



THE
OUTWARD
BOUND TRUST

SOCIAL IMPACT REPORT 2017



“

When you go home from a course like this you're gonna grasp every opportunity you can to fulfil your dreams... I think being on this course made me realise that I'm not nothing, that I can be whatever I want to be if I put my mind to it.”

Simon, age 16, speaking at the end of his Skills for Life Award course in 2015



WELCOME

NOT EVERYTHING THAT MATTERS CAN BE MEASURED AND NOT EVERYTHING THAT IS MEASURED MATTERS

This famous saying always comes to mind when I think about the work of The Outward Bound Trust, our social impact and our ability to measure and demonstrate the value of our work to the outside world.

For some, a belief that powerful adventurous experiences go on to produce real learning of use in everyday life is simply a matter of faith. It follows as night follows day and it does not need the appliance of science to make the case. To them, Outward Bound® is about alchemy, magic and art.

For others, a rigorous evidence base of quantitative and qualitative data along with longitudinal research is necessary before such experiences can be recognised as effective. Until you can hold it in your hand and measure it very precisely, it must be suspect.

At The Outward Bound Trust we firmly believe that the truth lies somewhere in the middle – where science meets art. This is our fourth Social Impact Report and we are proud of both the way we have developed our evaluation techniques over the last decade and the story that they tell about the positive impact of an Outward Bound experience on the lives of young people. There is a huge amount in this report that “proves” the value of the work we do. We also know that nothing contained in this report ever quite matches the look on the face of a youngster on top of a mountain who has just realised that there is far more in her than she had ever previously imagined. It is when one puts the two together that Outward Bound really makes sense.

Nick Barrett, Chief Executive

OUR BELIEF

“We are all better than we know. If only we can be made to realise this, we may never again be prepared to settle for anything less.”

Kurt Hahn, Co-Founder, The Outward Bound Trust.

OUR MISSION

To unlock the potential in young people through learning and adventure in the wild.

OUR CORE VALUES

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.

WHO WE WORK WITH

All figures reported are for the twelve months from October 2015 to September 2016 unless otherwise specified.

The Outward Bound Trust provides courses for young people to develop their social and emotional skills at every stage of their education from the end of primary school through to university, and during the early stages of employment. The skills that they develop are those that will play a pivotal role in how successfully they navigate the challenges of adolescence and early adulthood: helping them to flourish and thrive in many different ways throughout their lives.



HOW WE ENGAGE WITH YOUNG PEOPLE



SCHOOLS + COLLEGES

The vast majority of the young people we work with are aged 11-16, and experience their course through their school.

83% (20,858) attended through their school, college or youth group

Evidence of impact can be found on pages 16-49.



APPRENTICES + GRADUATES

13% (3,253) of the young people we worked with were apprentices or graduates who attended through their employer.

80.5% (2,615) were apprentices
16% (528) were graduates

A further 3.5% (110) of participants were senior leaders from corporate organisations.

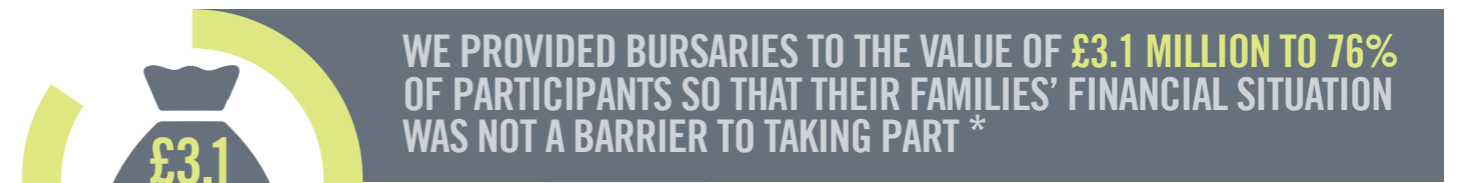
Evidence of impact can be found on pages 50-55.



SUMMER PROGRAMMES

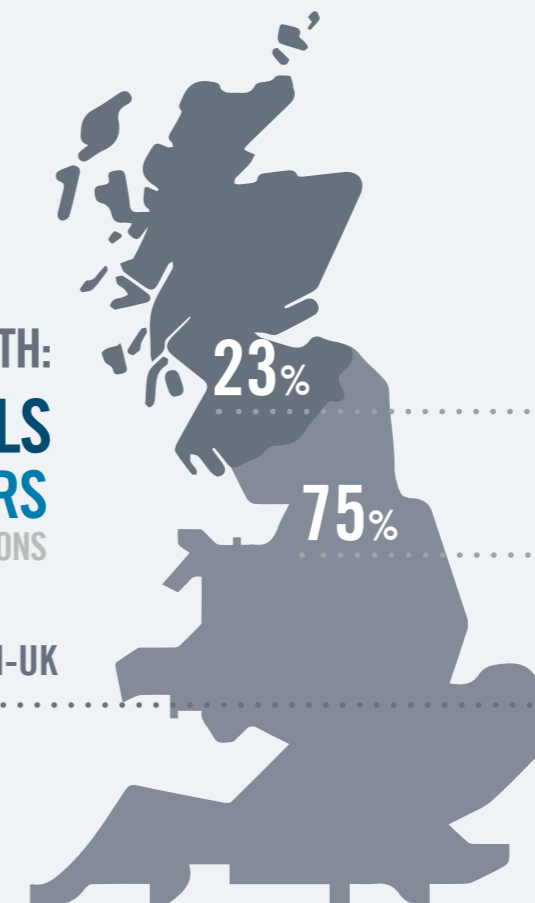
4% (1,017) attended one of our summer programmes. In the last two years, 641 young people have completed our new 19-day Skills for Life Award course, which aims to support the transition of young people aged 15-19 into adulthood.

Evidence of impact can be found on pages 16-49.



WE WORKED WITH:
370 SCHOOLS
63 EMPLOYERS
50 YOUTH ORGANISATIONS

2% NON-UK



BREAKDOWN OF PARTICIPANTS BY COUNTRY[^]

Participants Schools/colleges

5,102 92

16,361 324

International participants 412
International schools 4

[^]The above figures do not include participants who attended as apprentices or graduates because we do not keep records of the place of residence for each individual.

VISITING STAFF MEMBERS

2,280 FROM SCHOOLS & COLLEGES
301 FROM EMPLOYERS

Participated in a course alongside their pupils or apprentices/graduates.

EMPLOYEE AMBASSADORS

119

These are individuals, from companies that support The Trust, who accompany pupils during their course.

*Young people who participated through their school, college or youth group and on a summer programme only

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EXECUTIVE SUMMARY

INTRODUCTION

The Outward Bound Trust provides courses for young people to develop their social and emotional skills at every stage of their education from the end of primary school through to university, and during the early stages of employment. The skills that they develop are those that will play a pivotal role in how successfully they navigate the challenges of adolescence and early adulthood: helping them to flourish and thrive in many different ways throughout their lives.

This is The Trust's fourth Social Impact Report in which we demonstrate the various ways that Outward Bound courses help to reverse the decline in young people's well-being; improve their engagement and performance in learning; and bridge the widening gap between the academic skills pupils develop at school and the broader set of skills that are needed for employment.

THE CHALLENGES YOUNG PEOPLE FACE IN THE 21ST CENTURY

Young people growing up in the UK today face multiple barriers to living healthy, happy and successful lives. Their well-being is in decline^{1,2}, they are increasingly likely to experience a mental health disorder^{3,4}, and their physical health continues to be a cause for concern, with more than a third of 11-15 year olds overweight or obese⁵. Many find that, when they start looking for work, they lack the attributes that employers require and, once in employment, they do not possess the skills that enable them to adapt quickly and succeed⁶. Those from poorer backgrounds face an even greater number of barriers, as their educational attainment continues to fall well below that of those from richer backgrounds⁷. They are also more likely to experience mental and physical health concerns^{4,5}, making it harder for them to find and remain in meaningful employment.

OUR SOLUTION: EMPOWERING YOUNG PEOPLE TO MAKE THEIR OWN WAY

The Outward Bound Trust aims to tackle many of these issues by developing in young people the skills and behaviours that will lay the foundation for positive attitudes and behaviours throughout adolescence and into adulthood. Our courses use adventure in wild outdoor environments to

expose young people to new and challenging experiences and at the same time equip them with the skills they need to face them head on and overcome them. Studies have shown that social and emotional skills developed in childhood help to predict many outcomes later in life, from mental and physical health to educational attainment, job prospects and workplace earnings¹¹.

In 2016, we worked with 25,128 young people to help them develop these vital attitudes, skills and behaviours. The evidence presented in this report is drawn from our own evaluations, independent studies and testimonials from participants, parents, teachers and employers. The findings from data we have collected from participants have been externally verified by Get the Data, an organisation that specialises in social impact analytics. This, combined with evidence from other sources, gives a clear indication that young people who participate in an Outward Bound course while they are in school or as an apprentice or graduate become more confident and resilient individuals, able to interact more positively with others and work more effectively to achieve their goals, not just in the short-term but in the months and years that follow.

CONCLUSION

Looking ahead, we remain committed to measuring our impact, but we intend to shift our focus to understanding what makes our courses most effective at unlocking young people's potential. The research we have done into the lasting impact of our courses indicates that aspects of the experience such as the quality of their relationship with their instructor, the experience of being challenged and the support they receive from their teachers after their course are key drivers of impact. These findings are echoed in other independent studies, and this critical information will help us to better design our courses for impact in the future. So in the coming years, we intend to evolve our evaluation methodology even further to understand the optimal conditions for impact. We hope to work more closely alongside research institutions and plan to continue with our lasting impact research to investigate some of the many factors that both enhance and inhibit change, so that at every stage of our work with young people, we are creating experiences that challenge, inspire and transform them.

MEASURING OUR IMPACT

WHY WE EVALUATE OUR COURSES

If we are to give young people the chance they deserve to thrive in life, we must be sure our courses have the capacity to transform each and every individual we work with. For this reason, we take the evaluation of our courses very seriously.

Since we began to evaluate our courses back in 2008, we have invested significantly in our capacity to measure our outcomes. In each of our three previous Social Impact Reports, we set out to provide an account of the progress we are making. Our approach has continually evolved as we have developed a deeper understanding of how, and to what extent, young people are able to improve their skills and qualities after attending one of our courses. We are now in a position to assess not only young people's growth and development during their course, but whether they continue to show improvement in their attitudes and skills over time.

HOW WE EVALUATE OUR COURSES

We focus primarily on measuring the attitudes, skills and behaviours (also known as social and emotional skills or soft skills) that young people develop during their course. The main way we do this is by asking participants to complete a short questionnaire at the start and end of their course, and where possible around three, six or twelve months afterwards. This enables us to gather better information about the actual changes that occur to young people's attitudes, beliefs, skills and behaviours during and after their course.

In the main, we use validated questionnaires so that we can be confident the questions we ask have been tested to measure a particular skill accurately. We use the data we collect to assess the overall effectiveness of our courses, and are starting to improve our systems so that we can assess the effectiveness for different groups, such as males and females, those from poorer backgrounds or those who are underperforming at school, as well as what creates the most impact. Our data is externally verified by Get the Data*.

We also ask teachers, parents and employers to record and report on changes that they observe when their child, student or graduates returns from their course.

In the last year, we have embarked on some more considered qualitative research into our lasting impact, so that we can

learn more about the value young people place on experiences like Outward Bound, and what aspects of the experience work best for them. This, combined with our quantitative studies, is helping us to identify where we can improve.

A significant step forward in our impact measurement has been the development of our first Theory of Change. This is a visual diagram that lays out the key principles behind what we do and the steps that go into creating the outcomes we aim to achieve on every course we deliver. It is through the development of this Theory of Change that we have been able to identify more clearly the part we can play in improving the life chances of all young people, whatever their background or circumstances. It can be found on pages 12 and 13 of this report.

A NOTE ABOUT WHAT IS INCLUDED IN THIS REPORT

The research and evaluation findings used to produce this report have been drawn from several different sources. Results reported for participants are, in the most part, derived from questionnaire data collected at the start and end of the course, and either six or twelve months afterwards. Where lasting impact findings are reported, these refer to either follow-up evaluations conducted twelve months after the course or interviews conducted with young people between one and five years after their course. Evidence reported by teachers, parents and employers has been collected through questionnaires and interviews. All evidence presented has been collected since we published our previous report in 2014.

