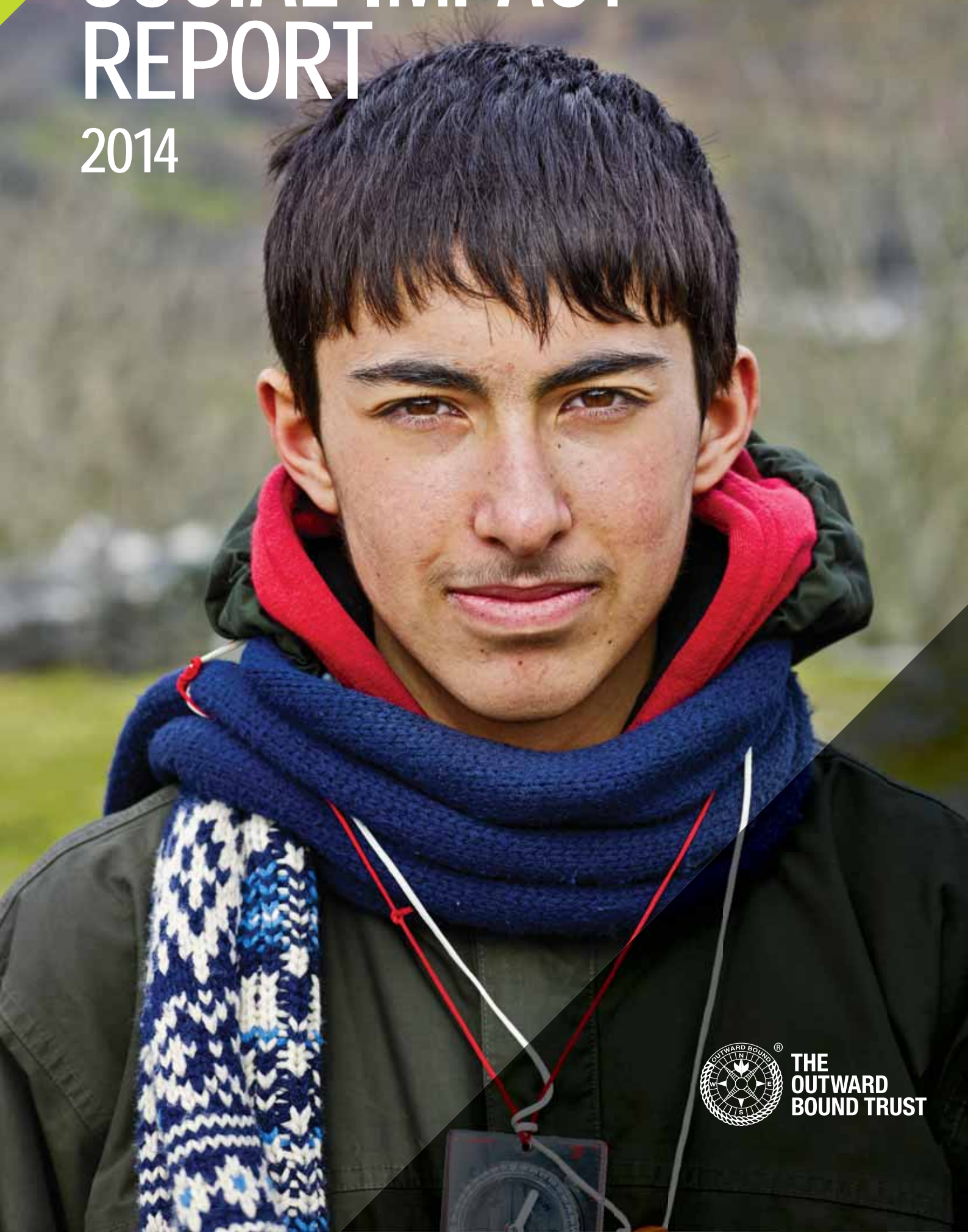


# SOCIAL IMPACT REPORT

2014



**THE  
OUTWARD  
BOUND TRUST**

+ WE ARE ALL BETTER THAN WE KNOW.  
IF ONLY WE CAN BE MADE TO REALISE  
THIS, WE MAY NEVER BE PREPARED  
TO SETTLE FOR ANYTHING LESS.

Kurt Hahn, Co-Founder,  
The Outward Bound Trust



# THE OUTWARD BOUND TRUST

## Social Impact Report 2014

### POTENTIAL

**(Noun)** Latent qualities or abilities that may be developed and lead to future successes or usefulness.

Source: Oxford English Dictionary.

The Outward Bound Trust is an educational charity that exists to **unlock potential** in young people through **learning** and **adventure** in the wild. We provide residential courses for young people aged 9-24 that last from three days to three weeks. Each course takes place in the outdoors and is tailored to meet the participants' needs, with the aim of developing skills and qualities that enable them to thrive in life – both now and in the future.

### Our core beliefs

- ▶ A belief that we all have undiscovered potential. We aim to create moments when everyone can see and believe in themselves as never before and to translate such moments into lessons for everyday life.
- ▶ A belief in the power and intensity of learning through adventure in the wild as a means of bringing out the best in people.
- ▶ A deep appreciation of the balance between risk, reward and responsibility. We want people to have intense experiences with real consequences and powerful, positive and memorable outcomes.
- ▶ A spirit of respect and compassion. We aim to stretch people both physically and mentally. In doing so we act with care, concern and generosity towards people and the natural environment.

In this, our third Social Impact Report, we present the findings from our ongoing effort to evaluate the outcomes we achieve for young people.

**WE DEMONSTRATE THAT OUR COURSES CAN HAVE A POSITIVE AND SUSTAINED EFFECT ON YOUNG PEOPLE'S ATTITUDES, SKILLS AND BEHAVIOUR, HELPING THEM TO BECOME MORE EFFECTIVE INDIVIDUALS WHO ARE ABLE TO THRIVE THROUGHOUT THEIR EDUCATION AND EMPLOYMENT.**

The skills they develop – such as resilience, optimism and cooperation – mean that they believe they can achieve whatever they set out to, that they keep going when they face challenges, and that they interact more maturely with others throughout all aspects of their lives.

We hope that the report provides an honest and engaging account of the different ways that our courses change young people's lives for the better.

## IN 2012-13:

WE WORKED WITH

# 24,602

YOUNG PEOPLE



# 12%

OF PARTICIPANTS ACHIEVED THE JOHN MUIR AWARD.

They contributed over 8,000 hours of conservation activity to the natural environment during their course. For instance, 568 litter bags were filled, 8,909m footpath was maintained, improved or created, and 80 trees were planted.

# 2,925

WERE IN EMPLOYMENT AND PARTICIPATED THROUGH AN APPRENTICE, GRADUATE OR TEAM DEVELOPMENT PROGRAMME.

These programmes enable participants to develop skills that underpin effective workplace performance. 95% of participants agreed that they had gained skills that would make a positive difference to their performance at work.

# 93%

OF PARTICIPANTS AGREED THAT THEIR COURSE HELPED THEM TO DEVELOP SKILLS IN SELF-MANAGEMENT.

# 97%

AGREED THAT THEY DEVELOPED SKILLS IN WORKING WITH OTHERS.

Ten weeks after one particular programme, graduates reported increased likelihood to take ownership of their learning at work and to support and coach colleagues to improve their performance.

# 2,734

MEMBERS OF STAFF ATTENDED WITH THEIR PUPILS, APPRENTICES OR GRADUATES.

Teaching staff can gain both personally and professionally from their experience. Through observing their pupils' progress and achievements during the course, they understand their pupils' abilities better, improve their relationships with pupils and, in some cases, develop their own teaching skills further. Evidence we've started to collect from staff who accompany apprentices and graduates suggests that they are likely to benefit in similar ways.

**"The key lesson from an Outward Bound experience for a school teacher is the importance of standing back and letting the young people get on with it and learn through experience – and targeting support in a considered way. Knowing when not to help or direct is a key lesson for all school teachers – we tend to be over-directive."**

**Vice Principal, Secondary School 2012**

# 21,667

ATTENDED AN EDUCATION OR INDIVIDUALS PROGRAMME<sup>1</sup>.

Young people develop personal, social and emotional skills through attending these courses, including confidence, resilience and self-belief. They learn to interact more effectively with others and become more confident learners back at school: one month after their course, **97% of teachers reported improvements to pupils' relationships with others; 85% reported improved attitude towards learning; and 68% reported improved performance in the classroom.**

# 400

YOUNG PEOPLE COMPLETED OUR 22-DAY COURSE: THE LONGEST AND MOST INTENSE COURSE WE DELIVER.

This course develops personal and interpersonal skills, and has a lasting effect on young people's confidence, perseverance, maturity and independence. Three months after their course, **81% of parents reported an increase in their son or daughter's ability to tackle difficult challenges and 83% reported an increased level of independence.**

# 465

YOUNG PEOPLE RECEIVED ADDITIONAL MENTORING SUPPORT FROM

# 128

EMPLOYEES OF THE COMPANIES THAT FUNDED THEIR COURSE.

## FOREWORD



The modern, target-obsessed trend is for everything to be benchmarked, norm-referenced or counted. However, it is arguable that many vital attributes of a well-rounded individual – such as willingness and ability to make a positive contribution to a constantly evolving society – cannot easily be measured; how can we assess perseverance, independence or confidence? Although, like manners, it is often all too easy to recognise when they are lacking!

A distinguishing hallmark of all Outward Bound® courses is that, in addition to undertaking exciting and challenging activities, participants are carefully guided to reflect on these experiences, contextualising their own personal development back into their everyday existence. In this way, the full value and impact of each individual's 'distance travelled' can be consolidated and transferred into other aspects of their lives, whether this be at school, college or work – or, for many, in the search for gainful employment.

Our evaluation of the positive effect of our work on participants is constantly evolving, and this Social Impact Report demonstrates how The Trust is succeeding in its mission to unlock potential in young people. We are especially pleased with some of the new areas this report considers, such as the emerging research into the longer-term impact of The Trust's work, which indicates a lasting effect on qualities like perseverance and aspiration, and the initial evaluation of The Trust's work with apprentices and graduates, which indicates significant return on expectation for our corporate clients.

I hope that this report will demonstrate to all our varied stakeholders – whether these be educational institutions, employers or funders – that The Outward Bound Trust endeavours to continually reflect on our practices, to evaluate the delivery and outcomes and to constantly enhance our positive impact. This guiding philosophy can be neatly summarised by paraphrasing T S Eliot<sup>2</sup>, in that we do not want participants, or the organisations to which they belong, to have "had the experience, but missed the meaning"!

**Professor Nicholas P Gair**  
Trustee, The Outward Bound Trust

# WELCOME

This is the third Social Impact Report that we have produced. In doing so we are trying to answer the most important question that anyone can ask of a charity, namely “Does what you do actually make a difference for the better?” For an organisation such as The Outward Bound Trust, that aims to build confidence, instil resilience and raise aspiration amongst young people, this question is simple to ask and extremely complicated to answer!

Our successive Social Impact Reports chart our growing ability to answer that question more completely and to provide evidence that helps us prove and improve our effectiveness.

When we first made the decision to produce these reports, I vowed that the content would forever be kept out of the hands of marketers and be owned only by those focused on the evaluation of our work. It is therefore very deliberately a more studious document that explains our evaluation work and the results that this is producing – rather than something designed to be easy on the eye or that lends itself to that fabled ‘elevator conversation’ when one has a mere 30 seconds to make the pitch.

It shows how our work benefits young people and the methods we are developing to improve how we measure the impact of our work. It tells a very positive story – but the whole point of this report is that you don’t have to take my word for it!

**Nick Barrett**  
Chief Executive, The Outward Bound Trust



Aaron (aged 19) returned from Outward Bound a different boy. He had been very low and living away from home for the previous 18 months, and generally struggling on many levels, without work or stability.

I hoped desperately that he would turn himself around after his three weeks with Outward Bound, and was thrilled to see him come home so much more confident and happy, and with a plan for his own future.

The one-to-one mentoring was invaluable, and as he is sporty and capable in outdoor activities, doing these on a more extreme level increased his self-worth as he was able to achieve most of the targets set. It gave him time to really think about his life and where he wanted to take his future, and the improvement in his attitude was remarkable.

**Aaron’s Mum, 2013**



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# WHY THE OUTWARD BOUND TRUST IS NEEDED

Research has shown that young people of all backgrounds face challenges at every stage of their education and transition into employment; challenges that many struggle to overcome.

## There are significant and lasting consequences for their life chances, earnings and health.

Throughout adolescence, young people become less confident and less resilient than when they were children; their well-being declines and during periods of transition they are more likely to lose confidence in their abilities, experience anxiety and disengage with learning. Low well-being is known to predict a wide range of negative outcomes later in life.

- 10% of children aged 5-16 have a diagnosed mental health disorder<sup>9</sup> and it is likely that this figure is far higher if including undiagnosed disorders.
- 18.8% of pupils in England did not achieve 5 A\*- C grades at GCSE in 2011-12<sup>4</sup>.

When they enter into employment, many young people find that they are unprepared for the demands of working life, and employers report significant gaps in their skills. In a 2012 survey<sup>5</sup>:

**61% OF EMPLOYERS WERE DISSATISFIED WITH SCHOOL LEAVERS' SKILLS IN SELF-MANAGEMENT**

**71% EXPRESSED A CLEAR DESIRE FOR THE DEVELOPMENT OF EMPLOYABILITY SKILLS TO BE PRIORITISED ABOVE ALL OTHERS FOR 14-19 YEAR OLDS.**

Those who find themselves not in education, employment or training (NEET) face multiple barriers to re-entry and the stigma of being so can be hard to recover from.

- Almost 15% of young people (1.07million) aged 16-24 were NEET in 2012<sup>6</sup> and research shows that over half of NEETs remain so for a year or longer<sup>7</sup>.

These issues are even more pronounced for young people from underprivileged backgrounds. Studies have shown that deprivation has profound effects on health and emotional well-being<sup>8</sup> and researchers describe "an aspiration-attainment gap" for young people from underprivileged backgrounds, who have high aspirations that they do not achieve.

- Pupils eligible for free school meals perform less well in school than their peers<sup>9</sup>, are less likely to continue into education, employment or training at age 16, and are therefore more likely to be categorised as NEET<sup>10</sup>.
- Nearly 4 million children are living in poverty in the UK<sup>11</sup> and there is a clear link between childhood poverty and reduced employment opportunities.

The costs to society are significant: it has been estimated that an individual who becomes NEET between the ages of 16 and 18 costs the state an additional £56,000 over the course of their lifetime<sup>12</sup>, and poor mental health costs the economy an estimated £26.1 billion a year, due to the thousands of people unable to work due to mental illness<sup>13</sup>.

Despite these challenges, young people say they want to learn, to become independent, competent individuals<sup>14</sup>. They want opportunities for real-life learning that prepare them for the world of work. They want to feel that they can achieve and that they can direct the course of their lives.

Research from a range of disciplines – education, psychology and health – continues to stress the importance of developing non-cognitive skills in young people. Studies show that persistence and effort are as much a predictor of success as ability<sup>15</sup>, and that the skills such as these can also help young people to avoid risky behaviours and increase earnings in the long-term<sup>16</sup>.

The value of these skills is becoming more and more widely recognised, as a report published by the Confederation of British Industry (CBI)<sup>17</sup> highlights determination, optimism and emotional intelligence as the top three skills that businesses believe underpin life long personal effectiveness.

Amid calls from educationalists and employers for greater emphasis to be placed on a skills-based curriculum, we believe that providing young people with opportunities to develop these skills will enable them to adapt to challenge and change throughout their lives, and will enable them to take their place confidently in society.

## ABOUT THIS REPORT

Since we published our last Social Impact Report in 2011, we've continued to evaluate a wide range of programmes in order to understand their effect on young people's skills and qualities.

Through this report, we describe our emerging understanding of the difference we make to young people across the various domains of their lives: education, work, family, social and health, both in the short and long-term.

In order to set the context for our work, we start by identifying some of the key challenges that young people face in society today, and provide a description of how our approach to working with young people at The Outward Bound Trust seeks to address these.

