were analysed and interpreted, where appropriate, in the context of survey respondents’ reported ethnicity and annual household income. Statistics provided below are responses from all survey respondents, unless otherwise specified.

76%

of respondents said they agreed with the statement ‘people like me are underrepresented in horse riding and other horse related activities’

17%

of respondents were unfamiliar with the term equestrian before completing the survey.

66%

of survey respondents did not participate in equestrian activity at all.

46%

of all survey respondents said they would either definitely participate or consider participating in equestrian activity.

Of the respondents currently involved in equestrian activity, the majority identified as White.

61%

said a lack of finances was stopping them from accessing the full benefits of equestrian activity,

41%

felt there was difficulty accessing equestrian centres or difficulty accessing transport to equestrian centres which negatively impacted their ability to access and benefit from equestrian activity, and

24%

felt racial discrimination adversely affected their ability to fully access and

benefit from equestrian activity.

- The most common barriers to accessing equestrian activity for respondents not currently engaged in equestrian activity were riding centres being too far, difficult to access by public transport or respondents being unfamiliar with the location of their local riding school (57%), affordability (48%) and a lack of awareness of equestrian activities (39%).
- Factors respondents felt would increase their participation included seeing more people like themselves participating in equestrian activity (59%), having more information about equestrian activities (60%) being invited to or attending local equestrian events (54%), accessing a taster session at a local equestrian facility (50%), having more affordable equestrian activities available to them (47%) and seeing more promotional materials with people like them (46%).

In total, nine key themes emerged from the qualitative data:

- affordability as a barrier to participation
- exclusivity in equestrianism
- lack of awareness about local activities
- a missing diversity ethos
- bullying and racialised experience
- alternative structures for inclusion
- latent demand
- lack of pathways and opportunities
- horses for health and happiness.

33%

of White respondents agreed or strongly agreed that working in an equestrian environment was a viable career option, compared to only

6%, 10% and 16%

of those from a Black, Asian or Mixed background, respectively.

Key themes

- 1 Participants felt equestrian activity was expensive, this was true of both current and potential equestrians. This perception served as a barrier for potential equestrians and was a difficult burden to manage for many current equestrians.
- 2 Equestrian activity was perceived as elitist and classist. For many, this impacted their potential engagement or their ability to feel comfortable in equestrian environments.
- 3 There was a lack of awareness about equestrian activities available locally, among non-equestrians.
- 4 There was a missing diversity ethos within the equestrian industry which contributed to a cycle of underrepresentation of ethnically diverse communities and lower earning households. Furthermore, it appeared that many equestrian environments struggled to manage diversity or achieve an adequate level of cultural competence to attract and retain ethnically diverse communities.
- 5 Bullying and racialised experiences were described by Black, Asian and other ethnically and culturally diverse people within the equestrian industry. Lived experiences shared with researchers included microaggressions, racial bias and other more explicit racialised experiences.
- 6 Negative experiences of exclusion often led to the formation of alternative structures where people from excluded communities felt they could be themselves and have socially and culturally relevant equestrian experiences. Alternative structures contributed to reducing barriers to access and negative experiences within the industry but were also indicative of the exclusionary nature of the equestrian industry at present.
- 7 Despite these barriers, there was significant interest in equestrian activity and the findings highlighted considerable latent demand among ethnically diverse populations, especially within urban areas.
- 8 Alternative structures also helped contribute to more access to opportunities and progression as there was a feeling among current equestrians that pathways into and through the industry were unclear and opportunities were not equally accessible to all equestrians or based upon merit.
- 9 Finally, horses and equestrian experiences were associated with better health and increased happiness. Even participants newly introduced to equestrian activity by this study shared positive feelings toward their experience.

Recommendations

Following on from the findings of this study, we have set out 11 recommendations, reviewed by an ethnically diverse body of equality, diversity, and inclusion professionals. We, AKD Solutions, ask BEF to consider the recommendations in line with a review of the EDI Strategy and outline how recommendations will be met in the short, medium and long term in collaboration with member bodies and other industry stakeholders. In-depth descriptions of the recommendations can be found on pages 66–73.

1	Universal commitment to anti-racist and anti-classist equestrian environments.
2	Open-door complaints and grievance practices.
3	Clear, merit-based progression.
4	Build strong partnerships with alternative structures and diverse spaces.
5	Invest in urban-based equestrian centres.
6	Keep records of diversity indicators.
7	Create regular industry check-ins which promote diversity.
8	Plan generationally.
9	Lead from the front on diversity and make the changes you want to see.
10	Address financial, structural, and social barriers to engagement.
11	Improve experience and generate new advocates.

Introduction

Research backdrop

British Equestrian (BEF) is one of the largest equestrian representative bodies in the UK, responsible for providing vision, purpose to and representation of a large segment of the riders, vaulters, carriage drivers and other equestrians in Great Britain. With 18 member bodies, BEF performs an important role in representing views and experiences to the International Federation for Equestrian Sports (FEI), as well as to the UK Government (Department for Digital, Social, Media and Sport and Department for Environment, Food and Rural Affairs). BEF is interested in increasing the diversity of people engaged in equestrianism and subsequently increasing the diversity of the views it represents.

AKD Solutions, a research, learning, and development organisation specialising in equality, diversity and inclusion consulting, were commissioned in early 2022 to undertake this research as a part of a wider strategy to improve diversity and inclusion practice for equestrians/potential equestrians from underrepresented ethnic and socioeconomic groups.

Current cultural context

In understanding the importance of diversity in people and thought, BEF formed their Equality Engagement Group (EEG) in September 2019, consisting of

representatives from the industry and from most protected characteristics. The EEG helped BEF shape a project called Equi-Youth, which engages with urban young people in riding and coaching.

Following the murder of George Floyd in the USA in 2020, the world was reminded of the stark inequalities faced by Black and other ethnically diverse populations. Faced with the fact that inequality and bias can lead to the loss of life, his death acted as a catalyst for change and we began to see a strong and renewed interest in creating a more equal society for all which has continued within sport to the present day.

The UK sporting industry quickly began assessing ethnic disparities in participation and outcomes across sport: the #TellYourStory report, jointly commissioned by five UK sports councils, went a step further to unearth the lived experience contributing to the statistics¹. The study found that negative racialised experiences, including overt racism were repeated experiences for children, young people and adults across 38 sports, including equestrian activity. As such, the report provided an awakening for many sporting bodies, events, teams and recognition for many players, coaches and others involved in sport.

Over the past year, several sports and leisure organisations have worked to better their diversity and inclusion practices, contributing to an industry-

wide reshaping. As organisations and sporting activities continue to diversify their membership, it is important they continue to consider the tensions that can arise from difference, as well as the organisational, procedural and cultural changes that may need to occur to manage diversity and practice inclusivity.

Changes within the sporting industry are recognised not only for their moral value but also the contribution that increasing diversity provides, including a larger talent pool, access to an untapped retail market and the opportunity to activity re-engage underserved regions and localities of the UK.

Industry starting point

The equestrian industry is recognised for its gender neutrality, wide participant age range and appeal to disabled and able-bodied people. However, BEF recognises there are segments of the UK who remain considerably underrepresented within the industry.

A search for statistics on diversity within the equestrian industry will show various articles and blog posts over the last five years describing a lack of ethnic and socio-economic diversity. There is difficulty in obtaining up to date and exact information on ethnic diversity within the UK equestrian scene. Data from older insights suggest that 5% or less equestrian participants were from non-White backgrounds². A journalistic

investigation into a lack of diversity in UK equestrian activity cited the absence of representation as a key issue for people from lower socio-economic and ethnically diverse backgrounds³ whilst other sources indicate that the key issue relates to financial means.

However, the financial costs of sports participation does not tell us why wider equestrian activity, including equestrian careers, experience similar levels of underrepresentation of non-White ethnic groups. Although some articles reference 'lacking visual representation' to explain this, fitting in with a common narrative of underrepresentation seen in other sporting industries⁴, it seems representation is only one factor that contributes to this issue. A 2005 multi-agency report draws attention to longstanding perceptions of the industry as "expensive, elitist and sometimes unwelcoming to newcomers". It also cited barriers to engagement for a new audience as, "Those from a non-horsey, and particularly an urban background, report difficulty in becoming involved and feeling accepted"⁵.

As there continues to be interest in addressing longstanding issues in diverse engagement, this report looks to understand the lived experiences of current ethnically and socio-economically diverse participants of equestrian activities and the pull and push factors for diverse newcomers.

Research Questions

Organisational aims of research

BEF outlined the organisational aims of the research focussing on barriers to, demand for, and experiences of the equestrian industry:

- 1 To understand the barriers of participation in horse riding, vaulting or carriage driving through lived experience of people from ethnically diverse communities and those from low socio-economic background.
- 2 To understand the latent demand and motivations for starting horse riding, vaulting and carriage driving of people from ethnically diverse communities those from low socio-economic background.
- 3 To understand the lived experiences of riders, vaulters and carriage drivers and nonriders, vaulters and carriage drivers from ethnically diverse communities and those from low socio-economic background.
- 4 To understand the involvement of people from ethnically diverse communities and those from low socio-economic background in 'off the horse activities' to understand the wider perception they have about equestrianism and if they are aware of some of the wider opportunities equestrianism can provide.

Methodology

Research design

The field research consisted of four modes of data collection; a survey, one-to-one semi-structured interviews, focus groups and immersive experience forums.

A mixed-method approach, combining qualitative and quantitative data, was used to quantify latent demand, current engagement behaviour and views of the equestrian industry with in-depth insight into lived experiences and pull and push factors for ethnically diverse and socioeconomically underserved populations across England and Wales.

Target population

BEF does not currently hold figures on the ethnicity of the 18 member bodies memberships, thus we were unable to measure the current ethnic diversity of the federation. As such, we relied upon secondary research to identify ethnic target groups as outlined previously in the introduction. Consequently, Black and Asian respondents were identified as a core target population.

Similarly, robust data for the economic backgrounds of current equestrians was not available. In the absence of this data, respondents' household income was measured. For the purpose of this study, we assume a household includes the income of two adults. Respondents with a household income of £29,999 or under

were assumed to be among the most socio-economically deprived households considering 45% of the population have a household income of £31,200⁶ or less.

Data collection

Data collection took place over a 10-week period starting in June 2022 and ending in September 2022. To ensure that the research was reflective of genuine equestrian experiences, utilised the correct terminology and reflected the practices of BEF member organisations, the study was designed through a series of visits to equestrian centres in London, in addition to consultation with ethnically diverse equestrians in rural areas, and reviewed by an internal British Equestrian team.

The survey, focus groups and experience day forums were devised and reviewed by the research team in consultation with the BEF and equestrians from diverse backgrounds. The survey was piloted among 27 people from the target demographics before going live to the wider public. Consisting of 43 questions, the survey had two lines of routing for current equestrians and non-equestrians. Current equestrians included respondents who shared that they engage with equine activity, and non-equestrians included people who did not currently engage but would or would not think about taking part. For current equestrians, respondents were directed to think about their lived experience

while non-equestrians were directed to consider the questions perceptively. Open text box questions were included in each section to allow respondents to elaborate on views and experiences.

Thirteen one-to-one interviews with respondents who were regularly engaged with equestrian activity were undertaken. Respondents came from various ethnic and socio-economic backgrounds and were split between both rural and urban locations. Three of the 13 respondents interviewed were White British but currently engaged in successful efforts to increase diversity at a local riding school level. The remaining 10 respondents came from Black, Asian and mixed heritage backgrounds.

A total of seven virtual focus groups were conducted: five with non-equestrian respondents and two with experienced equestrians, with a total of 48 participants from the target group. Eight immersive experience days with in-person forums engaging 149 participants were also conducted across four equestrian centres in London, Kent, Birmingham and Leicestershire. Of the 149 participants, 121 were engaging in equestrian activity for the first time via this research experience.

Participant recruitment

There were two main recruitment groups: ethnically diverse and/or socioeconomically underserved



participants who were engaged in equestrian activity and those who were not.

In view of what was already known about equestrian engagement, BEF outlined four potential audiences within the target population: current riders, potential riders, disinterested and uninformed communities.

These audience groups were used to support participant recruitment, marketing materials and outreach work



undertaken to engage participants. Both survey and forum participants were recruited through non-probability methods using snowballing and e-snowballing methods, involving past participants referring new participants to the research and sharing the opportunity to take part with potential respondents.

Additionally, a social media marketing campaign and digital and in person community outreach was employed to support the recruitment of uninformed respondents. Marketing materials used culturally representative images and text to speak directly to this new audience. Interviewees were recruited through a combination of British Equestrian recommendations and referrals from other participants. All interviewees were involved in equestrian activity and included competitors, trainers, equine business owners, riders, and workforce members.

Analysis

The survey data, consisting of 634 respondents, was analysed by ethnicity and household income. Only respondents who provided their data on at least one of these criteria were included in the analysis. Data was organised into emerging themes.

Focus group, interview, and forum data were analysed thematically and organised into nine themes. Some themes were specific to current or non-equestrians or an ethnic, religious or culturally identity and this has been acknowledged for the reader.

Throughout the analysis, respondents are referred to by their ethnic group. Although many racialised experiences are shared among Black, Asian, mixed heritage and other ethnically diverse communities, we have refrained from using the term BAME, in order to preserve the nuance of experience and importance of distinct cultural and ethnic identity. However, we recognise there is a strong representation of three groups that characterise the data: Black respondents, lower income households and women. Being the first work of its kind within British Equestrian, it is recognised there is a need to continue insight gathering with a wider and ever more diverse audience.

Research findings: quantitative analysis

Context

All survey respondents were asked to provide information about their:

- ethnicity
- religion
- age
- sex
- gender
- sexuality
- health
- region
- profession
- annual household income.

Some chose not to disclose this information. The following percentages are, therefore, representative of complete data only.

Of 634 survey respondents, 407 of those respondents completed the survey in full, including supplying demographic data and 227 respondents did not provide demographic data. In total, 400 respondents provided information on ethnicity and 334 respondents shared their household income range. Those who did not provide demographic data are included in findings for the whole survey population only.

In line with this project's aim to understand the views and experiences of those from ethnically diverse and low socio-economic backgrounds, the data were analysed and interpreted, where appropriate, in the context of survey respondents' reported ethnicity and annual household income.

The survey findings were organised to provide insight to the following areas of interest; the barriers to participation, the lived experience of current equestrians, latent demand and motivations for starting equestrian activity and the current involvement of ethnically diverse people in equestrian activity.

It is important to note that not all respondents answered all survey questions and that some respondents chose not to disclose their ethnicity or income. Every care was taken to represent ethnic groups as accurately as possible, however we note not all ethnic and cultural groups took part in the research at the same rate, thus we refrain from making generalised claims relating to any specific ethnic group. As this research is primarily concerned with the lived experiences of current and potential equestrians, we encourage readers to value the insight provided to us by the wide range of respondents and consider how this experience may inform efforts to diversify the equestrian industry.

Participant demographics and contextual insight

As information on ethnicity and income were pertinent to this project, these factors have been used to provide key insight alongside insights from all respondents.

Ethnicity and religion

The majority of survey respondents identified as Black (55%), followed next by those identifying as White (26%). The smallest group was made up of those from *Other* backgrounds, including those identifying as Middle Eastern and Hispanic (4%) (See A1 in appendix).

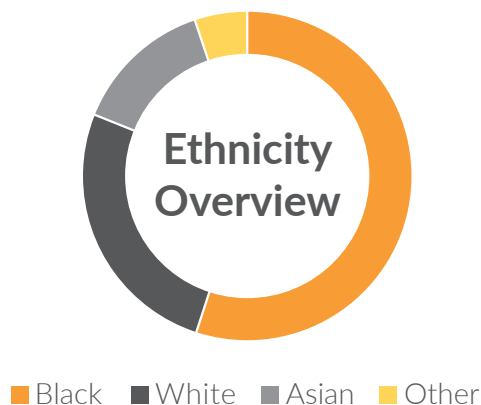


Figure 1. Ethnicity of survey respondents

The annual household income of most respondents (56%) was between £10,000–£49,999 (see Table A2). Fifteen percent of households had an annual income of under £20,000, well below the national average salary⁷. Twenty-three percent earned between £50,000 and £79,999 and 16% had a household income over £80,000. An income of over

£100,000 was only reported by 9% of respondents.

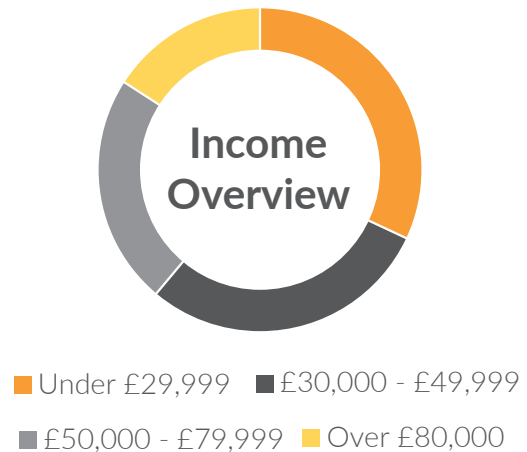


Figure 2. Household income of survey respondents

Just over a quarter of respondents reported their profession as being a qualified middle manager, while a fifth stated their profession as a junior manager or administrative worker (see Table A3). Eleven percent were full-time students and 5% were unemployed or between jobs.

Most respondents identified as being religious, with Christianity being the predominant religious identity (49%) followed by Islam (20%) (see Table A4). Almost half of respondents were between the ages of 25 and 44 years old (see Table A5). Around a fifth were between 18 and 24 years old, and only 2% reported being over 65 years old. The survey was mainly completed by those identifying as female, with over three quarters identifying as female for both sex and gender. Most respondents reported to be in good health. In response to the question, “Do you have

any health conditions, impairments or illnesses?”, 75% stated that they did not. Nearly two thirds of respondents reported living in the southeast, with 41% living in Greater London (see Table A6). Only 2% were from the northeast and 5% were from the West Midlands.

Involvement in sport and equestrian experience

In seeking to understand how people from Black and Asian backgrounds and socio-economic groups spent their

recreational time, survey respondents were asked about the activities in which they had taken part in the last six months. Eighty-nine percent of the surveyed population said they had engaged in sport/physical activity in the last six months. The most common sports are walking or hiking, running, horse riding, water sports, cycling, dancing, football and weightlifting. One hundred and twenty-four respondents said they had taken part in sports not listed, with the most common being yoga, rugby and going to the gym.

Top 10 sporting activities

Q: Have you participated in any of the following activities within the last six months? i.e. as a participant, coach, volunteer, organiser, club, etc.