When interpreting the results, a small reported increase on the scale of a questionnaire can often indicate a significant change for an individual – for instance the difference between avoiding eye contact with a teacher and being able to ask them for help for the first time. We present testimonials alongside our quantitative data to bring the improvements reported to life. All testimonials have been provided either during interviews or through questionnaires, and in each case we specify when and how it was provided. All names of young people have been changed in order to maintain their anonymity. Names of teachers, schools and employers have been provided only where they have given us permission to do so.

Throughout the report we have chosen to present a snapshot of the key findings. A more extensive set of results is provided at the end of the report in the section on Additional Research.

*Based in the UK and US, Get the Data provides Social Impact Analytics to enable organisations to demonstrate their impact on society. Their services enable organisations to measure their impact, learn how to improve their service and, finally, prove their impact on society. For more information visit www.getthedata.co.uk/

THE CHALLENGES THAT YOUNG PEOPLE FACE

Young people growing up in the UK today face multiple barriers to living healthy, happy and successful lives.

MENTAL HEALTH AND EMOTIONAL WELL-BEING

Recent studies have indicated a worrying decline in the social and emotional well-being of children and young people in the UK^{1,2}. One in five over the age of 16 are likely to experience a mental health problem at some point this year, and one in ten aged 5-16 have a clinically diagnosable mental health problem^{3,4}.

Bullying is one factor shown to affect young people's mental and emotional health, as well as a wide range of other outcomes⁴. In a recent survey, 50% of young people reported having been bullied at some point, and 50% of those said they had experienced it in the past year⁸.

EDUCATIONAL ATTAINMENT

Since 2012, the attainment gap between pupils from poorer and richer backgrounds has widened, with those eligible for free school meals making even less progress than their more affluent peers by the end of secondary school, regardless of their prior attainment⁷. The effect of this is that they achieve fewer good qualifications in English, Maths and Science at age 16, making it more challenging for them to access high quality further or higher education, or apprenticeships, or to gain meaningful employment.

TRANSITION FROM EDUCATION INTO EMPLOYMENT

1 in 10 young people aged 16-24 are not in education, employment or training (NEET)⁹. Studies indicate that being NEET causes lifetime wage scarring in the region of £50,000 to £225,000 per individual and can have a negative effect on mental and emotional health and life satisfaction¹⁰.

More than 4 out of 5 employers rate attitude to work and character as one of their three most important considerations when hiring new staff, but around half report weaknesses in school leavers' communication and resilience, and almost two fifths are not satisfied with their attitude towards work⁶.



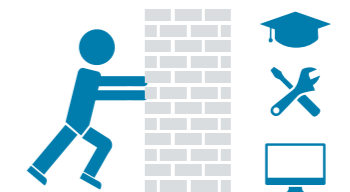
ONE IN FIVE OVER THE AGE OF 16 ARE LIKELY TO EXPERIENCE A MENTAL HEALTH PROBLEM AT SOME POINT THIS YEAR



One in ten aged 5-16 have a clinically diagnosable mental health problem



THOSE ELIGIBLE FOR FREE SCHOOL MEALS ACHIEVE FAR FEWER GOOD QUALIFICATIONS IN ENGLISH AND MATHS AT THE POINT OF LEAVING SCHOOL



Making it more challenging for them to access high quality further or higher education, apprenticeships or gain meaningful employment



HALF OF EMPLOYERS REPORT WEAKNESSES IN SCHOOL LEAVERS' COMMUNICATION AND RESILIENCE, AND ALMOST TWO FIFTHS ARE NOT SATISFIED WITH THEIR ATTITUDE TOWARDS WORK



OUR SOLUTION: EMPOWERING YOUNG PEOPLE TO MAKE THEIR OWN WAY



DEVELOPING YOUNG PEOPLE'S SOCIAL AND EMOTIONAL SKILLS

We focus on developing young people's social and emotional skills so that they are empowered to face many of these challenges head on. These are the skills that are central to the healthy functioning of children, young people and adults. They underpin how we interact with others, how we handle stress, how quickly we give up and many more attitudes and behaviours that help determine our choices and success in life.

During periods of difficulty and change, social and emotional skills become particularly important: acting as a protective factor that helps us to avoid unhealthy patterns of behaviour and stay on track with our goals. They give us the confidence to reach out for help, to understand and express our emotions and to adapt positively to challenging circumstances or change.

It's during periods of difficulty and change that many of the young people we work with experience Outward Bound. They may be struggling with their confidence or with feelings of anxiety about the future. They may have started a new school and be finding it difficult to make new friends. Or they may be facing a family break-up or have been bullied in the past and feel unable to express their emotions. Others are academic higher achievers but they are failing to reach their full potential. And for those who are starting out in the workplace as an apprentice or graduate, they may not have yet had the opportunity to develop the kinds of behavioural skills their employers require, and need to be able to adapt quickly to the new working environment.

DURING PERIODS OF DIFFICULTY AND CHANGE, SOCIAL AND EMOTIONAL SKILLS BECOME PARTICULARLY IMPORTANT: ACTING AS A PROTECTIVE FACTOR THAT HELPS US TO AVOID UNHEALTHY BEHAVIOURS.

DEVELOPING YOUNG PEOPLE NATURALLY

Every Outward Bound course uses adventure in wild outdoor environments to expose young people to new and challenging experiences, and at the same time equip them with the skills they need to face them head on and overcome them. Each course aims to achieve specific learning outcomes for participants, and our instructors work closely alongside the accompanying staff members, as well as the young people themselves, to create action plans for applying the learning after the course has ended. The courses are residential, making the experiences that young people have highly social.

Our Theory of Change on pages 12 and 13, sets out the four key principles that underpin how we design our courses, and the steps that lead to more empowered young people who are able to thrive in whatever they do.

HOW SOCIAL AND EMOTIONAL SKILLS DEVELOPED IN CHILDHOOD INFLUENCE OUTCOMES IN ADULTHOOD

A number of studies highlight the importance of developing social and emotional skills in childhood.

The most recent is a systematic review conducted by the Institute of Education in 2015 of the evidence linking these skills in childhood with outcomes in adulthood¹¹.

It highlighted the link between skills such as **self-control**, **self-awareness**, **social skills** and **resilience** in childhood with many aspects of adult life, including **mental and physical health**, **qualifications**, **income**, **crime** and **mortality**.

It highlighted **self-efficacy** – our belief in our ability to achieve our goals – in particular to be a predictor for **educational attainment** and **employment outcomes**.

Social skills were identified to be important predictors of non-labour market outcomes such as mental health and health behaviours.

It concludes that *“substantial benefits are likely to be gained across people's lives if effective interventions can be found to enhance social and emotional skills in childhood.”*

THE OUTWARD BOUND TRUST'S THEORY OF CHANGE

OUR APPROACH... WHAT IT MEANS TO BE OUTWARD BOUND¹²:

AUTHENTIC ADVENTURE

Adventure provides opportunities for individuals to respond to challenge and uncertainty. When positively experienced, this encourages them to embrace, rather than avoid, challenge and uncertainty in the future. Research confirms that adventure in natural environments improves psychological outcomes such as self-efficacy, resilience and well-being¹³.

IN THE NATURAL ENVIRONMENT

Wild and unpredictable environments, such as those in which we operate, provide optimum conditions for authentic adventure to take place. Learning that takes place in natural settings has been associated with outcomes ranging from increased knowledge and understanding, the development of skills, improved attitudes and behaviours to health and well-being and self-worth¹⁴.

DELIBERATE LEARNING

Programmes delivered with specific outcomes and integrated into the curriculum have been shown to deliver stronger and more lasting outcomes^{15,16}. Learning strategies such as goal-setting¹⁷ and feedback¹⁸ are effective at improving pupil outcomes. Instructors, qualified both as outdoor practitioners and to facilitate learning, work with participants for the duration of their course. The instructor has been shown to be an important factor in the effectiveness of outdoor learning programmes¹⁹.

THE RESIDENTIAL EXPERIENCE

Research has shown that residential impact on relationships between peers, as well as between staff and students; develop resilience, self-confidence and well-being; and improve engagement with learning, behaviour, and preparedness for transitions into new environments¹⁶.

WHAT HAPPENS DURING A COURSE:

Participants achieve more than they believe themselves capable of

Participants overcome physical and emotional **challenges** in the natural environment which require **sustained effort** and result in **emotional reward**

Participants approach tasks that require planning and team cohesion, and reflect on their performance

Participants **live and work with others**

WHAT THIS ACHIEVES:

Participants become more **aware of their capabilities** and develop **confidence and self-belief**

Participants develop **perseverance, resilience and problem-solving skills**

Participants become better at **planning and setting goals**; and develop **personal responsibility**

Stronger **relationships** are formed, contributing to the development of **social skills**, such as teamwork, communication, leadership and empathy

WHAT THIS MEANS FOR YOUNG PEOPLE:

Participants have higher **aspirations** and **expectations** for the future


Participants develop the **mental strength** needed to cope with setbacks and work towards their aspirations

Participants are better equipped to **plan** the steps they need to achieve their goals and **follow through with them**

Participants are better able to **work in environments** that require them to work **alongside others** to achieve their goals

Alongside the above personal outcomes, participants engage positively with inspirational natural environments, increasing their awareness and sense of personal responsibility towards them.

The Outward Bound course acts as a **catalyst** for positive change. The positive results seen from small changes encourage further change, and thus young people continue to develop following their Outward Bound course.



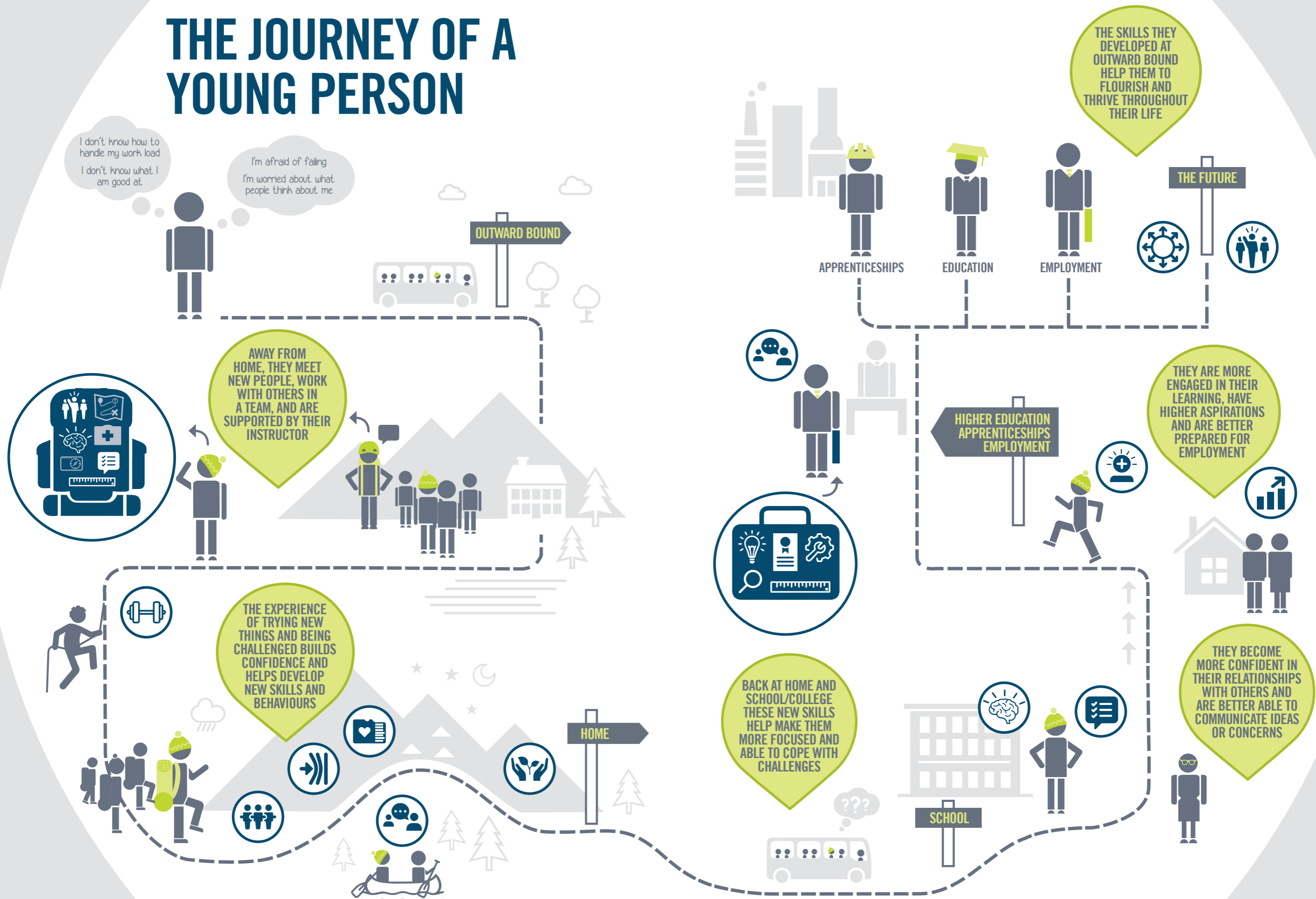
YOUNG PEOPLE ARE EMPOWERED WITH THE ATTITUDES, SKILLS AND BEHAVIOURS THEY NEED TO MAKE POSITIVE CHANGES IN THEIR LIVES




YOUNG PEOPLE THRIVE IN THEIR EDUCATION, TRAINING AND AT WORK, AND THROUGHOUT THEIR LIVES

The environment to which participants return after the course must provide opportunities for them to continue to develop.