We then structure our findings around the three main ways that we work with young people:

1. THROUGH THEIR SCHOOL OR COLLEGE
2. AS INDIVIDUAL PARTICIPANTS
3. THROUGH THEIR EMPLOYER

We present evidence from a range of sources, and provide individual examples and case studies alongside statistical evidence in order to convey the real change that young people experience in their lives after attending one of our courses.

We also recognise that many other people interact with our programmes, from teachers to training managers, and even more see the benefits after young people return to school, work or home. We've started to consider the indirect impact of our work on these people and, at the end of this report, we provide some evidence of the different ways that our courses affect them. This is because understanding the wider and often unanticipated outcomes of our work is an important part of assessing our full social impact, and it will enable us to work towards a more comprehensive assessment in the future.

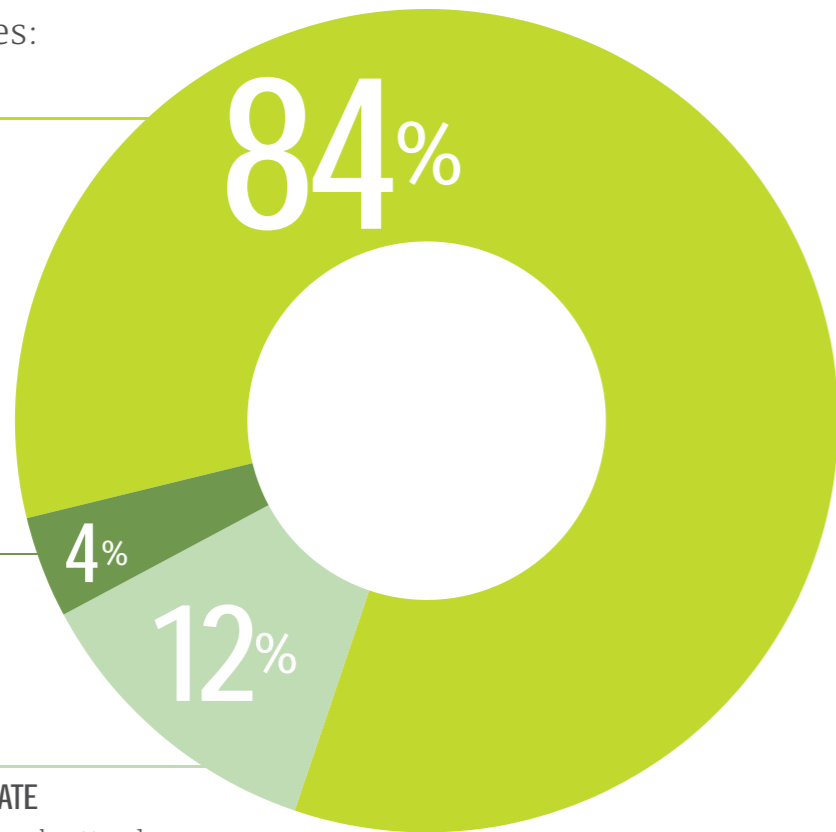
# WHO WE WORK WITH

We work with young people through three core programmes:

**EDUCATION**  
Young people attend through their school, college or youth group

**INDIVIDUALS**  
Young people attend independent of their school or college

**CORPORATE**  
Young people attend through their employer

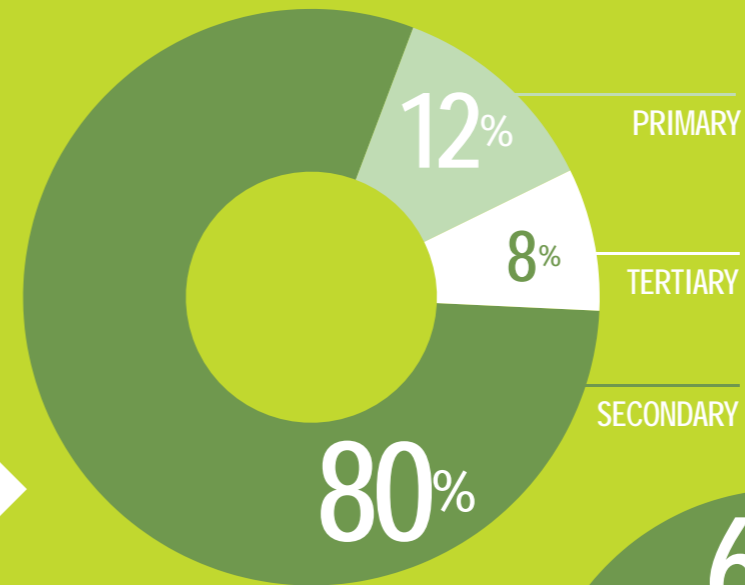


IN 2012-13  
WE WORKED WITH:  
**386**  
SCHOOLS

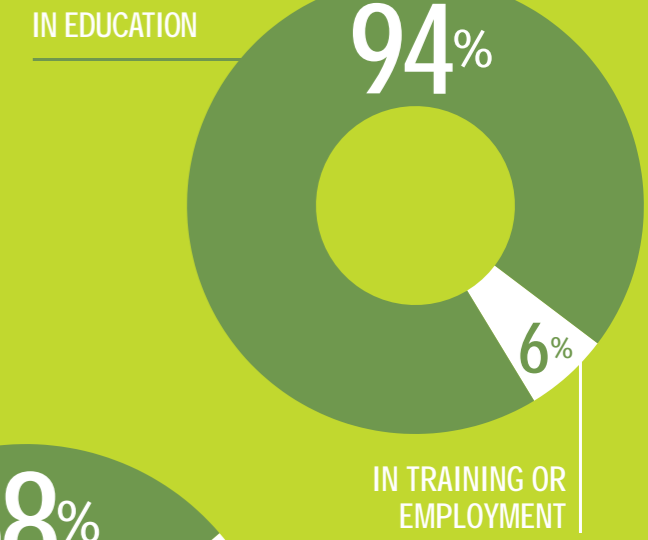
**52**  
EMPLOYERS

Figure 1  
BREAKDOWN OF BENEFICIARIES:

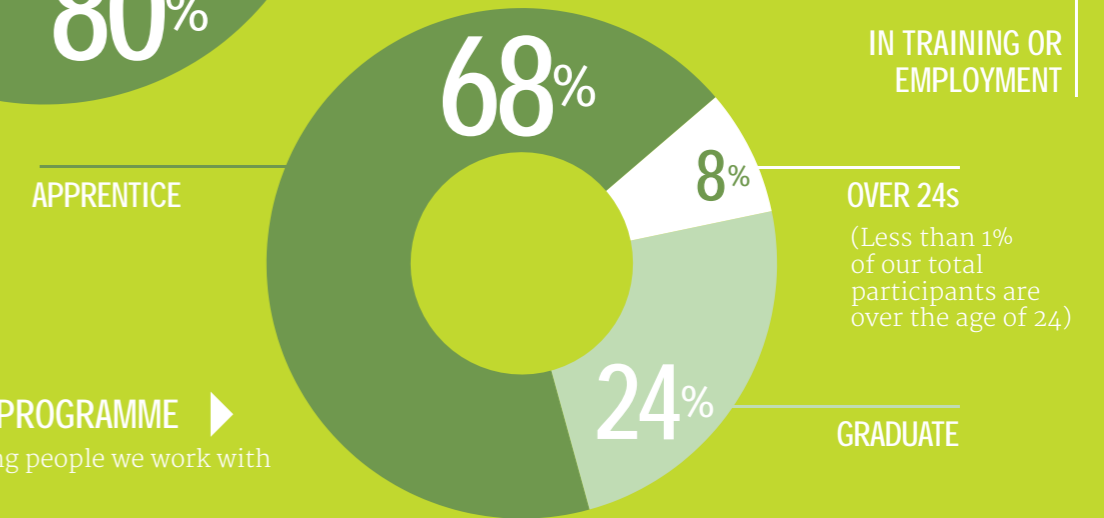
EDUCATION PROGRAMME ▼  
84% of the young people we work with



INDIVIDUALS PROGRAMME ▼  
4% of the young people we work with

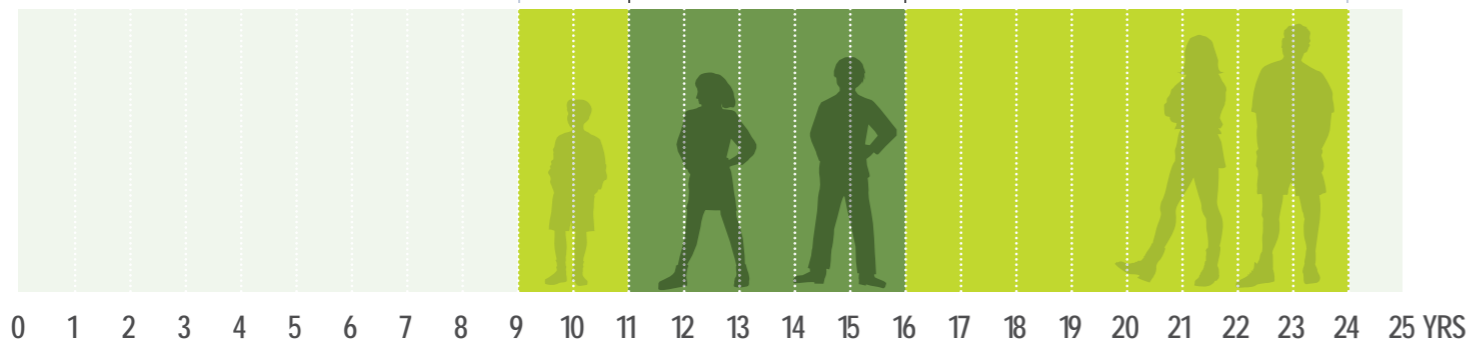


CORPORATE PROGRAMME ▶  
12% of the young people we work with



WE WORK WITH YOUNG PEOPLE AGED 9-24

THE VAST MAJORITY ARE AGED 11-16



The majority of the young people we work with are facing challenges associated with adolescence, the pressures of academic achievement and transition from compulsory education into further or higher education, employment or training.

They come from all backgrounds, but we have a particular focus on supporting those from more underprivileged backgrounds. We recently began to monitor the socio-economic profile of the schools we work with, and we estimate that in 2012-13, approximately 60% of young people attended from a school experiencing medium or high deprivation<sup>18</sup>. 69% were supported through an Outward Bound bursary<sup>19</sup>.

Figure 2

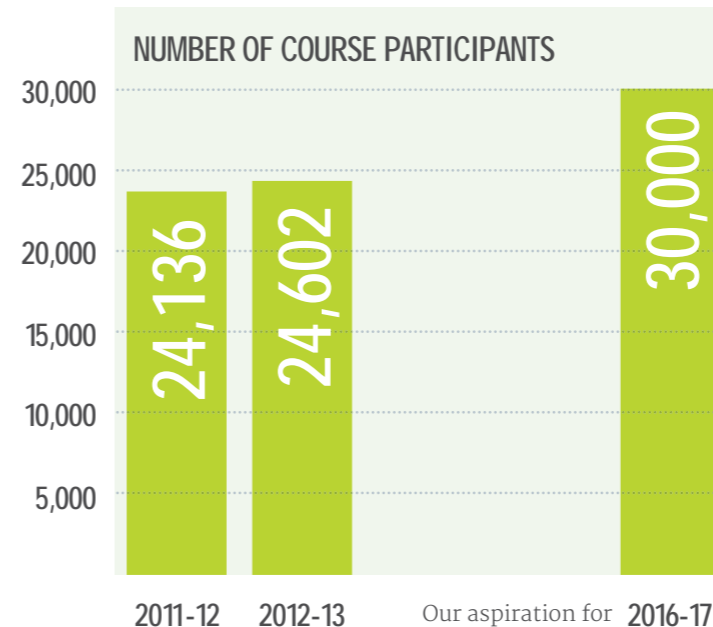
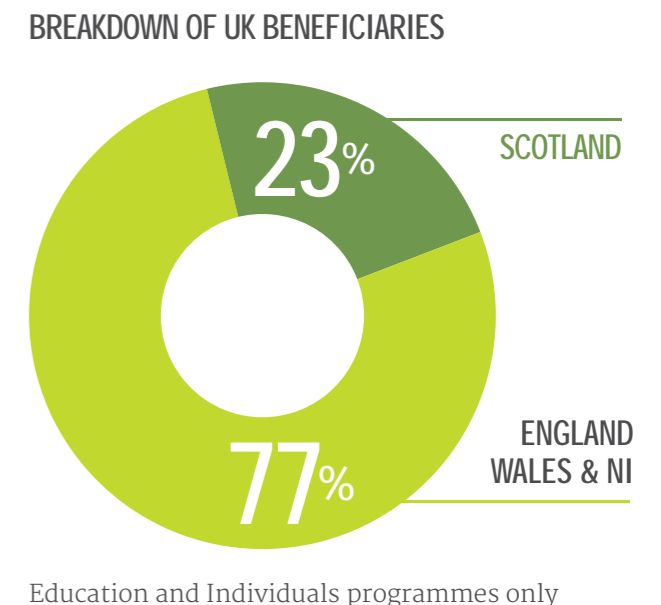


Figure 3



# OUR APPROACH

Since 1941, we have provided young people with vital opportunities to develop skills and qualities that unlock their potential to thrive in life.

We aim to change how young people think and feel about themselves and their lives by building their personal, social and emotional skills at critical times in their education and transition into employment. Whilst the immediate goal is that they are able to become more effective in their learning or at work, we believe the skills developed during our courses enable them to continue to thrive throughout their lives.

Research conducted over many years has shown that our approach is effective in developing young people. Learning in the outdoors provides direct and practical experiences that cannot be achieved within a traditional classroom or workplace setting, and learning through adventure provides experience of risk-taking in a safe environment. The social dimension and the element of challenge have been shown to be particularly important<sup>20</sup>, but it is a complex interaction of experiences that influence the outcomes that are achieved<sup>21</sup>.

Our experience tells us that changing young people's behaviour is complex and that learning in our environment is not always linear. Young people gain in different ways and at different times, depending on their motivation and readiness to learn and how prepared they are for the experience. For this reason, we work in partnership with schools and employers to understand the particular needs of their young people, and we tailor our courses to meet those needs.

Throughout each course we focus on how skills and experiences can be transferred into the home, school or work environment and in doing so, our programmes are able to address specific issues, from supporting effective transition and raising aspirations through to developing effective employees.

We also work with funders to provide financial support so that all young people are able to access the experience, whatever their circumstances.

**+** THE TRUST DELIVERS VERY FOCUSED COURSES WITH A HIGH LEVEL OF INTERACTION BETWEEN INSTRUCTOR AND STAFF / PUPILS [WHICH] MEANS THAT THE COURSE CAN BE TAILORED TO MEET INDIVIDUAL AND SPECIFIC NEEDS. **+**

Executive Head Teacher,  
Primary School, 2012

**+** SINCE I RETURNED HOME I HAVE TAKEN UP A MORE POSITIVE AND SOCIABLE ATTITUDE TOWARDS THE WORLD. I HAVE BEEN ABLE TO HANDLE STRESS AND OVERCOME HARDSHIPS FAR MORE EASILY. IT HAS ALLOWED ME TO BECOME FAR MORE EFFICIENT AND MORE EASILY MOTIVATED. **+**

Matthew, 15, 2013

Figure 4

## A VISUAL MODEL OF OUR APPROACH\*

THE CONTEXT AND NEED FOR OUR WORK	WHAT WE DO TO ADDRESS THIS	PERSONAL, SOCIAL AND EMOTIONAL OUTCOMES	EDUCATIONAL AND WORKPLACE OUTCOMES	THE RESULT
<p>Young people face challenges throughout their education that many struggle to overcome, leading to lower attainment, poor mental and emotional health, and reduced life chances.</p> <p>Young people new to employment do not possess the skills they need to perform effectively in a work environment.</p>	<p>We take young people out of their usual environment (schools or work) and immerse them in a natural, outdoor environment</p> <p>We expose young people to challenge and adversity</p> <p>We promote interaction with others</p> <p>We create moments of self-discovery and facilitate learning about self, others and the environment.</p>	<p>Improved confidence</p> <p>Increased determination and resilience</p> <p>Improved self-awareness</p> <p>Improved skills in working with others</p> <p>Improved communication skills</p> <p>Improved leadership skills</p> <p>Increased environmental awareness and concern.</p>	<p>Improved engagement and participation in learning / work</p> <p>Improved performance in the classroom / effectiveness or success in learning</p> <p>Improved transition / better prepared for employment</p> <p>Improved health and well-being.</p>	<p><b>POSITIVE IMPACT ON SOCIETY</b></p>

\* Note that this refers to a model for change for The Trust's work as a whole; many programmes achieve specific tailored outcomes not included in the model.