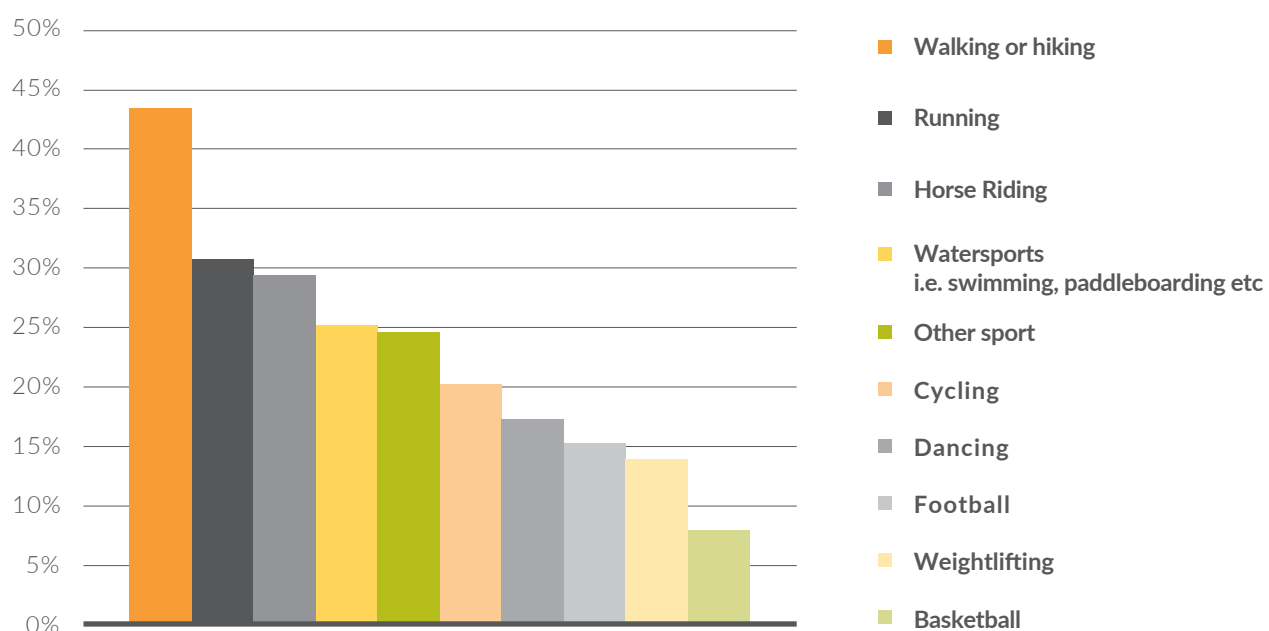


Figure 3. Ten most common sporting activities of all survey respondents

Relevant to this project is that only 7% of Black respondents and 14% of Asian respondents stated horse riding as one of these activities. In contrast,

activities including football, basketball and badminton were more common amongst respondents from the Black community (see Figures A7, A8 and A9).

Over a quarter of respondents with household incomes of £30,000–£49,999 stated horse riding as one of their sporting activities (29%). Similarly, 28% of respondents from the lowest earning households took part in horse riding. However, 39% of people from the highest income group (over £80,000) participated in horse riding, this was the highest rate of all income groups.

When respondents were asked about their motivations for engaging with sport, maintaining physical health (78%) and mental health (71%) were the top responses. This was followed by fun (56%), fitness (56%) and weight management (42%). Interestingly, respondents from White ethnic groups were more likely to say they engage with sports activities for their mental health than respondents from other ethnic groups.

There were differences observed in the regularity of engaging in sport and physical activity across ethnic groups, with daily sport being highest amongst White respondents (45%) and lowest amongst those from an Asian background (17%). Compared to respondents from White, Mixed Heritage and Asian backgrounds, Black respondents took part in sport the least often: 30% of Black and 34% Asian respondents were physically active less than once per month or not at all in the six months preceding the survey. The majority of respondents from Black, Asian, White and

mixed heritage ethnic groups took part in physical activity daily or weekly, however for 'other ethnic group' respondents, the majority did not take part in physical activity at all in the six months prior to the survey (see Figure A10).

Respondents from the highest income group were most likely to report exercise daily (39%), followed by respondents from the lowest income groups, under £29,999 and £30,000–£49,999 (26% and 21%). The middle-income group (income of £50,000–£79,999) had the lowest rates of daily exercise at 19% (see Figure A11).

Most of those whose involvement in sport was as a volunteer identified as White (24%) in comparison to those from Asian (11%) and Black backgrounds (5%). More Black than Asian respondents reported their involvement as a coach (10% vs. 4%) and as a spectator (22% vs. 17%). Being a participant was the most common way that respondents from all ethnic groups were involved in sport (see Figure A12). Likewise, respondents' involvement in sport by income indicates that, the way in which most people were involved in sport was as a participant regardless of how much they earned.

Quantitative survey findings

Overview

Findings from the survey highlight that equestrianism is perceived as lacking diversity and inclusivity. Across ethnicities, including from respondents of white heritage, it was felt that equestrianism lacked representation of people like themselves and along with affordability, awareness of equestrianism and equestrian centres, these factors formed the key barriers to access.

Respondents felt that representation across the equestrian industry, including seeing other diverse riders in person, on promotional materials or in teaching positions, was very important in making equestrian environments more welcoming to more communities. Additionally, raising the awareness of equestrianism and providing financially accessible opportunities to more communities, especially the lowest earning households, was a priority for respondents across ethnic and socio-economic groups.

“

“Sometimes we won’t go, just because we don’t see ourselves there”

Black, non-equestrian

“

“I only came [to the experience day] today because my friend shared it with me, I didn’t know this centre has been here for all my life”

Asian, non-equestrian

“

“It’s about having diversity throughout the industry, not just riders or workers, but different people in all positions”

Black, equestrian

The responses of current equestrians highlighted the importance of ensuring equestrian environments were welcoming and inclusive. This will help attract and retain new equestrian communities and sustain diversity within the equestrian industry in the long term, ensuring the many highly rated benefits of equestrianism are shared more widely.

Motivation, barriers and perceptions

This section provides more detailed insight to the factors impacting the uptake of equestrian activity including on and off the horse activities for respondents from ethnically diverse backgrounds and lower earning households.

Equestrian terminology

People were asked if they were familiar with the term 'equestrian' and its meaning (Table A). Only 17% of respondents were unfamiliar with the term before completing the survey. Almost all (97%) White participants answered "Yes" and familiarity was also high among other ethnic groups.

Table A. Familiarity with the term 'equestrian' by ethnicity

	ASIAN	BLACK	MIXED	WHITE
No	30%	20%	14%	3%
Yes	70%	80%	86%	97%

In terms of income, almost all (98%) of those earning over £80,000 answered "Yes" that they were familiar with the term 'equestrian'. Familiarity was also high among the other income groups, with 79% and 86% of those in the lower- and middle-income groups, respectively, answering "Yes".

Factors preventing engagement

People were asked about the factors that prevent them from participating in equestrian activities such as horse riding (Figure 4). The following five factors were the most significant, impacting participation for non-equestrians:

- awareness of local equestrian centre
- affordability of equestrian activity
- general awareness of equestrian activities
- having the time to participate
- and interest in equestrian activity.



"I couldn't afford the cost for one hour... I don't really know how to get myself or my daughter involved. I'm new to this so I'd need to know what she'd get out of it"

White, non-equestrian



"I couldn't afford to pay for lessons every week, but I'd be happy to volunteer if I could ride or use the time to help cover the cost of my child's lessons"

White, non-equestrian

Five most common factors preventing engagement with equestrianism

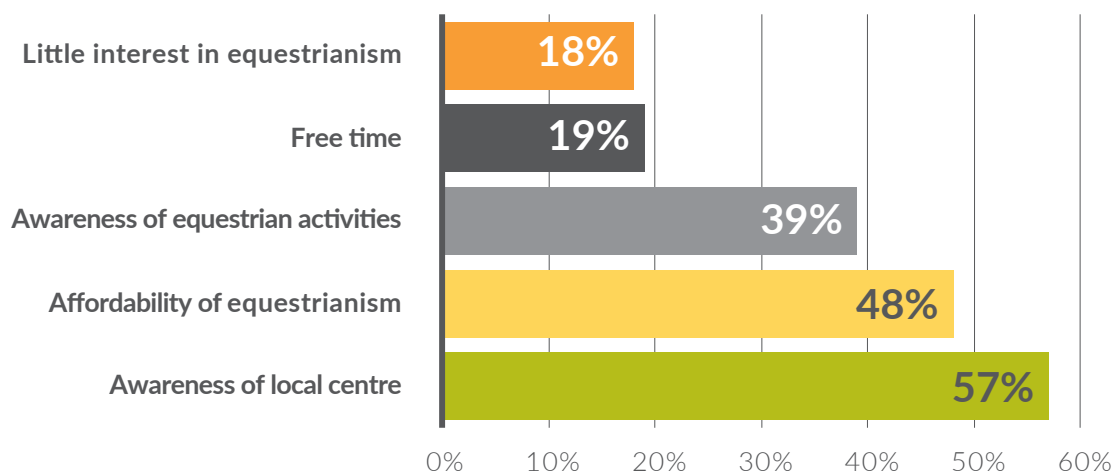


Figure 4. Five most common factors preventing engagement with equestrianism for all survey respondents

Black participants were more likely than other ethnic groups to feel there were more barriers to accessing equestrian activity. Specific factors that prevented this group from participating centred around lack of knowledge about where to take part in equestrian activities (62%), a lack of awareness of what equestrian activities were available to them (46%), affordability of equestrian activity (40%), free time (19%) and a lack of interest in the activity (17%).

For Asian, White and Mixed respondents, finances were the most common barrier to participation in equestrian activity (67%, 58% and 56% respectively). Twenty-seven percent of White respondents felt the environment was unwelcoming, followed by 23% who said their closest centre was too far away.

For Mixed and Asian respondents, a lack of awareness of the location of

equestrian centres was the second most common barrier to participation (56% and 60%) followed by being unaware of the activities available to them (37% and 24% respectively).

Similarly, amongst the lowest earning group, the biggest barriers were the affordability of equestrian activities, not knowing where to take part in equestrian activities and not knowing which activities were available. There were no meaningful differences observed across the highest earning income group.



***“It’s just too far to travel,
we don’t live far by car but it took
me two hours by public transport”***

Black, non-equestrian

Factors impacting equestrian participation for the lowest and highest earning households

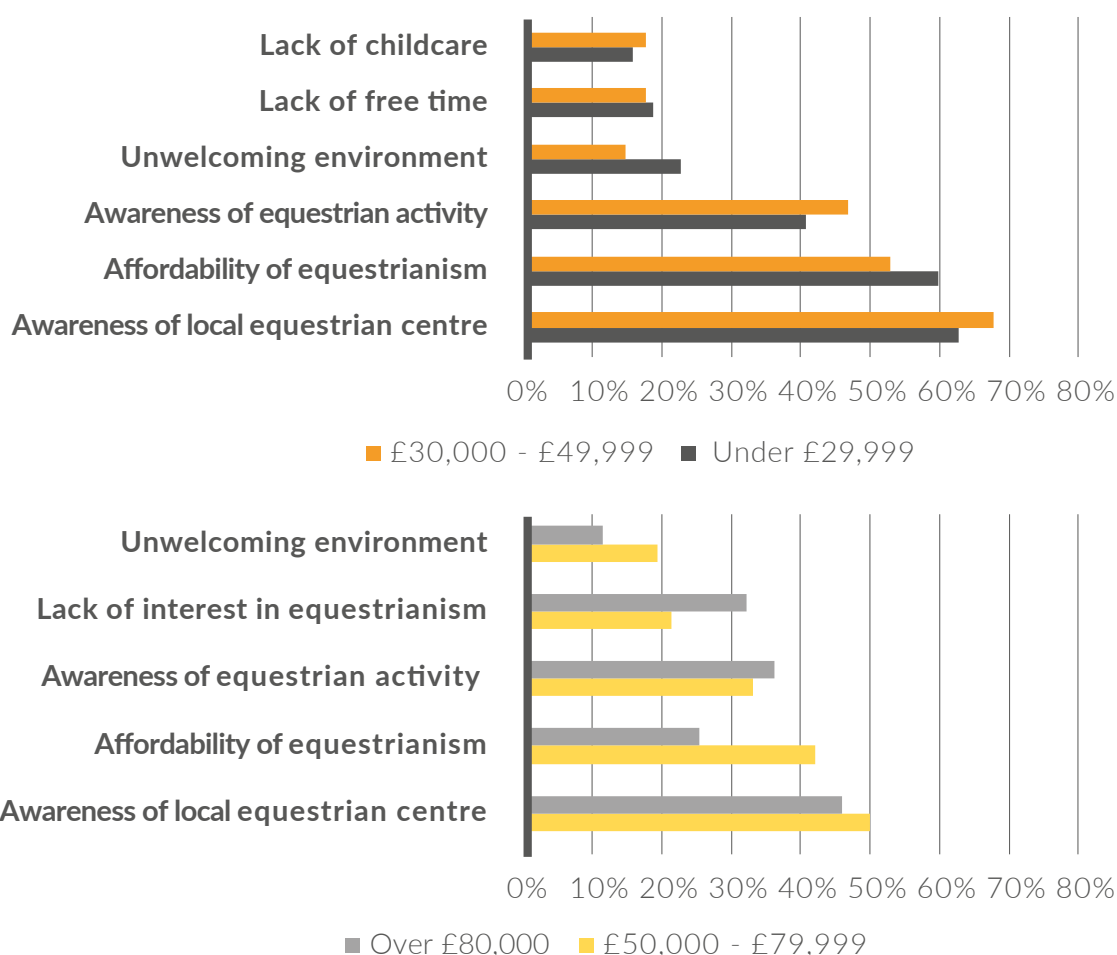


Figure 5. Most commonly reported barriers to equestrianism for the lowest & highest income households

Some similarities persisted for higher income respondents, with the biggest barriers remaining lack of awareness of local equestrian centres and equestrian activity and affordability of equestrianism. One third of respondents from households earning over £80,000 reported a lack of interest in equestrianism.

Factors encouraging engagement

People were also asked about the factors that would encourage them to participate in equestrian activities (Figure 6). Respondents from Asian, Black and Mixed backgrounds said more information on equestrian activity would encourage their participation. Respondents from Asian, Black, Mixed and White backgrounds said seeing more people like them, more affordable activities and exposure to equestrian activities through attending events or taster sessions would encourage participation in equestrian activity.

Factors that would encourage the participation of new equestrian by ethnicity

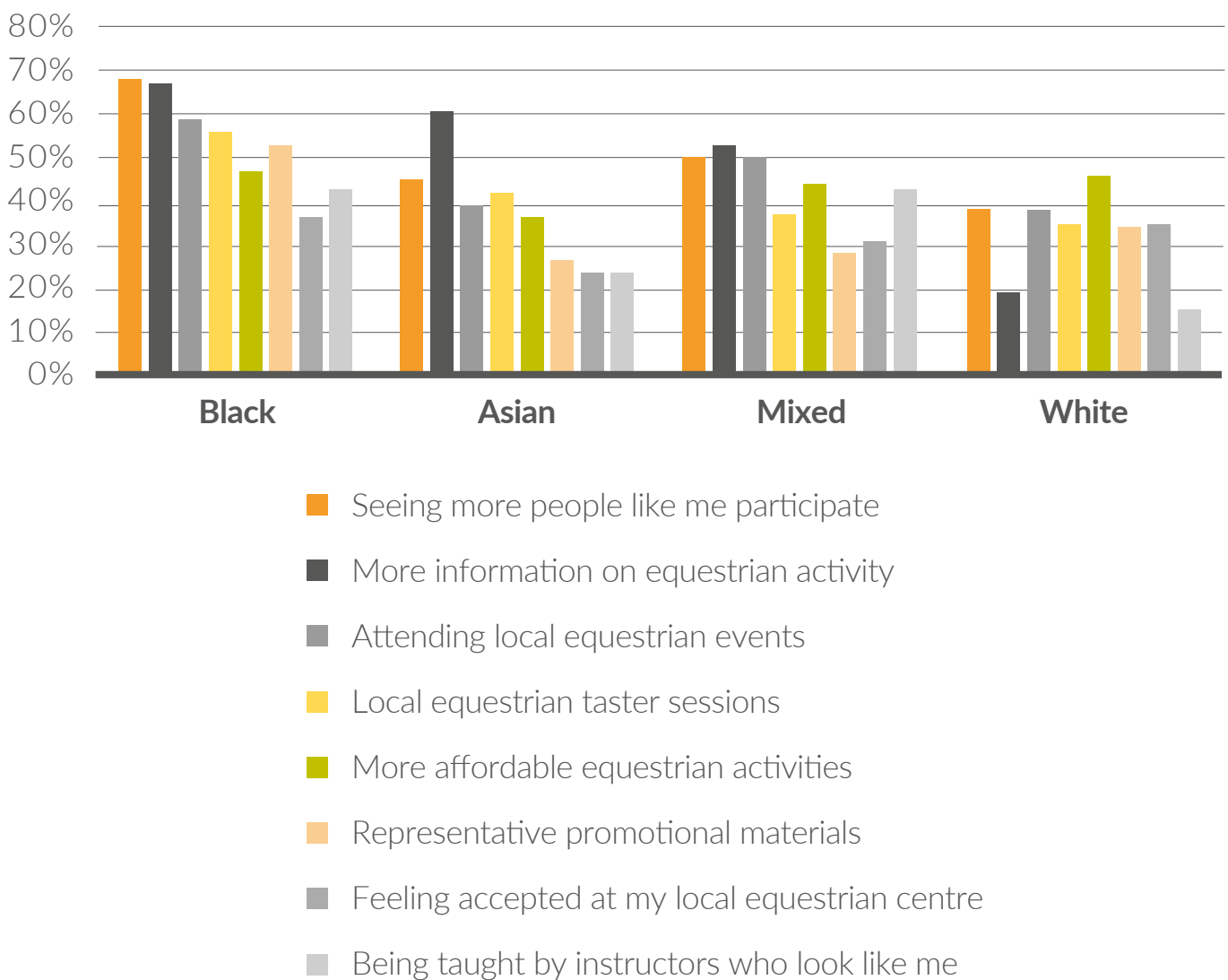


Figure 6. Factors encouraging participation in equestrianism of non-equestrians by ethnicity

Compared to the middle- and high-income group, people from the lowest earning groups indicated there are more factors that would encourage their participation in equestrian activities. Respondents in households with an income of under £29,999 and of £30,000 - £49,999 stated reported that more affordable activities (55% and 54%) seeing more people like themselves (58% and 65%) and being invited to or attending local equestrian events (53% and 62%) were the main factors that would encourage participation (see Figure A13).



“It doesn’t put me off that there aren’t other Black people here. This is where we need to be, in these environments. I’m happy to be the only Black person, that’s the start of it, that’s how you start change”

Black, non-equestrian

Respondents from middle and high income groups indicated similar factors would positively impact participation in equestrian activities, however more affordable activities were less significant. For respondents of the upper-middle income group, £50,000 - £79,999, being taught by people who looked like them was also important and for the high-income group social equestrian events were additionally important. Furthermore, the need

for more information on equestrian activity decreased as household income increased.