THE JOURNEY OF A YOUNG PERSON



Full list of icons and key see page 67.

DEVELOPING YOUNG PEOPLE'S SOCIAL AND EMOTIONAL SKILLS: ENHANCING THEIR CAPACITY FOR LEARNING AND PREPARING THEM FOR WORK

“

I wouldn't be this much of a confident person [if I hadn't gone on the course], and that has like really made me think I can do stuff and I should just go for it and try, because if I don't try it I'm never going to be able to. ”

Raj, speaking in May 2016, three-five years after his course

ON AN OUTWARD BOUND COURSE, PARTICIPANTS ACHIEVE MORE THAN THEY BELIEVE THEMSELVES CAPABLE OF

AS A RESULT, THEY BECOME MORE AWARE OF THEIR CAPABILITIES AND DEVELOP CONFIDENCE AND SELF-BELIEF

THIS MEANS THAT THEY HAVE HIGHER ASPIRATIONS AND EXPECTATIONS FOR THE FUTURE

The Outward Bound Trust's Theory of Change



YOUNG PEOPLE WHO ARE MORE CONFIDENT AND WHO BELIEVE IN THEMSELVES

Our belief in our ability to achieve what we set out to do strongly affects whether we achieve our goals or not.

Studies show that if young people believe they have control over the things that happen to them, then they are more likely to achieve the things they set out to¹⁹. Self-efficacy in particular – our belief that we can achieve our tasks and goals – has been linked with better attainment at GCSE²⁰.

Every Outward Bound course is designed to stretch and develop a young person’s understanding of what they are capable of. The challenges that our instructors present them with are carefully planned and managed so that each individual is encouraged to face something they’ve never done before. For some, it may be putting their head in the sea for the first time; for others, it may be facing a fear of heights when they climb up a rock face, or carrying a heavy rucksack up a mountain for the first time.

The residential element also offers opportunities to experience new things – for instance eating a meal in the company of others, or sharing a living space with people who are new to them. Many young people challenge their ideas of the type of person they are and what they are capable of, overcoming fears not only of things like swimming in open water, but, perhaps more importantly, of talking to people they don’t know and being away from their families.

IF YOUNG PEOPLE BELIEVE THEY HAVE CONTROL OVER THE THINGS THAT HAPPEN TO THEM (RATHER THAN PEOPLE OR EVENTS CONTROLLING THEM), THEN THEY ARE MORE LIKELY TO ACHIEVE THE THINGS THEY SET OUT TO

“Pupils were challenged in a completely different way but were supported by excellent staff, valued and encouraged to reflect regularly and plan how they could progress even further to achieve their own goals.”

Pamela Sneddon, Physics Teacher, Braes High School (Falkirk).
Feedback provided in October 2014, four–six weeks on from the course.



OVERALL SELF-CONFIDENCE

Our evaluations indicate that, after taking part in one of our courses, young people improve their overall self-confidence as well as their confidence in specific situations such as trying new things and meeting new people. Research into our lasting impact is giving a good indication that the effects of a course last well into the future.

We used the Life Effectiveness Questionnaire* to measure changes to young people’s confidence after taking part in our 5-day Education courses and our 19-day Skills for Life Award course. 51% increased their confidence score at the end of their 5-day course and 60% at the end of their Skills for Life Award.

When we surveyed young people who had participated in the Skills for Life Award six and twelve months afterwards, we found that improvements in confidence recorded at the end of their course had been retained, giving a strong indication that the course has an effect in the long-term.

We also used the Personal Development Scale** to measure improvements in young people’s confidence to do certain things such as try new things. 76% of participants on our 5-day Education course increased their score for confidence to meet new people at the end of their course. On one programme we also measured participants’ confidence to have a go at things that are new to them. 68% improved their score for this at the end of their course and, when we followed up with them six months on, 54% scored higher for both measures of confidence.

KEY INFORMATION

- The courses referred to in these sections of the report:
- Education courses – these usually last for five days and are delivered in close partnership with education clients. They focus on developing the attitudes and skills that help to improve students’ engagement and success in learning.
 - Skills for Life Award course – this lasts for 19 days and focuses on developing a wide range of attitudes and skills in participants to better prepare them for their transition from compulsory education into Further Education, Higher Education, training or work.



Full results can be found in Additional Research, page 61, Figures 1-3; and page 65, Figures 16 - 18.

* The Life Effectiveness Questionnaire is a psychometric questionnaire used to measure the effectiveness of outdoor learning programmes. It measures the extent to which a person’s actions/behaviour/feelings are effective in managing and succeeding at life. For more information see <http://www.wilderdom.com/leq.html>

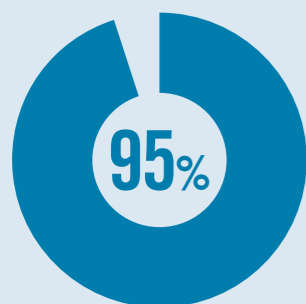
** The Personal Development Scale is a questionnaire developed to evaluate a wider range of skills related to working, communicating and interacting with others.

“

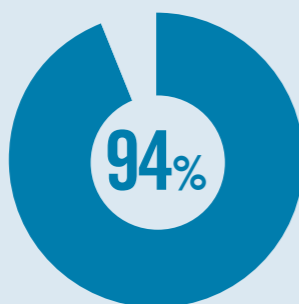
One of our students has massively improved in his self-confidence. He previously struggled with shyness and awkwardness but the Outward Bound experience has been invaluable for helping him to come out of his shell and speak to people he does not know. Since the course he has even been able to speak in front of the whole sixth form about the experience - something I do not believe he would have been able to achieve before the course. ”

Jacob Bowditch, Student Achievement Manager, Hammersmith Academy (London). Feedback provided in March 2016, four–six weeks on from the course.

FROM A TEACHER'S PERSPECTIVE BACK IN SCHOOL, TEACHERS FIND PUPILS ARE MORE AWARE OF WHAT THEY'RE CAPABLE OF ACHIEVING AND ARE MORE LIKELY TO TACKLE DIFFICULT ASPECTS OF THEIR LEARNING

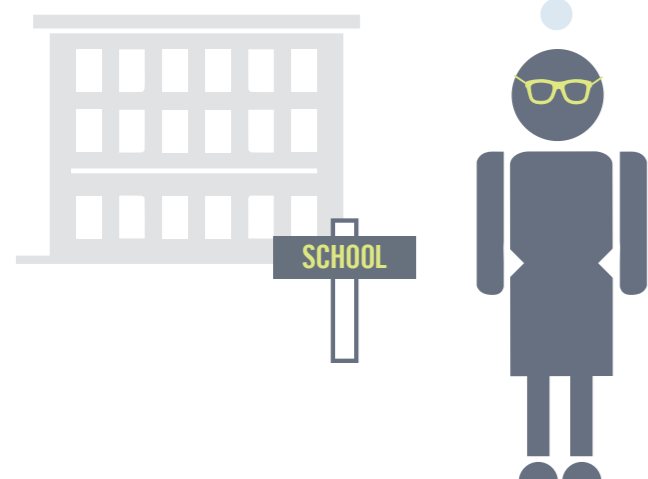


The percentage of teachers who reported that their pupils were more **aware of their strengths**. (n=264)



The percentage of teachers who reported that pupils were **more likely to attempt things they believed were difficult**. (n=264)

Full results can be found in Additional Research, page 66, Figure 19.



KATIE, AGED 15 YEARS, ATTENDED OUTWARD BOUND THROUGH HER LOCAL YOUTH CENTRE. HERE, HER YOUTH WORKER DESCRIBES WHAT DIFFERENCE HER COURSE MADE TO HER TWO MONTHS ON.

Katie would always be late for school and would refuse to go some days, instead spending all of her time in her bedroom. Her mum had ended up in court, which resulted in a fine, and still she didn't take it seriously. She wasn't rude to her mum, but just didn't care and had lost her mojo.

After a few conversations with Katie about giving Outward Bound a try, I finally encouraged her. She took part and tried all the opportunities the weekend offered her. She was dreading the thought of the wooden cabin in the middle of nowhere, with no toilets or signal for her mobile. But she got on with it and, on reflection, that was one of her favourite times of the weekend.

Since returning to normal life she has started to engage with life again, and she spent the summer holidays volunteering at the venture playground where she ran the kitchen for us. She came on trips as a volunteer helping with the younger children. Her confidence grew even more and she made plans with her friends to go out and do things.

Since going back to school she has gone every day and also she has been on time. Her mum said she couldn't believe it when she came home from school, sat at the kitchen table and began to do her homework. This is something her mum had never witnessed before and we are only in week two of school, but what a great start. She now really wants to do the week long residential so she can have the opportunity to try many more of the activities.

Case study provided in July 2016

INDEPENDENT EVALUATION

THE OUTWARD BOUND TRUST AND ST. MARK'S ACADEMY, SOUTH LONDON

INTRODUCTION

In 2016, we commissioned RM Insight* to conduct a Social Return on Investment evaluation of the effects of an Outward Bound course on the academic performance of students at St. Mark's Academy. We are mid-way through the evaluation and present here the findings from the evaluation conducted to date.

THE PROGRAMME

St. Mark's Academy is located in a disadvantaged area of South London and the majority of the student population is from an ethnic minority background. The academy is in the top 20% of schools with students eligible for free school meals. Most of those selected for the course were pupil premium students who were achieving below their potential at the academy. A number of them were known for their challenging behaviour inside the academy and offending behaviours outside. A small group were known to be influenced by gang activity in the local area.

The course was intended to develop the social and emotional skills of the students, helping them to become more aware of their own abilities and build their confidence. It is hoped the achievement of these outcomes will lead to better academic performance, particularly in GCSE results the following year in Year 11.

EVALUATION METHODOLOGY

Standardised measures were used to measure the intended outcomes for the course. Two of these were Rosenberg's Self-esteem scale and the general self-efficacy scale. A questionnaire was completed by students in April 2016 prior to attending the course and again in November 2016 six months afterwards. A group interview with twelve of the students was also used to discuss their experiences on the course, how it had affected them in the short-term, and whether/how it had had any impact in the long-term.

* www.rm insight.co.uk/

INTERIM QUANTITATIVE FINDINGS

Results were positive for both the group as a whole and for individual students, showing strong performance across both measures, in particular for self-efficacy. 97% recorded an improvement in their self-efficacy score six months after the course, and 86% recorded an improvement for their self-esteem score.

	% WHOSE SCORE ↑	% WHOSE SCORE ↓
ROSENBERG SELF-ESTEEM	86%	10%
GENERAL SELF-EFFICACY	97%	3%

INTERIM QUALITATIVE FINDINGS

Students were enthusiastic about the course and felt it had been a challenging experience. They reported that many of the activities were physically and mentally challenging. There were several occasions, they said, when completing an activity had been physically and psychologically challenging and they had had to believe in themselves to continue. This was a new experience for them and one that they felt had had a lasting impact. Most the students in the interview felt that this experience had improved their self-belief and made them more able to take on challenges and overcome difficulties. This applied to many areas of life including the challenges they faced with school work.