Figure 5

## OUR PEDAGOGY

A UNIQUE EXPERIENCE OF ADVENTURE AND LEARNING IN THE WILD THAT HAS PROVEN EDUCATIONAL, PSYCHOLOGICAL AND SOCIAL BENEFITS AS WELL AS HEALTH-RELATED BENEFITS.

PRINCIPLE	PRACTICE
Experiential learning in an outdoor environment	Provides a neutral space for learning. Enables direct experience of a situation. Provides a necessary contrast to the traditional environment for learning.
Learning through adventure	Enables young people to explore their boundaries, learn about risk-taking and develop courage in the face of uncertainty.
Immersion in the natural environment	Enables direct experience of a place. We often link the return from an overnight expedition with a canoe journey back to base, so that opportunities for learning are not lost while participants travel to and from activities.
Highly trained and professional outdoor practitioners	Our instructors are skilled educators as well as outdoor practitioners, able to take young people on a challenging adventure and help them to understand what the experience means to them, both now and in the future. The average length of service of an instructor is 59 months (just under 5 years) and 63% are Senior Instructors, meaning that they hold higher levels of both outdoor and learning qualifications <sup>22</sup> .
Personalised learning	Small group size, with a maximum of 12 participants in each group, and one instructor who works with a group for the duration of the course. The focus is on individual reflection alongside group interaction and development.
Primary focus on learning	Delivery of every course is underpinned by the Outward Bound Learning Process, where each activity is designed to achieve a specific learning outcome <sup>23</sup> .
Emphasis on development of transferable skills	A focus throughout on transferring learning back to a young person's environment. On Education courses, workshops are delivered to all teaching staff (on courses lasting five days or longer), so that a clear plan is developed to transfer learning back to school. On Apprentice and Graduate courses, an action plan is agreed with the employer so that learning is transferred back to the workplace.

# THE EXPERIENCE

The experience takes place in the natural environment: in rivers and gorges, on lochs, lakes and coastlines, and in mountainous and upland areas. We believe in immersing young people as deeply as possible in this environment, and our centres are based in wild and remote places so that this can happen<sup>24</sup>. The majority of young people experience an expedition, where they camp out overnight and spend at least 24 hours away from modern-day amenities and distractions.

The experience is highly physical, highly social, and highly memorable.

It broadens young people's horizons and creates moments of self-discovery by exposing them to a unique set of experiences. They find new ways to achieve and realise the contribution they can make to others. Above all, they have a shared group experience, where they are asked to put the needs of the team before their own.

When asked what they enjoy the most about their course, young people say "making new friends" and "trying new things".

**For many, it provides an important first step towards independence, responsibility and maturity.**

**+ THE EXPERIENCE THAT OUTWARD BOUND GAVE US HELPED US TO LEARN TO WORK SUCCESSIVELY TOWARDS A COMMON GOAL. TEAMWORK WAS TESTED AT TIMES AND THE OUTWARD BOUND EXPERIENCE ALLOWED US TO LEARN ABOUT EACH INDIVIDUAL AND HOW THEY WORK TOGETHER.**

Apprentice, BAE Systems, 2012

The following narrative, drawn from a pupil's learning journal, illustrates the experience from a young person's perspective:

DESCRIBE THREE OUTWARD BOUND ADVENTURES YOU'VE HAD:

"I went on an expedition and I had a walk up mountains and steep hills for eight hours."

"I went across the sea and then after that I jumped into the sea."

"I done [sic] the leap of faith which is when you climb a wooden pole and jump to grab a bar from the top."

WHAT MADE YOUR ADVENTURES EXCITING?

"Seeing and doing new things."

"Completing everything."

"Worked well as a group."

WHAT HAVE YOU LEARNT ABOUT YOURSELF?

"I can do anything when I set my mind to it."

"I am confident."

"I enjoy hard things."

WHAT WILL YOU DO DIFFERENTLY AFTER YOUR COURSE?

"Stop being lazy."

"Do things I don't enjoy as well as things I do enjoy."

"Take responsibility for myself."

# OUTCOMES FOR YOUNG PEOPLE IN EDUCATION

**+ WHAT YOUNG PEOPLE NEED IS THE TEMPERAMENT TO COPE CONFIDENTLY WITH DIFFICULTY AND UNCERTAINTY.**

Professor Guy Claxton, What's the Point of School

21,667

YOUNG PEOPLE PARTICIPATED

386

SCHOOLS

**+ On the course I learned that challenges are actually really helpful because they make you realise what you can do, which is generally a lot more than you think. Always taking the easy road may be fun at the time, but you can gain so much more by stepping off the path every now and then. Like tackling Tower Ridge instead of taking the tourist path to climb Ben Nevis. Or like moving abroad on your own, being independent, making your own decisions, trying new things and getting to know new people from all sorts of backgrounds.**

Maria, 17, 2013

Unlocking young people's potential by improving their confidence, self-belief and determination.

A recent briefing by NICE (National Institute for Clinical Excellence) described how social and emotional well-being creates the "foundations for healthy behaviours and educational attainment [...] helping to prevent behavioural problems and mental health problems"<sup>25</sup>. Social and emotional well-being is a term used to describe a range of skills, from being confident and capable, to resilient and able to solve problems. It refers to the skills we all need to understand ourselves, to interact effectively with others and to thrive in life.

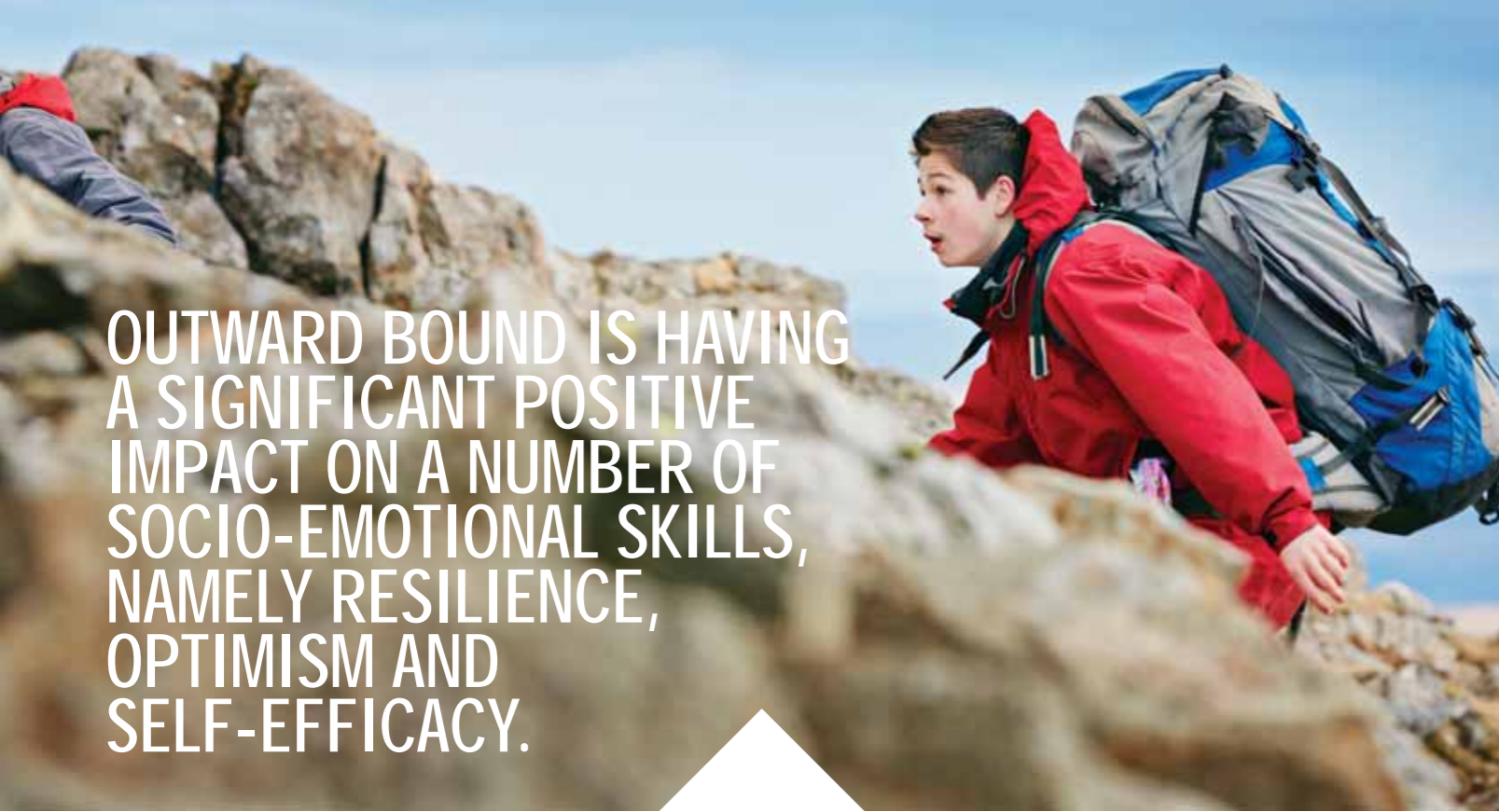
We aim to develop the skills that young people need to cope with adversity, and to persevere when they encounter difficulty. We help them to develop a 'growth mindset', which enables them to see challenge as an opportunity to improve and learn<sup>26</sup>. Successfully tackling and overcoming challenges provides young people with a memorable experience of 'being able to do it' and promotes confidence and determination to rise to challenges again and again. The experience gives them a feeling that 'anything is possible', which helps to raise their aspiration for what they can achieve in the future. Figure 7 provides definitions for the skills we discuss in this section.

Figure 7

## SKILLS OUR COURSES DEVELOP

SKILL / QUALITY	WHAT IS IT AND WHY IS IT IMPORTANT?
Self-efficacy	Belief in one's ability to achieve one's goals. It has been found to relate to academic success and lower likelihood of depression later in life. Strong self-efficacy promotes higher aspiration in children and adults.
Optimism	Relates to a person's outlook and how they view particular situations. It is related to the likelihood of developing a mental health issue (particularly depression and anxiety) later in life.
Resilience	One's ability to 'bounce back'. It has been shown to determine whether young people will succeed in life, despite exposure to risks and knock-backs. It is linked with doing better in school, increased likelihood of entering employment and earning higher wages.
Perseverance of effort	'Grit' – a non-cognitive trait that describes the ability to sustain effort in pursuit of long-term goals. It has been linked with increased educational attainment.
Self-esteem	An appraisal of one's own worth. It is closely linked with self-confidence and is important for a healthy, happy life.
Emotional well-being	The state of a person's mental health or extent to which they experience depressive emotions, as well as worries and other stressful feelings. High levels of emotional well-being are linked with feeling connected with school and higher levels of academic achievement.
Life satisfaction	An overall assessment of how good life is now against how good it could be. High levels of life-satisfaction have been found to relate to increased engagement with school.





# OUTWARD BOUND IS HAVING A SIGNIFICANT POSITIVE IMPACT ON A NUMBER OF SOCIO-EMOTIONAL SKILLS, NAMELY RESILIENCE, OPTIMISM AND SELF-EFFICACY.

Evaluation of our courses continues to show that they promote confidence and capability in young people, helping them to develop a more positive outlook on life. Their emotional well-being and overall satisfaction with life improves and they develop a range of skills, from determination to the ability to set and achieve goals.

**These skills are transferred back to school where they help pupils become more confident, enthusiastic and effective learners.**

Feedback provided by participants and teaching staff at the end of their course gives an early indicator of the skills that young people gain, and we've presented a selection of this evidence in figure 8 below.

Figure 8

## EVIDENCE OF SHORT-TERM LEARNING OUTCOMES COLLECTED AT END-OF-COURSE

OUTCOME	SELF-REPORTS	OBSERVER REPORTS
BUILDING PUPILS' SELF-EFFICACY AND OPTIMISM	90% of participants agreed "I feel more confident in my ability to reach the goals I set myself." (Sample: 246)	92% of teachers agreed that the pupils "improved their skills in setting personal goals." (Sample: 92)
	83% of participants agreed "I think I will set myself higher goals in the future." (Sample: 248)	85% of teachers agreed that their pupils "will set themselves higher goals in the future." (Sample: 26)
BUILDING PUPILS' PERSEVERANCE AND RESILIENCE	89% of participants agreed "I will be more likely to keep going when I encounter difficulties in future." (Sample: 916)	95% of teachers agreed that their pupils "would be more likely to persevere when they encounter difficulties in the future." (Sample: 96)

Source: data collected from a range of courses delivered between October 2012 and September 2013. Figures reported relate to respondents who 'strongly agreed' or 'agreed' with the statement.

**+** WHEN I CAME BACK, EVERYONE THOUGHT I WAS TALLER BECAUSE THE COURSE MADE ME FEEL MORE CONFIDENT ABOUT MYSELF. IT MADE ME FEEL MORE LIKE IT DIDN'T MATTER THAT I DON'T FIT IN AT SCHOOL, BECAUSE I MET LOADS OF PEOPLE AT OUTWARD BOUND WHO DIDN'T THINK THAT AND WERE MUCH NICER.

Hannah, 14, 2013

Results from pre and post-course surveys, developed by external experts and tested to measure particular skills, give us further evidence that our courses improve a range of socio-emotional skills.

84% of courses tested showed positive change in two or more domains<sup>27</sup>, and the improvements we see most frequently following an Outward Bound course are in self-esteem and emotional well-being, and resilience, self-efficacy and optimism. This gives us a strong indication that our courses change how young people feel about themselves and their aspiration for the future.

One particular course tested was delivered as part of the Mark Scott Leadership for Life Award, a programme that reaches around 180 young people in Scotland each year. New Philanthropy Capital, the organisation that analysed the data for this programme, said: "It is evident that Outward Bound is having a significant positive impact on a number of socio-emotional skills, namely resilience, optimism and self-efficacy.

Of all areas [measured] resilience showed the most significant effect. Outward Bound courses present young people with a new and challenging environment and encourage them to overcome physical obstacles. This could explain why resilience sees the biggest increase."<sup>28</sup>

In 2013 we also started to measure the effect of our courses on young people's perseverance, as the ability to sustain effort in working towards a goal is a key part of an Outward Bound experience. On the two courses tested, participants showed a measurable increase in their perseverance of effort. We plan to test a wider range of courses to see if they have the same effect on this particular quality in young people.

Figure 9 provides a summary of our results using these surveys.

Figure 9

## EVIDENCE OF MEASURABLE IMPROVEMENTS USING PRE AND POST-COURSE SURVEYS<sup>29</sup>

OUTCOME	SURVEY USED	COURSE TESTED <sup>30</sup>	SAMPLE SIZE
Self-efficacy	'General self-efficacy' scale <sup>31</sup>	- Team & Leadership Development - Bespoke	995
Optimism	'Life Orientation' test <sup>32</sup>	- Team & Leadership Development - Bespoke	774
Resilience	NPC's Well-being measure <sup>33</sup> 'Ego-resilience' scale <sup>34</sup>	- Adventure & Challenge - Team & Leadership Development	817 954
Perseverance of effort	'Perseverance of effort' scale <sup>35</sup>	- Team & Leadership Development - Bespoke	221
Self-esteem	NPC's Well-being measure	Adventure & Challenge	817
Emotional well-being	NPC's Well-being measure	Adventure & Challenge	817
Life satisfaction	NPC's Well-being measure	Adventure & Challenge	817

Data collected over four year period. For more technical information, please contact The Trust's Evaluation team directly.