Views toward equestrian work

Respondents were asked about their experience of and views toward working within the equestrian industry to measure how open, knowledgeable and interested they were, towards on- and off-the-horse activities across ethnicity and socio-economic groups.

All survey respondents were asked about whether they had experience of working in the equestrian and competitive equestrian environment or if they held a membership with a BEF member body. Most respondents (84%) were not registered members of a BEF member body and had not worked or competed in equestrian environments. However, where equestrian experience was reported, the lack of diversity was apparent. Of the 103 people who reported that they had experience and provide data on their ethnicity, 71% identified as White, 4% as Black, 6% as Asian, 19% as coming from a Mixed background.

Of those who reported experience of working in the equestrian and competitive equestrian environment (paid or voluntary) and who provided information about their income, over half

were from the lowest earning groups. Respondents with a household income of under £29,999 represented the largest workforce group (40%) followed by 26% with a household income of £30,000 - £49,999, with only 16% and 17% coming from the upper-middle and higher income groups, respectively.

Accessing work opportunities

Respondents were also asked about the perceived feasibility of working in

an equestrian environment. Responses varied across ethnicity, with responses more favourable amongst White respondents. Fifty-nine percent of White respondents were aware of different ridden and non-ridden work opportunities. Black and Asian respondents were more likely to agree or strongly agree there are knowledge and access barriers to working in an equestrian environment or that they needed to understand more about equestrian activity to know if it was something they are interested in or not.

Table B. Percentage of those who strongly/agreed about the feasibility of working in an equestrian environment by ethnicity

	% strongly/agree			
	ASIAN	BLACK	MIXED	WHITE
I am aware of the different riding and non-riding work opportunities there are	5%	12%	29%	59%
Working in equestrian environments is a viable career option for someone like me	6%	10%	16%	33%
Working in an equestrian environment is a career opportunity I would pursue	9%	17%	27%	35%
There are knowledge or access barriers to me working in an equestrian environment	47%	36%	59%	37%
I need to know more about equestrianism to know if it is something I am interested in or not	61%	62%	39%	13%

Similar response patterns to this question were observed across the four income groups (Table C). In particular, knowledge and access barriers and needing to know about equestrianism were seen as important considerations in the feasibility of working in an equestrian environment regardless of income. Additionally, in comparing respondents earning under £29,999 with those earning £30,000–£49,999, there was a significant difference in the percentage of the awareness of non-riding work opportunities and the attitude toward

pursuing equestrian career opportunities, with a quarter of respondents from the lowest income households indicating they would pursue this type of opportunity.



“I would bring my boys but I need to know more about why I should choose to spend my money on them horse riding, instead of any other activity”

Mixed, non-equestrian

Table C. Percentage of those who strongly/agreed about the feasibility of working in an equestrian environment by Income

	% strongly/agree			
	Under £29,999	£30,000– £49,999	£50,000– £79,999	Over £80,000
I am aware of the different riding and non-riding work opportunities there are	13%	24%	19%	37%
Working in equestrian environments is a viable career option for someone like me	12%	12%	18%	21%
Working in an equestrian environment is a career opportunity I would pursue	25%	10%	20%	28%
There are knowledge or access barriers to me working in an equestrian environment	39%	47%	51%	45%
I need to know more about equestrianism to know if it is something I am interested in or not	47%	46%	56%	39%

Differences across ethnicities were apparent when people were asked about accessibility in the equestrian environment in terms of participation, competing and being a part of the workforce (see Table A15). Compared to other groups, Black respondents disagreed and strongly disagreed to a greater extent that participating, competing and working in equestrian activities is accessible to them and others like them. Many of these respondents felt they needed to know more about the industry and work opportunities available to them, in order to know if it something they may be interested in.

A similar response pattern was observed for those earning £30,000–£49,999, with most from this group disagreeing and strongly disagreeing that participating, competing and working in equestrian activities is accessible to them and people like them (see Table A16).

Cost and financial value

It is widely accepted that engaging with equestrian activities can be an expensive leisure or sports pastime. The survey sought to understand the willingness of respondents to pay for equestrian activities (i.e., a riding lesson) and events.

Across respondents who provided information about the amount that they were willing to pay for an equestrian activity, the average amount was £23.63. The average amount that people were willing to pay to attend an equestrian event was £26.59.

Table D provides further details by ethnic group and shows that respondents from Asian backgrounds were willing to pay the least for both equestrian events and activities, whilst Black respondents were willing to pay the most. Respondents from the lowest income group were willing to pay the least and those from the upper middle-income group were willing to pay the most.



“One of the biggest barriers right now is that I’m literally a single mum raising my daughter up. So, I’m kind of the breadwinner. I can’t afford the cost of a horse, livery, training fees”

Asian, equestrian

Table D. Average amount respondents are willing to pay for equestrian events and activities by ethnicity and income

	Equestrian activity (£)	Equestrian event (£)
ETHNICITY		
Black	£24.93	£29.28
Asian	£19.54	£15.83
Mixed	£22.34	£26.59
White	£24.73	£26.12
INCOME		
Under £29,999	£21.21	£25.08
£30,000 - £49,999	£23.25	£27.10
£50,000 - £79,999	£26.13	£31.02
Over £80,000	£24.46	£26.64

Lived experience of diverse equestrians

This section focuses on insight provided by equestrians from different ethnic and socio-economic backgrounds into their experience of equestrianism and their current engagement with the industry.

Current engagement in equestrian activity

Although participation in equestrianism from ethnically diverse survey respondents was low, there was notable interest from survey participants

indicating latent demand amongst these communities, which was echoed by forum and experience day participants.

Survey respondents who indicated they participated in equestrian activity were asked questions relating to their engagement with and experience of equestrian activities and environments. Response patterns differed by ethnicity when people were asked about whether they regularly (at least once per month) participate in equestrian activities (Figure 7). Seventy percent of White respondents reported regular participation whilst only 4% of Black

respondents stated regular participation. In addition, whilst 28% and 27% of respondents from Black and Mixed backgrounds, respectively, stated that they do not and would not consider partaking in equestrian activities, only 9% of White respondents felt this way. Despite this, an encouraging 33% of Asian and 36% of Black respondents said they may consider equestrianism, whilst 28% of people from an Asian background

and 27% of Black respondents reported that, although they do not currently participate in equestrian activities, they would definitely consider it.

These statistics, coupled with the broadly positive experience day feedback suggests there is a strong latent demand for equestrianism that could be realised within ethnically diverse communities with the right offer and communications.



“I got over a fear today, I got on a horse, I know it was only short but it isn’t something I would have done before. I would definitely come again”

Black, non-equestrian

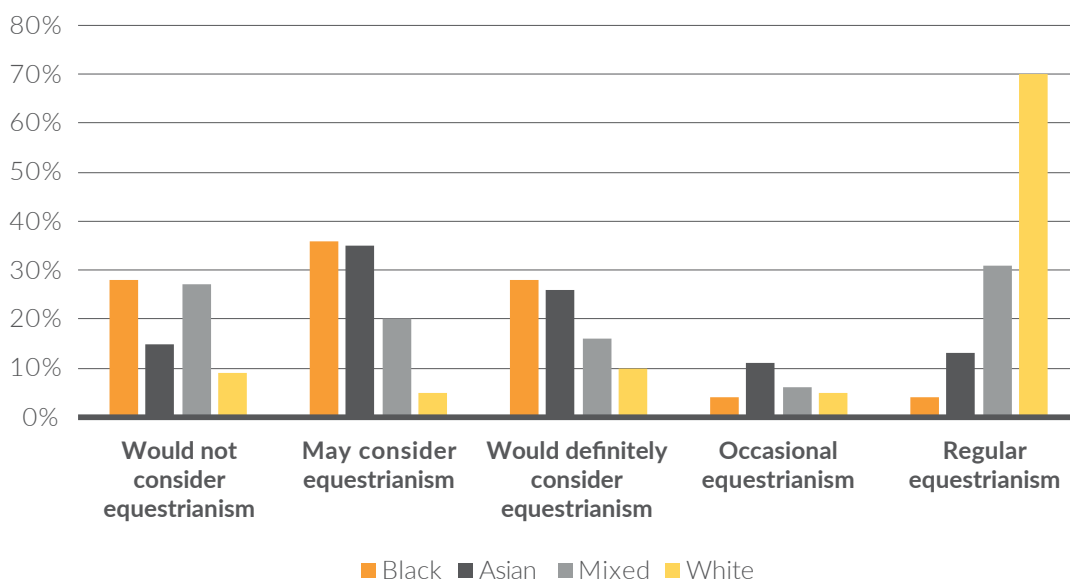


Figure 7. Participation in equestrian activities by ethnicity

Respondents with a household income of over £80,000 were more likely to be regular equestrians. Lower earning respondents were most likely to say they would definitely consider participating in equestrianism.

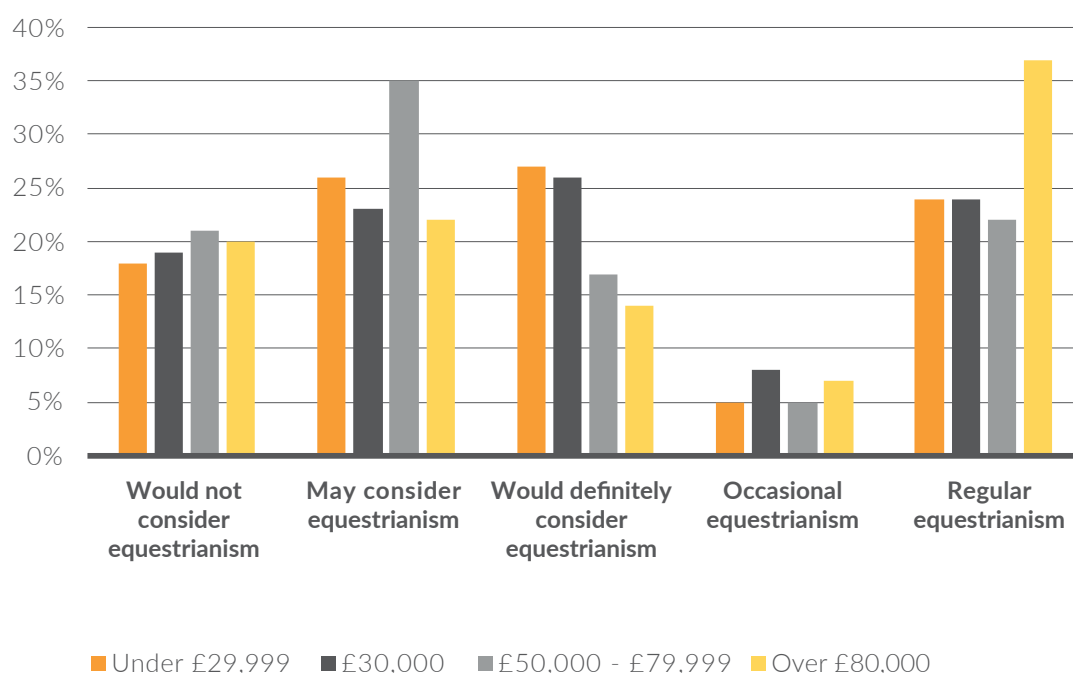


Figure 8. Participation in equestrian activities by income

Those who stated that they were involved in equestrian activities were asked to provide further detail about their role. Sixty-one percent of those involved in equestrian activities identified as being White, with over half of this group reporting their involvement as a rider. Of the 62 respondents who stated that they were a rider, 61% were White, 23% were from a Mixed background, 8% identified as Asian and 6% as Black. No Black, Asian, or respondents from a Mixed background reported looking after horses – this type of involvement was reported only by White respondents. Ethnic diversity in carriage driver roles or being part of the equestrian workforce was also minimal, with this type of involvement predominantly reported by those who

identified as White.

Respondents earning under £29,999 and £30,000–£49,999 were involved across the widest range of activities, with the majority of the equestrian workforce (67%) comprising respondents from these groups.

Experience of equestrian activity and environments

Ratings from current equestrians from all backgrounds indicate there is room for improvement. Better service and experiences would help improve retention of equestrians from diverse ethnic and socio-economic backgrounds and their likelihood of recommending equestrian activity to their network.

The survey asked those involved in equestrian activities to rate how welcoming they find the equestrian environment on a scale of 1 to 5 (where 1 = unwelcoming and 5 = welcoming). The average rating of all respondents was 3.4. Respondents with a household income under £29,999 and Mixed and White respondents rated the equestrian environment as slightly more welcoming than other respondents (see Table A17).

Overall, respondents who indicated they were occasional or regular equestrians were asked how likely they would be to recommend equestrian activity to a family or friend. The responses were used to form a net promoter score (NPS). Of the 143 respondents who answered the question 46% indicated they were likely

to recommend equestrian activity to family or friends, however 29% indicated they were unlikely to make such a recommendation.



“Being an equestrian has really helped me personally improve. However, it is a pretty exclusive sport that many I know would not be able to afford or have enough time to invest in.”

Mixed, equestrian, over £80,000

Interestingly, 25% indicated they were passive and may or may not recommend equestrian activity to a friend or family member. In total, the net promoter score for equestrian activity was +17.

What is a ‘net promoter score’?

The net promoter score (NPS) questions asks respondents to rate the likelihood of recommending equestrian activity to friends and family on a scale of 0-10.

Detractors provide a score of 0-6 and are not likely to recommend equestrian activity.

Passives provide a score of 7 or 8 and may not recommend equestrian activity.

Promoters provide a score of 9 or 10 and are likely to recommend or speak positively about equestrian activity.

To work out the overall NPS score, the percentage of detractors is subtracted from the percentage of promoters. A positive NPS score indicates you have more advocates than critics whereas a negative score indicates the opposite. Scores can range from -100 to +100.

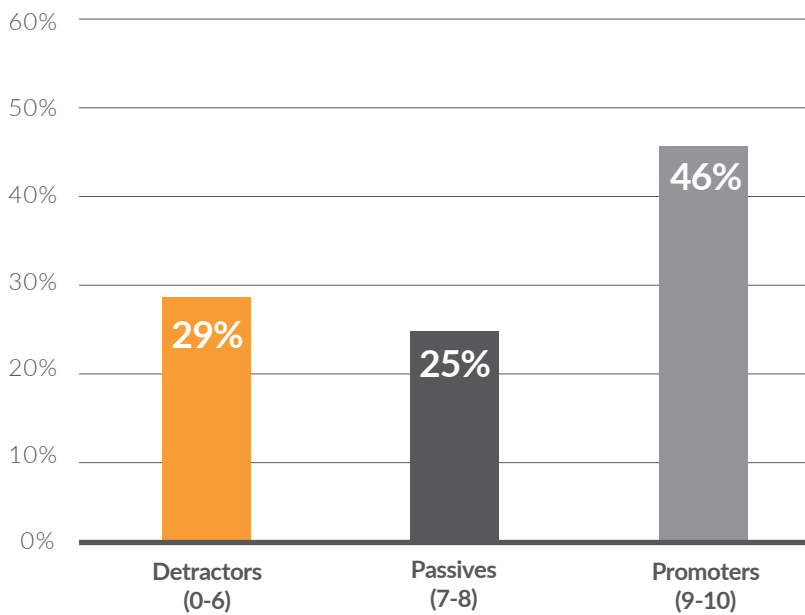


Figure 9. A graph illustrating percentage of promoters, passives and detractors (NPS)

Looking at the NPS scores from Black, Asian, Mixed and Other ethnic group respondents only, removing the scores provided by White respondents, there is a notable increase in the percentage of promoters (51% vs 46%) and decrease in passives, giving a slightly higher NPS score of +22 for these respondents.

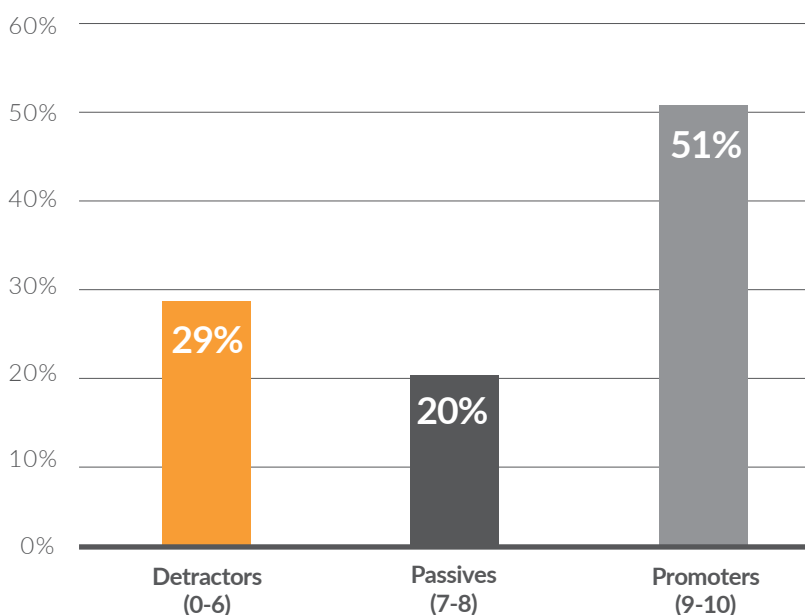


Figure 10. A graph illustrating percentage of promoters, passives and detractors (NPS) for Black, Asian, Mixed and Other ethnic group respondents only

Representation in equestrianism

People were asked about their perception of whether people like them were represented in the equestrian industry. There were stark differences across ethnic groups illustrating who agreed or disagreed with the statement, “*People like me are underrepresented in equestrian activities*” (Figure 11). Of the Black respondents, 94% answered “Yes”. Only one Black respondent (1%) answered “No” and 5% stated that they didn’t know.