The students also generally agreed that the course had had some positive impact on their school work in Year 11. They felt that stronger self-belief had encouraged them to be more applied in their school work and less likely to give up when faced with challenges. A few students reported that their school work had improved, but they acknowledged that not all of this improvement was attributable to the course.

YOUNG PEOPLE WHO ARE MORE RESILIENT AND BETTER ABLE TO COPE WITH STRESSES AND PERSEVERE THROUGH SETBACKS

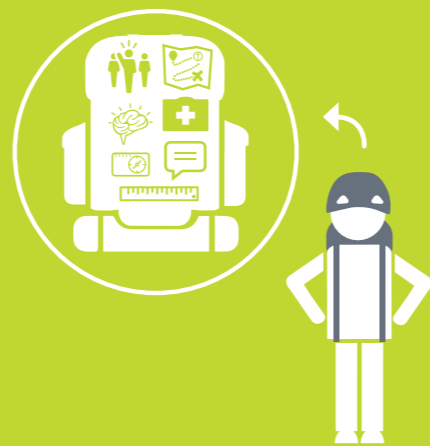
“

If I failed at something once, I think before I would have definitely given up. I'm quite a stubborn person, so if I'd have failed at something, I would have been like, 'There's no point in doing that again. I'll just fail it again.' It's made me realise that actually failing might have been a good thing because it's made me learn from my mistakes and if I did go into it again, I have an advantage in that I know what went wrong and I could probably do it again and... do better maybe.”

Kerry, age 18, speaking at the end of her Skills for Life Award course in 2015

Qualities such as resilience, determination and perseverance are fundamental to whether we succeed or fail – in school, at work, in our relationships or in maintaining a healthy lifestyle. Without them, we give up at the first sign of difficulty or failure, we struggle to adapt positively to change and we're less likely to stay on track with our goals and aspirations. These qualities are particularly important for young people when they transition from one stage of education to the next and when they move into employment for the first time, as they help them to adapt positively to new circumstances.

The challenges that our instructors present young people with during their course are carefully designed so that setbacks can be positively experienced and overcome. As participants face the task of summiting a peak, they learn about what it takes to tackle a challenge – adopting a positive mindset for instance, seeking support from others, or resisting the impulse to give up in favour of something more immediately enjoyable. One of the key learning experiences is having to push themselves and persevere with physically challenging tasks such as long hikes and mountain climbing, camping in tough conditions, carrying heavy bags and jumping in cold water.

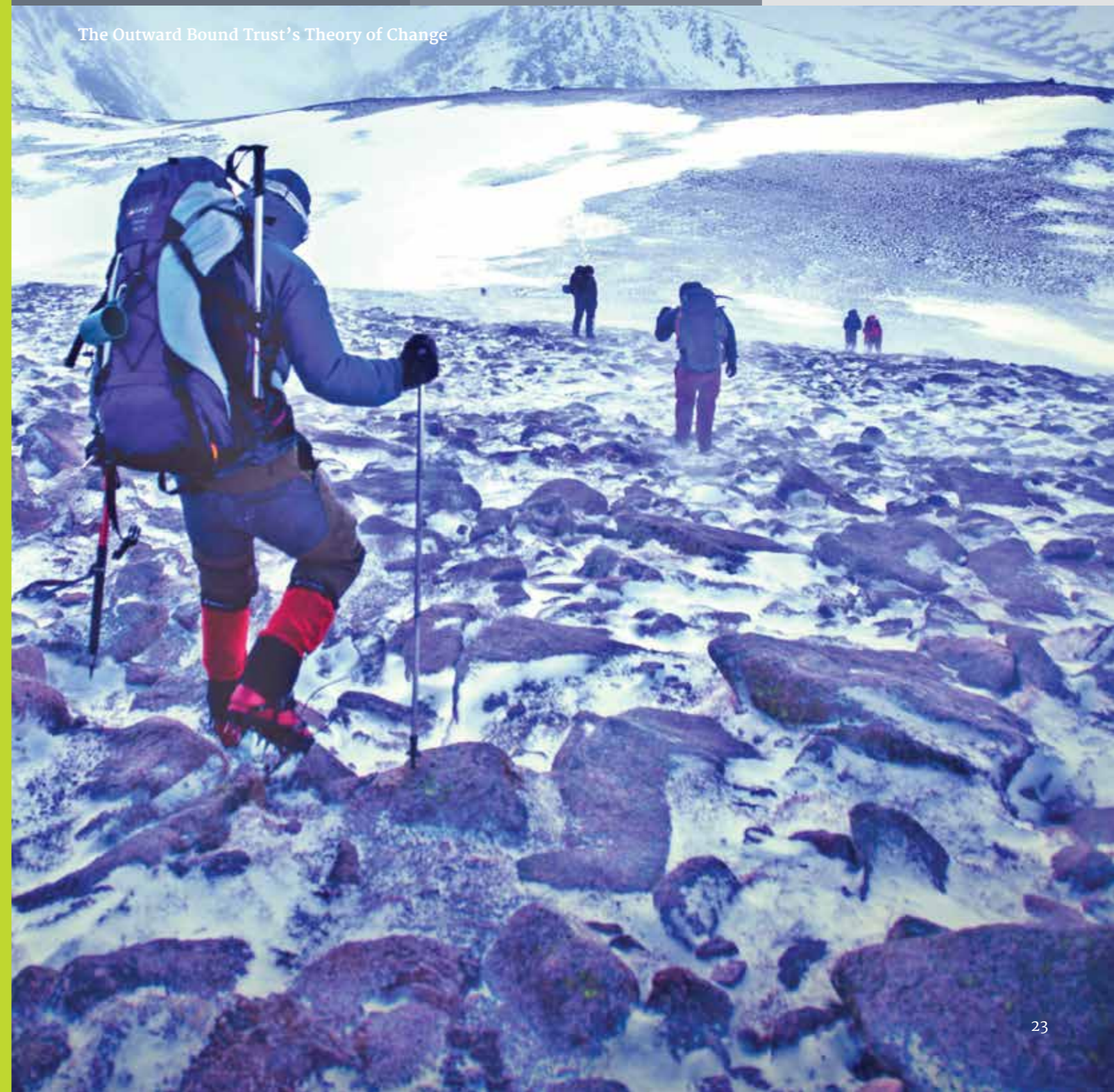


ON AN OUTWARD BOUND COURSE, PARTICIPANTS OVERCOME PHYSICAL AND EMOTIONAL CHALLENGES IN THE NATURAL ENVIRONMENT WHICH REQUIRE SUSTAINED EFFORT AND RESULT IN EMOTIONAL REWARD

AS A RESULT, THEY DEVELOP PERSEVERANCE, RESILIENCE AND PROBLEM-SOLVING SKILLS

THIS MEANS THAT THEY DEVELOP THE MENTAL STRENGTH NEEDED TO COPE WITH SETBACKS AND WORK TOWARDS THEIR ASPIRATIONS

The Outward Bound Trust's Theory of Change



ABILITY TO STAY CALM AND IN CONTROL WHEN THINGS GO WRONG

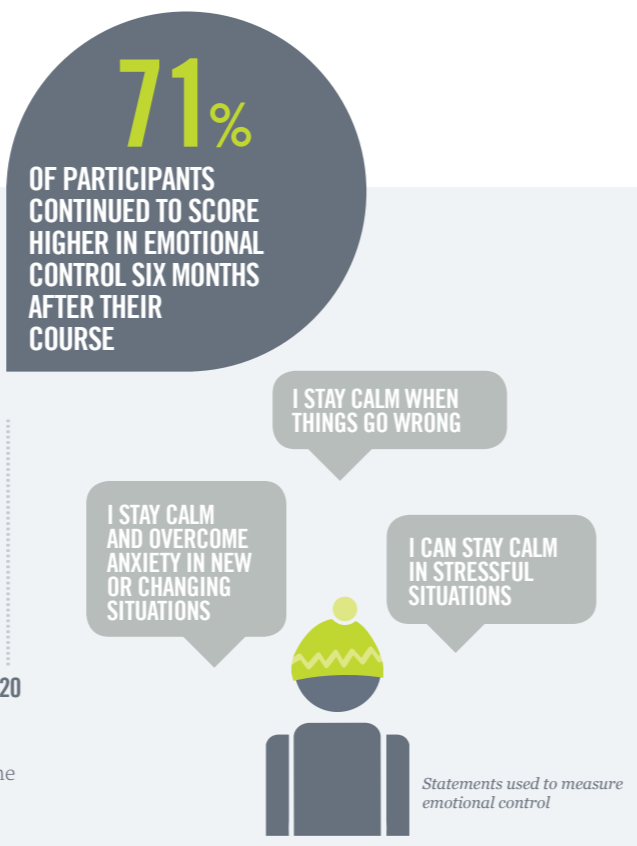
One dimension of perseverance is the ability to stay calm and in control when things don't go to plan.

Our evaluations show that by participating in one of our courses, young people get better at managing their emotions when they're facing stressful situations or adapting to change. 60% of participants on our 5-day Education courses and 71% of participants on our 19-day Skills for Life Award course recorded an increase in their emotional control score from their baseline score at the end of their course.

When we surveyed the young people who had completed the Skills for Life Award again six and twelve months afterwards, we found that the improvements recorded in their emotional control had been sustained.

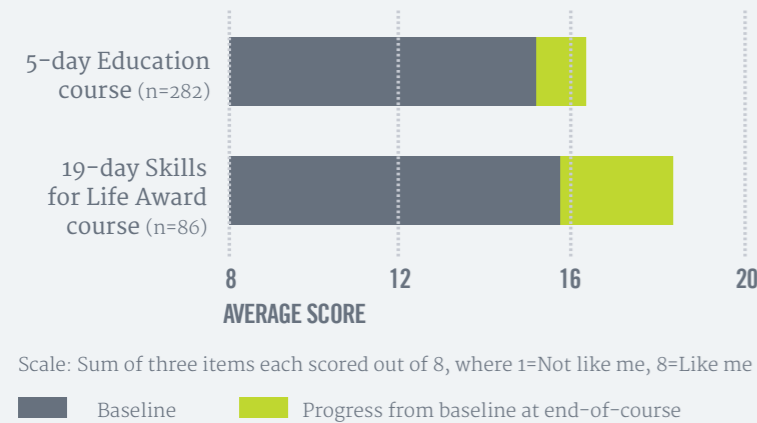
“ I have seen a difference in a young boy who would often get into trouble for low level disruption in lessons and is often on report. He has certainly been much improved and there haven't been so many incidents of 'removes' (where they have to go and work in another class due to their disruption). ”

Rachel Kanes, Teaching Assistant, Broadoak School (Manchester). Feedback provided in February 2016, four-six weeks on from the course.



IMPROVEMENTS RECORDED IN PARTICIPANTS' EMOTIONAL CONTROL

Life Effectiveness Questionnaire: emotional control measure



Full results can be found in Additional Research, page 61, Figures 1-3; and page 65, Figure 16.

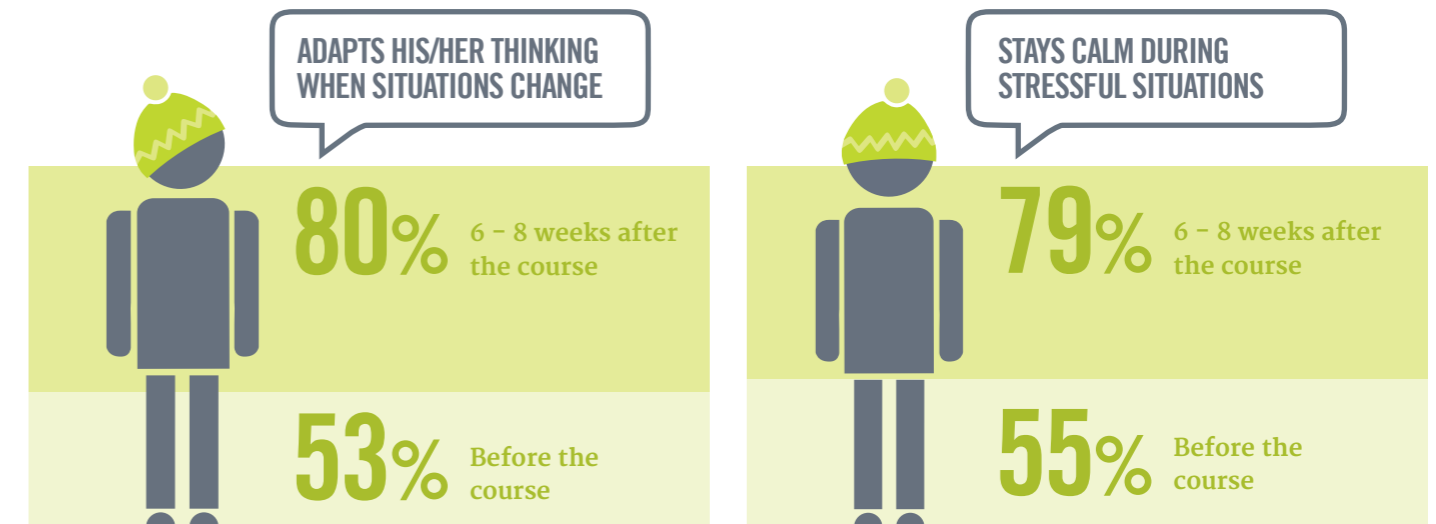
FROM A PARENT'S PERSPECTIVE



Our evaluations involving the parents of participants provide further evidence that young people develop their ability to cope with challenges and change after taking part in the Skills for Life Award. Parents and guardians have recorded improvements in how well individuals adapt when situations change, how calm they are in stressful situations and how likely they are to look for solutions to problems.