+ THERE HAS BEEN A MASSIVE SHIFT IN THEIR ATTITUDE TOWARDS THEIR LEARNING AND EACH OTHER. THE OUTWARD BOUND STUDENTS ARE FIERCELY DEFENSIVE OF EACH OTHER AND SUPPORT EACH OTHER WHEREAS BEFORE THEY MAY HAVE LET A LOUDER OR MORE DIFFICULT CHILD TELL THEM WHAT TO DO.

+  
Assistant Director of Student Learning,  
Secondary School, 2013

+ I HAVE SEEN A DEFINITE CHANGE IN CONFIDENCE, SELF-BELIEF AND BEHAVIOUR. FOR SOME IT HAS BEEN THE HIGHLIGHT OF THEIR YEAR AND THEY ARE ALREADY WORKING TOWARDS BEING ABLE TO ATTEND NEXT YEAR. IT HAS OPENED UP A WHOLE NEW WORLD TO THEM.

+  
Director of PE, Sports and  
Community, Secondary Special  
School, 2013

# HOW AN OUTWARD BOUND COURSE CAN BUILD A YOUNG PERSON'S CONFIDENCE

Our follow-up research with teachers indicates that there is a lasting effect on learning. We ask teachers to complete a survey one month after their course to evaluate changes to their pupils' skills, attitudes and behaviour in the classroom<sup>36</sup>. 85% observed an improvement in their pupils' attitudes towards learning, and 80% observed improved skills for learning. Improved confidence, motivation and enthusiasm for learning are the outcomes that teachers reported the most consistently, but they also reported improved problem-solving skills and, to a lesser extent, planning skills.

Figures 10 and 11 provide a breakdown of these results.

We've also conducted a small amount of follow-up research with young people between three and twelve months after their course to understand more about these lasting effects. The sample size is too small to report meaningful findings here, but the feedback we've gathered gives a rich picture of more engaged, confident learners. They say things like "I'm talking out loud more", "I'm trying harder things" and "I've learnt not to give up as easily, like I used to do in the past." They support many of the findings from our research with teachers.

Figure 10

## EVIDENCE OF IMPROVED ATTITUDE TOWARDS LEARNING ONE MONTH AFTER COURSE

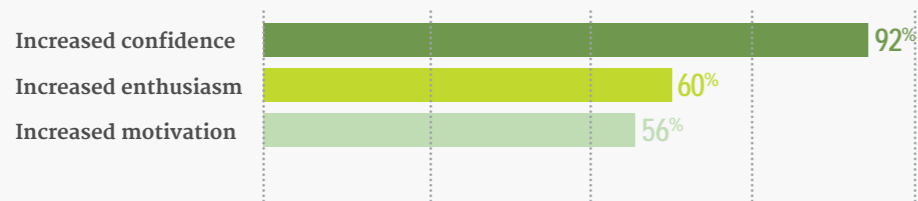
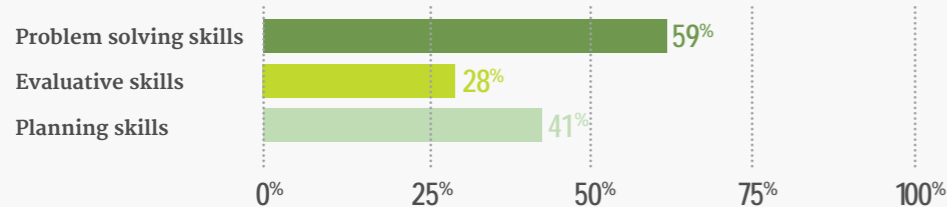


Figure 11

## EVIDENCE OF IMPROVED PERSONAL, LEARNING & THINKING SKILLS ONE MONTH AFTER COURSE



Base: 189 teacher responses. Data collected over three-year period between October 2010 and September 2013.  
Note: figures refer to teachers who reported improved attitudes and skills.

**85%**  
OF TEACHERS OBSERVED AN  
IMPROVEMENT IN THEIR PUPILS'  
ATTITUDES TOWARDS LEARNING.

**80%**  
OF TEACHERS OBSERVED  
IMPROVED SKILLS FOR LEARNING.

## BEFORE I WENT TO OUTWARD BOUND AT ULLSWATER, I LACKED CONFIDENCE AND SELF-BELIEF.

I'm quite shy as well as quiet at times, and I find social situations difficult. I had mixed emotions prior to going, about what it would be like, who would be there, and about talking [to others] and working as part of a team.

During my stay I gained confidence by setting goals, beating them, setting new ones and giving every activity a go. I have been lucky enough to go three times and each time has been absolutely unique and has led me to confront different challenges. Each course has taught me new character-building skills with different coping strategies for all the physical and mental barriers we face daily. I reached all my goals and learned lots about myself as an individual.

Marie, 17, 2012

# UNLOCKING YOUNG PEOPLE'S POTENTIAL BY DEVELOPING THEIR ABILITY TO INTERACT AND WORK EFFECTIVELY WITH OTHERS.

The ability to work effectively with others is an essential part of successful learning in school and the ability to maintain positive relationships with others is central to young people's social well-being. Employers are particularly keen to see evidence of these skills when recruiting new staff<sup>37</sup>.

We provide unique, real-life situations for young people to develop the skills and attitudes needed to interact effectively with others. It may be as simple as learning to offer support, to actively listen or to communicate in appropriate ways. We also help young people to understand more about what makes a team successful, such as learning to recognise others' strengths and weaknesses, how to lead and how to follow.

During their course, young people have a direct experience of cooperating and collaborating with others, often with people who are new to them. As the challenges we set them cannot be achieved alone, the experience helps to reinforce the value of working with others to achieve shared goals.

Figure 12 provides some definitions of the skills we discuss in this section.

Figure 12  
SKILLS OUR COURSES DEVELOP

SKILL / QUALITY	WHAT IS IT AND WHY IS IT IMPORTANT?
Social skills, including cooperation and collaboration	Building and maintaining relationships, and solving problems. With strategies for forming and maintaining relationships, and for solving problems and conflicts with other people, young people are able to use their interactions with others to improve their learning experience.
Empathy	Understanding others' thoughts and feelings, and valuing and supporting others. This is important for understanding how to relate to and lead others.

+ I MADE NEW FRIENDS THAT I HOPE TO CONTINUE SPEAKING TO FOR MANY YEARS TO COME AND I MET TWO INSTRUCTORS THAT I WILL REMEMBER FOR THE REST OF MY LIFE, AS THEY SHOWED ME THAT LIFE IS ABOUT WORKING TOGETHER, TRUSTING EACH OTHER, SUPPORTING EACH OTHER, AND MOST OF ALL JUST BEING THERE FOR EACH OTHER. THE OUTWARD BOUND TRUST IS THE MOST LIFE-CHANGING ORGANISATION THAT I HAVE BEEN TO AND I WILL NEVER FORGET WHAT I LEARNED AND WHAT I CAN STILL LEARN FROM IT.

Neal, 15, 2013



Evaluation of a variety of courses shows that they can have a positive effect on young people's relationships with others; they develop teamwork and leadership skills, and learn to collaborate and empathise more effectively with others.

It's apparent that these skills are transferred back to school where pupils become more collaborative and supportive in their approach to working with others.

Feedback collected at the end of our courses shows that young people gain awareness, knowledge and skills related to working with others. Figure 13 provides a snapshot of this feedback.

Using pre and post-course questionnaires, we know that our courses can positively influence the way young people interact with others and perceive the quality of their relationships. We recently piloted two questionnaires to measure change in young people's ability to cooperate and empathise with others, and on the two programmes tested, we saw measurable improvements to participants' skills in both areas. We plan to test a wider range of courses to see if they have the same effect on these particular skills in young people. Figure 14 provides a summary of these results.

Over time, we've also measured small improvements to young people's satisfaction with their family relationships. Although we see this change less often than we see change in personal skills such as self-esteem and resilience, it's a change that we recently saw reflected in evidence collected directly from parents on how the quality of their family relationships improves after their son or daughter returns from their Outward Bound course. We refer to this outcome again towards the end of the report in the section on Indirect Impact.

Figure 13  
EVIDENCE OF SHORT-TERM LEARNING OUTCOMES COLLECTED AT END-OF-COURSE

OUTCOME	SELF-REPORTS	OBSERVER REPORTS
BUILDING PUPILS' COOPERATION AND COLLABORATION	81% of pupils agreed "I am more aware of other people's skills and qualities." (Sample: 761)	98% of teachers agreed that their pupils "developed their ability to work collaboratively with others." (Sample: 122)
BUILDING PUPILS' UNDERSTANDING OF TEAM ROLES	97% of pupils agreed "I have a better understanding of different team roles." (Sample: 249) 92% of pupils agreed "I have a better understanding of the contribution I can make to a team." (Sample: 249)	100% of teachers agreed that their pupils "learnt about different roles within a team." (Sample: 23)
BUILDING PUPILS' UNDERSTANDING OF LEADERSHIP	93% of pupils agreed "I have a better understanding of how to be an effective leader." (Sample: 249)	95% of teachers agreed that their pupils "have a better understanding of the qualities required to be an effective leader." (Sample: 23)

Source: data collected from a range of courses delivered between October 2012 and September 2013. Figures reported relate to respondents who 'strongly agreed' or 'agreed' with the statement.

Figure 14  
EVIDENCE OF MEASURABLE IMPROVEMENTS USING PRE & POST-COURSE SURVEYS

OUTCOME	SURVEY USED	COURSE TESTED <sup>30</sup>	SAMPLE SIZE
COOPERATION	California Healthy Kids Survey	- Team & Leadership Development - Bespoke	221
EMPATHY	California Healthy Kids Survey	- Bespoke	41
SATISFACTION WITH FAMILY RELATIONSHIPS	NPC's Well-being measure	- Adventure & Challenge	817

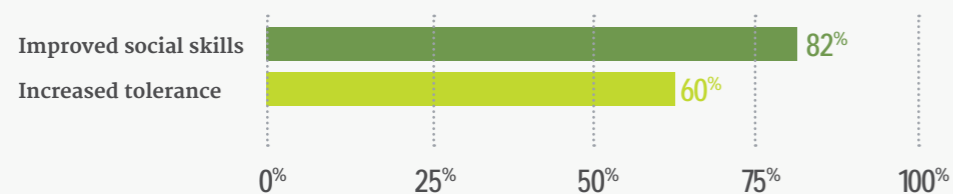
Data on cooperation and empathy collected on two programmes delivered in 2013. Data on satisfaction with family relationships collected over four year period. For more technical information, please contact The Trust's Evaluation team.

One month after their course, teachers report improvements in their pupils' ability to interact positively with others, with the most significant change reported in pupils' relationships with others and understanding of others' needs. Pupils' relationships with teachers also improved.

Figures 15 and 16 provide a summary of these results.

Figure 15

EVIDENCE OF IMPROVED RELATIONSHIPS WITH OTHERS ONE MONTH AFTER COURSE



Note: figures refer to teachers who reported improved pupil relationships.

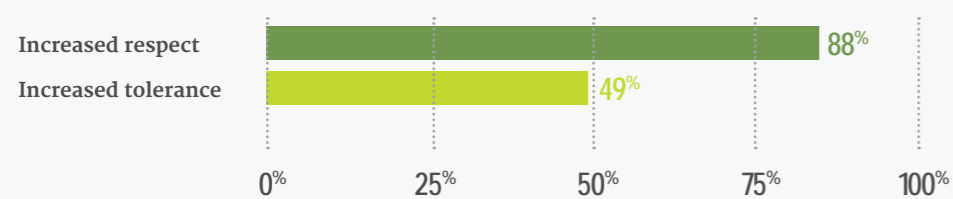
Base: 187 responses. Data collected over three-year period between October 2010 and September 2013.

**97%**  
OF TEACHERS OBSERVED IMPROVEMENTS IN PUPILS' RELATIONSHIPS WITH OTHERS ONE MONTH AFTER THEIR COURSE.



Figure 16

EVIDENCE OF IMPROVED RELATIONSHIPS WITH TEACHERS ONE MONTH AFTER COURSE



Note: figures refer to teachers who reported improved relationships with teachers.

Base: 187 responses. Data collected over three-year period between October 2010 and September 2013.

**95%**  
OF TEACHERS OBSERVED IMPROVEMENTS IN PUPILS' RELATIONSHIPS WITH TEACHERS ONE MONTH AFTER THEIR COURSE.

# HOW AN OUTWARD BOUND COURSE CAN CHANGE A YOUNG PERSON'S BEHAVIOUR TOWARDS OTHERS

Akim, 13, 2013



Akim is a pupil from George Green's School, located in a deprived area in East London. He has complex needs – he has autism, a very short attention span, and often talks over people. He torments his peers and finds it difficult to interact with others. The purpose of the course for Akim was to develop his social skills.

During the course Akim had many incidents with others in his group, and was often given time out to calm down. On the final day of the course, he began to understand what he was doing wrong and was able

to tell the Outward Bound staff and teaching staff what he needed to do to apologise and avoid making the same mistake again.

Since returning to school, his teachers and his Head of Year have seen a significant improvement in him. When in a conflict situation, he now takes time out to calm himself down and reflect on the situation. He has become more mature and is more approachable, which has enabled him to develop a small friendship group. He is also showing signs of improvement within school. The school's internal behaviour monitoring system shows he is taking part in more activities within the school and is achieving more positive merits than negative incidents.

Case example provided three months after Akim's Outward Bound course by **Amanda Hughes, Teacher at George Green's School, East London.**

# UNLOCKING YOUNG PEOPLE'S POTENTIAL BY INCREASING THEIR KNOWLEDGE AND UNDERSTANDING OF THE NATURAL ENVIRONMENT

Improving young people's connection with the natural world is becoming increasingly important for our society, as research begins to highlight the costs of an ever-more 'disconnected' generation.

When young people are connected with nature, it can have a positive impact on their education, physical health, emotional well-being, personal and social skills, and responsibility as citizens, but disconnection is increasingly associated with a wide range of problems.

Studies show that a direct connection with the natural environment is required to develop positive environmental attitudes and behaviours<sup>40</sup>, but they also show that the factors that improve our connection with the natural environment are in decline, with only 10% of children playing regularly in nature, compared to 40% in the 1970s<sup>41</sup>.

We find that many young people arrive at the start of their course afraid of the natural world, which they see as a threatening and hostile place. We believe that by providing them with a positive experience of connecting with the natural environment, they will enjoy it and want to protect it.

During our courses, we immerse young people in the natural environment by giving them a strong sensory experience of it. We increase their knowledge and understanding so that they are better informed about the issues affecting it. We use facts about the natural environment to hook their interest, for example how rock and lakes are formed, and encourage them to ask questions. We tell them about plants, animals and biodiversity, and how littering impacts on the natural environment and wildlife. Figure 17 provides evidence of learning.

Figure 17  
EVIDENCE OF SHORT-TERM LEARNING OUTCOMES COLLECTED AT END-OF-COURSE

OUTCOME	SELF-REPORTS	OBSERVER REPORTS
INCREASED KNOWLEDGE AND AWARENESS OF THE NATURAL ENVIRONMENT	78% of pupils agreed "I learnt new things about the environment" (Sample: 810)	83% of teachers agreed that "the young people are more aware of the impact of their actions and behaviour on the environment." (Sample: 71)

Source: data collected from a range of courses delivered between October 2012 and September 2013. Figures reported relate to respondents who 'strongly agreed' or 'agreed' with the statement.

**+** NATURE-DEFICIT DISORDER DESCRIBES THE HUMAN COSTS OF ALIENATION FROM NATURE, AMONG THEM: DIMINISHED USE OF THE SENSES, ATTENTION DIFFICULTIES, AND HIGHER RATES OF PHYSICAL AND EMOTIONAL ILLNESSES. THE DISORDER CAN BE DETECTED IN INDIVIDUALS, FAMILIES, AND COMMUNITIES.