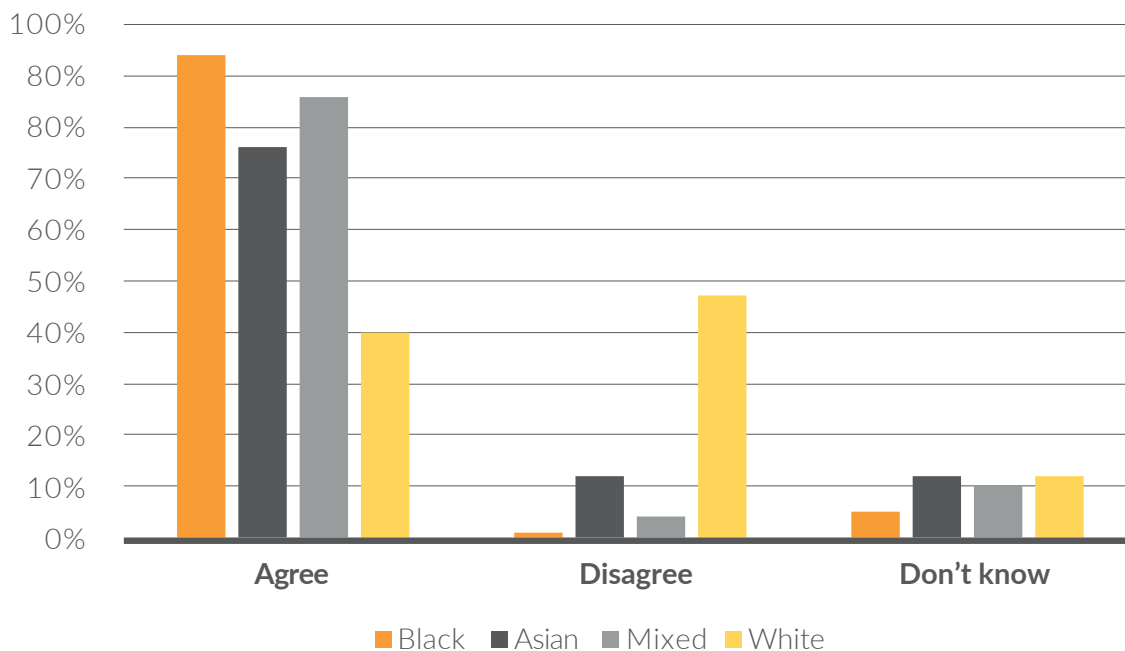


Figure 11. Agreed or disagreed with the statement, “*People like me are underrepresented in equestrian activities*” by ethnic group

People from Mixed and Asian backgrounds also agreed that people like them were underrepresented, with 86% and 76%, respectively, answering “Yes”. This was markedly different for White respondents: only 40% answered “Yes” and 48% answered “No”, highlighting that underrepresentation for White respondents was perceived to a lesser extent than other ethnic groups. Perceived representation was similar across the four income groups, with each group equally feeling that people like them were underrepresented in equestrian activities (Figure 12).

People like me are underrepresented in equestrianism

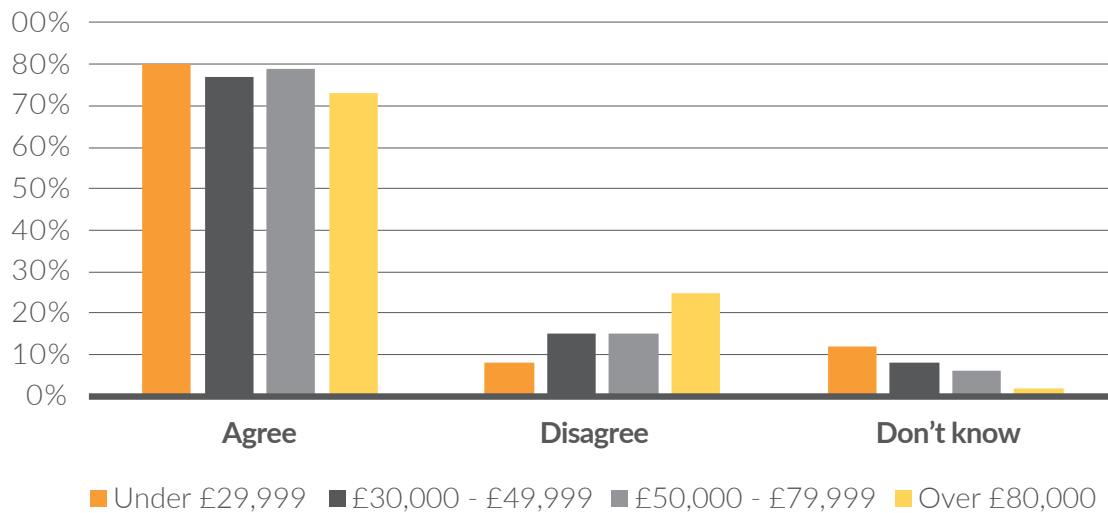


Figure 12. Agreed or disagreed with the statement, "People like me are underrepresented in equestrian activities" by income group

Benefits of equestrianism

Those who stated that they were involved in equestrian activities were asked to state the factors they agree that equestrian activity promotes (Figure 13). Around three quarters of respondents stated the equestrian activity provides an opportunity to connect with animals and promotes happiness and positive mental health. Only a quarter reported the environment as a factor promoted by equestrian activity. Three percent selected 'other' as a response, with one describing equestrian activity as promoting "bravery and resilience" and another reporting it to promote "discipline and responsibility".



"There are barriers to working class and disabled people being fully involved in equestrianism, but the benefits it brings are worth the struggles. Nothing compares with spending time with horses, it is good for the soul."

White, equestrian, over £80,000

“When the parents are getting involved in the children’s activities, they can see how much the children are enjoying, because maybe those parents wouldn’t have even thought about riding but they see the joy and that introduces more people to horses”

Black, equestrian, over £80,000

“I’m passionate about my sport (carriage driving) and it is accessible to anyone, whatever their physical ability, and whether or not they have any previous equine experience. I enjoy it so much, I want to share that with others”

White, equestrian, over £80,000

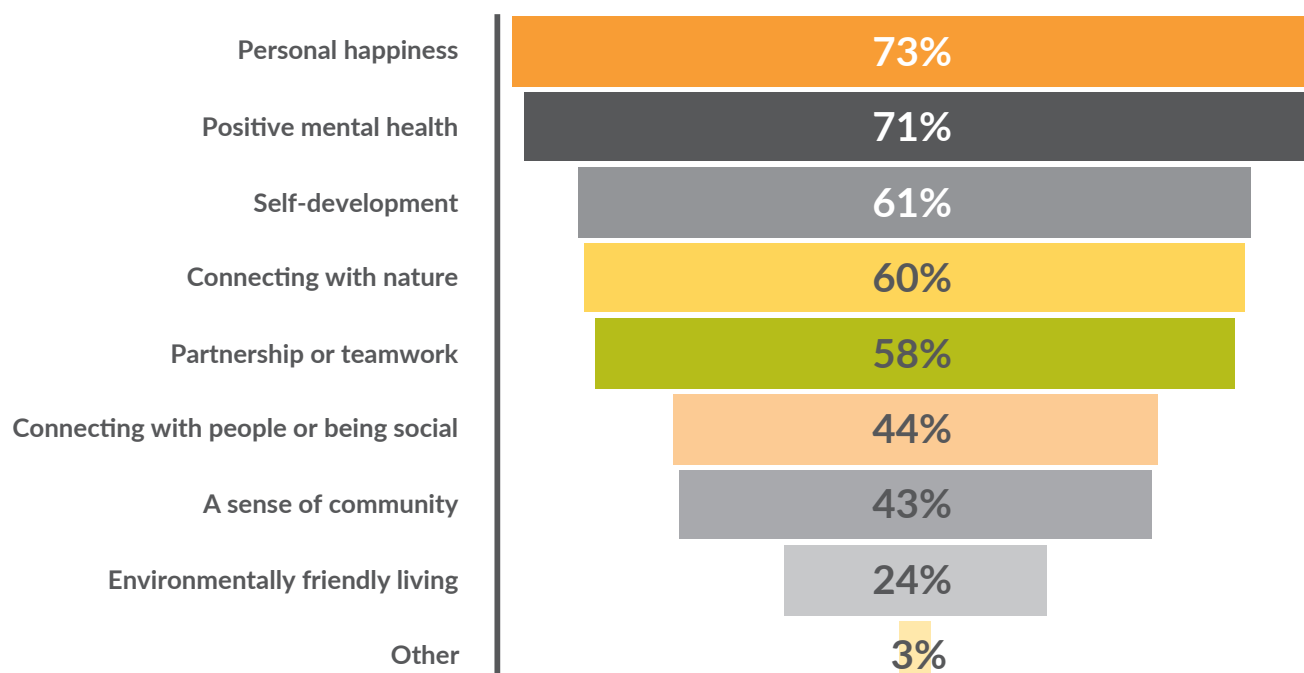


Figure 13. Factors promoted by equestrian activity

These findings reflect the sentiments repeated throughout interviews and forums as people discussed their connections with horses and the wider benefits of equestrianism to their lives, despite the problems they may have faced in accessing or participating in the equestrian industry.

Research findings: qualitative analysis

As previously outlined, there were three methods of qualitative data collection, interviews, forums and open-textbox questions within the survey. Participants who engaged in forum and experience days were asked a set of seven questions depending on whether they were already engaged in equestrian activities or not. Two additional questions were posed to participants attending experience days related directly to engagement with the centre. Forums were participant-led meaning participants directed the pace of the questions, thus, forums ranged from 60 to 120 minutes.

Of forum and interview respondents that provided demographic data, 61% were of Black African, Caribbean, Mixed or Other Black heritage, 31% were of South, Central, Other or Mixed Asian heritage, 7% were White British and 1% were of another ethnic heritage. Approximately 41% of respondents had a household income of under £29,999, 22% had an income of £30,000–£49,999 whilst 30% were in the income bracket £50,000–£79,999 and 7% had a household income of £80,000 or over.

Forums and interviews were recorded, transcribed, and analysed. Each transcript was coded with emerging themes based on comments made by

the respondents and the direction of the conversation. The themes were analysed collectively to observe the collective narratives being shared by respondents.

Survey respondents were given the opportunity to describe their views in more detail (via open-text comments boxes) on two occasions: first, in response to providing a score related to the likelihood of them recommending equestrian activities to a friend, asking why they gave that score, and second, to share more information on their experience or views of accessing equestrian activities or sports. Codes were applied to each comment and then categorised thematically.

In total, nine key themes emerged from respondents:

1	Affordability as a barrier to participation
2	Exclusivity in equestrianism
3	Lack of awareness about local activities
4	A missing diversity ethos
5	Bullying and racialised experiences
6	Alternative structures for inclusion
7	Latent demand
8	Lack of pathways and opportunities
9	Horses for health and happiness

Affordability as a barrier to participation

Across open-text box questions, respondents frequently commented on the expense of equestrian activity. People from Black, Asian and White backgrounds felt that horse riding is unaffordable. Equestrian activities were described as “*an expensive pastime*”, “a financial drain”, and an activity where progress in competitive areas is not possible unless you have “*buckets of money*”. Some views centred around horse ownership (Table E, Q1 and Q2). Others spoke of the fees for riding lessons, describing it as something that they could not afford (Table E, Q3). Even in cases where costs were not an issue personally, it was felt that, for other families, the prices are prohibitive (Table E, Q4).

Forum (virtual and experience day) participants also shared that the pricing of horse riding, from initial engagement with lessons, was unaffordable. This was emphasised by parents with two or more children who “*just couldn’t afford to pay that for only an hour a week*”. Some parents felt pricing was reasonable as “an occasional activity” but highlighted the surrounding costs including travel, clothes and boots increasingly added to the expense (Table E, F1).

Participants without children agreed the cost was prohibitive but many, especially those with prior equestrian experience,

felt the cost is worth “the price you paid for the experience”. Others felt that the cost would be something they may do as a treat and “*the most money I spend on myself*”, but it was not a financial commitment they could make regularly (Table E, F2).

Many interviewees who had regular equestrian experiences as riders, parents of riders, and current or previous competitors, felt equestrian activities were “very expensive”. Some respondents spoke about spending most of their income on the cost of maintaining horses, training, and competing (Table E, I1). Respondents who lived in urban areas shared they “really feel the impact of the cost of living in the city” and often paid higher costs to have their horses at liveries so they could feel “*comfortable and [emotionally] safe*” (Table E, I2). One respondent living in an urban area shared in a forum that her livery costs were in excess of £900 per month, to which the other participants, most of whom lived rurally, were shocked. A livery owner, based rurally, shared her standard weekly charge rate was £75, less than half of the other respondent’s costs.

Participants generally agreed equestrian activity was more expensive than other sport and leisure activities they would partake in, a common theme among all survey respondents, and forum and interview participants. However, there were some who felt that equestrian activity was perceived as expensive but



acknowledged that, beyond learning how to ride a horse, they were unaware of the skills a child would develop or opportunities riding could provide for their children and felt they would need to be more informed of these skills and opportunities before deciding on making a regular financial commitment to equestrian activities.

Many participants with children showed interest in the use and expansion of volunteer time for riding and lesson time for their children. These policies were most popular among parents with two or more children, who felt the cost for all of the children to engage in riding would be unaffordable (Table E, F3). An exchange of volunteer time made family wide engagement in equestrian activity a more affordable reality.

was only costly in comparison to other mainstream sports (Table E, I3). During an experience day forum, some parents shared that they would spend a similar amount (£25 per lesson) on other extra-curricular activities because they understood the benefits to their children. This finding was consistent with what survey respondents were willing to spend on equestrian activities. They also highlighted that other activities such as football, dance, and gymnastics were ingrained culturally. However, parents

Table E. Illustrative quotes from survey, interview and forum respondents on affordability of equestrianism

Affordability as a barrier to participation

Q1	Unless you have property and your own horses and deep pockets, financially it just is a path of heartbreak. (White, £30,000–£39,000).
Q2	They are enjoyable, but a barrier to my cousins (who are urban living Pakistanis). It's very expensive if you don't own land or horses... (Asian, £50,000–£79,999).
Q3	When I was younger, I was a keen rider and had my own horse. Now I am unable to afford to go to lessons...I cannot afford for my little boy to go to riding lessons even though I know he would love it. (White, £20,000–£29,999).
Q4	I would recommend it because I know of its benefits. However, I couldn't recommend it to many people because of the cost barriers. (Asian, over £80,000).
F1	It's not only the cost of the lessons, you need to buy equipment and uniform. (Black, non-equestrian).
F2	It's something I could afford to do here and there, I think some activities just cost more, it would be nice to do it occasionally. (Black, non-equestrian).
F3	It isn't really affordable for me, not with four kids to pay for. Volunteering schemes would definitely help the cost and give the kids more of an experience. (White mother of mixed Black children, non-equestrian).
I1	I was like, right, I need to get everything sorted otherwise. I'm going to lose everything that I've worked for, really. It was my mum; she was the main person who funded everything and I funded bits as I was doing lessons and stuff. But now it is just me. So, I work practically full time in a day job and also do lessons on the side for extra money. (Mixed Black, equestrian).
I2	It's just about safe space, I pay double what I could to have my horses somewhere I'm comfortable being. (Black, equestrian).
I3	People don't associate football with affordability. There is a subconscious massive gender bias in how people perceive equestrian. It's dressed up as posh, but Liverpool is a footballing city. Everyone has a season ticket – it costs the same to ride. (White, equestrian workforce).

Exclusivity in equestrianism

Equestrianism was perceived by a number of survey and forum respondents to be an exclusive world, only accessible to *“people who are middle class or above”*. Exclusivity was described both in the context of ethnic background and financial status, with many survey respondents who felt this way identifying as Mixed and Asian. Of those who identified as White, most were in the lowest earning income group.

One respondent from a Mixed background felt that equestrianism is not a sector in which they could feel like they belong (Table F, Q5), whilst another made the decision against volunteering because *“horsey people have been cliquey in the past”*. Along similar lines, a respondent from a White background, with a household income of under £10,000 described equestrianism as *“elitist”* and something for *“posh people”*. Even those in the high-income group described feeling that equestrian activities are only for particular sections of society (Table F, Q6). One respondent, who was positive about the personal benefits of equestrianism still felt that discriminatory behaviour is present in the sector (Table F, Q7).

Forum participants spoke of equestrian activity being associated with ‘rich English people’ differing from their experiences in their heritage countries,

where many felt the activity was more accessible and visible. However, respondents from West African backgrounds identified elite equestrian cultures existing in Ghana and Nigeria but shared that regular riding access to horses and ponies was still available affordably for local people.

Interviewees spoke about Black riding cultures, mentioning Black Compton Cowboys and a strong Caribbean culture of horse riding, racing and training (Table F, I4 and I5). One interviewee, a horse trainer and owner of an accessible riding school, expressed the contrast in his experience of equestrian activity between his home nations, the UK and Antigua. By the time he studied at an equestrian college, he had a training licence in Antigua. He describes the culture of Antigua as more accessible to everyday people (Table F, I6).

Forum respondents highlighted how not only was elitism experienced by interviewees, but it was also a long-standing perception of the industry. Participants often remarked that it was *“not for people like us”* and when they thought about equestrian activities, they *“imagine White people”* and *“don’t envision Black people on horses”*. When probed further, respondents identified a number of factors associated with this perception, including body shape and size, dress code, the amount of money and types of people with excessive disposable income available to them (Table F, F4 and F5).

Table F. Illustrative quotes from survey, interview and forum respondents on exclusivity in equestrianism

Exclusivity in equestrianism	
Q5	It's not just my heritage, it's also the class connotations that are inextricably linked with the sport. I don't believe I could ever feel like I belong. (Mixed, £50,000–£79,999).
Q6	My feelings about equestrian activities stem from my perceptions that these activities are expensive, inaccessible and have always been for certain demographic groups within the community. (Mixed, over £80,000).
Q7	I benefit so much from equestrian fun but I'm aware that snobbery and a range of prejudice is a strong issue in many livery yards. (White, £50,000–£79,999).
I4	There are so many examples of Black people riding, it's not new, you just have to appeal to people, it's about their culture too, not just this one White culture. (Black, equestrian).
I5	We have a number of bespoke programmes that are culturally appropriate. People have their own cultures of horse riding. We have been really creative in the programmes that we can offer our clients and they're just more comfortable for our people...The programmes are for everyone. We've just made a riding school that is the definition of inclusion. 99% of our clients are from non-White backgrounds, Black and Asian, we have specific programmes for Sikhs, Muslims, Hindus...we have prayer facilities. (Black, alternative equestrian structure).
I6	Before I went to Antigua, I had only interacted with horses once, it was just different there. Our family had a stable, but anyone could be involved with horses. (Black, alternative equestrian structure).
F4	All of the girls are kind of small and White. They're wearing really small and tight leggings that not everyone would be happy to wear, the hat is small too, I wouldn't really wear clothes like that. (Black Muslim, non-equestrian).
F5	I think you have to have a lot of money – those are the types of people you see on horses and winning and at events like Ascot, people with a lot of money. (Asian, non-equestrian).

Lack of awareness about local equestrian activities

Many survey respondents, the majority of whom identified as Black, reported that they did not know the location of their local equestrian centre and did not have sufficient knowledge about equestrian activities in their area. Generally, these respondents described being interested in horse riding and horse care but felt that they did not know how to access the appropriate information to facilitate this (Table G, Q8 and Q9). For many, this was attributed to poor promotion of these activities in their community (Table G, Q10 and Q11). Better advertising about where the local centres are, what activities are available, and what equipment is needed were seen as necessary for enabling access (Table G, Q12 and Q13). As well as this, access to open days and taster sessions was recommended as a way to raise awareness.

Similar themes emerged for forum participants who were often unaware of longstanding local riding schools. Participants attending experience days frequently shared that, despite living locally for a number of years, they had never come across the riding school before. One Essex-based Asian respondent shared; *"I used to live here, I grew up in this area and never knew this place existed, without this being advertised for this today, I still wouldn't know"*.