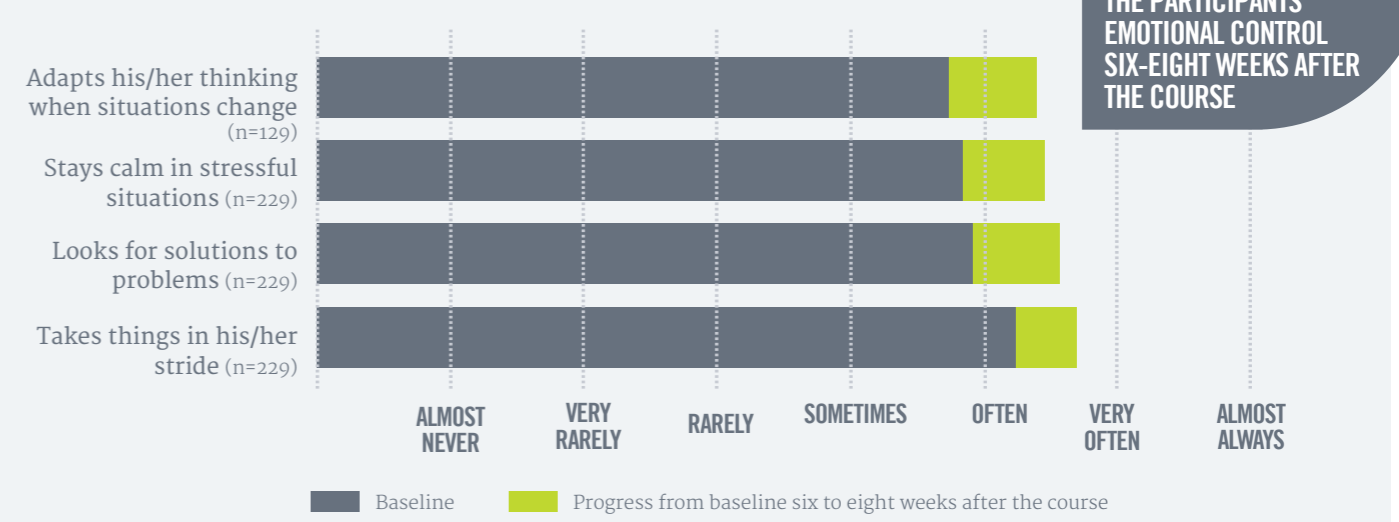
“ Luke came back from the course very upbeat and positive, and was also better able to cope with the wait for the exam results coming in as he was still on a conditional offer. In the last two years, he would become more and more stressed and his behaviour / temper would become poor. Even though he didn't get the results he wanted, he has coped well and returned to an even temper and is looking forward to college. I would like to thank you for the course as it's made living with him this summer much easier. ”

Parent of Luke, age 18, who completed his Skills for Life Award in 2015.



Percentages shown are for parents who reported that the participant displays the behaviour 'often' or 'very often'.

IMPROVEMENTS IN EMOTIONAL CONTROL RECORDED BY PARENTS OF SKILLS FOR LIFE AWARD PARTICIPANTS



68% OF PARENTS RECORDED AN IMPROVEMENT IN THE PARTICIPANTS' EMOTIONAL CONTROL SIX-EIGHT WEEKS AFTER THE COURSE

Full results can be found in Additional Research, page 64, Figure 15.

RESILIENCE



Over the last 18 months, we have used the Resilience Scale* to measure changes in young people's capacity to adapt positively to challenge and change after completing their Outward Bound course.

The scale measures five separate characteristics of resilience: purpose, perseverance, equanimity (living with acceptance and balance), self-reliance and authenticity (knowing who you are).

Our evaluations show that young people improve their ability to bounce back from setbacks and learn from difficult experiences after taking part in one of our

courses. At the end of one 5-day Education course, 58% of students increased their score for resilience and six months afterwards 41% recorded an increased score. At the end of the Skills for Life Award course, 82% scored higher and six months on 64% scored higher. When we surveyed them again twelve months on, we found that the improvements had been retained.

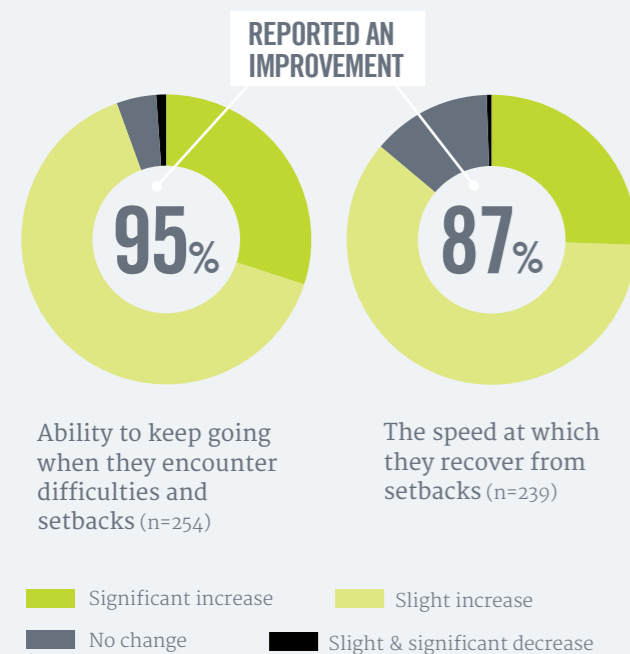
Improvements were recorded across all five characteristics, with the biggest increases observed in relation to participants' authenticity and self-reliance.



“
Nathan has handled a change of plan regarding his education path with calm purpose. In the past, this change to 'routine' and plan would have made him unsettled, defensive and emotional. Now he refers to lessons learned at Outward Bound, and is calm and forward looking. He is far more confident in presenting himself, ideas and views. He is not daunted by the prospect of new people / places / skills. Thanks to Outward Bound! ”

Parent of Nathan, age 17, who completed his Skills for Life Award in 2016

FROM A TEACHER'S PERSPECTIVE CHANGES IN PUPILS' RESILIENCE REPORTED BY TEACHERS FOUR-SIX WEEKS AFTER THEIR OUTWARD BOUND COURSE



Full results can be found in Additional Research, page 66, Figure 19.

* The Resilience Scale is a psychometric questionnaire used to accurately measure resilience. For more information visit www.resiliencecenter.com/

INDEPENDENT EVALUATION

A STUDY OF RESILIENCE & MINDSET

INTRODUCTION

A study was conducted in 2014²¹ into the effects of using the positive psychology concept of growth mindset* during an Outward Bound residential course. Two school groups were involved in the study, one of which was an 'experiment' group, which received a mindset-specific course; the other was a 'control' group, whose experience was absent of mindset-specific processing. Students were randomly assigned to the experiment and control group by the course administrator. A questionnaire was completed by students at the start and end of the course, and again one month afterwards.

KEY FINDINGS

A significant increase was found for self-efficacy in both the control and experiment group. However a significant increase was only found for the participants' resilience and growth mindset when the Outward Bound course included deliberate and structured learning around mindset. It is likely that the increase in resilience was linked to these students' move towards a growth mindset, as previous research has found strong links between these two areas.

The researcher concluded: "If participants are explicitly encouraged towards the belief that they have personal control over their development, gain an understanding of the utility of effort when facing challenges and have built up a bank of transferable strategies to use when facing setbacks, they are more likely to feel resilient and display resilient behaviours in future situations."

IMPLICATIONS FOR OUR PRACTICE

This study suggests that developing resilience in young people may not be as straightforward as providing them with a series of progressive outdoor challenges to overcome. It is more likely that structured processing specific to overcoming challenge with support, application of effort and highlighting transferable strategies for overcoming setbacks is required for improvements in resilience and mindset.

* Fixed and Growth Mindsets describe the underlying beliefs that people have about learning and intelligence, and are terms developed by Dr. Carol Dweck. With a fixed mindset, young people are more likely to avoid challenges and give up easily. With a growth mindset, young people are more likely to embrace challenges and persist despite failure. For more information visit www.mindsetonline.com/



YOUNG PEOPLE WHO ARE MORE FOCUSED AND PROACTIVE

“

If it wasn't because of Scotland [Outward Bound Loch Eil], I wouldn't be organised; I wouldn't be prepared for my GCSEs, I wouldn't have my notes ready. That would have never happened. I'd just be doing it all at the last minute. ”

Nadia, speaking in May 2016, three–five years after her course

Qualities such as self-discipline, planning and goal-setting are necessary for the completion of any task, and it is particularly important that young people are able to develop these so that they can take greater responsibility for their learning. Young people who demonstrate greater levels of self-discipline have been shown to have greater success in their education¹¹.

Throughout their Outward Bound course, young people are given responsibility for planning tasks, setting goals and organising themselves – a new experience for many. These skills are developed through activities such as map reading, preparing for an expedition – what to take, how much food is needed, packing their own bags, deciding who carries what, preparing meals, looking after equipment – making their own beds and clearing dishes away.

PARTICIPANTS APPROACH TASKS THAT REQUIRE PLANNING AND TEAM COHESION, AND REFLECT ON THEIR PERFORMANCE

PARTICIPANTS BECOME BETTER AT PLANNING AND SETTING GOALS; AND DEVELOP PERSONAL RESPONSIBILITY

PARTICIPANTS ARE BETTER EQUIPPED TO PLAN THE STEPS THEY NEED TO ACHIEVE THEIR GOALS AND FOLLOW THROUGH WITH THEM

The Outward Bound Trust's Theory of Change



PLANNING, ORGANISING AND GOAL-SETTING

KEY INFORMATION

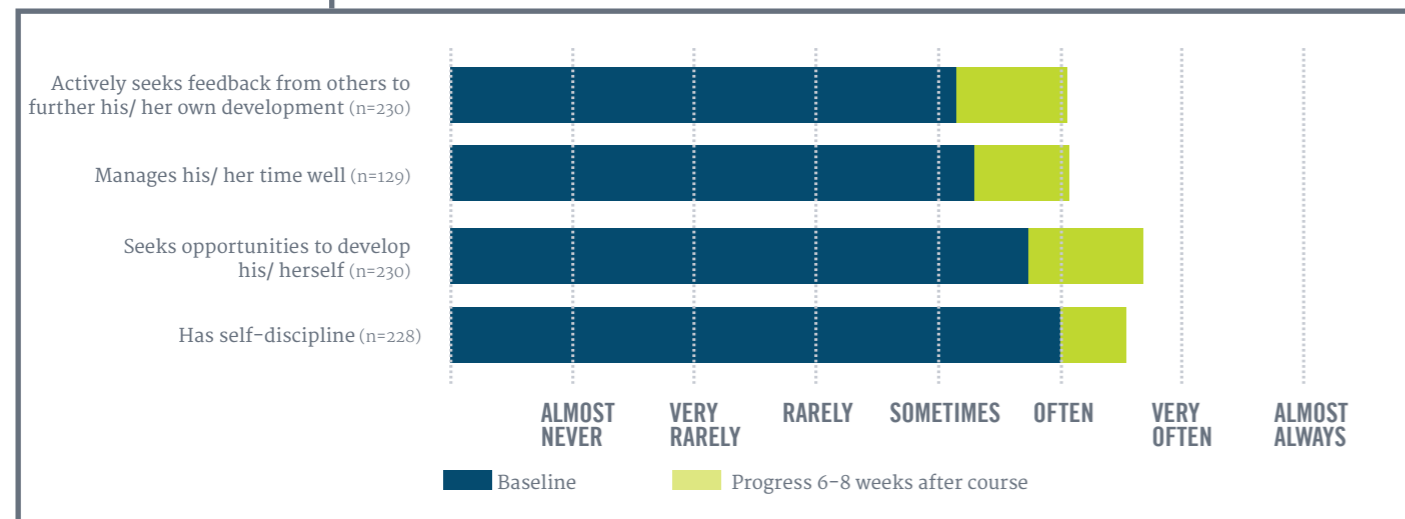
Conscientiousness in childhood is associated with adult well-being, educational attainment, partnerships, income, labour market outcomes, health and health behaviours¹¹.