**Richard Louv,**  
Last Child in the Woods.<sup>39</sup>

**+** IT IS ONE THING TO TEACH ABOUT NATIONAL PARKS AND CARING FOR THE ENVIRONMENT, BUT IT IS A COMPLETELY DIFFERENT THING TO EXPERIENCE IT – THAT'S WHEN REAL RESPECT BECOMES A REALITY.

**Deputy Head Teacher,**  
Secondary School, 2012



**+** I'VE LEARNT THAT YOU CAN EAT A LOT OF DIFFERENT TYPES OF PLANTS THAT I DIDN'T KNOW YOU COULD EAT BEFORE.

**Ramarni, 10, 2012**

## EVIDENCE OF LASTING CHANGE IN YOUNG PEOPLE'S ATTITUDES AND BEHAVIOUR

Evidence of lasting change in participants' attitudes and behaviour towards the environment is provided by the results of a bespoke five-day course delivered in 2010 and 2011. Helping the young people to understand the effects of climate change on the environment, and discover what they could do to live more 'sustainably', were key objectives for the course.

To evaluate the lasting impact of what they had learnt, we asked the young people to complete a follow-up survey at the end of their academic year<sup>43</sup>. Through this survey, we wanted to discover whether the course had brought about lasting changes in their attitudes and behaviour. The following results indicate that it did.

**97%** of the young people reported that they turned off lights more often when they were not being used.

**90%** reported that they used public transport more frequently.

**90%** said that they turned off electrical appliances more often.

**38%** said that they or their families had changed some of the things they buy because of what they had learnt about their carbon footprints.

**+** I'VE STARTED WALKING TO PLACES MORE OFTEN TO HELP REDUCE CARBON EMISSIONS.

**Simon, 17, 2012**

**We challenge young people's attitudes towards the natural environment so that they are able to consider how their own behaviour can affect it. They become more aware of the impact of their behaviour on the environment and realise how important it is to respect and protect it.**

Finally, we encourage them to set clear goals for what they will do differently back at home, so that they are able to transfer their learning beyond their course.

2,926 young people (12%) had a more deliberate experience of the natural environment by achieving the John Muir Award in 2013<sup>42</sup>.

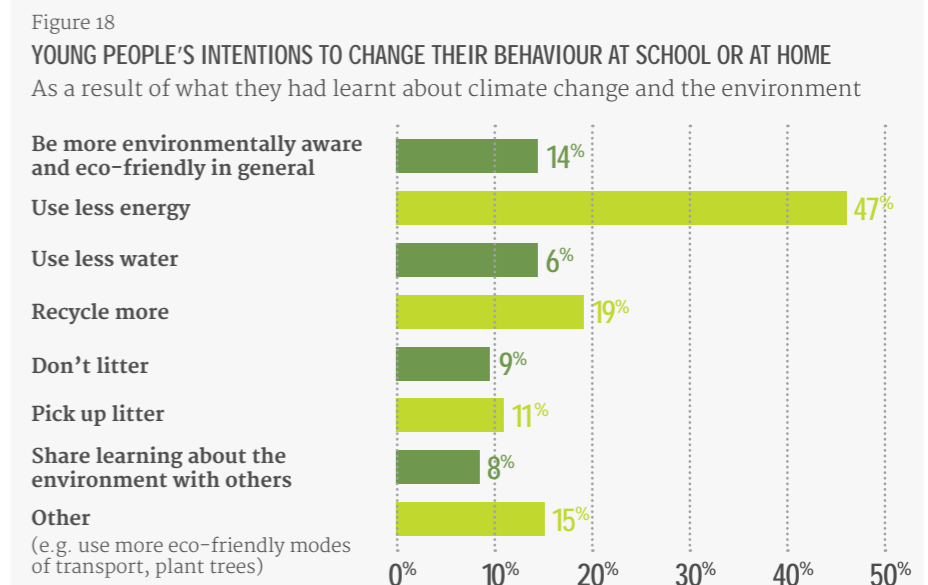
This is an environmental award scheme that supports and encourages people of all backgrounds to connect with, enjoy, and care for wild places. It provides a structured approach to learning about the natural environment and requires young people to make a direct and positive contribution to the quality of wild places through taking part in a 'conserve' activity.

## HOW DOES WHAT THEY LEARN AFFECT THEIR ATTITUDES AND BEHAVIOUR TOWARDS THE ENVIRONMENT WHEN THEY RETURN HOME AND TO SCHOOL?

**We evaluated a bespoke Outward Bound course that had a strong focus on increasing the participants' knowledge of, and appreciation for, the environment; with the aim of helping pupils to implement projects that address environmental problems within their schools and communities.**

as a result of what they had learnt. We asked them, "You also learnt about climate change and the environment. What do you think you will do differently in your day-to-day life at school or at home because of what you have learnt?" 86% of the young people identified at least one way in which they intended to change their behaviour in order to live their lives in a more environmentally conscious and responsible way (see figure 18 below).

At the end of their course, we measured the young people's intentions to change their behaviour



Base: 156 participants on bespoke environmental programme. **Note:** sum of the percentages totals more than 100% because young people intended to change their behaviour in more than one way.

Small-scale evaluations conducted between three and six months after their course also indicate that young people make real changes to their behaviour as a result of their experience; they describe how "I've stopped littering as much", "I started to recycle", "I try and use less electricity" and "I've been having a shower instead of a bath".

# UNLOCKING YOUNG PEOPLE'S POTENTIAL:

## Improving achievement and progress in school

Based on the evidence we've presented in this report, we're confident that our programmes develop young people's attitudes and skills, and that these help them to become more confident and effective learners.

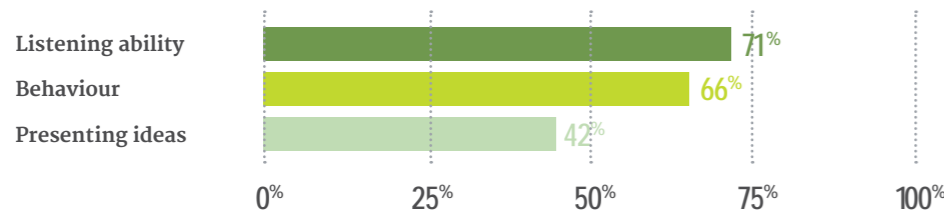
But measuring the effect of an outdoor programme on performance indicators such as behaviour, attendance, achievement and attainment is much harder to do, because there are likely to be many other factors that influence these, not least the quality of teaching that schools provide.

In many ways, we consider an Outward Bound course to be a catalyst for ongoing change and development, and we are careful not to claim credit for outcomes related to raised academic attainment of pupils unless this is supported by independent evidence and the programme is clearly focused on achieving this.

Instead, we consider the different ways that our courses contribute towards young people's progress and achievement. Many young people gain more formal recognition of their learning during their course (see opposite), which contributes towards their wider achievement in school. Results from our teacher survey also suggest that an Outward Bound course can have a positive influence on aspects of classroom performance, for instance by improving pupils' ability to contribute ideas. Figure 23 provides an analysis of these results.

**68%** OF TEACHERS OBSERVED IMPROVED PERFORMANCE IN THE CLASSROOM ONE MONTH AFTER THEIR COURSE.

Figure 23  
EVIDENCE OF IMPROVED PERFORMANCE IN THE CLASSROOM ONE-MONTH AFTER A COURSE

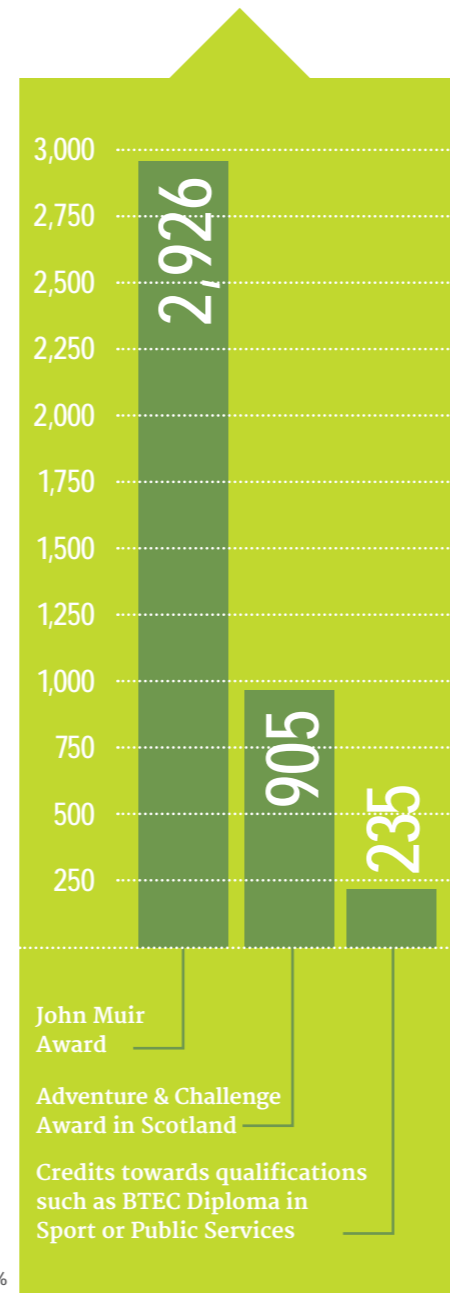


Note: figures refer to teachers who reported improved classroom performance.  
Sample: 191 teacher responses. Data collected over three-year period between October 2010 and September 2013.

The below figures demonstrate the different ways that an Outward Bound course can contribute towards young people's wider achievement and performance.

**4,000+**

YOUNG PEOPLE GAINED MORE FORMAL RECOGNITION OF THEIR LEARNING:



Anecdotally, teachers and young people sometimes attribute raised attainment to their experience on their course. The reasons vary from improved motivation for learning and a shift in mindset towards tackling challenges, to the development of specific skills.

These reflect research conducted by the Joseph Rowntree Foundation, which has shown how a number of different attitudes, beliefs and behaviours affect young people's attainment at school, including belief in their own ability, belief that events result from their own behaviour and actions, and belief that they will apply to, and get into, higher education<sup>44</sup>. Critically, it goes on to say that children from poorer families are less likely to hold these beliefs than their peers.

**+ I TOOK A STUDENT WHO WAS CLOSE TO PERMANENT EXCLUSION AND WAS UNLIKELY TO ACHIEVE WELL IN HER EXAMS. THE COURSE ENABLED US TO BUILD UP TRUST AND MOTIVATE HER TO ACHIEVE 5 A-C GCSEs. I AM CONFIDENT THIS WOULD NOT HAVE HAPPENED IF I HADN'T TAKEN HER ON THE COURSE AS SHE WAS TOTALLY DISENGAGED FROM SCHOOL.**

**+ Student Support Centre Manager, Secondary School, 2013**

**+ I AM MUCH MORE ORGANISED AND THOUGHTFUL SINCE MY OUTWARD BOUND COURSE. MY SCHOOL WORK HAS ALSO IMPROVED AS MY ORGANISATION OF MY NOTES AND BOOKS MEANS I HAVE ACCESS TO ANY INFORMATION I NEED ALMOST IMMEDIATELY. I HAVE BECOME MORE FOCUSED ON SPECIFIC GOALS THAT I MUST ACHIEVE AND AM TAKING THE ROAD TO ACHIEVING THEM ONE STEP AT A TIME.**

**+ Chris, 18, 2013**

On the following pages, we present the story from one individual alongside case studies of two schools that have embedded multiple Outward Bound courses into the curriculum to help raise the achievement and attainment of pupils.



# HOW AN OUTWARD BOUND COURSE CAN CHANGE A YOUNG PERSON'S ENGAGEMENT WITH LEARNING

Mark, 13, 2013

Before his Outward Bound course Mark lacked a lot of confidence in his abilities and this often resulted in problems with behaviour. His day-to-day relationship with many of the teaching staff was tense, and he found it hard to trust or communicate with teachers. He would struggle with certain tasks but would often decline help if offered, and instead of persevering with problem solving, he would give up quickly and start misbehaving.

During his Outward Bound course Mark developed a more 'can-do' and positive attitude and began to work with his team to complete team tasks, instead of giving up. He began to understand how his participation within a team could 'make' or 'break' the team morale. He thrived in this environment and appreciated the level of trust that was offered to him. He rose to this challenge, which in turn had a positive knock-on effect with his interaction with teaching and Outward Bound staff. He also improved his communication skills with peers, learning to share his feelings and experiences, which was a big step as he often finds this a huge challenge.

Since he has been back in school, his behaviour has improved and he has a more respectful and trusting relationship with teaching staff. His communication has improved greatly and he will now ask for help from certain teaching staff. He participates more positively in teamwork and understands better the results of his actions. Outward Bound was the perfect environment to encourage him to work on certain skills and learn more about himself and how his actions and attitude can affect others.

He is beginning to believe in himself and has even taken the step of joining a sports club in the city centre – a huge leap forward as this involved meeting and working with a whole new group of individuals, and he is feeling proud of himself for taking that first step to get there. I really believe that the Outward Bound experience played a vital part in this latest chapter in his life.

Case example provided five months after Mark's course by **Heather Darling**, Active Schools Coordinator at Queensferry High School, West Lothian.

How an integrated Outward Bound programme can contribute towards improved performance of pupils.

## CASE STUDY: BATTERSEA PARK SCHOOL<sup>45</sup>

The programme was delivered over a five year period between 2007 and 2012, and aimed to improve the retention, achievement and progression of pupils. A yearly evaluation of the programme conducted by nfpSynergy used interviews, focus groups and questionnaires to identify the outcomes of the programme<sup>47</sup>.

The qualitative research showed that the Outward Bound programme had become an “essential part of the school fabric”, informing “the evolving school culture in ways that feel clear to students and staff alike”. It provided pupils with a new level of challenge that promoted pride and achievement, and broadened their horizons. It built a sense of confidence and capability, developed perseverance, and helped pupils to become more mature and independent individuals.

Through repeated courses, pupils’ skills became more refined and there was a clear sense that they were increasingly ready to handle the challenges of everyday life.

By the end of the five-year programme, the Head Teacher reported a more stable, engaged school community, with a thriving leadership culture that had been directly influenced by the programme.

“The culture of pupil representation and engagement now forged effectively through the School Council and Prefects has been meaningfully aided by the leadership skills and confidence that Outward Bound nurtures [...] School Council and Prefect Groups are active [...] aspects which the Head had struggled to make effective without the extra support and momentum provided by the Outward Bound programme but which now appear to be flourishing.”<sup>48</sup>

An Ofsted inspection report published in 2010 recognised the quality of the partnership between the school, The Outward Bound Trust and Deutsche Bank (the project funder) in raising pupils’ aspirations and in providing experiences that would otherwise be inaccessible to pupils<sup>49</sup>.

+ THEY ARE STARTING TO LEARN THERE’S NOTHING WRONG WITH MAKING MISTAKES. IT’S ALL ABOUT WHAT YOU LEARN FROM IT, BECAUSE THAT’S A MASSIVE CONFIDENCE ISSUE. AS SOON AS THEY GOT SOMETHING WRONG THAT’S IT, THEY’D GIVE UP, AND THAT’S STOPPED HAPPENING. A LOT MORE OF THEM ARE WILLING TO PERSEVERE AND ACKNOWLEDGE THAT EVEN IF THEY’VE MADE A MISTAKE THEY’VE LEARNED SOMETHING FROM THAT MISTAKE. +

Teacher, 2012

### CHARACTERISTICS OF LOCAL COMMUNITY:

Located in the London Borough of Wandsworth, where 16% of children currently live in poverty<sup>46</sup>.

### CHARACTERISTICS OF SCHOOL:

High Free School Meal Band: 43.3% of pupils are currently eligible to receive free school meals. 72% of pupils have been eligible within the past 6 years. 50% of pupils speak English as an additional language.

Note that the current demographic make-up of the school is broadly the same as it was when the programme was delivered.