Many respondents agreed that equestrian activities were almost never marketed to them and they had not seen images of ethnically diverse people engaging in equestrian activities. One group of predominantly Muslim families included some participants who were aware of Khadijah Mellah's success in the racing industry, but most had not heard of her or any other successful ethnically diverse equestrians. There was a lack of awareness about horses, horse care and the wider equestrian industry among participants from both Black and Asian backgrounds. White respondents attending experience days shared similar sentiments, feeling they did not know what equestrian activities they or their children could participate in, even in instances where they were familiar with the whereabouts of their local riding school (Table G, F6 and F7).

Lastly, respondents noted the importance of activities being available locally, not only because of travel cost or convenience, but because of time constraints. Almost all respondents were working and/or parenting and had significant constraints on time allocated for leisure or sport, often looking for local activities to fill their limited free time (Table G, F8).

Table G. Illustrative quotes from survey, interview and forum respondents on awareness of local equestrian centres

Lack of awareness	
Q8	I'd be interested in horse riding lessons for my daughter but wouldn't know where to start. (Black, £30,000–£39,999).
Q9	I would consider it if I knew where my local one is. (Black, £20,000–£29,999).
Q10	I'd just like to hear more about it and to know it's accessible to me in south London. (Black, £50,000–£79,999).
Q11	I live in an area where there is green space and horse stables, but have no information and it's not promoted at all. (Black, £50,000–£79,999).
Q12	I have not really been directly contacted about equestrian activities and accessing them so while I know there is/was a stable nearby I never really knew how to access it or what I would need to actually try out horse riding. (Black, less than £10,000).
Q13	I believe if properly promoted and more access given, equestrian activities would be awesome activities to experience with friends, family and workmates. (Black, £50,000–£79,999).
F6	I live near a stable, I think it's probably expensive but I don't really know how my sons would start, what we should book them on, you know what type of activities are available to them. (White parent of mixed Asian children, non-equestrian).
F7	It isn't clear to me how you get involved, with football we know about Saturday clubs, after school clubs, academies during summer, it's all told to me, but no one has really shared how to get into horse riding. (Black, non-equestrian).
F8	This is my local equestrian centre and it has taken 90 minutes to travel. I just couldn't do that every week, three hours of travelling for a one hour activity. I would really need somewhere closer to me to get involved seriously. (Black, non-equestrian).

A missing diversity ethos

Amongst survey respondents, the lack of diversity in equestrianism was described in terms of ethnicity and ableness. There was a reluctance from some respondents to enquire about equestrian activities, attributed to the absence of visible ethnic diversity both in media and in real life (Table H, Q14 and Q15). One respondent from a Mixed heritage background who regularly participated in equestrian activities mentioned that not seeing Black riders at shows made her feel *“different to others”*. However, being taught by instructors from diverse backgrounds was suggested as a way that could encourage participation and foster a sense of safety (Table H, Q16).

Others mentioned the lack of equestrian centres that are able to support those with disabilities (Table H, Q17). However, one respondent, who described equestrianism as a barrier to those with disabilities felt that the benefits of being around horses *“are worth the struggles”*. Interestingly, views on the missing diversity ethos were not limited to those directly affected by this; one respondent provided some insight from the perspective of someone ‘in the system’, highlighting her ethnicity and gender which she perceived to be a privilege in the equestrian environment (Table H, Q18).

As noted previously, participants identified equestrian activity as being

both financially and ethnically exclusive. Among non-equestrian participant, there was a perceived lack of diversity in the industry embedded in participants’ ideas of who equestrian activity was for and what equestrians looked like (Table H, F4 and F9). Similar narratives were repeated across all forums. Participants with industry familiarity shared their experiences of being hyper-visible in equestrian spaces (Table H I8 and I9), often being stared at or having attention on them, in which there was mixed views on being welcome or unwelcome.

Some Black and Mixed and Asian participants felt that lacking diversity placed significant pressure on them to perform better than their White peers or resulted in them facing harsher criticism (Table H, I9). Others felt their visibility provided them with the opportunity to make a name for themselves (Table H, I10). However, there was a consensus that lacking diversity within the industry stunted opportunities to secure much needed brand partnerships because *“there just isn’t the market”* for riders like them.

A number of interviewees felt that equestrian activity continued to portray a White-centred narrative despite increasing levels of participation from equestrians of more diverse backgrounds. Some interviewees felt that British Equestrian and member organisations could learn from the *“increasing inclusivity of the racing*

industry” and “the impact of the money invested in young Black and Asian talent”. Furthermore, a number of interview participants struggled with the idea surrounding a lack of diversity in the industry as they often came from equestrian families or were introduced to the industry in their early-mid childhood. One respondent said, *“they keep acting like we aren’t here, like we are rare, we are here and we have been riding for a long time”.*

Many current equestrian participants shared various encounters they felt were marginalising for Black and Asian

riders. One interviewee shared how her teenage daughter of Asian heritage was continuously told to *“tuck in her bottom”* to achieve a look that the mother felt was *“unachievable”* for bodies outside of normative White female body expectations. White-centred narratives contributed to a continuous cycle of invisibility for non-White equestrians. Another interviewee, a Muslim woman training other Muslim riders, discussed how she had approached a riding wear brand about the possibility of them manufacturing a hijab of suitable material for wearing under a riding hat, but was informed it was not financially



pragmatic because the market didn't exist as *"Muslim women don't ride"*. Similarly, many riding participants frequently flagged the difficulty they experienced finding riding attire suitable for their body shapes or the degree of modesty they observed as clothes were *"too tight fitting"* because *"the dress codes are strict"* and demand so. Black female riders spoke frequently about the difficulty of finding a suitable hat with which to train due to wearing a variety of hairstyles, reporting they either had to buy multiple hats or change their hair practices. Additionally, a dressage rider recalled her braided hair being deemed inappropriate to compete as it was unable to be styled into the desired bun. This resulted in her having to remove her hairstyle to participate. She shared that she now modifies her hair styles by straightening or blow-drying to fit more closely with White-normative expectations (Table H, I11).

Another interviewee, the director of a diverse riding school from a White British background, noted the difficulty young Black men often faced with continuing riding into late adolescence. He stated that riding schools often lacked diversity, despite there being willing participants, because of the limited range and size of horses available to larger riders. The interviewee noted that an experience of being turned away due to body size could to be seriously negative for the potential rider (Table H, I12). Through the course of this research, this became a reality for some adults attending experience days. Many were eager to ride, but as the weight limit was set at 75kg participants weighing even 1kg over this limit were unable to ride. Although participants understood why they weren't able to participate and that the rule was applied to all riders for the importance of the horse's welfare, this immediately became a barrier to considering equestrian activities in future.

Table H. Illustrative quotes from survey, interview and forum respondents on diversity in equestrianism

A missing diversity ethos

- | | |
|------------|---|
| Q14 | I watch equestrian sports during the Olympic Games and there aren't many participants who look like me which somewhat deters me from this activity. (Black, over £80,000). |
| Q15 | I went riding once as a birthday treat and noticed I was the only non-White person there. I did not feel welcomed at all, but I would still very much like to try it again, perhaps at a different venue. (Mixed, £50,000–£79,999). |
| Q16 | It would be nice to have trainers that look like the children or students that aren't represented normally, so that there is a sense of safety and comfort. (Black, under £49,999). |

Q17	I used to do eventing but am now disabled. There are no centres for adults with disabilities nearby. I desperately miss my riding activities and being a spectator makes that yearning so much worse. (White, under £49,999).
Q18	...there is not enough diversity in the equestrian community. I am a white female, and the doors are open for me, that is not true of all communities and that should not be the case. (White, under £49,999).
F9	When I think about it, it's for White people. That's who I see riding horses. It doesn't mean I won't join in, but I just don't think of us when I think about it. Even today I couldn't ride because I'm over the weight limit, most of my friends are around my size, so it doesn't really represent people like me (Black, non-equestrian).
I8	Wherever we go they stare at us, we're really noticeable. Sometimes it's ok because I want them to see how good we are but if you're by yourself you can feel singled out. (Black, equestrian).
I7	Sometimes it's like I can feel it, as a kid you're watching your parents trying to find that type of money and then you get in and you pay, and you're looked down upon because at these camps and competitions everyone else has big lorries and their parents are millionaires. (Mixed Black, equestrian).
I9	They've always noticed her; she stands out because she isn't White. We notice the additional criticism we face because we're not White. We have to work harder, be better. My daughter has to do a lot more to fit in .(Asian, equestrian).
I10	I take the opportunity of standing out to introduce myself to people. A lot of the time they already want to speak to me and know who I am, and I think it's because they don't see so many people like me, black and with a disability. I get more visibility which is good when you're trying to get sponsored. (Black, equestrian).
I11	Now I just don't really wear braids and other hairstyles I can't compete with. I try to keep my hair as natural as possible but I blow dry or straighten it so it can meet competition standards. It is not ideal but I'll do what I have to do to compete. (Black, equestrian).
I12	There is also an issue with ridings schools about sizes of horses, you get horses that fit the majority of riders. We have a policy where we restrict the ages of kids is no one is ever told they're too fat to ride. The group of adolescent men who have the largest frames are black African and Caribbean men, how do we get them involved without the right horses. (White, alternative equestrian structure).

Bullying and negative racialised experiences

What is a negative racialised experience?

An experience becomes racialised when a person of colour is treated differently because of their ethnic or cultural background. These experiences can include subtle or covert behaviours such as microaggressions or be overt racism and racial discrimination and may be accidental or intentional. This behaviour often causes significant emotional harm or contributes to feelings of low self-esteem, negative self-image, marginalisation or social exclusion.

Themes of bullying and racialised experiences emerged strongly among participants currently involved in equestrian activity. Participants stated bullying was commonplace within riding schools and liveries, with many equestrian environments feeling emotionally unsafe for them. In interviews black participants recalled a number of instances where bullying within riding schools and liveries was racialised and interviewees spoke of moving liveries due to this, even when incurring significant additional cost to

do so. Others noted various racialised experiences and a search for "emotionally safe spaces" (Table I, F10, I13, I14 and I15).

Participants felt that race and class bias was also perpetuated in group lessons, training, and competitions. For example, the process of horse allocation was described as being "based on anything but a fair or meritocratic system" with selections made "*based on a manager's preference and favourites*". Participants shared their experience of confronting bias and overwhelmingly communicated feeling their concerns were pushed aside, played down or ignored. One interviewee discussed her frustration at not being able to afford the livery costs of owning a horse in the city, which she felt would allow her to rise above the impact of racial prejudice.

Another interviewee, a lifelong equestrian and dressage competitor, shared her experience of marginalisation within riding schools, training camps and other equestrian activities, due to her ethnic identity. As a woman from a Mixed background, it was often presumed that she was without the financial means to participate. She shared how she regularly experienced microaggressions from and witnessed the sheer surprise of peers and staff when they became aware that she owned not only one, but three horses. She identified that her mother's financial commitment to her pursuing riding did

not come easily, but it became apparent that, even large sums of money invested in the industry, through participation at some of the highest levels, they were looked down upon due to their working-class background (Table I, 17).

Other interviewees spoke of the heartbreak they felt at seeing their children impacted by experiences of othering, exclusion, name-calling or facing criticism that their White peers did not experience:

“My son and daughter were raised in an equine environment; we owned horses and a livery all their lives. My son goes off to work another yard with some friends one day and the owner offers everyone toast and marmalade, when she gets to my son, she offers the tea toast and marmalade he accepts but then she asks if he knows what marmalade is, he was the only person asked that question.”

(White equestrian, parent of Mixed Black children)

“My daughter at age 15 gave up riding because of bullying and racism. She spent 11 years of her life riding and competition, she lived and breathed horses. The last time she rode she competed for her local club winning them three competitions. They went off to celebrate as a club but left her in the car park with her horse. When I challenged this, I was told it was a mistake. My daughter asked me when she would be good enough for them and quit riding that day and hasn't returned since.”

(Black, equestrian and equine business owner)

“You had to get a minimum of 75 or something to pass and I got 89. So that was really good but they refused to give me my badge to say that. There was another girl, she got the exact same score as me and got her badge. There was a massive hoo-hah and I got upset because I thought, well, hold on a second I've done everything, I've got the score. What difference was there? So, my mum went and spoke to this lady, who implies that it was because of the way I look. She still doesn't give it to me but in the end, she gives it to my friend to give to me.”

(Mixed Black, equestrian competitor)

For one riding centre, the concern for the welfare of their young people in some equestrian environments was so substantial, they took to sending a hijab-wearing Muslim staff member out in advance to check that the spaces were emotionally safe, welcoming and inclusive enough for their young people to visit, which was measured against the facility's treatment of the staff member:

“I have been riding my whole life but only in recent years I started wearing my hijab. Since wearing it and returning to riding some of my experiences have been so uncomfortable and painful that I and my colleagues are seriously concerned about the welfare of our young people from diverse backgrounds. We make jokes about it but now they send me out to check if the environments will be safe and welcoming to us and our young people before we visit them as a group.”

(Other ethnicity, equestrian competitor)

Examples of seemingly innocuous experiences that contribute to emotionally unsafe environments included names of horses. During an experience day at a riding centre, some participants were told the names of the horses, with one name evoking strong associations with an old practice of enslaved Black men forced to fight for the amusement of slave masters.

Members of the group attending were outraged at this and felt the riding school was “ignorant” and “lacking awareness” of the potential meaning for this group and thus, ill-equipped to support and foster an inclusive environment (Table I, F11).

One finding from interviews and forums was the self-identified difficulty that some White participants shared they had in noticing racism, racial bias and microaggressions. A White equestrian and parent of Mixed heritage equestrians spoke of the shock, horror and guilt she felt at finding out her daughter had experienced racial bullying in equestrian environments over several years, describing how she “just didn’t see it”. She also shared the looks of confusion from other White people when meeting her Black husband as an owner of horses and land. Explaining further, she identified that, although she was very much aware of racism, she had struggled to identify the subtlety of racialised bias and microaggressions.

Similarly, a Muslim interviewee explained a scenario on an assessment day in which her White colleagues had not noticed any microaggressions until she had asked them to pay attention to the treatment she was receiving, after which they became aware of the difference in their experiences of the same centre and staff members: “after I pointed it out to her, she said she just noticed it all the time, the staff were definitely different with me”.

Table I. Illustrative quotes from survey, interview and forum respondents on bullying and racialised experiences

Bullying and racialised experiences

F10	I just don't go to some yards, I have left yards especially in the countryside and put my horse in a more expensive city yards miles from where I am because of the culture, because of what goes on and the way people are. There's a lot of microaggressions and bullying. If I'm training, I need to have a safe space (Black, equestrian)
I13	They're so stuck in their ways that when I speak, they won't even give me eye contact, it's like my scarf makes me invisible, they can't see me, but I'm here and when I ride, they say 'oh so where are you from, where did you learn to ride', they need to see that I'm a person and a headscarf doesn't change that (Other ethnicity, equestrian)
I14	We start talking to people about the great work being done at some of these culturally diverse stables and they start talking to us about horse welfare (Black, equestrian)
I15	Even though we could afford it, it was a discrimination and the racism and the microaggressions that stopped us, not the fact that we couldn't afford it. And to this day, there's a common misconception, like just because you're black, you can't afford things. (Black, equestrian)
F11	The horse is named Django, I asked them if they understood the connotation of the word, what that might mean to me, and they just looked at me blank (Black, non-equestrian)

Alternative structures for inclusion

For many, the only solution to combatting elitism, lack of diversity and racialised experiences is the creation of riding schools, training opportunities and equestrian centres directed at underrepresented groups. Through both interviews and the course of background research, this study uncovered a number of initiatives targeting Black

and Asian riders, bringing diversity to the equestrian industry and providing a space tailored to their social and cultural needs. These initiatives are more widely known as alternative structures.

In one forum there was a common sentiment among participants that they would only experience fairer access to opportunity and inclusion in the industry through programmes led by people from ethnically diverse backgrounds,

for people of ethnically diverse backgrounds (Table J, I16).

An interviewee currently working in city environments to bring horse riding directly to socio-economically under-represented populations, felt that inclusion begins with accessibility. This outlook was shared widely with other respondents who had set up initiatives and riding schools where such an opportunity had not previously existed. Another interviewee explained that he had initially attempted to increase diversity through a project that brought young people in the city to riding schools to learn but found that the riding schools he worked with did not share these values and would limit the progress that the young people could make. The interviewee expressed that he felt the only way to make a difference was to have an accessible and inclusive space shaped around the cultures of Black and Asian riders, a sentiment mirrored by other current equestrian respondents (Table J, I17).

We gathered feedback on experiences within alternative structures from staff and attendees. A common theme in their feedback was a sense of belonging that came from their shared difference. Alternative structures provided by staff and attendees focused on the diversity, accessibility, affordability, and safe space required for people to engage enthusiastically (Table J, I16 and F12). Five experience days were held

in traditional riding centres in London and Kent. In both centres, respondents provided feedback on how staff had spoken to them and their children; the majority of parents at the London centre felt that staff shouted and spoke to visitors in an *"unacceptable manner"*. One parent shared; *"I only stayed and put up with it because my friend invited me here"*, to which other parents agreed. Respondents shared they felt the centre was *"culturally incompetent"* and they *"wouldn't feel comfortable leaving their children alone for lessons"*.

A similar sentiment was expressed at the centre in Kent, in which parents felt their questions went unanswered or were dismissed. Some parents also took the researcher to the side to express their concerns around staff conduct. Despite these experiences, participants fed back positively about the riding experience itself and many enquired about more equestrian opportunities (Table J, F13 and F11).

Many such structures were operating as non-profits or with the support of additional external funding. Participants accessing formalised alternative structures or targeted initiatives spoke often about the need for funding, sponsorship and brand opportunities to continue the work and further develop talent. Young people who engaged in forums identified funding as one of key barriers to their development, the expansion of their riding school

and general accessibility to regular participation in riding activities. Young people and adult participants acknowledged the role of the community in the success of alternative structures, with one riding school owner saying, "they want to ride, they come along, they support...they volunteer to keep this place open".

Of the current equestrians interviewed, the majority came to riding through a family member or friend who engaged in equestrian activity. Participants

recognised that this opportunity was not easily accessible for others without a connection to the industry. In contrast, the young people from alternative structures who engaged in forums were often the first equestrians in their family. Many young people described how proud their families were of their development and one young person, aged 14 from a Pakistani background, shared that her mother was inspired by her development, which helped to motivate her to continue to building a career within the equine industry.

Table J. Illustrative quotes from survey, interview and forum respondents on alternative structures

Alternative structures	
I16	It's only when we do it for ourselves will people notice... We're here, I'm doing the work, just come down to our riding school and you'll see 10, 15 Black kids, Muslim kids getting involved... What changed it for us was when we set up by ourselves. That was part of the solution. Provide the support that equestrians from the Black community or Asian community need to set up something, and people will come, there's so much demand. (Black, equestrian and horse trainer).
F12	We come here because it's different to other yards, the way we learn is different, even the horses feel different because we train them how we would do it, not based on what anyone else says is right. (Mixed Black, equestrian).
I17	...we're done talking about our experiences, everyone knows racism exists, everyone knows we have additional barriers to get involved, they haven't changed, it's about representation, finance and opportunity. So now we've said it again, support what we're doing. (Mixed ethnicity, equestrian worker).
F13	There needs to be some education when new people come into the space, how do children know they're not supposed to run near horses, even knowing how to behave in a space is a barrier, be welcoming, teach people. (Mixed Black Muslim, non-equestrian).