“*One form of perseverance is the daily discipline of trying to do things better than we did yesterday.*”

Angela Duckworth, Grit: The Power of Passion and Perseverance, 2016

Our evaluations show that, after participating in our courses, young people are more confident that they can get things done on time, set targets and achieve goals. 69% of participants on our 5-day Education course recorded an increase in their confidence to achieve goals, 65% to set targets and 57% to make decisions.



Full results can be found in Additional Research, page 64, Figure 15.

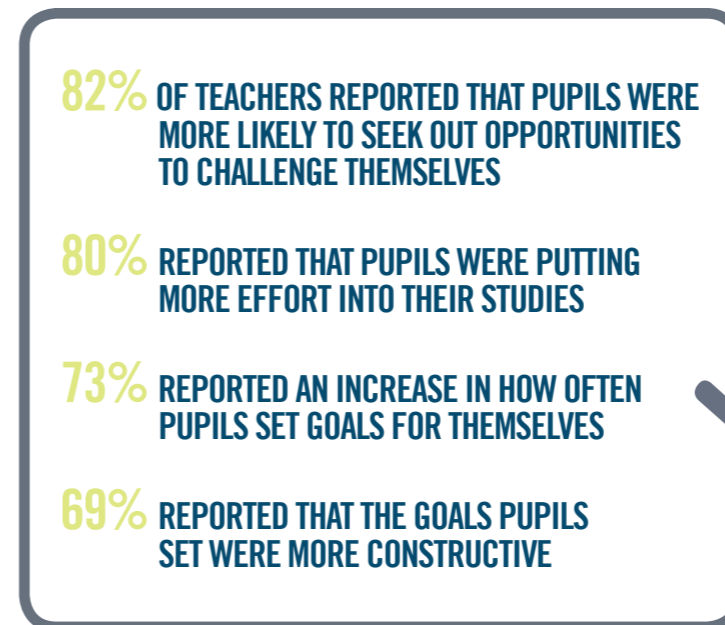
* A retrospective pre-measure asks pupils once they have completed the course to reflect back on their starting level of confidence. This may differ from the actual pre-score they provided, after having practised their skills in a new and challenging environment, and realising that they are more or less confident than they previously thought.

EFFORT

“*Talent counts – but effort counts twice.*”

Angela Duckworth, Grit: The Power of Passion and Perseverance, 2016

Back in school, teachers see improvements in their pupils’ willingness to challenge and apply themselves. Four to six weeks after their course:



Full results can be found in Additional Research, page 66, Figure 19.

“*When it comes to exams, when it comes to revision, you’re not really motivated to revise because revision is horrible, and you just think, it just reminds you, if you revise, you have to work for your goals, like we had to work to do... we had to try hard to do something or get somewhere in Outward Bound, so here we have to put in the effort, then we’ll get good things in return, like we achieved and overcome all of the activities.*”

Mariam, speaking in May 2015, three-five years after her course



“*Students who previously lacked focus and did not have a positive attitude are now staying in school until late to complete assessments. Behaviour is the best it has ever been within the year group. Last week the year group had two days of Science controlled assessments and a day of intensive English and Maths. The hard work and resilience was outstanding. I do not believe this would have been such a success if a third of the year group had not had the Outward Bound experience.*”

Tim Evers, Director of Key Stage 4, North Birmingham Academy. Feedback provided in October 2014 four-six weeks after the course.

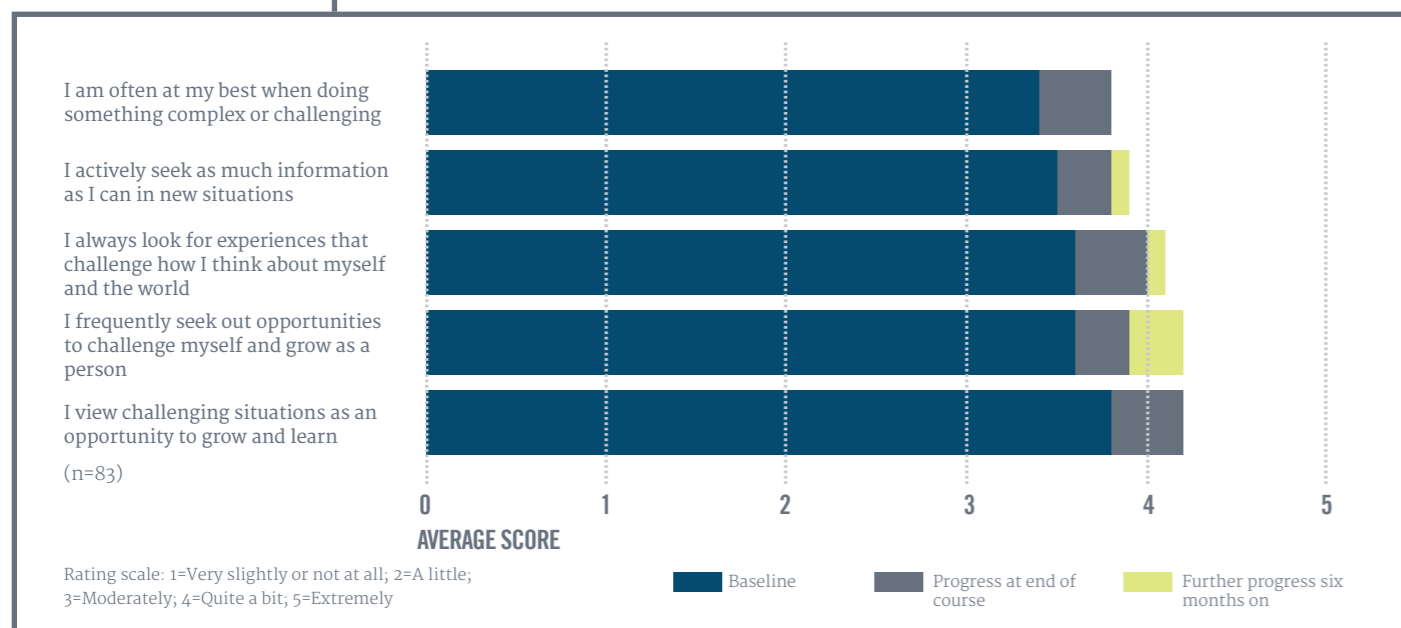
MOTIVATION TO SEEK OUT NEW KNOWLEDGE AND EXPERIENCES

The willingness to stretch oneself and seek out new opportunities to develop is an important part of self-management and a quality highly sought after by employers.

We used the Curiosity and Exploration Inventory^{22*} to measure changes in young people's motivation to seek out knowledge and new experiences as a result of taking part in the Skills for Life Award. 65% increased their curiosity score by the end of the course, and 75% recorded a higher score six months after the course compared to their baseline at the beginning of the course.



RECORDED IMPROVEMENTS IN YOUNG PEOPLE'S MOTIVATION TO STRETCH AND DEVELOP THEMSELVES



“ Before, ‘achievement’ to me meant being able to complete a Sudoku puzzle in 10 minutes [...] That sense of achievement isn’t real, as there’s no challenge. However, after days of hard work and frustration from hiking, mountain climbing, canoeing and living outdoors, I’ll never forget the last day of the final expedition. The joy and pride I felt was something I’d never felt before and it changed my approach to life greatly. Being out of my comfort zone is where real satisfaction comes from. Now, nothing bothers me because I know all I need is the correct mindset and all the energy I have to get through it. ”

Angela, age 17, six months on from her Skills for Life Award course



* The Curiosity and Exploration Inventory is a questionnaire designed to measure an individual's desire to seek out new knowledge and experiences that stretch them.

YOUNG PEOPLE WHO ARE BETTER ABLE TO WORK IN TEAMS AND INTERACT POSITIVELY WITH OTHERS

“

Before, I basically wouldn't really talk to other people. I wouldn't try and make new friends I suppose because you have your friends. You just kind of stay with them... But this course has definitely pushed me to be more out with people and definitely try and make friends, basically. I hope to take that back when I go home. ”

Natasha, age 15, at the end of her Skills for Life Award course in 2015

The way we interact with others and the quality of our relationships with those around us forms the basis for well-being and enables us to get on successfully in life.

People who are more socially connected to family, friends or community are happier, physically healthier and live longer than people who are less well connected⁴.

During our courses, young people are required to interact with people they don't know, help others out (for instance with carrying bags when they are struggling), speak up in a group, listen to each other and to their instructor, motivate each other and work out what to do when the team has different views. Through this experience, they gain a new perspective on people who are different to them, challenge assumptions they may have and appreciate the contribution that others can make.

PARTICIPANTS LIVE AND WORK WITH OTHERS

STRONGER RELATIONSHIPS ARE FORMED, CONTRIBUTING TO THE DEVELOPMENT OF SOCIAL SKILLS, SUCH AS TEAMWORK, COMMUNICATION, LEADERSHIP AND EMPATHY

PARTICIPANTS ARE BETTER ABLE TO WORK IN ENVIRONMENTS THAT REQUIRE THEM TO WORK ALONGSIDE OTHERS TO ACHIEVE THEIR GOALS

The Outward Bound Trust's Theory of Change



COMMUNICATION, TEAMWORK AND LEADERSHIP



We used the Personal Development Scale to measure improvements in the communication, teamwork and leadership of young people who participated in our Education course. 91% of participants recorded an overall increase in their confidence to interact with others, whether working in a team (75%), presenting their ideas (65%) or being the leader of a team (65%).

When we followed up with students from one programme six months afterwards, 77% continued to score higher in how confident they felt interacting with others (58% in confidence to be the leader of a team and 50% in confidence to present their ideas). We found a similar lasting effect when we followed up with participants on our Skills for

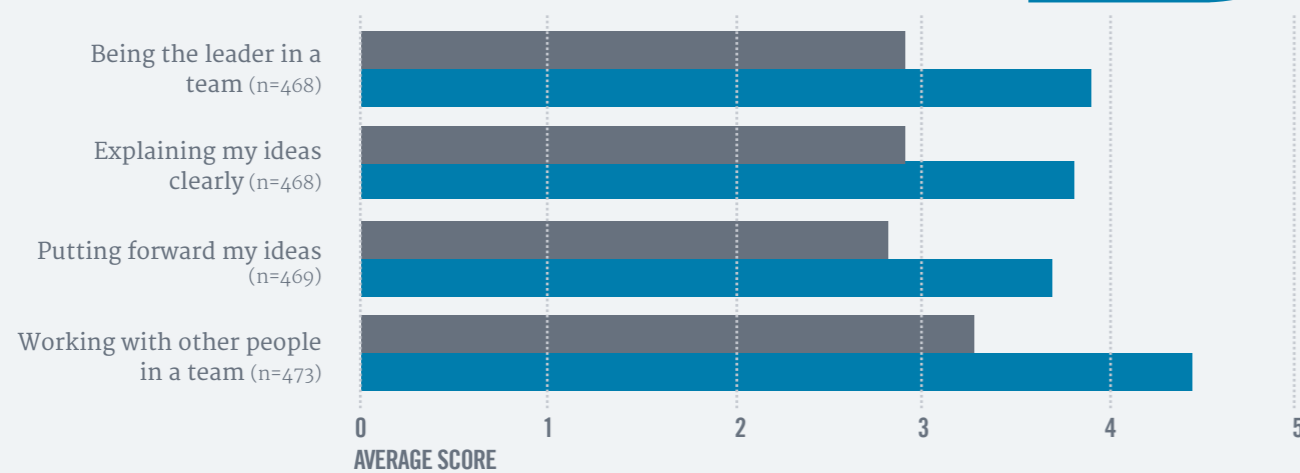
Life Award course: increases in confidence to explain ideas clearly and be the leader of a team were sustained twelve months on.