In the three years prior to the start of the programme, the school had emerged from special measures and faced significant challenges, with high levels of pupil mobility and a high level of fixed-term and permanent exclusions.

### OUTWARD BOUND PROGRAMME CHARACTERISTICS:

All pupils in Year 7, 9 and 12 participated each year on a five-day course. Small groups in Years 8, 10 and 11 participated each year on a mix of three and five-day courses.

+ ALL THE ACTIVITIES WILL HELP ME WITH MY SCHOOL LIFE. I DID AN EXPEDITION AND I LITERALLY HAD TO PUSH MYSELF THROUGH THAT AND ENCOURAGE ANOTHER TEAM MEMBER. AND IT’S LIKE IF I CAN DO THAT, I CAN PRETTY MUCH GET THROUGH MY EXAMS. +

Pupil, Year 11

## CASE STUDY: CHRIST CHURCH C OF E PRIMARY SCHOOL<sup>50</sup>

### CHARACTERISTICS OF LOCAL COMMUNITY:

Located in the London Borough of Lambeth, where 26% of children live in poverty<sup>51</sup>.

### CHARACTERISTICS OF SCHOOL:

High Free School Meal band: 59.6% of pupils are eligible to receive free school meals; 73.4% of pupils have been eligible within the past 6 years. 4.6% of pupils speak English as an additional language.

### OUTWARD BOUND PROGRAMME CHARACTERISTICS:

All pupils in Year 6 participate on three courses each year.

Research has shown that the gap in attainment during primary school between the richest and poorest pupils grows very quickly, accounting for 12% of the attainment gap at age 11, and suggests that policies that aim to change pupils’ attitudes and behaviours during primary school could be effective in reducing the growth in that gap<sup>52</sup>.

We have worked in partnership with Christ Church C of E Primary School for three years to deliver a programme for all pupils in Year 6. The programme is progressive in nature, taking pupils on three residential courses during the year in order to develop key skills for learning. The first course gets pupils hooked on the experience and enables teachers to assess pupils’ learning needs; the second excites them and is an opportunity to review and evaluate the skills already learnt; the third is a chance to become “fluent” in the skills they’ve developed over the duration of the programme.

What does this “fluency” look like? Headteacher Jakki Rogers says “taking responsibility for belongings, being on time for sessions, and collaborating with others”, so that when they move into secondary school the following year, they have the confidence and independence to embrace new challenges.

One of the most noticeable changes that Ms Rogers observes in pupils during the course is in the language they use towards each other; it becomes more positive, “less whiney and confrontational” and they are able to show more empathy and maturity in their interaction with others. But she notes that this tends to dissipate as they return to school, and that repeated exposure to Outward Bound also helps pupils to become more fluent in these skills.

Over time, they’ve realised how important it is to embed the programme in their pedagogy and curriculum, and Ms. Rogers describes how the three courses are essential to creating the change they aspire to for their pupils. She now knows which experiences the pupils need to have early on in the programme so that they can make the most of the final expedition course at Loch Eil, which has the potential to be “mind-blowing” for pupils whose daily experience is of high-rise flats in south London.

Christ Church C of E Primary School achieves significant results for its pupils, who achieve more than expected against national curriculum standards. Whilst it’s not possible to isolate the impact that the Outward Bound programme has, it is a key – and growing – element of the school’s curriculum.

+ WE ARE VERY PROUD OF WHAT WE ACHIEVE HERE IN THE FACE OF SOME PRETTY CHALLENGING CIRCUMSTANCES AND ARE GRATEFUL FOR THE ONGOING PARTNERSHIP WITH THE OUTWARD BOUND TRUST AND THE WAY IT HAS SUPPORTED US IN DELIVERING THAT ‘EXTRA SOMETHING ELSE’ THAT MEANS THE CHILDREN LEAVING US DO SO WITH MUCH BETTER PROSPECTS THAN WHEN THEY JOINED US. +

Jakki Rogers,  
Head Teacher



# THE 22-DAY CLASSIC AND ULTIMATE ADVENTURE COURSES

The 22-day course is the longest we deliver, and is unique in many ways: participants receive three 1:1 development sessions with their instructor, they spend 24 hours 'solo', and the course takes them into significantly more challenging outdoor environments.

It has a particular focus on developing independence, and involves a high level of social mixing, as young people participate from all over the world. For this reason we have chosen to present the findings from our evaluation of these courses separately from the previous sections of this report.

Our own previous evaluations have shown that these courses develop young people's optimism, self-efficacy and resilience. But in our last Social Impact Report, we reported how we were disappointed by some of the findings, as we were surprised that we didn't see more distinct learning outcomes for young people who participated on these courses compared to our shorter courses.

As a result, in 2013 we conducted two pieces of research to evaluate the outcomes of the programme. The first looked at changes to participants' skills and behaviour three months after their course; the second was an independent piece of research that looked at outcomes for participants up to three years after their course.

Together, these two pieces of research show that these courses have a lasting positive effect on the way young people view themselves, their relationships with others and their future. Here, we present the key findings from these two studies.



**+** THE PASSION FOR STRETCHING YOURSELF AND STICKING TO IT, EVEN (OR ESPECIALLY) WHEN IT'S NOT GOING WELL, IS THE HALLMARK OF THE GROWTH MINDSET. THIS IS THE MINDSET THAT ALLOWS PEOPLE TO THRIVE DURING SOME OF THE MOST CHALLENGING TIMES OF THEIR LIVES. **+**

Professor Carol Dweck, Mindset: How you can fulfil your potential<sup>53</sup>.

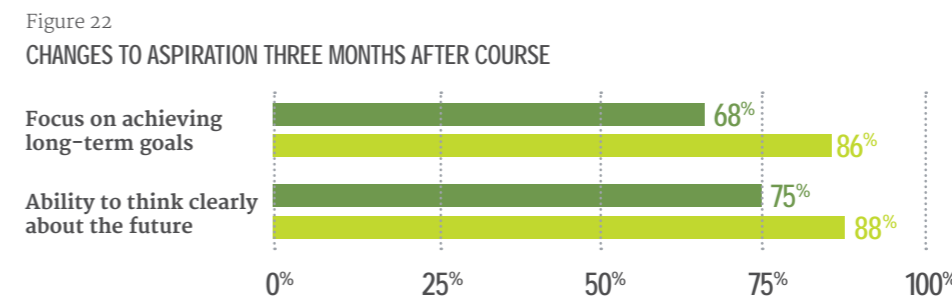
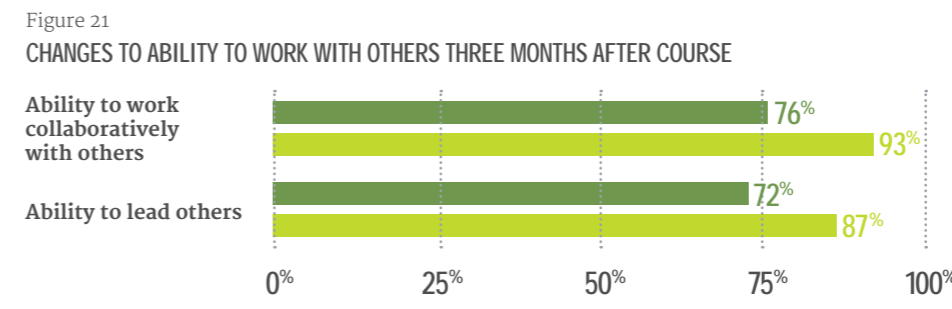
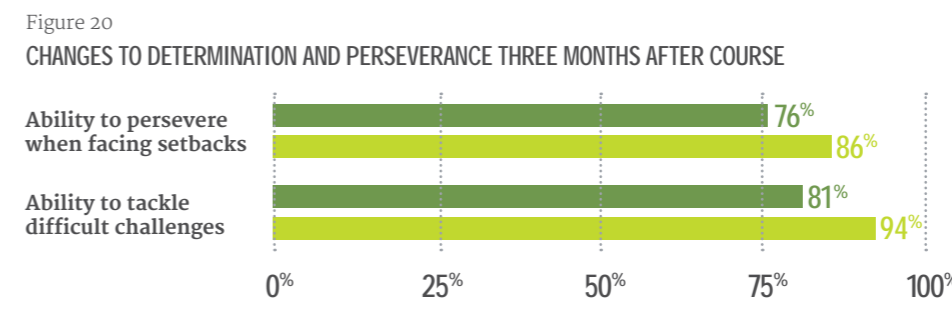
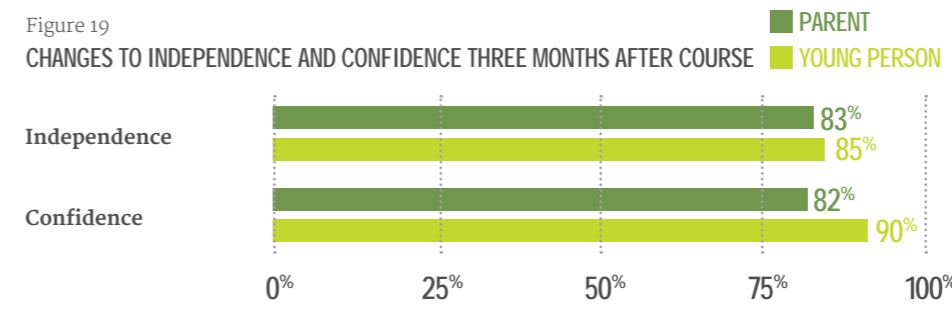
## RESEARCH CONDUCTED THREE MONTHS ON

It's clear that, for the majority of participants, the experience has been transformative, leading to significant improvements in their confidence, independence, determination and ability to work with others.

Three months after the course, participants and their parents completed a survey that asked them to rate the changes they had observed to specific skills and behaviour<sup>54</sup>. Their responses show that the courses helped young people to become more effective in what they do, more open to trying new things, and more focused on what they want to achieve in the future.

We received many examples of ways that these skills have led to positive change, from both parents and participants. Overleaf, we provide the experience of one individual, told from the viewpoint of both the young person and his mother.

Figures 19-22 provide a summary of these results.



**+80%**

OF PARENTS REPORTED AN INCREASE IN FOUR DISTINCT AREAS: CONFIDENCE, INDEPENDENCE, MATURITY, AND ABILITY TO TACKLE DIFFICULT CHALLENGES.

**68%**

OF PARENTS REPORTED AN INCREASED FOCUS ON ACHIEVING LONG-TERM GOALS.

% of respondents who reported 'significant' or 'slight' positive change

Significant positive change = "do/does this much better/more often"

Slight positive change = "do/does this a little better/a little more often"

Base: 107 participants; 101 parents (a sample of approximately 1/4 of the programme participants).

The results also suggest that the programme has a lasting positive effect on young people's physical health. Parents and participants reported increased physical activity following the course, and increased desire to spend more time in the outdoors.

Given the intense physical nature of the course, we are pleased, but not surprised, by these results. They demonstrate the enduring effect the experience is likely to have on young people's health and well-being.



+ I'm less frustrated and more willing to work out problems that are usually difficult. I feel that my personality has affected other people to make good decisions. I'm not afraid to try new things and take on bigger challenges. I feel that my experience has helped me set goals that I would one day achieve. School work was always a challenge for me and I never felt that I had it in me to make good grades. But that changed after my course. It taught me to conquer my fears and face new things head on. Now my grades are the best I've ever had in school.

Lewis, 17, 2013

+ I have noticed changes in Lewis's behaviour since his return from Wales. He has become a very confident and outgoing individual. He is very cooperative and willing to step in and help others when it's needed. His attitude is always a positive one; he's learned to have self-control and finds positive ways to resolve problems, rather than getting frustrated and angry. His peers look up to him as a role model because he listens and is a good leader.

Lewis's Mum, 2013

+ THERE IS CLEAR EVIDENCE, ENDORSED BY PARENTS, THAT THERE IS A STRONG AND LASTING IMPACT ON SELF-CONFIDENCE, RESILIENCE, MOTIVATION, INDEPENDENCE, INTER-PERSONAL SKILLS, OPTIMISM AND RESPONSIBILITY.<sup>55</sup>

+ Independent Researcher, 2013

**INDEPENDENT RESEARCH CONDUCTED 1-3 YEARS ON**

An independent piece of research gave a strong indication that this course has a long-lasting effect on participants' personal and interpersonal skills.

The research involved young people who took part in a course between one and three years ago, as well as their parents, and focused on understanding both the perceived impact of the programme and its influence over subsequent decisions they had made in their lives.

**IMPROVING THE 22-DAY COURSE**

The research highlighted a number of programme elements that make the most significant contribution towards the outcomes, including the social mix of the groups, the expeditions and the remote natural setting where the course took place.

The activities through which participants learnt the most seemed to be those that required "**persistence, sustained effort and a degree of inner strength.**" These findings are particularly relevant as we are in the process of reviewing the content and purpose of the 22-day course. We want to ensure the programme genuinely prepares young people for their transition into further or higher education and employment.

We have used many of the findings of the programme evaluations, as well as independent research, to re-design the course, and we plan to re-launch it in 2015.

# OUTCOMES FOR YOUNG PEOPLE IN EMPLOYMENT

Unlocking potential by improving the skills that underpin effective workplace performance.

We stated at the beginning of this report that many young people fail to meet employers' needs in terms of their knowledge, skills and general 'readiness' for work<sup>56</sup>. One study showed that 61% of businesses reported weaknesses in school leavers' self-management and 25% reported shortcomings in graduates' teamwork skills<sup>57</sup>.

We work with clients from a wide range of industries, including transport, utilities and manufacturing, to help develop dynamic, effective employees who are able to make a positive contribution to their company's performance. We work closely with each client to identify the particular attitudes, skills and behaviours they need in their staff, and design a programme that can shape these. We use challenging outdoor environments to bring workplace scenarios to life by simulating situations that delegates are likely to encounter at work. By doing so, we build both their confidence and competence to perform more effectively when they return to work.

Many of the apprentices and graduates we work with are in the process of making the transition from full-time education into employment, and are likely to need confidence, independence and interpersonal skills in much the same way that young people in education do. But as each programme that we deliver for these groups of young people is different to the next, we wanted to assess the skills and attributes we developed across all our programmes in order to understand the full scope of our work with young people in employment.

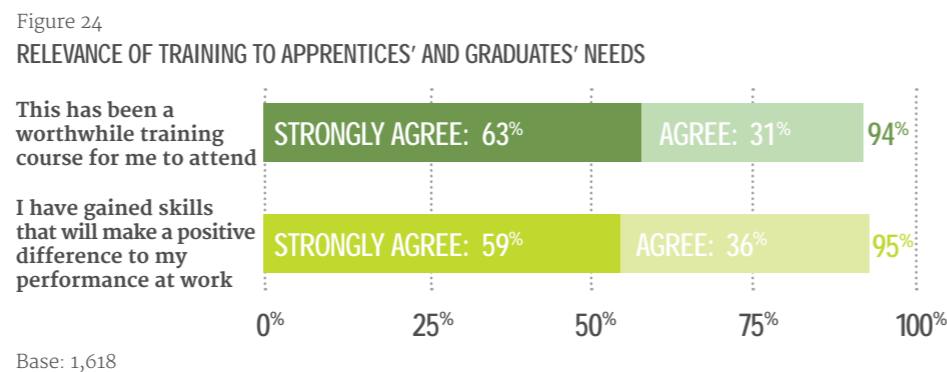
Through a detailed analysis of each course outcome, we identified seven key competencies, and found that these mapped closely onto several of the core 'employability' competencies highlighted by the CBI, including self-management, teamwork and problem-solving<sup>58</sup>.

Here, we present evidence of outcomes from two different sources<sup>59</sup>. The first is an analysis of the data we collect at the end of each programme. The second is drawn from evaluations conducted between one and six months after delegates' return to their workplace which we present in the form of three case studies.



## EVIDENCE OF LEARNING: END-OF-COURSE DATA<sup>60</sup>

Firstly, we collect data on the delegates' reaction to their training in order to assess whether the learning needs identified by their employer have been met during their course. This shows us that our programmes are well-designed and delivered effectively: 94% found it to be a worthwhile course to attend and 95% agreed that they gained skills that would make a positive difference to their performance at work.