Latent demand

As illustrated by the uptake in alternative structures, there is demand for equestrian activity that continues to go unmet for various reasons including lack of awareness, lack of diversity and affordability. Forum participants expressed an interest to engage with equestrian activity (which was often a reason for responding to the research) but were unaware of the equestrian facilities local to them, activities they could afford, and/or how to get involved further (Table K, F14, F16, F17).

In interviews with managers of alternative structures, the community uptake, interest, and enthusiasm were commonly driving the development of the riding centre. Stories such as that of Park Palace Ponies, an urban half-size riding school, working with children in the L8 postcode area of Liverpool, who were intended to be open as a six-month pilot but have now been open to the community for five years, continue to evidence demand for equestrian activity among an ethnically and economically diverse population. At the time of writing, Park Palace Ponies were currently developing a full-size riding school in the Liverpool area supported by crowdfunding, demonstrating the potential demand for riding among under-represented groups.

Furthermore, the Urban Equestrian Academy, evolved from an initiative

within the Leicester area, providing culturally relatable equestrian experiences, has expanded to two sites and have this year supported one of their equestrians to obtain a training scholarship. Forum participants described this centre as being “*Muslim friendly*” and providing more diversity in how horse riding and care is understood (Table K, F15).

There is an interest in more accessible and affordable equestrian centres in urban settings (Table K, I18). The young people from Urban Equestrian Academy who participated in this study were spending their free time during the summer learning and volunteering at the charity’s Leicester site and had been with the organisation since its start. Some respondents who participated in a hack with the centre shared the importance of the relationship with the organisation in meeting their interest in riding; “*we’ve waited two years to come here, we could have gone to another site just to ride I guess, but we really wanted to support this organisation and felt comfortable to try this out with them because we know they’ll look after us*”.

Table K. Illustrative quotes from survey, interview and forum respondents on latent demand in equestrianism

Latent demand

- | | |
|------------|--|
| F15 | I'm happy there is somewhere that is Muslim friendly. We would have tried horse riding somewhere if we hadn't seen this place advertised but it does give us reassurance that we will be comfortable. (Asian, non-equestrian). |
| I18 | If we could afford to, we would ride more. I want my daughter to take more lessons and she would like to train more but the cost is too much and there aren't more affordable riding schools nearby. (Asian, equestrian). |
| F16 | I'm really glad we came, I have really wanted to try horse riding but I didn't know where to go. I'm going to bring the boys with me next time too. (Black, non-equestrian). |
| F17 | They really enjoyed the pony rides. I would like to come again, maybe to another centre but I don't know where the closest one to me is. This is quite far, about an hour's journey, it wouldn't work to come here regularly. (Mixed Black, non-equestrian). |



Pathways and opportunities

In forum and interview discussions, participants were asked about their awareness and experience of accessing equestrian activities/opportunities. Non-equestrians repeated spoke of lacking awareness about opportunities to engage with equestrian activities, commonly feeling that opportunities were not marketed to them, contributing to the perception local riding schools and centres were “hidden away”.

Many non-equestrians attending the experience days frequently communicated they enjoyed being around the horses but felt they need more education and an introduction to horse care for them to feel comfortable and confident. Although they were able to identify what they may need to build their confidence and equestrian engagement, they also communicated that they were unaware of how to go about arranging introductory support.

Equestrian participants repeatedly shared that they felt there was no clear learning and progression pathway. This was a more significant concern among equestrians interested in competing or building a career within the industry (Table L, I19). Throughout the conversation, participants described that pathways and opportunities were not distributed fairly, and that until pathways within equestrian activity were defined, access would be

impacted by bias (Table L, I20 and I21). An interviewee shared her passion for ensuring that young people at the riding school completed their British Horse Society qualifications, as she felt they needed qualifications to be taken seriously and to have access to opportunities within the industry (Table L, I22). Others discussed how longstanding bias has impacted access for Black and Asian equestrians, noting *“it would take a generation, 15 years at least, to change the diversity of the industry in the long run”*.

Lastly, among current equestrians, there was concern for how racist and classist behaviour was being handled. Respondents felt the framework for dealing with these incidents was “unclear” and complainants *“didn’t know where to get support”*. There were concerns about the transparency of the complaint making processes and the outcomes of those complaints. Interviewees were also concerned that often complainants would leave the equestrian industry as riders, volunteers or staff because *“there is no consequence to racism, there isn’t a zero-tolerance policy”*.

Table L. Illustrative quotes from survey, interview and forum respondents on pathways and opportunities in equestrianism

Pathways and opportunities	
I19	There isn't a pathway from novice to elite equestrian for BAME people. It's not clear for them what they need to do. They need access to space and BAME people don't have those connections, the pathway isn't there. That's the pathways we are trying to create to support them over a generation. (Black, equestrian business owner).
I20	I know about the qualifications but I'm forging my own way to competing. Without someone in my family who has done this before I don't know what competitions I should be entering or what I should be focussing on. I'm just trying to work out what next and if I can afford to pay for the next opportunity. (Other ethnicity, equestrian).
I21	We don't know what is next or what my daughter has to do to get the right opportunities, she's winning at the moment, but we're held back because we're reliant on what they decide and not on who deserves the opportunity. (Asian, equestrian).
I22	They don't need to only know how to ride a horse, they need to know how to run a yard, care for a horse and be qualified. They need pathways through the industry... We are pushy with the qualifications. If it's age appropriate, I'll have the conversation. They need to be armed. To know that they have the knowledge. Once you go up levels, it gets really tricky. (Other ethnicity, equestrian worker).

Horses for health and happiness

The benefits of being around horses for mental health and wellbeing were described by many survey respondents. Though some views were shared by respondents from the Black community, the majority of experiences were reported by White respondents within the survey. This finding is unsurprising given that, in this survey, most of those who stated involvement in equestrian activities identified as White. Regardless of income, the consistent view amongst these respondents was that horses are “*fantastic*” for mental and physical health (Table M, Q19 and 20). People also described horses as providing “a sense of freedom” and allowing individuals to be “*part of a community*”. A pedagogical relationship was also described, with some viewing horses as conveyors of important life skills (Table M, Q21 and Q22).

Many of those who engaged in equestrian activity were clearly passionate about the enjoyment that they get from equestrian activities and being around horses in general. Over half of those who described it as an activity that provided fulfilment identified as White, and around 20% identified as coming from a Mixed background. For many, horses were seen as a significant contributor to personal happiness, providing a source of support through difficult times. People reported being

around horses as “the best feeling in the world”, that horses and ponies “*can transform lives*” and are “*levellers when life is hard*”. In more than one case, respondents highlighted personal challenges related to the equestrian environment, but felt that the benefits outweighed these difficulties (Table M, Q23). For instance, considering it to be “*expensive and demanding at times*”, but equally describing it as “*fun and rewarding*”. Many stated that they would recommend being around horses to others, with most valuing the relationship that can develop between an individual and a horse (Table M, Q24). The predominant view amongst these respondents was that horse riding is “*an amazing experience*” and that “*everyone should be near a horse at some stage*”.

Discussions in forums and on experience days mirrored these sentiments, with participants sharing that their experiences with horses made them “*feel calm and reduced anxiety*”. Current equestrians were very enthusiastic in their feedback. One interviewee said, “*when you get the horse bug, that feeling you need to be around horses, you don’t look back*”. Others spoke about the joy horses have brought them when people have been less kind (Table M, I23). A group of young equestrians in a forum shared the power, connection and confidence they had developed building up relationships with horses (Table M, F18).

The common feeling among participants

was that horse riding was good for their emotional wellbeing with one participant summing up "no matter how horrible the people are, I keep coming back for the

horses, it doesn't matter what people do, it doesn't matter what happens in the yard, nothing compares to the time with my horses...".

Table M. Illustrative quotes from survey, interview and forum respondents on the benefits of equestrianism

Horses for health and happiness	
Q19	...I love working with horses and I believe they are fantastic for our mental health. (White, over £80,000).
Q20	My lifelong passion...good for body and mind! (White, £30,000–£39,999).
Q21	Horses can teach us so much, equestrian sport is so much more than just riding. (White, £20,000–£29,999).
Q22	I believe there are so many benefits to learning to read an animal that cannot communicate with words, particularly a prey animal who can teach empathy, compassion and honesty. (White, £40,000–£49,999).
Q23	I'm a horse mad girl, I will always recommend it to anyone, regardless of the barriers. (Mixed, over £80,000).
Q24	Nothing quite like the companionship / partnership you get with your horse. You need to leave all negative energy at the stable door. Whether on the ground or in the saddle your confidence grows daily. You learn to read body language, trust, and get bucket loads in return. (White, over £80,000).
I23	I would describe it as love – it's about the horse, whatever you feel, they feel. You have those days you don't want to see any humans, you know you're just going to have a bad day and you feel like you want to cry and you walk on the yard and the horse knows you're in this mood and he's lovey dovey on you and you just feel so much better. (Other ethnicity, equestrian worker).
F18	I can come here whenever, sometimes I'll be at home all day and think why I didn't go in, even on my days off because I really love the horses and you get a relationship with a horse and they make everything feel better. (Black, equestrian and volunteer).

Summary

Race and class experiences are common

Throughout this research, we found that racialised and class associated experiences were common. Survey respondents, forum participants and interviewees shared concerns about the lack of diversity within the industry and the financial and cultural access barriers to equestrianism as both a leisure activity and a sport.

All Black, Asian and ethnically diverse equestrians interviewed identified having suffered negative racialised experiences and classism. When racialised experience were explored with participants, they shared the similarities to the racism they faced in wider society. But the lack of diversity within equestrianism increased interviewees feelings of marginalisation as an equestrian and intensified the racialised and classist experiences.

Despite the frequency of racialised and classist experiences, underrepresented groups remain open to engaging and, more often than not, demonstrate or build up a resilience to these experiences in order to continue engaging. However, the onus to create a welcoming, diverse and genuinely inclusive industry must be on the population majority and leaders of the equestrian industry. It is clear that if underrepresented groups continue to experience discrimination within and exclusion from the mainstream equestrian industry, alternative structures and wider

race and class divisions will occur.

Representation and visible diversity matter

From survey data and forum feedback, it is evident that participants from Black and Asian backgrounds often felt underrepresented within equestrianism. Lack of representation in media, marketing and on the ground at centres and events, continued to reinforce the idea of Black and Asian people as outsiders. Respondents indicated the need for images and other output challenging that narrative.

The research highlights how a lack of representation and visibility within the industry can often lead to negative hyper-visible experiences for Black and Asian equestrians. Being the only person of colour or of visible faith made participants stand out, causing them to feel vulnerable and uncomfortable in equestrian spaces. Non-equestrians were also conscious of the impact of being one of only a few and this continued to present a barrier to engagement, contributing to a cycle of underrepresentation.

The evidence highlights the importance of representation in groups identifying with equestrianism. However, the need for representation goes beyond imagery and marketing material. Members of underrepresented groups need to be visible throughout the equine industry, including within the

workforce, equestrian businesses and brands, leisure and sports riders, judges, administrative, operational and strategic staffing, and even among commentators and spectators.

Meeting demand requires widespread support

Research respondents were mostly centred in or around urban areas in England and Wales. These areas typically have fewer riding facilities. Additionally, as we encountered when collaborating with riding centres to facilitate experience days, many riding schools are working at capacity. Although factors affecting that capacity tended to vary, and some may be simpler than others to resolve, the issue remains that meeting latent demand for regular equestrian activity is not currently viable for many city or suburban based riding centres. Thus, satisfying demand in urban localities may require the establishment or expansion of riding facilities.

The research suggests that diversifying the current makeup of socio-economic backgrounds would require affordable equestrian activities. Accessible riding costs would be from £15 - £30 per session, having wider impacts for centres business models.

Additionally, a variety of equestrians including, but not limited to; riders, workforce members, business owners and yard managers, discussed the need

for financial support to support diversity work. It was felt that financial support allows riding centres the flexibility to engage a wider audience.

Alternative structures had often started as a direct response to exclusion, discrimination or marginalisation. As such, these may be a useful indication of the industry's health in future study. They were usually grassroot organisations with little or limited funding. Respondents involved in the running of alternative structures noted the importance of additional support including both in-kind and financial support as highly valuable to them as alternative structures continue to build upon the interest and demand for equestrian activity among under-represented groups.

Fairness, equality and equity as core values

As outlined above, feedback from current equestrian participants regularly included concerns relating to equal access to opportunity and resources. Respondents reported an absence of representation within the industry as well as little attempt to engage them through marketing and a lack of local riding facilities (mostly, in urban areas).

Alternative structures were felt to be environments that embraced equality, successfully impacting the equestrian experience for Black and Asian

respondents.

Equity was equally important. Participants felt historically lacking representation required additional considerations, resource and provisions such as funding, scholarships, training programs and sponsorships, to level the playing field.

In practice adjustments, for example, targeting resource toward underrepresented populations, pro-active engagement with target populations and positive action in training and recruitment of underrepresented populations need to be implemented widely in order to make effective change.

Equestrian activity is socially, culturally and emotionally valuable

Throughout the research, participants shared the value and positive impact of riding and engaging with horses. Many participants highlighted how experiences with horses had improved their quality of life and helped them through difficult time in life. The relationships respondents had with horses were felt to be highly valuable as has been continuously cited in other research and articles ^{8,9}.

Participants regularly described how the early relationships they formed with



horses were the reason for choosing to continue and invest in riding or an equestrian career.

The potential for this was also noted by participants who were considering engaging with horses for the first time. Although these participants typically knew less about equine activity, many were interested in the benefits of horse riding on their wellbeing and the association with outdoor engagement for them and or their children. With consideration given to the disparities in physical, mental health, wellbeing and quality of life seen by Black and Asian people within the UK^{10, 11}, if made more widely available, equestrian activities could provide a source of happiness and healing.

Conclusion

This report presents huge opportunity to diversify equestrianism. Through collaborative, targeted and adequately resourced opportunities within less affluent and ethnically diverse communities, the equestrian industry can benefit from wider engagement, more talent and investment. At present, the demand for equine activity in diverse communities often goes unmet and many equestrians from diverse backgrounds struggle to find their place within the industry. Unmet demand and poor experience contribute to the lack of ethnic and socio-economic diversity. British Equestrian and other industry bodies must act intentionally to change the industry landscape.

The lived experiences of ethnically diverse and under-served socio-economic equestrians can significantly vary, depending on location and access to resources. However, they regularly had interactions with White equestrians that were racialised and impacted by classism and bias. Despite these interactions, many ethnically diverse equestrians found solace among like-minded people in the industry and were able to find equestrian centres and environments they felt were welcoming, culturally appropriate and suited to their equine interests.

The research acknowledges a number of access barriers with the most significant relating to cultural or ethnic representation, financial means, and

industry awareness. There was very little difference in whether a person was interested in engaging in equestrianism as a sport or a leisure activity. However, for equestrians seeking employment skills, qualifications and opportunities were the most significant barriers.

This research also contributed to understanding what challenges member bodies may face. One clear challenge is meeting demand in urban areas, as evidenced by the challenges encountered when arranging experience days with riding centres. Member bodies and local equestrian centres may also struggle to manage diversity and implement education, training and practices suited to a more diverse environment.

Overall, to engage a wider population, British Equestrian and member bodies must address issues of ethnic inclusivity, affordable access, diverse representation, funding, and operational support for equestrian centres in ways that embody anti-racist and anti-classist values. The commonality and shared views of respondents regardless of race or financial means indicates a readiness for cultural change within the equestrian industry. Additionally, it shows improvements for groups who are viewed as the minority would be largely beneficial for the majority of equestrians and thus the industry.

Recommendations

Following research analysis, we have set out 11 recommendations, which were reviewed and revised by an ethnically diverse body of equality, diversity, and inclusion professionals. This report is aware of, but doesn't cover the practical challenges the equestrian industry is facing on a strategic level, including the rising cost of living, shortage of qualified staff and animals and the numerous difficulties faced by riding establishments across the country. However, we recognise the range of organisations within the Federation and acknowledge the work many of them are approaching independently to create more equal, diverse, and inclusive environments. We hope these evidence-based recommendations drawn from the lived experiences of under-represented populations will continue to support the development of BEF and individual member bodies in producing a clear and effective collective EDI strategy.

These recommendations are shown on the following pages.

1

Universal commitment to anti-racist and anti-classist equestrian environments

This report calls attention to the need for processes, policy and practice relating to the handling of racialised experiences and classism within British Equestrian and member bodies to be synchronised. Many new and potential equestrians are unfamiliar with the differences between member bodies and their respective accredited riding schools. They can be discouraged from engaging with the industry from a single negative experience.

Thus, there is a need for shared standards that commit member bodies, riding schools, registered trainers and all other equestrian professionals synchronising the approach to anti-racism and anti-classism. This approach will be key to both engaging and retaining new audiences.

Overall, British Equestrian has a real opportunity to demonstrate their stance on anti-racism through the continued development of the long-term equality, diversity and inclusion strategy and the Diversity and Inclusion Action Plan.



2

Open-door complaints and grievance practices

The Federation will likely experience growing pains as it continues to move toward a more inclusive environment. As more people from underrepresented groups engage with equestrian activity, British Equestrian and member bodies will need to continue to manage the natural conflict that can arise from difference.

A clear, accessible, fair and explicitly outlined complaints and grievance process accessible at all levels of equestrian activity, is necessary to support individuals raising concerns about their or other's experience.

Due to the traumatic nature and isolating experience of racist and classist incidents, we recommend additional help is offered from culturally competent supporter-advocates to individuals raising complaints about this type of behaviour and this approach is supported by the newly developed Sport Integrity independent disclosure and complaints service.

3

Clear merit-based progression

Progression pathways for both on and off the horse careers need to be clearly and explicitly outlined. As far as is possible, pathways should be synchronised across member bodies, opening up volunteers, workforce members and riders to more opportunities and riding centres and member bodies to a larger pool of passionate and skilled workers and volunteers.

All equestrians and potential equestrians should have easy access to information on the various pathways there are to volunteer and access riding opportunities, in addition to workforce and professional careers.

Organisations and staff should be familiar with their policy documentation outlining pathways in order to avoid decisions being made on favour or influenced by bias.

4

Build strong partnerships with alternative structures and diverse spaces

Alternative structures are currently carrying the weight of the industry's diversity and inclusion practice. The precarity of their financial positions can often mean they are at risk of closure or do not have the resource needed to invest significantly in the development of riders and a workforce. Investing in and working directly with alternative structures to support them in securing other vital support will enable the continuation and expansion upon the integral work they do to increase diversity within the industry.