“
When I got back, I did notice I'd be more confident, making friends and stuff. But then, in my schoolwork, if a teacher asked me, out of the blue, to answer a question, I felt like I could ... Like I won't be judged as much if I answered that question, whereas, before, I wouldn't have.”

Ruth, speaking in May 2016, three–five years after her course

IMPROVEMENTS RECORDED IN YOUNG PEOPLE'S COMMUNICATION, TEAMWORK AND LEADERSHIP

Personal Development Scale: Communication, leadership and working with others



Rating scale: 1=Very unconfident; 2=Unconfident; 3=Neither confident nor unconfident; 4=Confident; 5=Very confident

Full results can be found in Additional Research, page 65, Figures 17 & 18

* A retrospective pre-measure asks pupils once they have completed the course to reflect back on their starting level of confidence. This may differ from the actual pre-score they provided, after having practised their skills in a new and challenging environment, and realising that they are more or less confident than they previously thought.

91%
OF STUDENTS SCORED HIGHER FOR CONFIDENCE TO INTERACT WITH OTHERS AT THE END OF THEIR COURSE 77% SCORED HIGHER SIX MONTHS ON

FROM A PARENT'S PERSPECTIVE



Our evaluations involving the parents of participants provide further evidence that young people are better able to communicate with others following their course. Parents and guardians have recorded improvements in how well their son or daughter presents and communicates ideas, as well as their consideration for the needs of others after completing the Skills for Life Award.

Prior to taking part 38% of parents reported that their son or daughter would very often or almost always present their ideas with confidence. Six to eight weeks after the course, this figure rose to 64%.

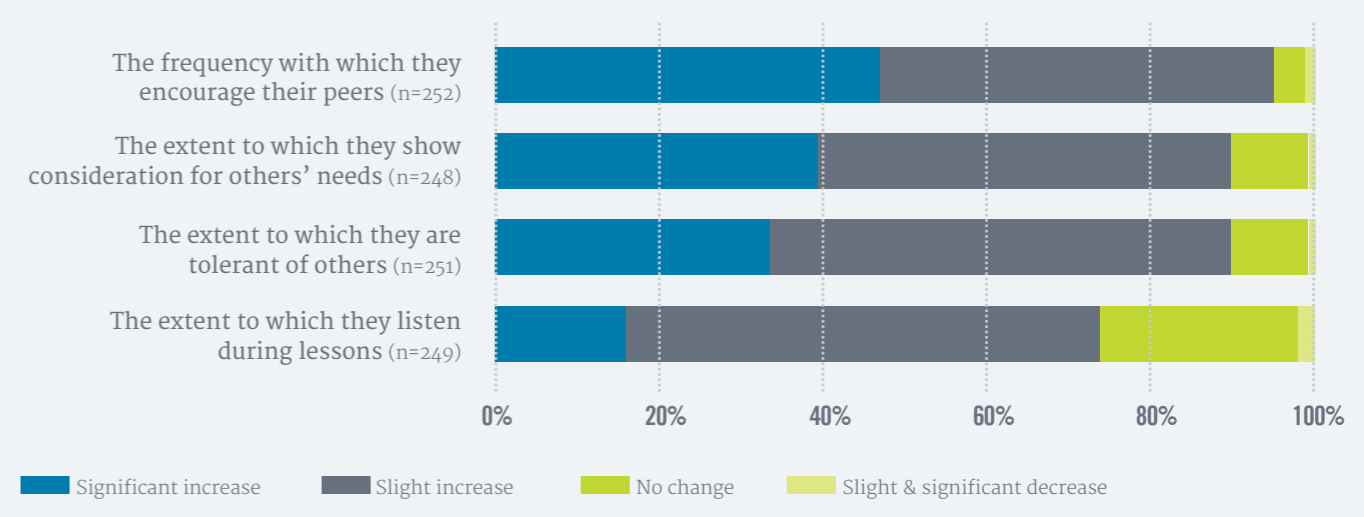
Similarly, prior to taking part 35% of parents reported that their son or daughter would very often or almost always explain their ideas clearly. Six – eight weeks after the course, this figure rose to 57%.

“
We have found George listens to others more than he did. He seems more confident when talking about his day and what he has achieved. He has also started to discuss what is not working for him and will now ask for help rather than keeping to himself.”

Parent of George, age 18, who completed his Skills for Life Award course in 2016



FROM A TEACHER'S PERSPECTIVE CHANGES IN PUPILS' RELATIONSHIPS WITH OTHERS REPORTED BY TEACHERS FOUR - SIX WEEKS ON FROM THEIR OUTWARD BOUND COURSE



Full results can be found in Additional Research, page 66, Figure 19.

INDEPENDENT EVALUATION

BUILDING RELATIONSHIPS AT XP SCHOOL DONCASTER



INTRODUCTION

Since 2014, all students have attended a three-day Outward Bound course in Year 7 within two weeks of starting the school in order to build relationships both between students and with their teachers.

Relational Schools*, an organisation that specialises in researching how relationships underpin how well students do in school, conducted a study into the relational health between individuals at XP Doncaster shortly after their Outward Bound course in September 2016. Relational health is defined by Relational Schools as *the distance in the relationship between two people or organisations*: a distance which determines how well each engages with the other's thinking, emotions and behaviours.

EVALUATION METHODOLOGY

Students in the school were asked to complete a questionnaire two weeks after the Outward Bound course. Results were compared against a national norm for relational health identified through Relational School's wider research.

KEY FINDINGS

Overall, two weeks after their Outward Bound course, teachers and students at XP Doncaster demonstrated on average a +20% level of relational health compared to the national average.

Teachers scored their relationship with the students at 82% (20% higher than the norm). They had an exceptionally high level of knowledge of their students; a result which was driven by significantly higher scores for seeing students in 'a variety of situations' and 'with a variety of demands' compared with the national norm. As the Outward Bound course allows teachers to experience

students' behaviour in a wide variety of challenging situations, it is highly likely that the course is responsible for this result.

"If you are going to make any difference to young people's lives you have got to know who they are, what makes them tick, what drives them, what upsets them, what makes them happy." Teacher at XP School Doncaster

Students scored their relationship with teachers at 67% (5% higher than the norm).

They also scored very high on their knowledge of their teachers, in particular regarding how well they knew them in a variety of situations and the strong stability they felt in their relationships with them.

"My teacher accepts me for who I am, and she's just going to be there for me whether I'm being annoying, upset or frustrated." Student, XP School Doncaster

Students scored their relationships with other students at 60% (8% higher than the norm).

The biggest differences compared with the national norm were in the commonality they felt they shared with others. Significantly higher scores were reported in relation to the depth and synergy of their relationships with other students, and the sense of shared long-term vision.

"We are going to have lots of friends and we are going to be able to help each other when things get tough." Student, XP School Doncaster

To read the full report Building Quality Relationships through Expeditionary Learning please visit the Impact section of The Outward Bound Trust website at www.outwardbound.org.uk/impact

*www.relationalschools.org/

YOUNG PEOPLE WHO ARE MORE AWARE OF, AND CONNECTED WITH, THE NATURAL ENVIRONMENT

We conducted an evaluation of seven 5-day Outward Bound courses delivered between May 2015 and June 2016. The course objectives, as well as achieving the John Muir Award at Discovery Level, included specific environmental outcomes (such as increased respect for the environment and learning about man’s environmental impact).

FEEDBACK GAINED FROM PARTICIPANTS AT THE END OF THE COURSES DEMONSTRATES HOW THE YOUNG PEOPLE BECAME MORE MOTIVATED TO ENGAGE WITH AND CARE FOR THE NATURAL ENVIRONMENT:

Feedback collected from teachers up to nine weeks after the course indicates that it had some lasting impact on the young people’s environmental learning. 6 out of 10 teachers reported that, since their course, their pupils showed greater interest in spending time in the natural environment; 6 out of 10 teachers had observed their pupils demonstrating eco-friendly behaviour within school more often; and 5 out of 10 teachers reported that the young people were showing an interest in learning about flora and fauna more often.



Of the participants who responded stated that they felt more motivated to act responsibly towards the natural environment (55% felt a lot more motivated)



Felt more motivated to discover nature close to where they live (29% felt a lot more motivated)



Felt more motivated to encourage others to spend time in nature (40% felt a lot more motivated)



Felt more motivated to find out about birds and other wildlife (17% felt a lot more motivated)

n=88, except for “finding out about birds and other wildlife”, where n=87.



LASTING IMPACT: YOUNG PEOPLE ARE EMPOWERED TO MAKE POSITIVE CHANGES IN THEIR LIVES AND THRIVE IN THEIR EDUCATION, THEIR TRAINING AND AT WORK

“

Before, I would just go with the flow: 'I'll do it later, man.' 'College is later.' But it made me more motivated. It made me have a right path that I want to be on: what I want to do in the future, what I want to be and everything. It made me a better person in a way: more motivated in school. All the teachers realised that, 'Yes, he's not just that naughty kid that everybody doesn't like. Actually, he's someone bright that has a future ahead of him.' ”

Hassan, speaking in May 2016, three–five years after his course



As young people return home with a stronger sense of self-belief, able to cope better with stressful situations and interact more positively with others, we can conclude that they are empowered with the attitudes, skills and behaviours they need to make positive changes in their lives. We believe that this enables them to flourish and thrive in their education and training, at work and throughout their lives. This theory is supported by the literature, which indicates a link between social and emotional skills developed in childhood and outcomes in a number of different domains of adult life, including mental and physical health, life satisfaction, emotional well-being, educational attainment and workplace earnings¹¹.

In 2016, we began to consider how to assess the lasting effect of our courses. So far, we have commissioned two studies that aim to determine if, and to what extent, participants experience lasting change to their attitudes and skills, and what makes our programmes most effective in the medium to long-term.

One of our approaches is to track young people's skills up to a year or longer after their course, to assess the extent to which lasting changes occur. Another uses interviews with young people between one and five years after their Outward Bound course to explore if, how and why it has influenced them in the long-term.



QUANTITATIVE STUDY

Our evaluation of two of our programmes has provided us with evidence that there is a lasting effect.

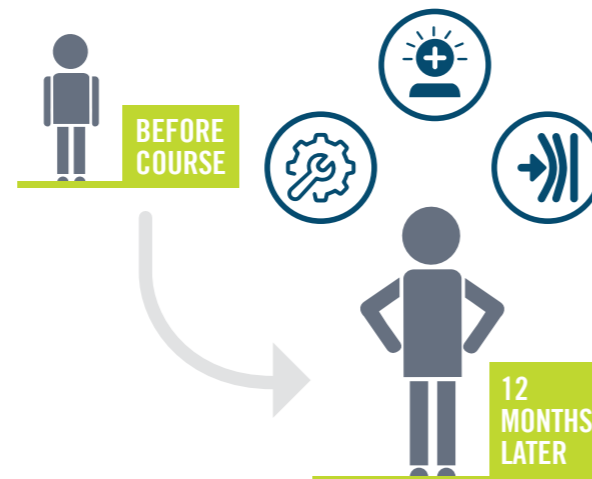
Young people who participated in the Skills for Life Award and the Mark Scott Leadership for Life Award in 2015 completed a questionnaire at the start and end of their course, and twice again six and twelve months afterwards. The questionnaire uses validated scales to measure improvements in the skills that each programme aims to develop.

KEY FINDINGS

Get the Data, a company that specialises in social impact analytics to enable organisations to demonstrate their impact on society, analysed the data using rigorous statistical methods. The study shows that there is strong evidence for sustained improvements in a number of different skills up to twelve months after participation in each programme.

Skills for Life Award participants recorded sustained improvements in resilience, time management, leadership and communication twelve months on, and female participants also recorded sustained improvements in emotional control and confidence twelve months on.

Mark Scott Leadership for Life Award participants recorded sustained improvements in emotional control, time management and intellectual flexibility twelve months on.



HOW THE RESEARCH CAN HELP US IMPROVE

The research has shown that whilst many of the improvements in skills were sustained at the follow-up, not all were and this can give us an indication of where the programmes could be improved.

Furthermore, the study highlighted some differences in outcomes for male and female participants. Females tend to score themselves lower at the start of the course than males on almost all skills measured and appear to make greater gains than them, in some cases exceeding males at the point of follow-up. It is important that we investigate what is driving these differences and consider how our courses can be more tailored to the needs of particular groups.