Secondly, we collect data on delegates' views of the extent to which they achieved the outcomes set for the course. In order to combine this data, we categorised each objective into seven different competencies and analysed the strength of response in each area (see Figure 25).

Figure 25  
DEFINITIONS OF COMPETENCY AREAS USED, WITH SAMPLE SIZE  
PERSONAL SKILLS AND QUALITIES

COMPETENCY AREA	DEFINITION	SAMPLE SIZE
Self-management	Managing own behaviour and directing own activities and time effectively. Being independent. Accepting responsibility for own behaviour, learning and development.	1,737
Self-awareness	Awareness of own traits and behaviour. Awareness of own strengths and areas for development.	653
Problem solving skills	Seeking and analysing all available information to fully understand a problem. Making rational judgements and applying creative thinking to develop appropriate solutions.	271
Confidence	Belief in own abilities. (Note that we have chosen not to include this data in the charts below because of small sample size).	20

The analysis shows that apprentices and graduates respond very positively to learning in all areas, and given that these are skills identified clearly by their employer, it suggests that they return to work more able to perform effectively in their role. The results from this analysis are presented in Figures 26-28.

SKILLS IN WORKING WITH OTHERS

Skills in working with others	Contributing to achieving team goals. Building team spirit. Recognising and rewarding the contribution of others. Listening to, and consulting, others. Ability to interact, communicate and build relationships with others.	2,431
Leadership skills	Taking responsibility for activities and people. Taking initiative. Making prompt and clear decisions. Initiating activity.	599

ENGAGEMENT WITH THEIR EMPLOYER

Knowledge and understanding of their employer	Understanding the organisation's values and culture. Displaying behaviour that is in line with the organisation's values and culture.	1,242
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Note that because not all programmes develop skills in all areas, the sample for each competency varies.

Figure 26  
DELEGATES WHO AGREED THAT THEIR COURSE ENABLED THEM TO DEVELOP PERSONAL SKILLS

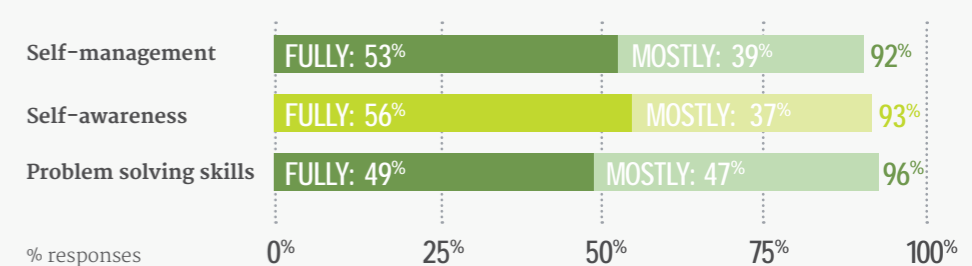


Figure 27  
DELEGATES WHO AGREED THAT THEIR COURSE ENABLED THEM TO DEVELOP SKILLS IN WORKING WITH OTHERS

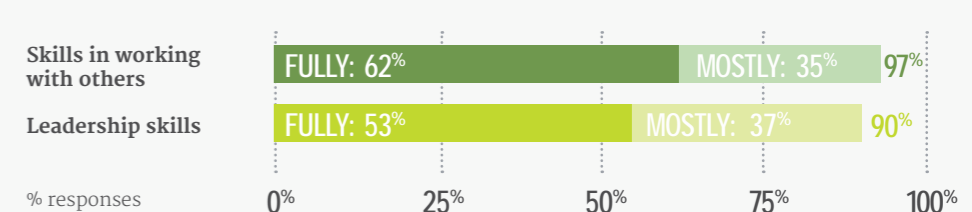
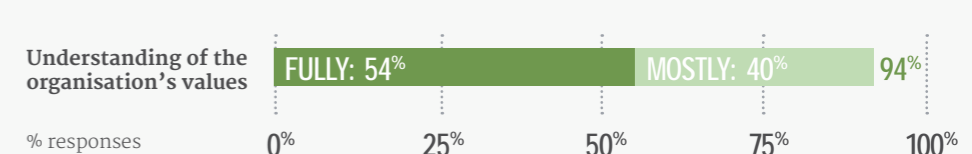


Figure 28  
DELEGATES WHO AGREED THAT THEIR COURSE ENABLED THEM TO DEVELOP UNDERSTANDING OF THEIR EMPLOYER



# THE EFFECT ON DELEGATES' PERFORMANCE IN THE WORKPLACE

To demonstrate the medium-term effects of our work on apprentices' and graduates' performance, we present case studies from three organisations where a follow-up evaluation was conducted between one and six months after their programme.

## APPRENTICE DEVELOPMENT PROGRAMME: BAE SYSTEMS PLC

We've worked with BAE Systems for over thirteen years to help their apprentices become dynamic, effective employees. The programme takes place during the first six weeks of their apprenticeship and focuses on building their self-awareness, self-confidence, self-management and skills in working with others, from communication to leadership. It also aims to enhance their understanding of BAE Systems' values and ethical principles.

In 2012, 219 apprentices attended a five-day Outward Bound programme. Six months afterwards, training staff, line managers and apprentices completed an online survey regarding the programme. 150 apprentices and 14 staff (who we refer to as 'observers') completed the survey.

The evaluation showed that the programme is regarded as a highly positive experience that helps prepare apprentices for the many requirements of their apprenticeship. It develops their capacity for independent learning, collaborative working and self-management, and gives them a deeper understanding of the organisation's values and ethical principles. When asked "What was the most useful part of the Outward Bound programme?", 84% of apprentices clearly described the opportunity to develop skills in working with others, from getting to know new people and developing strong personal relationships, to learning to communicate openly, to consider, respect and trust others, and to be patient towards others.

The programme also appears to have had a positive effect on the apprentices' behaviour at work, in particular in relation to safety and attendance.



There seems to be a link between the skills and attitudes developed on The Outward Bound Trust's programme and the behaviours of our apprentices demonstrated in the workplace. The course has enabled these groups of apprentices to have an enhanced sense of responsibility and this has been reflected in an improved safety record and also on our overall rates of absenteeism. Safety awareness has stopped being a 'tick box' procedural chore and become a very real thing. +

Ted Creighton, Head of Learning and Development, BAE Systems

## BAE SYSTEMS

Key highlights from the evaluation included:

93% of apprentices and 100% of observers agreed that the programme had developed the apprentices' skills in working with others.

**"I have become more vocal within my group when we are completing tasks and planning. Also I have become more confident with my leadership abilities and know what techniques and qualities it takes to be a good leader."**

94% of apprentices and 89% of observers agreed that the programme had given the apprentices a better understanding of why it is important to be motivated and committed at college and / or work.

**"It has helped greatly in getting me to understand the preparation and skills required to work well in college and in work life."**

87% of apprentices and 94% of observers agreed that the programme had developed the apprentices' skills in self-management.

**"I find myself persevering more when I am finding things hard or demanding. I also see myself working harder towards my goals as I know that the more hard work and dedication I put into the work or task I am doing, the more I will get out."**

## APPRENTICE DEVELOPMENT PROGRAMME: VOLKSWAGEN GROUP UK LTD.

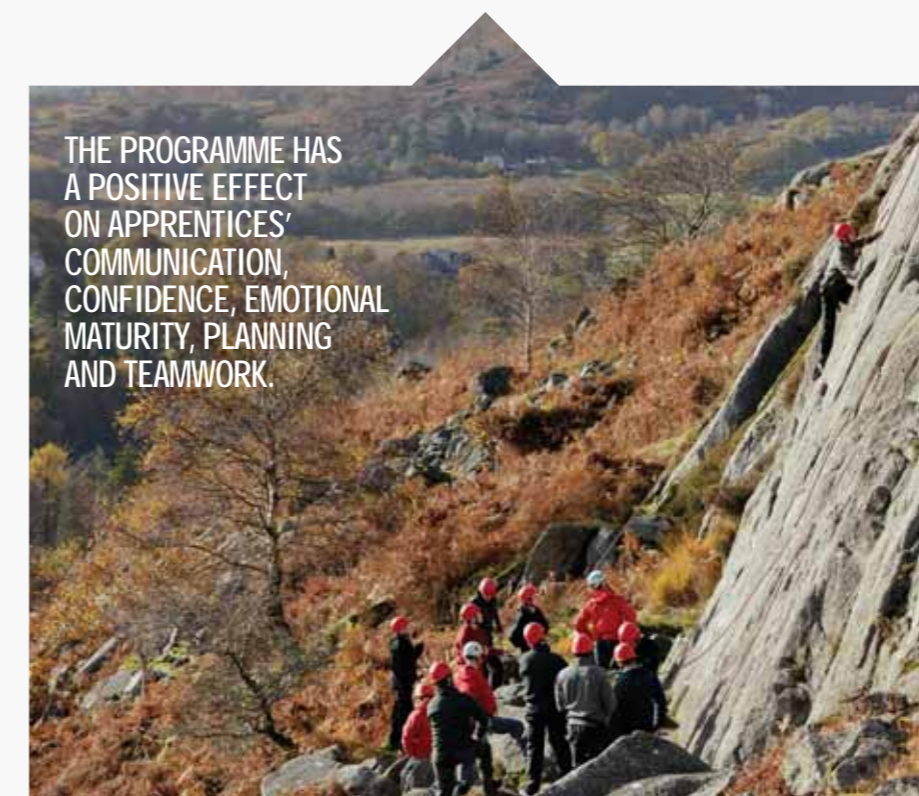


We've worked with Volkswagen Group for ten years to help develop their franchise networks apprentices. Whilst the company is able to develop the apprentices' technical skills through internal training, we work with them to help develop their key skills, such as teamwork, planning and communication, and in particular to develop customer-focused behaviours.

In 2013, 250 apprentices took part in a five-day programme during the second year of their three-year apprenticeship. An internal evaluation of the programme, conducted by Volkswagen Group's Learning and Development Team, shows that the programme has a positive effect on the apprentices' skills in a number of areas, including communication, confidence, emotional maturity, planning and teamwork<sup>61</sup>.

Between one and three months after the programme, line managers were asked to rate any changes they had observed in their apprentices' skills and behaviours at work. Changes in skills were reported from partially through to wholly improved (see opposite for a summary of the results).

We thank Volkswagen Group for allowing us to present the results of their internal programme evaluation in this report.



94%

OF LINE MANAGERS REPORTED IMPROVED COMMUNICATION TO STAFF AND 87% REPORTED IMPROVED COMMUNICATION TO CUSTOMERS.

**"Apprentice has shown improvements in his interaction with his work colleagues. He has also shown improvements with his communication skills when dealing with customers."**

94%

OF LINE MANAGERS REPORTED IMPROVED CONFIDENCE AND EMOTIONAL MATURITY.

**"Apprentice has returned from this Outward Bound week a more confident person. I am both delighted and a little amazed that such a change can occur in one week."**

96%

OF LINE MANAGERS REPORTED IMPROVED PLANNING AND PREPARATION.

**"Apprentice appears to plan ahead better now and his time management has improved."**

## GRADUATE DEVELOPMENT PROGRAMME: SELLAFIELD LTD.

The purpose of the Outward Bound programme was to develop aspects of the graduates' self-awareness, personal responsibility and ability to develop others through coaching and feedback, in line with the organisations' 'people' and 'learning' behavioural competencies.

24 graduates took part in the pilot three-day programme in 2012. Our evaluation indicated that it was effective in improving the self-development and coaching behaviours that the company wished to instil. Ten weeks after the programme, the delegates reported increased likelihood to take ownership of their learning at work and increased confidence to support and coach colleagues.

The graduates highlighted a range of other programme outcomes, from increased confidence and optimism, to stronger relationships with other graduates and increased enthusiasm to tackle new challenges. Their feedback suggests that the programme has benefited the graduates both personally and professionally on a number of different levels.

**+** I FEEL LESS EMBARRASSED ABOUT MY 'FLAWS' AND FEEL I CAN ADDRESS THEM PRODUCTIVELY, AS OPPOSED TO PUTTING MYSELF DOWN AS I WOULD HAVE DONE IN THE PAST. I ACCEPT THAT I HAVE AREAS WHICH REQUIRE DEVELOPMENT AND THAT MAY NOT BE MY STRONGEST POINT, BUT I AM AWARE THAT THIS DOES NOT MEAN I AM NOT ABLE TO TACKLE THESE ISSUES. **+**

Graduate Participant, 2012



### Key highlights from the evaluation included:

**91%** agreed that they were more likely to seek personal development to improve their performance at work.

**77%** agreed that they were more likely to seek feedback from a colleague on their performance at work.

**77%** agreed that they felt more able to empower colleagues to complete tasks.

**73%** agreed that they were more likely to coach a colleague in their work.

**95%** agreed that they had a better understanding of their areas for development.



## SUMMARY

As we develop our evaluation of these courses for apprentices and graduates, we aim to strengthen our evidence base in a number of ways. For instance, we've started to collect visiting staff members' observations of learning outcomes in order to support delegates' own views of the skills they develop.

Their feedback suggests that they can also benefit personally and professionally from the experience, by observing delegates' strengths, talents and weaknesses and by developing their own skills.

We are also working with a number of clients to evaluate the effectiveness of their programme in greater depth and over a longer period of time, in order to understand whether – and in what ways – there is an impact on wider aspects of organisational performance.



**+** IT HAS MADE ME REFLECT ON MY OWN MANAGEMENT STYLE; TO TAKE NOTICE AND CONSIDER PEOPLE'S LEADERSHIP STYLES. IT HAS REFRESHED SOME KNOWLEDGE OF SKILLS I LEARNT YEARS AGO. **+**

Visiting member of staff,  
Airbus UK

**+** PROFESSIONALLY I GAINED A SOLID OVERVIEW OF THE DEVELOPMENT AND PROGRESS MADE BY THE APPRENTICES AND A MORE REALISTIC UNDERSTANDING OF HOW THIS CAN BE DELIVERED IN THE BUSINESS. PERSONALLY I FELT I DEVELOPED AS AN INDIVIDUAL BY STANDING BACK AND WATCHING THE APPRENTICES CHANGE THEIR ATTITUDES AND OUTLOOKS. THIS HAS CERTAINLY MADE ME THINK ABOUT MY ROLE IN THE BUSINESS AND THE IMPACT I CAN HAVE. **+**

Visiting member of staff,  
Babcock International.

# INDIRECT IMPACT

In this final section of the report, we begin to take account of what we term the 'indirect impact' of our courses. This ranges from benefits to members of staff who accompany young people during their courses to the effect of environmental conserve activity completed during courses where the John Muir Award is delivered.

## OUTCOMES FOR TEACHERS AND OTHER VISITING ADULTS

In both of our previous impact reports, we highlighted how teaching staff who participate with their pupils can gain personally and professionally through the experience. In 2013, we reviewed our evidence in this area and produced a summary of our findings<sup>62</sup>.

This showed that, through observing their pupils' progress and achievements during the course, teaching staff can increase their understanding of their pupils' abilities, improve their relationships with pupils and, in some cases, further develop their own teaching skills. 72% of teachers agreed that the course had given them the opportunity to support pupils in a more targeted way and 80% of teachers said they gained in some way themselves from the course.

These findings highlight the importance of the role that each individual teacher plays during our courses. There are benefits for them as well as the pupils, and the shared experience and knowledge gained helps make sure that key areas of learning do not get forgotten when pupils return to school.



**+** IT HAS HELPED STAFF TO SEE STUDENTS LEARN IN A DIFFERENT ENVIRONMENT, ASSESS THEIR LEARNING STYLES AND TO DEVELOP BETTER RELATIONSHIPS WITH STUDENTS. WE CAN ALSO SAY 'REMEMBER WHEN YOU DID THAT AT OUTWARD BOUND', A POWERFUL TOOL TO HELP STUDENTS EMPLOY PAST LEARNING. **+**

Class Teacher,  
Secondary School, 2013



## OUTCOMES FOR EMPLOYEE AMBASSADORS

Over the last three years, we've worked with an increasing number of 'employee ambassadors', who are members of staff who volunteer to support the young people that their company funds. During their course, they enhance the young people's learning experience by helping them to build relationships with other adults, and raising their awareness of employment opportunities.