Alternative structures also function as a hub for diverse talent, community engagement among underrepresented populations, and source of information on the experience of underrepresented populations within the industry. Lastly, alternative structures are demonstrators of effective models of diversity, run by experts through lived experience, who are an accessible resource for British Equestrian and member bodies.

Other spaces that are hubs for diversity include schools, youth clubs, community hubs, religious centres, and community and voluntary organisations. British Equestrian, member bodies, and equestrian centres should create and build upon new and existing relationships with these organisations in which they can increase awareness of equestrian activity, its benefits, and inspire new interest in the sport and leisure activity.

5

Invest in urban equestrian centres

A significant proportion of underrepresented ethnic and socio-economic groups who are interested in equestrian activity are based in urban areas and face various barriers to accessing rural provisions. There should be a focus on creating equestrian hubs within diverse communities.

Consequently, more urban based equestrian facilities are required to engage and retain an incoming diverse audience. Where urban based facilities already exist, they should be supported to increase their capacity and reduce barriers to access in order to engage a more diverse audience.

Rurally based equestrian centres with little ethnic diversity in their locality can offer additional experiences to urban equestrians through partnerships, hosting away days or rural taster sessions for urban based communities.

6

Keeping records of diversity indicators

British Equestrian, member bodies and equestrian centres and events should collect ethnic, socio-economic and other relevant demographic data from participants for regular review. Data should be used to compare, assess, plan, execute and review localised and national engagement strategies with underrepresented groups.

Data on ethnicity and socio-economic status should also be recorded and kept as part of complaints and grievance processes.

7

Creating regular industry check-ins which promote diversity

British Equestrian and member bodies should continue to engage equestrians and potential equestrians in conversation. This research highlights the willingness to engage and interest that underrepresented groups have in the equestrian industry. It is clear from the experiences described by many within this research that their presence is seen as an anomaly, thus providing inclusive spaces for equestrians of different ethnic backgrounds to participate together in industry conversation normalises the presence of difference.

The space for conversation and review with all stakeholders should be provided regularly. Such spaces should be widely advertised, made accessible for members of all communities to attend, and underrepresented groups should be actively recruited from to participate.

Equally, continued review will enable British Equestrian and member bodies to make informed decisions, engage directly with equestrian audience they represent.



8

Plan generationally

Equality, diversity, and inclusion planning should span over at least a generation. Many underrepresented groups are missing generations of equestrians, the trajectory of which can only be reversed by commitments to long-term planning and support for diversity and inclusion.

The historic discourse on exclusion within the equestrian industry provides evidence that short- and medium-term planning based upon policy popularity of the time does not help to increase diversity or improve inclusion in the long-term. Thus, diversity and inclusion strategies need to span across 10-15 years.

9

Lead from the front on diversity and make the changes you want to see

Theory and evidence on organisational culture highlights that the bottom of an organisation is reflective of the top. As leaders of the industry, British Equestrian and member organisations, management and senior leadership teams need to be reflective of the diversity they wish to see in the industry.

However, it is important to go beyond the visible box-ticking of positive action. Open-door and equal contribution policies that enable staff to share ideas and weigh in on decision making must be implemented for the organisation to be genuinely reflective of the diversity and inclusion it wishes to see throughout the industry.

10

Address financial, structural and social barriers to engagement

In the formalisation of a strategy to address equality, diversity, and inclusion, significant attention needs to be given to the barriers preventing initial engagement with equestrian activity. The profile of equestrian activity and its benefits need to be shared among underrepresented populations.

The costs associated with engagement such as lesson pricing need to be in line with other affordable extra-curriculars and young people need to be engaged with the industry from primary school age. In addition, the industry needs to work collaboratively within underrepresented communities, as can be seen with other sports such as football. Importantly, the cultural experiences and needs of underrepresented communities needs to be factored in.

The local demographic landscape of each riding centre should shape and inform how strategies are implemented. However, equestrian centres should receive a clear framework from which they can work to improve diversity and inclusion. The framework should be clear, simple, and adaptable to all equestrian environments and reflecting a synchronised approach to improving equality, diversity, and inclusion.

All frameworks should be timebound, unambiguous, regularly reviewed, and name responsible people or departments for the progress of goals and updates on outcomes. A synchronised framework enables British Equestrian and member bodies to review progress across the Federation and intra-organisationally.

11

Improve experience and generate new advocates

The success of many sports is driven by those who advocate for it and inspire others to participate. The equestrian industry includes many people who are passionate about the activity but whose access, participation and experiences are impacted by the many factors discussed in this report. Often, people reported their experiences as being negatively affected by other people.

Customer service and the care of people within the industry needs to be a core focus of equestrian centres and bodies in generating new advocates who inspire others to participate through the power of word of mouth. There are a significant number of passive equestrians who, because of their experiences, are unable to advocate to others in a way that is reflective of their passion. Thus, the quality of experiences of all people who engage with equestrian activity need to be a core focus for equestrian centres.

Limitations

The findings are relative to the time and context in which they are researched. However, they continue a decades-old discourse about the equestrian industry and, as such, we believe them to be a true and genuine reflection of the current landscape for Black and Asian respondents. We are limited in our ability to extend our analysis to members of other underrepresented ethnic groups due to low participant numbers from these groups.

Furthermore, we recognise the impact of the current cultural context: both 2021 and 2022 have been years of significant social and financial turbulence

for individuals and riding centres. While recent experiences may be impacted by a strain on resources, many experiences shared throughout the course of the research predate COVID-19 and recent national financial turbulence.

Lastly, the research population was concentrated in London, the southeast and urban areas. Although this reflects of the geographical spread of Black and Asian populations, we are less able to generalise the experiences of equestrians and potential equestrians in other regions. However, experiences of participants in the Midlands, north of England, Scotland and Wales mirrored the experiences of respondents in London and the southeast.

Acknowledgements

Firstly, we thank the participants of this research, without their willingness to engage, try something new and talk about their experiences openly and honestly. Without their participation we would not have been able to compile this report and support evidence-based change within the equestrian industry.

Additionally, we would like to thank the following participants who not only shared their own lived experiences with us, but supported us in speaking to a wider network of Black, Asian and other ethnically diverse people in the equestrian industry:

Sandra Murphy, Freedom Kampala, Neesha Khan, Prunella Khalawan, Jasmine Harding-Heitzmann, Keith Hackett, Tegan Vincent-Cooke, Andy McCormick and the many other equestrians who participated anonymously and donated their time and shared their experiences and thoughts with us.

We are grateful to the riding centres that welcomed us and supported the process of data collection: Urban Equestrian Academy, Summerfield Stables, Docklands Equestrian Centre and Squirrells Riding School.

Thank you to the community leaders and organisations, businesses and local authorities who helped us to engage

with a wide-ranging research population: Sisters in Business, Mums and Tea, Image Me Stories, Black Equestrian, Michael Jones, 5ringfitness, London Marathon Events, Paula London, Basildon Council, Newham Council and Hickstead Horse Show.

We thank the British Equestrian team who commissioned and supported the development of the research into a report reflective of participants real lived experiences and the Federation member bodies who have actively engaged with the research process and findings to date.

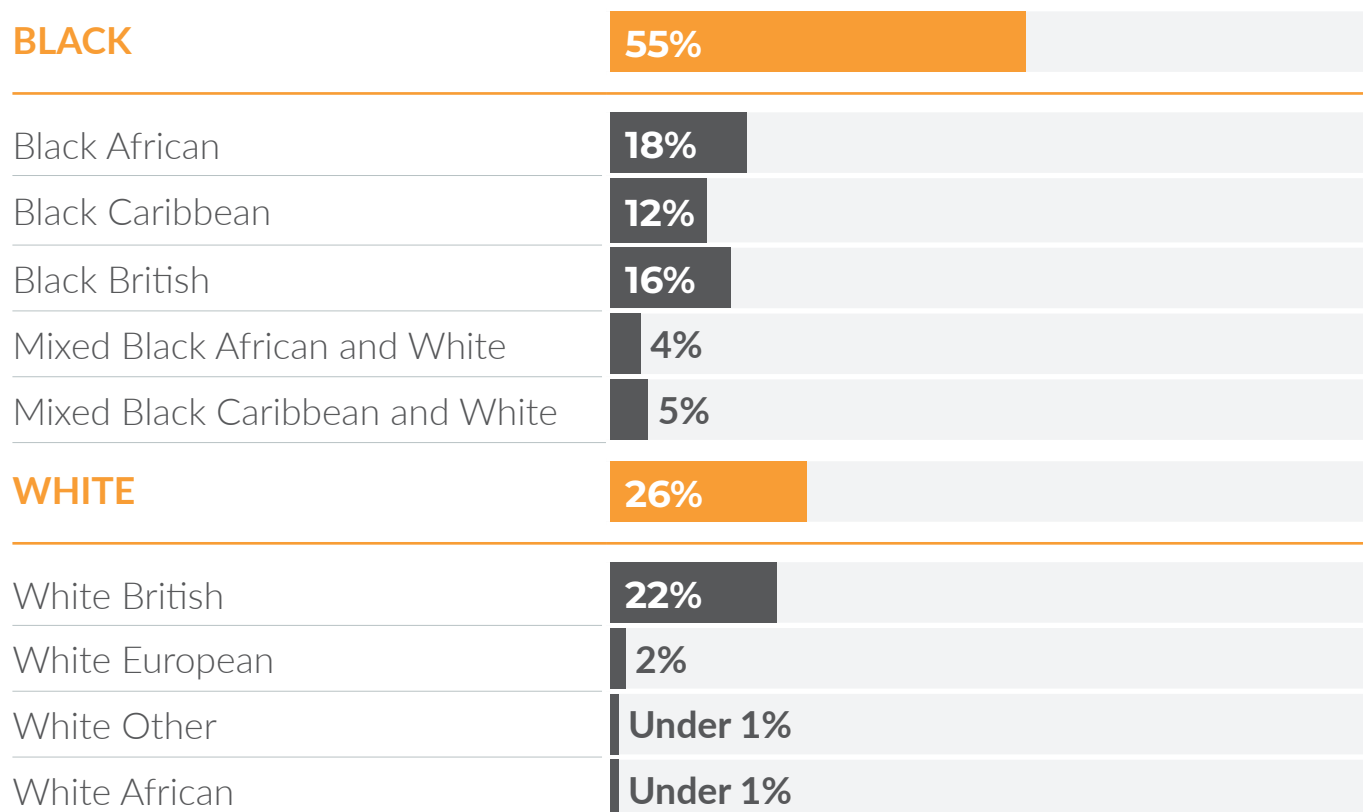
Lastly, we acknowledge and thank the AKD Solutions research team, whose dedication to the project brought it to life: Vanessa Thompson, Project Manager and Faith Anyanwu, Marketing and Communications Manager. Reyss Wheeler, Lead Researcher and author of the report, alongside Dr Michelle Peter, data analyst and co-author and field researchers: Samina Tarafder, Dr Jenny Gordon, Nandi Kegode and Mercy Brown.

- ¹ David, H. (2021). #TellYourStory (Rep.). London: AKD Solutions.
- ² Sport England. (2018). (rep.). Active Lives Children and Young People 2017/18.
- ³ Racial bias and ethnic diversity in the horse industry. (2021, April 29).
- ⁴ Black representation in sport: The need for change. (2022, June 23).
- ⁵ Strategy for the Horse Industry in England and Wales (Rep.). (2005).
- ⁶ Department for Work and Pensions. (2022, September 5). Household income. GOV.UK Ethnicity facts and figures.
- ⁷ See endnote 5
- ⁸ Danby, P., & Grajfoner, D. (2022). Human–equine tourism and nature based solutions: Exploring psychological well-being through transformational experiences. *Journal of Hospitality & Tourism Research*, 46(3), 607-629. doi:10.1177/1096348020978555
- ⁹ See endnote 5
- ¹⁰ Bignall, T., Jeraj, S., Helsby, E., & Butt, J. (n.d.). Racial disparities in mental health: Literature and evidence review (Rep.).
- ¹¹ Holmes, V. (2021, September 17). The health of people from ethnic minority groups in England.

Appendix A

Table A1. Ethnicity of survey respondents

Ethnicity



ASIAN

14%

British Asian	6%
Central Asian	Under 1%
East Asian	1%
South Asian	2%
South East Asian	2%
Mixed Asian and Black	1%
Mixed Asian and White	1%

OTHER

5%

Arab	Under 1%
Eastern European	Under 1%
Gypsy/Traveller	Under 1%
Middle Eastern	Under 1%
Latin America	Under 1%
Latino	Under 1%
Mixed Other	2%

Table A2. Annual household income of survey respondents

Income

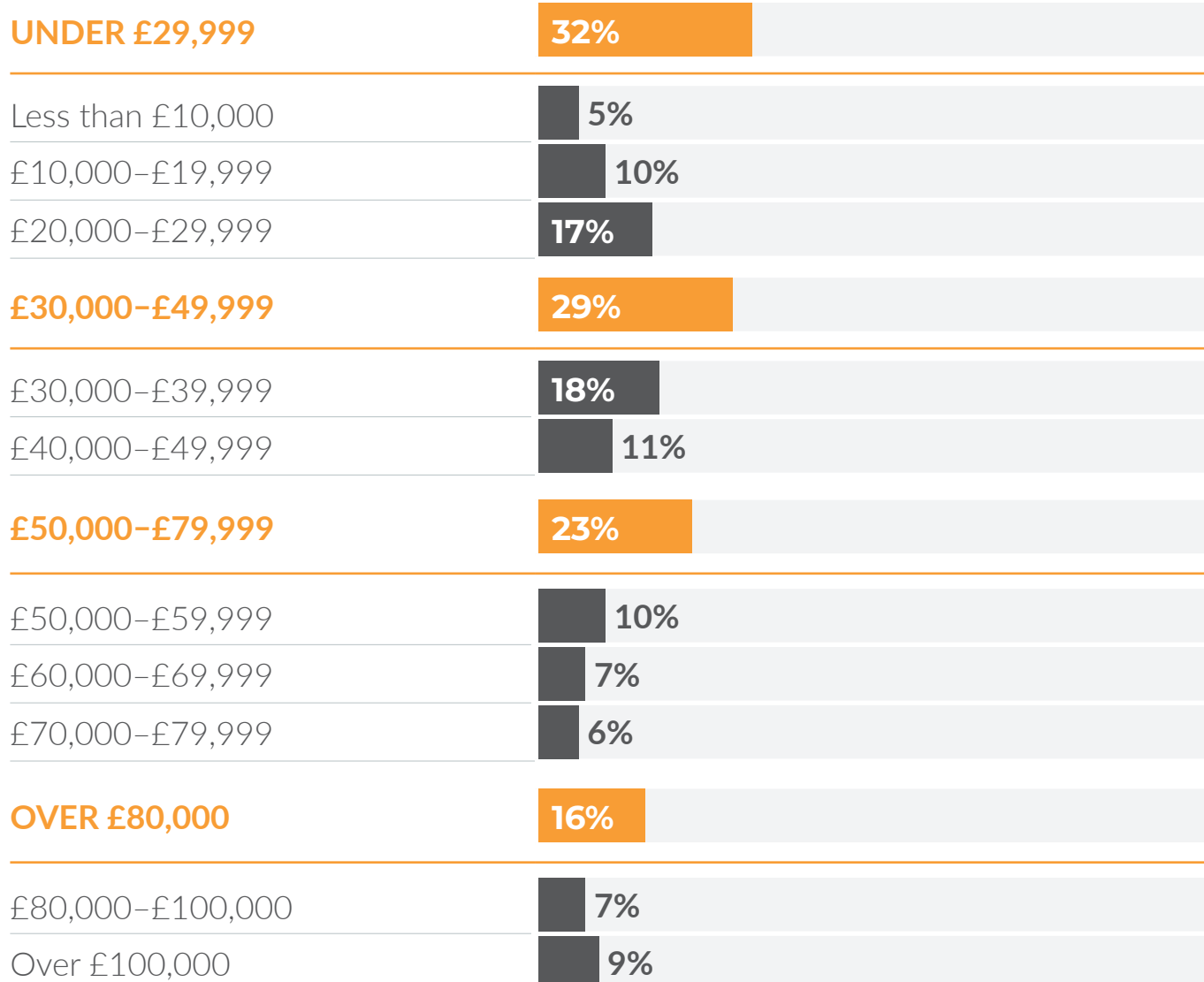


Table A3. Profession of survey respondents

PROFESSION

Junior manager or administrative worker	20%
Professionally qualified middle manager in a large organisation/ top middle manager/ owner of a small business / self-employed person/ principal officer in local government or the civil service	27%
Senior manager in business or commerce/ top-level civil servant	4%
Casual/ temporary worker	3%
Full time homemaker	4%
Full time student	11%
Living on state benefits	2%
Living on state pension	1%
Semi-skilled or unskilled worker or a trainee	3%
Skilled manual worker	6%
Unemployed or between jobs	5%
Prefer not to say	14%

Table A4. Religion of survey respondents

RELIGION

Christian	49%
Muslim	20%
Hindu	1%
Buddhist	1%
Agnostic	2%
No religion	22%
Other	5%

Table A5. Age, sex, gender, sexuality and health of survey respondents

AGE

18–24	19%
25–34	26%
35–44	27%
45–54	16%
55–64	10%
65 or over	2%

SEX

Female	77%
Male	20%
Trans female	1%
Trans male	1%
Prefer not to say	1%

GENDER

Female	75%
Male	21%
Non-binary	2%
Prefer not to say	2%

SEXUALITY

Heterosexual	87%
Gay	1%
Lesbian	1%
Bi-sexual	4%
Other	2%
Prefer not to say	5%

HEALTH CONDITIONS

Disability or long term health condition	24%
No disability or health conditions	74%
Prefer not to say	2%

Table A6. Region of survey respondents

REGION

Greater London	41%
South East England	22%
East England	3%
East Midlands	3%
North East England	2%
North West England	7%
Other	1%
Scotland	4%
South West England	6%
Wales	4%
West Midlands	5%
Yorkshire & Humber	2%