Our evaluation of their experience suggests that they develop skills themselves, such as teamwork, communication, problem-solving and leadership.

## OUTCOMES FOR FAMILIES

Earlier in the report we mentioned that our evaluations have detected small changes in how satisfied young people feel with their family relationships following their course, and how this is supported by some of the findings that have emerged from the evaluation of our individuals programme. Three months after their course, 66% of participants reported improved quality of family relationships and 68% of parents reported improved relationships with family members. These figures are supported by many examples of improved parent and sibling relationships.

## ENVIRONMENTAL IMPACT

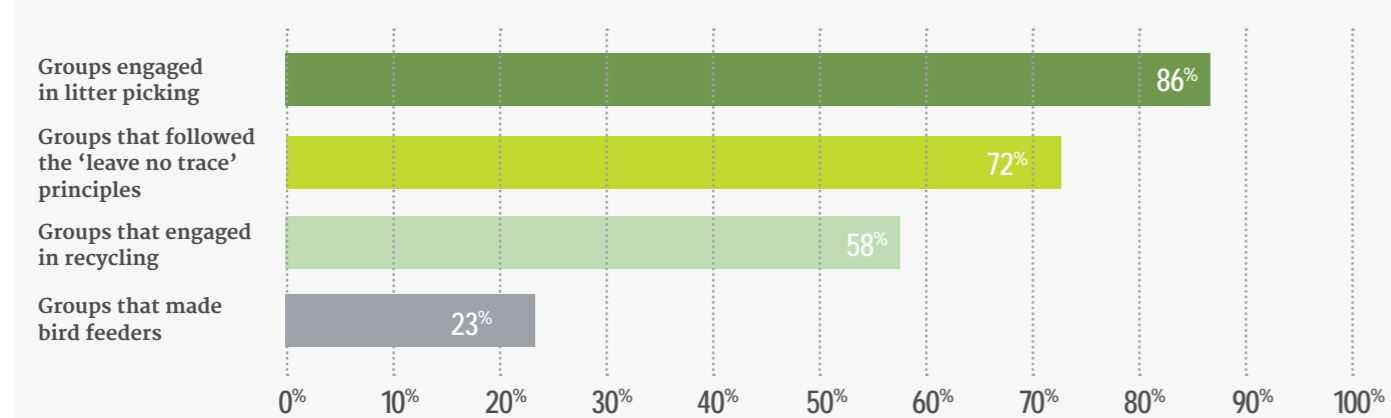
The natural environment is an essential part of what we do at The Outward Bound Trust. Through our courses, we aim to build young people's knowledge, awareness and concern for the natural environment. 12% of the young people we worked with\* were involved in practical conservation activity at one of our centres through the John Muir Award. We collected information at the end of each course related to this activity, and the John Muir Trust analysed the data for us through a 'conserve audit'<sup>63</sup>.

This audit reveals the wide range of wild places in which the conserve activity takes place, the majority of which are coastal, mountain, woodland and national parkland. It also shows the diverse range of activities that they engage in, from litter picking to improving the quality of natural habitats, and the difference that this activity has made to wild places where The Trust operates. Figure 29 provides a snapshot of this activity.

Figure 29  
SUMMARY OF CONSERVE AUDIT DATA FROM COURSES DELIVERED BETWEEN JANUARY AND DECEMBER 2013



### ANALYSIS OF ACTIVITY BY GROUP



\*Throughout our Education and Individuals programmes.



+

THIS IS THE FOURTH YEAR WE'VE DONE THIS WORK FOR A LOCAL FARMER ON DIFFERENT PARTS OF THE FELS, LINING THE STONE WALLS WITH A WIRE FENCE TO STOP THE SHEEP DAMAGING THE WALLS. HE EXPLAINS THE WORK TO THE PUPILS AND THE DIFFERENT ELEMENTS – CARRYING POSTS, TYING INTO THE WALL, FIXING THE WIRE [AND] ALLOWS PUPILS TO TAKE ON DIFFERENT ROLES. +

Instructor,  
The Outward Bound Trust

## OUR JOURNEY TO GREATER IMPACT

We are committed to improving the quality of our courses so that every young person we work with has a powerful and transformative experience with us. The process of evaluation has continually helped us question how we can improve the quality of our courses, and our findings are used to help reflect on practice.

In 2011, we identified one particular barrier to achieving consistent learning outcomes during our Education courses; we found that pupils and teachers would sometimes arrive unprepared for their course, which meant that it could be slow to start and we would spend a long period of time explaining our pedagogy to teaching staff. In short, this meant that we weren't making the most of the time that young people were with us.

There are two things we've done to address this: we developed a journal that pupils could begin to complete before they arrived at The Trust; and we developed a partnership workshop that teaching staff could attend at the start of their course to help focus the learning.

These strategies are having a significant effect on the quality of learning. Instructors find that when pupils arrive knowing what the course will entail, they can hit the ground running and start the learning earlier. When teaching staff see that we plan each session in the same way that they plan lessons in school, they understand our learning cycle and are in a better position to collaborate with their instructor during the course. We also now ask teaching staff to give developmental feedback to our instructors at the end of their course, which has resulted in stronger partnerships with teaching staff and an increase in the quality of our staff delivery.

In 2013 we also identified the core competencies we develop in young people, and designed a framework of short, medium and long-term outcomes to guide us in our measurement. We've set ourselves a number of goals around measuring lasting change in the young people we work with.

# CONCLUSION

We hope that, through this report, we have been able to demonstrate that we are succeeding in our mission to unlock potential in young people. At the heart of every Outward Bound course is a physical, social and memorable experience of challenge and adventure that promotes self-discovery and learning. Whether in education or employment, their Outward Bound course enables young people to become more confident and more effective in what they do.

Evaluation of our education and individuals courses shows that not only do young people gain new experiences, new skills and new ways to view themselves and the world around them, but this learning extends into their school and home lives where they become more confident and effective learners. Evaluation of our courses for apprentices and graduates shows that they develop key employability skills that contribute towards enhanced workplace performance.

Throughout 2014, we will be conducting an evaluation to assess the extent to which Outward Bound courses improve young people's employability in order to understand more about the different ways that they prepare young people both for their transition into the workplace and enhance their capacity for ongoing success and achievement once they are in work.

At the beginning of this report, we highlighted the costs to society of poor mental health and reduced employment. As we close the report, we highlight the potential cost savings to society as a result of better mental health and educational attainment. A report published in 2010 estimates that the cost benefit to society, as a result of improved health, community cohesion and higher educational attainment, can amount to anything from tens of millions to billions of pounds, and that "even if [learning in the natural environment] has only a very small impact on these costs (e.g. reducing the relevant impacts by 0.1%), its value in reducing costs would be very large – to the order of £10m to £20m per year."<sup>64</sup>

**We would like to thank everyone who has contributed to our research by providing feedback, case studies and interviews.**





# OUR APPROACH TO EVALUATION

We use a range of methods to evaluate outcomes, from questionnaires designed internally to more robust techniques involving independently developed surveys that measure specific skills and qualities.

Much of our data is self-reported and relates to self-perceived outcomes, and we believe that this is key, as our courses aim to change how young people think and feel about themselves and their lives. In order to strengthen our findings, we ask teachers, parents and training staff to report on the changes they observe in young people following a course.

The sources of evidence we have used in this report are listed in Figure 30 below.

Figure 30

## EVIDENCE USED IN THIS REPORT

METHOD	PURPOSE AND WHAT THIS TELLS US
Outward Bound end-of-course questionnaires for participants and visiting staff. We develop these with a clear focus on an individual course or programme's learning objectives.	To collect evidence of short-term learning outcomes. This tells us about young people's perceptions of what they have learnt and about visiting staff observations of what young people have learnt.
Outward Bound follow-up questionnaires for participants, teachers, parents, training managers and line managers. We design these to assess the changes that have been observed between one and twelve months following a course.	To collect evidence of medium-term learning outcomes. This tells us about the lasting effect of our courses.
Independently validated questionnaires. We use these before and after a course to measure changes to young people's attitudes and skills.	To collect more robust evidence of short-term learning outcomes. The results from these questionnaires are subjected to statistical tests to determine statistical significance and strength of change.
Interviews with groups and individuals. We use these to develop qualitative case studies.	To collect evidence of an individual's personal experience or of the overall effectiveness of a programme.

Note that all case studies and quotes included in this report have been provided directly by individuals involved in our courses. In most cases, they have been reproduced verbatim, but occasionally we have re-worded them slightly where we felt the spelling or grammar errors may have detracted from their meaning. All individual young people's names have been changed in order to protect their identity.



# END NOTES

- 1 This refers to Education and Individuals programme participants only.
- 2 TS Eliot, *The Dry Salvages* (1941) in *Four Quartets*.
- 3 Office of National Statistics (2004), *Mental health of children and young people in Great Britain, 2004*.
- 4 Department for Education (2013), *Education and Training Statistics for the United Kingdom 2013*.
- 5 CBI (2012), *Learning to Grow: what employers need from education and skills*.
- 6 Department for Education (2013), *Education and Training Statistics for the United Kingdom 2013*.
- 7 Sissons and Jones (2012), *Lost in transition? The changing labour market and young people not in employment, education or training*, The Work Foundation.
- 8 *Bridging the Gaps; Health Care for Adolescents*, Royal College of Paediatrics, June 2003, p.27.
- 9 Department for Education (2013), *GCSE and equivalent attainment by pupil characteristics in England, 2011/12*.
- 10 Department for Education, *Destinations of Key Stage 4 and Key Stage 5 pupils by characteristics, 2010/11*.
- 11 Campaign to end Child Poverty (2013), *Child Poverty Map of the UK 2013*.
- 12 Sissons and Jones (2012), *Lost in transition? The changing labour market and young people not in employment, education or training*, The Work Foundation.
- 13 King's Fund (2008), *Paying the Price: the cost of mental health care in England to 2026*.
- 14 Children's Society (2013), *The Good Childhood Enquiry 2013*.
- 15 Dweck, C. *Mindset: How you can fulfil your potential*, Constable & Robinson Ltd, London.
- 16 Carneiro, P. Crawford, C. Goodman, A. (2007). *The impact of early cognitive and non-cognitive skills on later outcomes*.
- 17 CBI (2012), *First Steps: a new approach for our schools*.
- 18 Analysis of schools based on 'free school meal bands'. Note that this refers to state-maintained primary and secondary schools."
- 19 This refers to Education and Individuals programme participants only.
- 20 Neill & Dias (2001), *Adventure education and resilience: The double-edged sword*, *Journal of Adventure Education & Outdoor Learning*, 1:2, 35-42.
- 21 Williams, R. (2012) *The impact of residential adventure education on primary school pupils*.
- 22 All figures correct January 2014.
- 23 For more information on The Outward Bound Learning Process, please visit the Teacher Resource area of our website at [www.outwardbound.org.uk](http://www.outwardbound.org.uk).
- 24 Our centres are based in the Lake District, the Scottish Highlands and Wales. Our urban Metro centre is based in Glasgow, but takes young people to local wilderness areas.
- 25 <http://publications.nice.org.uk/social-and-emotional-wellbeing-for-children-and-young-people-lgb12> accessed on 2nd December 2013.
- 26 Mindset is a concept developed by leading psychologist Carol Dweck. Her research shows that having a 'fixed mindset' means you believe your intelligence and talent are fixed and cannot be developed; this leads you to avoid challenges, avoid effort and to give up easily. Having a 'growth mindset' means you believe your intelligence and talent can be developed over time through persistence and effort; you are more likely to see challenge as an opportunity to learn and be resilient in the face of setbacks.
- 27 Surveys completed up to two weeks before and two weeks after a course. Statistical significance of results provided at a 95% confidence level.
- 28 New Philanthropy Capital analysis report, September 2013.
- 29 We use a number of different scales to measure outcomes because some are tested for specific age groups, some are lengthy, and some use language that is too complex for younger participants.
- 30 For more information about the different types of courses we deliver, please visit [www.outwardbound.org.uk](http://www.outwardbound.org.uk).
- 31 General self-efficacy scale, J. Schwarzer & M Jerusalem (1995).
- 32 Life Orientation Test-Revised (Lot-R), M. F. Scheier, C. S Carver & M. W. Bridges (1994).
- 33 New Philanthropy Capital's Well-being Measure is an independently tested questionnaire that measures eight domains of young people's well-being. For more information, visit [www.well-beingmeasure.com](http://www.well-beingmeasure.com).
- 34 Ego-Resilience Scale, J. Block & A.M. Kremen (1996).
- 35 Duckworth, Peterson, Matthews & Kelly (2007), *Grit: Perseverance and Passion for Long-Term Goals*.
- 36 Data collected from visiting staff members one month after course. Surveys completed by a combination of senior school staff, including Head Teachers, Deputy Head Teachers and Heads of Year, as well as classroom teachers. Sample includes responses from primary, secondary and special schools.
- 37 Working Links (2011), *Learning a Living: A research report into Apprenticeships and reducing youth unemployment*.
- 38 For more information, see *Measuring resilience and youth development: the psychometric properties of the Healthy Kids Survey*. Retrieved from [http://chks.wested.org/resources/REL\\_RYDM2007034.pdf](http://chks.wested.org/resources/REL_RYDM2007034.pdf)
- 39 Louv. R. *Last Child in the Woods: Saving our children from nature-deficit disorder*, p.36.
- 40 King's College London (2011), *Understanding the diverse benefits of learning in the natural environment*.
- 41 Natural England (2009), *Childhood and Nature: a survey on changing relationships with nature across generations*.
- 42 This refers to Education and Individuals programme participants only; it does not include young people who are in employment, as we do not deliver the John Muir Award on these programmes.
- 43 Sixty-nine participants completed the survey 3 to 10 months after attending their Outward Bound course.
- 44 Joseph Rowntree Foundation (2010), *Poorer children's educational attainment: how important are attitudes and behaviour?*
- 45 Case study prepared using findings from five years of qualitative and quantitative research conducted by nfpSynergy.
- 46 End Child Poverty (2013), *Child Poverty Map of the UK*, February 2013.
- 47 nfpSynergy (2012), *5 years of Qualitative research at Battersea Park School*.
- 48 nfpSynergy (2012), *5 years of Qualitative Research at Battersea Park School*.
- 49 Ofsted (2010), *Battersea Park School Inspection Report*.
- 50 Case study prepared following in-depth interview conducted with Head Teacher in November 2013.
- 51 End Child Poverty (2013), *Child Poverty Map of the UK*, February 2013.
- 52 Joseph Rowntree Foundation (2010), *Poorer children's educational attainment: how important are attitudes and behaviour?*
- 53 Dweck, C. *Mindset: How you can fulfil your potential*, Constable & Robinson Ltd, London.
- 54 Approximately 1/4 of participants and their parents responded to the survey.
- 55 Williams, R. (2013), *Report to The Outward Bound Trust on an evaluation of the Classic course*.
- 56 McKinsey & Company (2013), *Education to Employment: Designing a system that works*.
- 57 CBI (2012), *Learning to Grow: what employers need from education and skills*.
- 58 CBI (2012), *Learning to Grow: what employers need from education and skills*.
- 59 We structure our evaluation of these courses so that it meets the Kirkpatrick Four Levels of Evaluation methodology where possible and appropriate. We also use the CIPD Return on Expectation model to structure our research.
- 60 It relates to approximately 60% of participants in 2012-13.
- 61 Sample: 142 line manager responses.
- 62 The Outward Bound Trust (2013) *How teachers benefit from accompanying their pupils on an Outward Bound course*.
- 63 We thank the John Muir Trust for collating and analysing this data for us.
- 64 eftec (2010), *Assessing the benefits of learning outside the classroom in natural environments*.

## FOR FURTHER INFORMATION

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