Figure A7. Activities in the last six months for Black respondents

Top 10 sporting activities of Black respondents

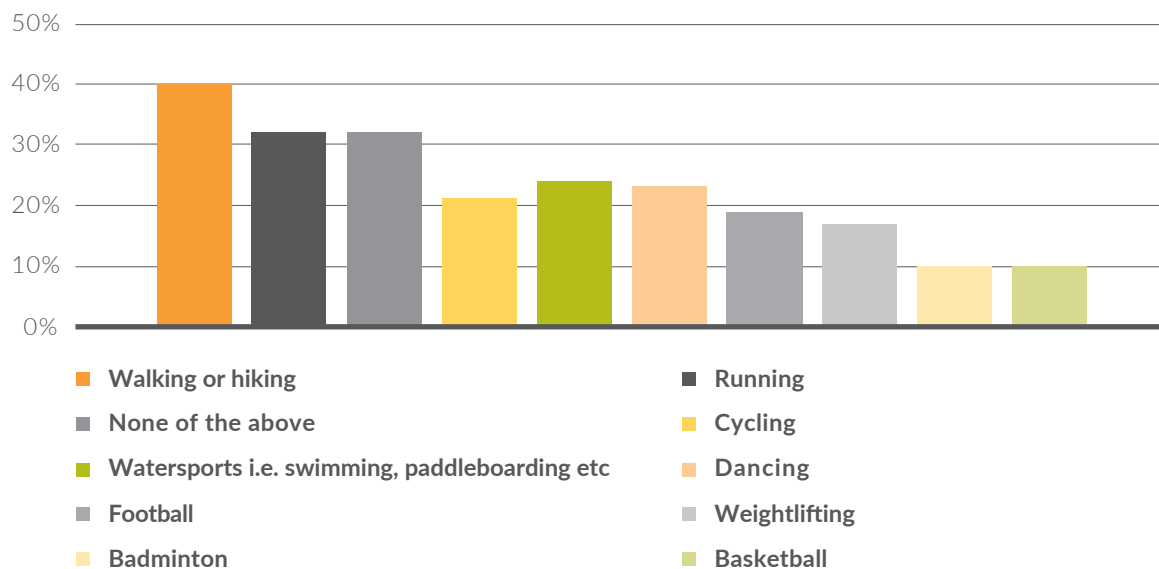


Figure A8. Activities in the last six months for Asian respondents

Top 10 sporting activities of Asian respondents

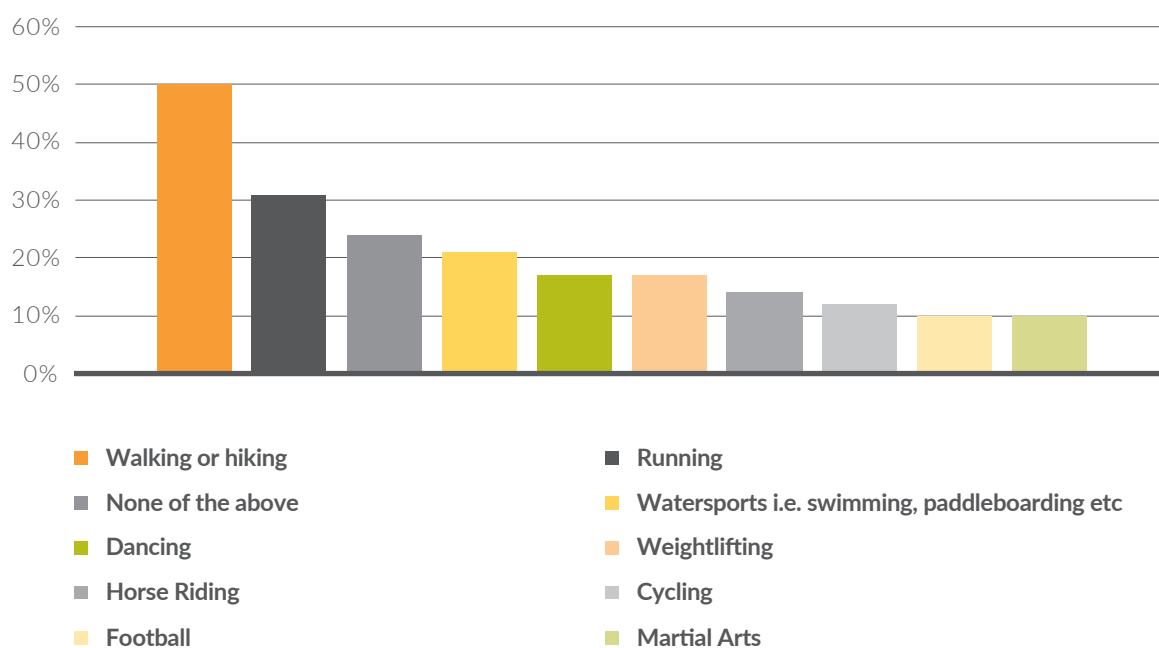


Figure A9. Activities in the last six months for White respondents

Top 10 sporting activities of white respondents

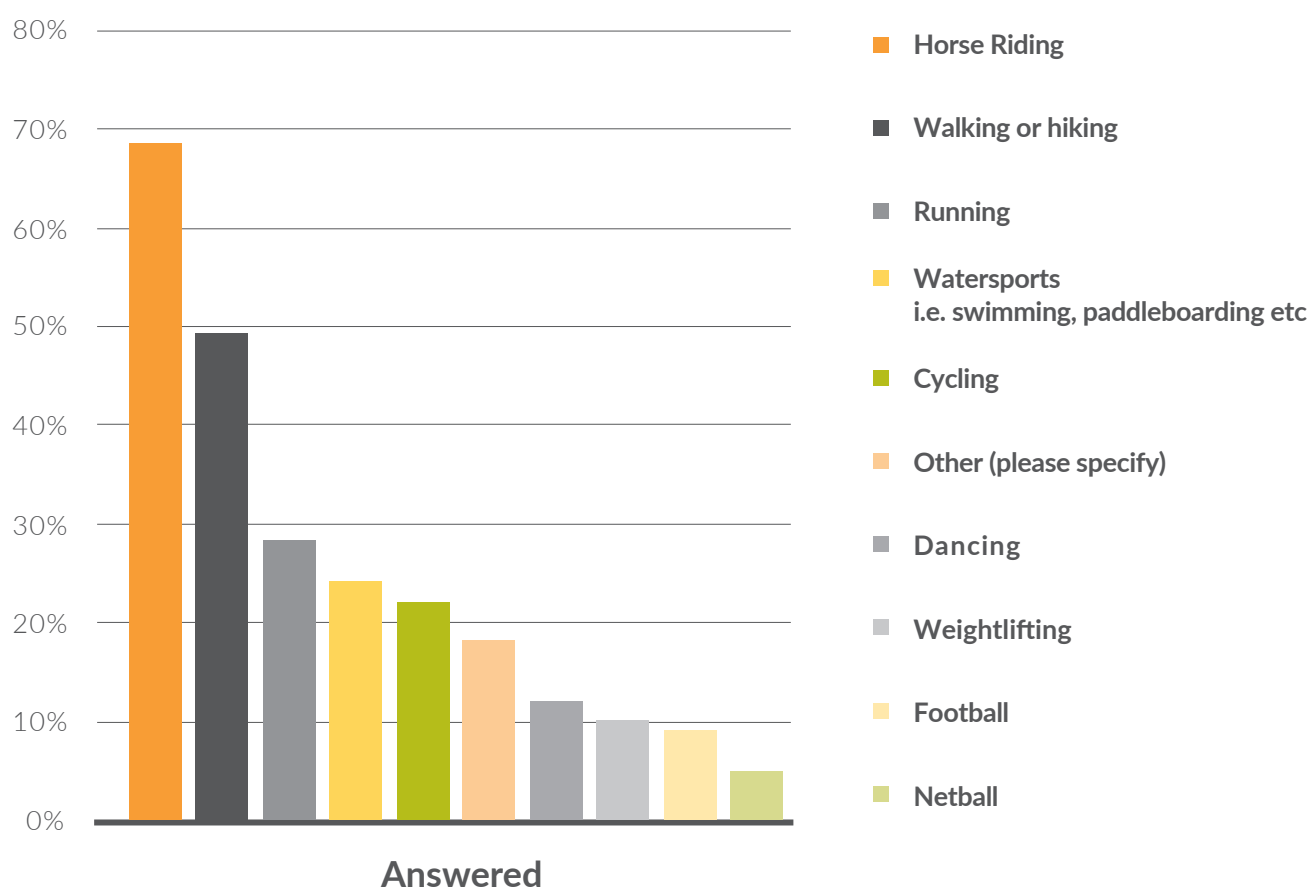


Figure A10. Regularity of sports activities in the last six months by ethnicity

Regularity of sport engagement by ethnicity

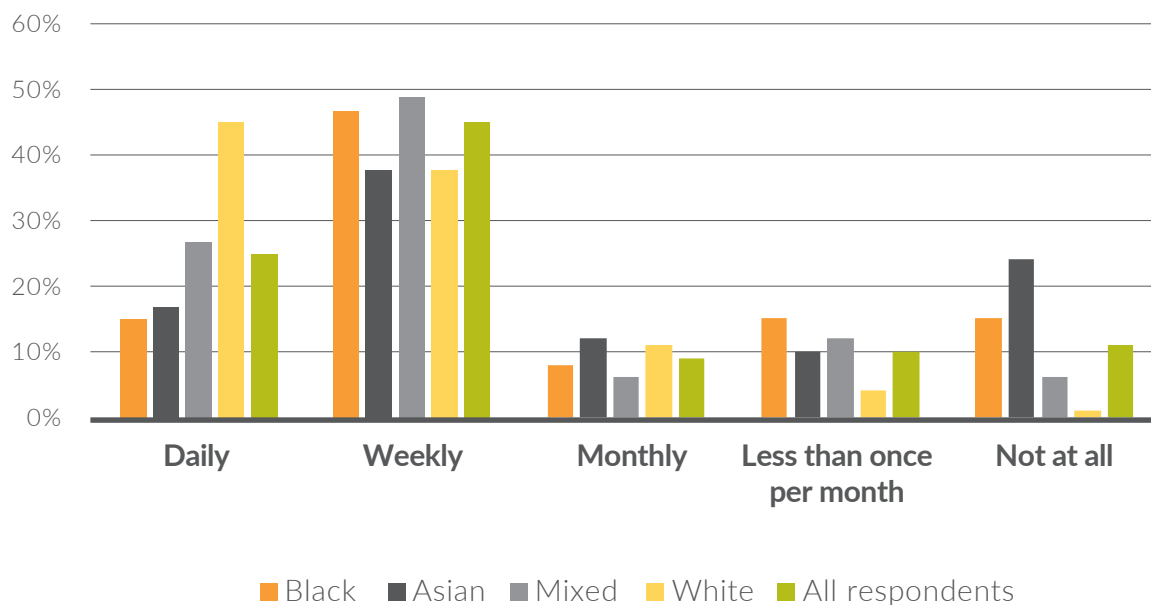


Figure A11. Regularity of sports activities in the last six months

Regularity of sport engagement by income

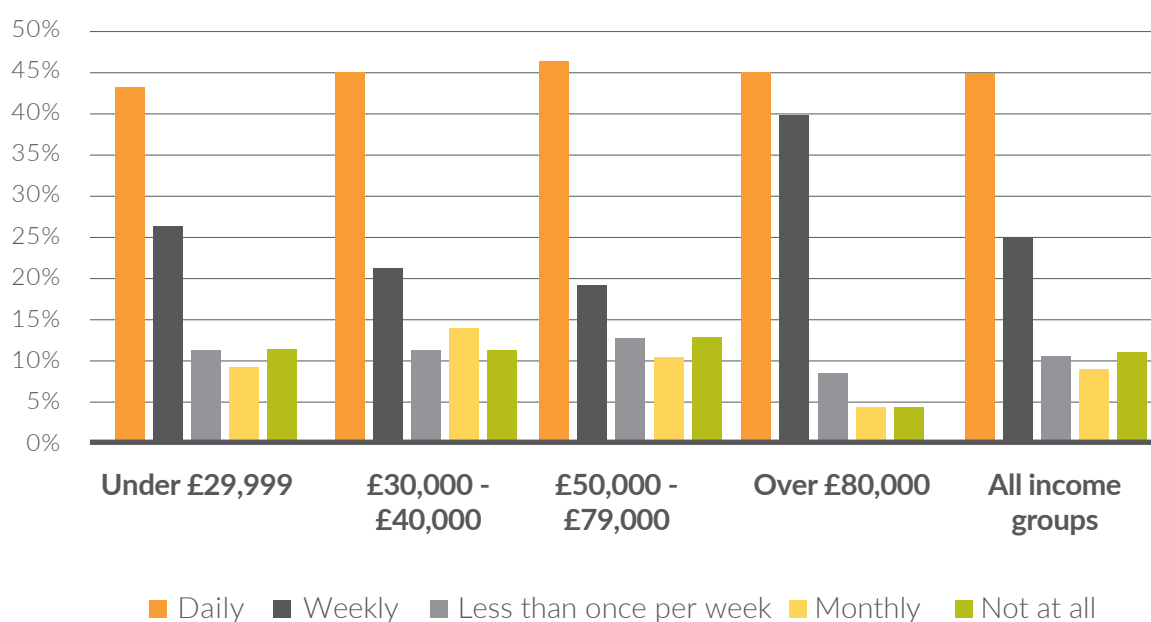


Figure A12. How respondents are currently involved in sport by ethnicity

Respondent involvement in sport

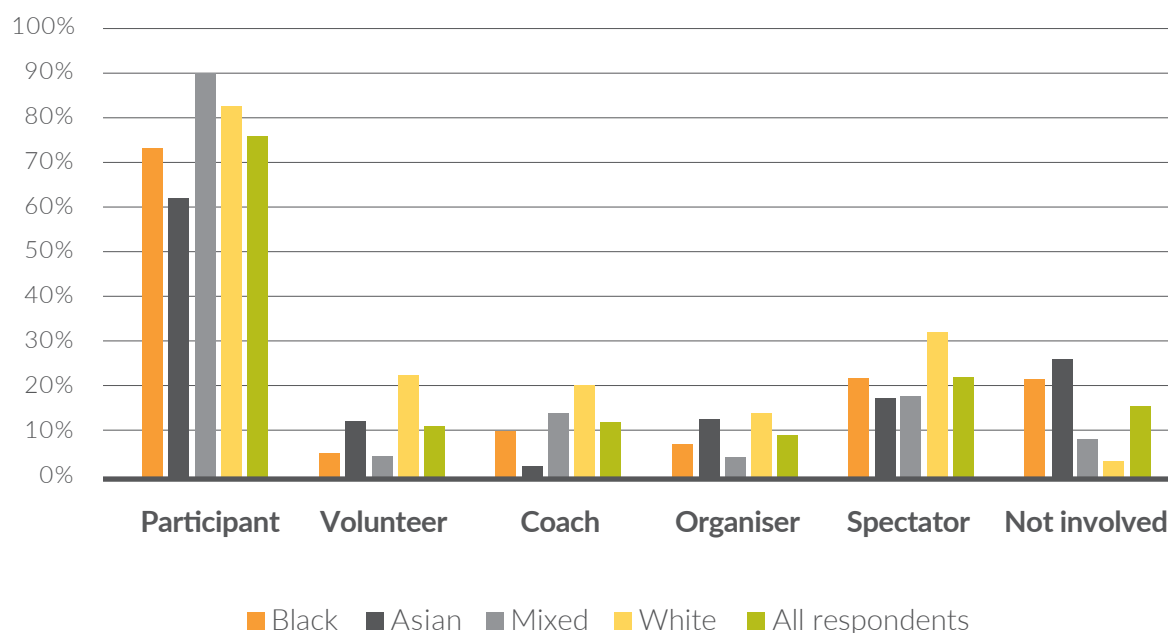


Figure A13. How respondents are currently involved in sport by Income

Factors that would encourage the participation of new equestrians by household income



Figure A14. Factors encouraging participation in equestrianism of non-equestrians by income

Respondent involvement in sport by income

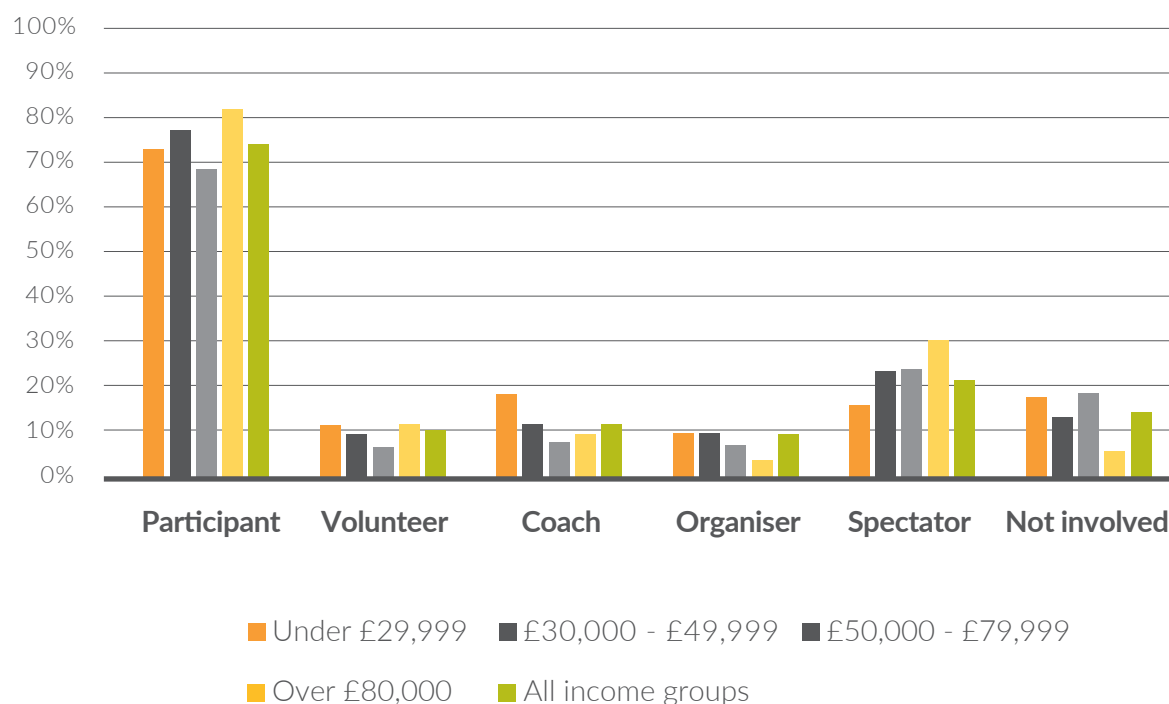


Table A15. Percentage of those who strongly/disagreed that accessibility to participating, competing and working in equestrian activities is accessible by ethnicity

	(%) strongly/disagree			
	BLACK	ASIAN	MIXED	WHITE
Participating in equestrian activities is accessible for me	69%	45%	59%	58%
Competing in equestrian activity is accessible for me	80%	61%	72%	69%
Working in equestrian activity is accessible for me	70%	64%	56%	50%

Table A16. Percentage of those who strongly/disagreed that accessibility to participating, competing and working in equestrian activities is accessible by Income

	Under £29,999	£30,000 - £49,999	£50,000 - £79,999	Over £80,000
Participating in equestrian activities is accessible for me	60%	76%	65%	57%
Competing in equestrian activity is accessible for me	69%	86%	79%	82%
Working in equestrian activity is accessible for me	58%	76%	69%	71%

Table A17. Average ratings of how welcoming the equestrian environment is on a scale of 1-5 by ethnicity and income

From your experience, how welcoming and inclusive is the equestrian industry?

	Average Rating
ETHNICITY	
Black	3.1
Asian	3.1
Mixed	3.4
White	3.4
INCOME	
Under £29,999	3.4
£30,000 - £49,999	3.3
£50,000 - £79,999	3.3
Over £80,000	3.3

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