QUALITATIVE STUDY

Interviews were conducted by nfpSynergy* with 34 school pupils between three and five years after their 5-day course. Interviews were semi-structured, exploring recollections of the course; impact on aspects of school life and learning; and areas in which the experience could have been improved.

KEY FINDINGS

The researchers concluded that Outward Bound clearly stood out strongly as an important and memorable experience in the students' lives that has continued to influence them in a variety of ways.

"Exceeding expectations on the course had a highly tangible impact on the confidence and self-belief of many young people."

Back at school, this led to a number of important changes for the pupils involved, including feeling able to speak out in presentations and oral exams; more confidence in making new friends and meeting new people; being proactive and taking up opportunities as they arose; encouraging others (e.g. family members) to engage in outdoor activities; and developing higher aspirations for the future – for instance ideas for careers.

"For many, it was easy to draw parallels between experiences of overcoming tough physical challenges and their lives when they returned home – and many felt they were using skills learnt on the course."

Key examples included studying, revising for exams as well as other sporting challenges – some of which had been taken on as a result of the Outward Bound experience.

Activities that involved planning, being organised and setting goals were seen to provide important opportunities for the young people to think for themselves, be organised, take responsibility, be independent and be treated like an adult. *"This had a concrete impact on revision (e.g. getting on with it,*

organising notes, doing a timetable), independent working, being more helpful at home (e.g. tidying their bedroom, clearing dishes) and encouraging siblings to work on their own/revise."

Working in teams, especially with people they didn't know, was a key part of the Outward Bound experience for participants. This led to greater confidence in interacting with other people, in particular when making new friends, meeting new people and speaking up/being less shy. It also led to a more positive school environment and contributed to work/school development, as students were able to work with people they don't know, work with people in class/at school and be more positive about work experience/meeting people at work.

HOW THE RESEARCH CAN HELP US IMPROVE

This first piece of qualitative research has highlighted how some dimensions of the experience play a particularly important role in enabling young people to develop. These were:

The residential aspect of their course. Students felt that the experience of staying away from home, and their parents and friends, as well as having to learn to do things themselves, contributed towards their personal development and growth both during the week and afterwards.

Having new, different and memorable experiences. This acted as a catalyst for positive change.

Interaction with teachers and instructors. Instructors motivated them, pushed them to achieve and provided strategies to help them cope with some of the challenges, but also believed in them and cared for them. They also got to know their teachers better during their course and found it easier to talk to them when they got back to school.

These insights can help us make sure we invest in the aspects of the course that have the potential to create deep and lasting outcomes.

*www.nfpsynergy.net/

INDEPENDENT EVALUATION

EVIDENCE FOR IMPROVED EDUCATIONAL OUTCOMES

“

One pupil stated "This is the first time I have come back into school and thought I can do anything if I work hard and put my mind to it". His recent test results show that he has exceeded expectations in every area of his study. ”

Steve Williamson, Head Teacher, Northern Saints Church of England Primary School (Sunderland).

Feedback provided in April 2015, four–six weeks after the course.

Not only did students feel more confident about their own learning, classroom engagement and relationships, they expressed a far greater sense of efficacy in terms of their future potential to achieve goals and ambitions, with effort, in the future.

THE RESEARCHER CONCLUDED:

A statistical analysis of the predicted Attainment 8 and actual Attainment 8 scores show that the attainment of the research group was significantly different to that of the comparison group. Whilst neither group achieved the overall expected attainment, the research group did much better, with attainment just under the expected.

The study highlights the importance of developing students’ confidence as learners, their belief that they can achieve their goals and the role of effort in improving actual attainment. Many of the outcomes described so far in this report point to students improving their skills in these areas, although we haven’t yet studied the effect on their progress and attainment directly. The following case study, however, provides an account of the evidence one school has gathered on pupil attainment following their participation in a programme jointly delivered by The Outward Bound Trust and SkillForce.

There is increasing interest in whether outdoor learning programmes can improve the progress and attainment of pupils. Self-efficacy, conscientiousness and self-control developed in childhood have been associated with educational attainment. A recent study²³ conducted by Reading University has provided further evidence for how outdoor residential experiences can lead to improved educational attainment.

The study involved a group of students in Year 9 (aged 14) who took part in twice yearly, three–day residential visits over a period of three years, and a control group of students that did not*. It identified how the outdoor residential experience had an important influence on the levels of self-efficacy the students felt they had, and the activities undertaken were seen by the young people to directly translate back into the classroom, in terms of promoting changes in attitudes, confidence and behaviour.

*Note that the study involved an outdoor learning programme that was not delivered by The Outward Bound Trust.

THE OUTWARD BOUND TRUST AND SKILLFORCE*¹

The Outward Bound Trust and SkillForce began working in partnership with Dundee City Council in 2015 to improve the performance of pupils from four schools in Dundee. One of the schools, St. Pauls’ RC Academy, is evaluating the programme by tracking the pupils’ attendance, behaviour and academic progress. This case study presents the findings from this evaluation.

THE PROGRAMME

A rigorous process was used to identify pupils who would benefit the most from the programme, which involved guidance teachers identifying those who were not fulfilling their potential, consideration for attendance and behaviour and MidYIS² scores. 24 pupils were selected to take part and, in December 2015, started to work with SkillForce staff for two periods a week for four weeks, focusing on developing a ‘toolbox’ of skills they would take with them to Outward Bound, including teamwork, responsibility and timekeeping. In January 2016, they attended a 5–day Outward Bound course at Loch Eil in the Scottish Highlands. This involved canoeing and a hiking expedition, and experiences such as cooking a meal outdoors in the dark. The skills they started to develop with SkillForce were developed further by learning about Fixed and Growth Mindsets³, about different forms of trust and about social capital. On their return to school, pupils continued to work with SkillForce for another three weeks, to plan the ‘take the lead tea party’, where they gave a presentation on their experiences and led the audience through some of the teambuilding challenges they had overcome.

EVALUATION METHODOLOGY

Pupils completed a questionnaire at the start and end of the programme. School performance data was also used.




INTERIM FINDINGS

“It was a great experience which made me closer with my friends. I now go out more. Why? Because I know I can now do without my mobile and it’s encouraged me to go and see my friends. It has given me more confidence to speak out more in class and to push myself, not just ‘get by’. I want to do my very best in everything now!”. Pupil, St. Paul’s RC Academy

Academic progress for all pupils from first to second year is measured by looking at their Secondary On Screen Curriculum Assessments⁴ (SOSCA) scores at the end of S2. One of the measures from SOSCA shows whether a pupil has improved or not in Mathematics, Reading and Science.

The average improvement for the whole of S2 is calculated and expressed as a Standardised Residual⁵. The same calculation has been made for the group of pupils who participated in the SkillForce / Outward Bound programme. The figures indicate that the pupils who participated in the programme have made greater progress in their Mathematics, Reading and Science than their peers.

The table below shows the average improvement for the entire S2 compared with the SkillForce / Outward Bound group.

			
ENTIRE S2 COHORT	+0.6	+0.1	-0.2
SKILLFORCE / OUTWARD BOUND COHORT	+0.89	+0.247	+0.0085

*¹ SkillForce is an organisation whose mission is to empower children and young people to make positive choices and feel ‘comfortable in their own skin’, building confidence, resilience and good character using the skills and experience of ex-Services personnel. For more information visit: www.skillforce.org/

*² MidYIS is a baseline assessment for secondary schools for students aged 11–14, designed to measure student aptitude for, and attitude to, learning. www.cem.org/midyis

*³ Fixed and Growth Mindsets describe the underlying beliefs that people have about learning and intelligence, and are terms developed by Dr. Carol Dweck. For more information visit: mindsetonline.com/

*⁴ SOSCA is a computer delivered, curriculum-based monitoring and assessment tool for schools.

*⁵ This is the difference between the observed score and the expected score.

ACCELERATING THE EFFECTIVENESS OF APPRENTICES AND GRADUATES IN THE WORKPLACE

When young people start out in the workplace, employers find that many of them are not sufficiently prepared to adjust to the demands of employment. Skills that would enable them to adapt positively and that employers actively look for in school-leavers and graduates – a positive attitude towards work, self-management, resilience and communication – are lacking.

While there have been some improvements recorded in graduates' behavioural skills in recent years, those of school-leavers in particular continue to fall short⁶. A number of factors contribute to this, including poor quality work experience, lack of awareness of the workplace and limited focus in schools on developing pupils' skills beyond those that improve their academic performance.

In this section of the report, we take account of the role our courses play in developing the behavioural skills of young people once they start out in the workplace.

In 2016, we worked with 65 employers to address the behavioural skills gap in 3,253 apprentices and graduates. Our evaluations over the past several years give a strong indication that the Outward Bound programme that they attend as part of their apprenticeship or graduate scheme can have a positive impact on their self-management, resilience and determination, engagement with their employer and on the quality of their relationships with others in the weeks and months that follow.



THE DEVELOPMENT OF WORKPLACE BEHAVIOURS

At the end of every course, apprentices and graduates, as well as visiting staff members, complete an evaluation form asking them to rate the extent to which the learning objectives for their programme have been met. We categorise each tailored learning objective into a broader behavioural capability, which enables us to assess the effectiveness of our course delivery across a wide range of employability skills.

Categories used to define behavioural capabilities developed on courses for apprentices and graduates can be found in Additional Research, page 67, Figure 20.

The data shows that delegates and the staff who accompany them on their course report a high level of satisfaction in the behavioural skills developed during the Outward Bound programme.

96% OF DELEGATES (AND 100% OF STAFF MEMBERS) AGREED THAT OBJECTIVES RELATED TO SAFETY AND RISK MANAGEMENT WERE MET

97% OF DELEGATES AGREED THAT OBJECTIVES RELATED TO WORKING WITH OTHERS WERE MET (AND 99% OF ACCOMPANYING STAFF)

97% OF DELEGATES AGREED THAT OBJECTIVES RELATED TO COMMUNICATION WERE MET (99% OF ACCOMPANYING STAFF)

The data also indicates that our courses are particularly strong at developing delegates' teamwork and communication skills, to a greater extent than problem-solving, leadership and self-management. Over the past three years, as we have fed these results back into the delivery teams, we have seen an improvement in the outcomes that the courses achieve in the short-term.

Qualitative feedback from apprentices and graduates at the end of their course supports this.

KEY INFORMATION

Every course we deliver is designed in partnership with employers with the aim of developing a specific set of behaviours that will not only help their apprentices and graduates to adjust to the working environment after leaving full-time education, but that in turn enhance and accelerate their performance and success in the workplace.

IN THE 2016 CBI EDUCATION AND SKILLS SURVEY, EMPLOYERS REPORTED DISSATISFACTION WITH THE ATTITUDES AND SKILLS OF SCHOOL AND COLLEGE LEAVERS:



KEY INFORMATION

In 2015, we conducted a more in-depth evaluation involving a small number of apprentice programmes in order to assess the impact back in the workplace.

THE LASTING IMPACT ON WORKPLACE BEHAVIOURS

Apprentices were asked to complete a follow-up survey between five and twelve weeks after returning either to college or the workplace. Although based on a small sample of participants, the research shows a **positive impact on the apprentices' self-management, resilience and determination, relationships and engagement with their employer.** It also shows that the majority of apprentices had applied what they had learnt to their working life in at least one way.

COMBINING ALL AVAILABLE RESULTS, 5 TO 12 WEEKS AFTER THE PROGRAMME:

SELF-MANAGEMENT

81% agreed they had been more reflective about how they could develop and improve*
70% agreed they had been more proactive when approaching new tasks**
59% agreed they had approached tasks in a more organised way than they would have otherwise*

RELATIONSHIPS WITH OTHERS

75% agreed they had been more reflective about their behaviour and the impact it has on others**
72% agreed they had adapted the way in which they communicate with others**

RESILIENCE AND DETERMINATION

65% agreed they had pushed themselves to achieve more than they would have otherwise*
68% agreed they had persisted during challenges and setbacks, where before they might have given up**

ENGAGEMENT WITH THEIR EMPLOYER

83% agreed they were better prepared for starting the next year of their apprenticeship***
68% agreed they had felt more committed to their employer*
51% agreed they had progressed more quickly than they would have otherwise*

* n=37; ** n=53; ***n=47

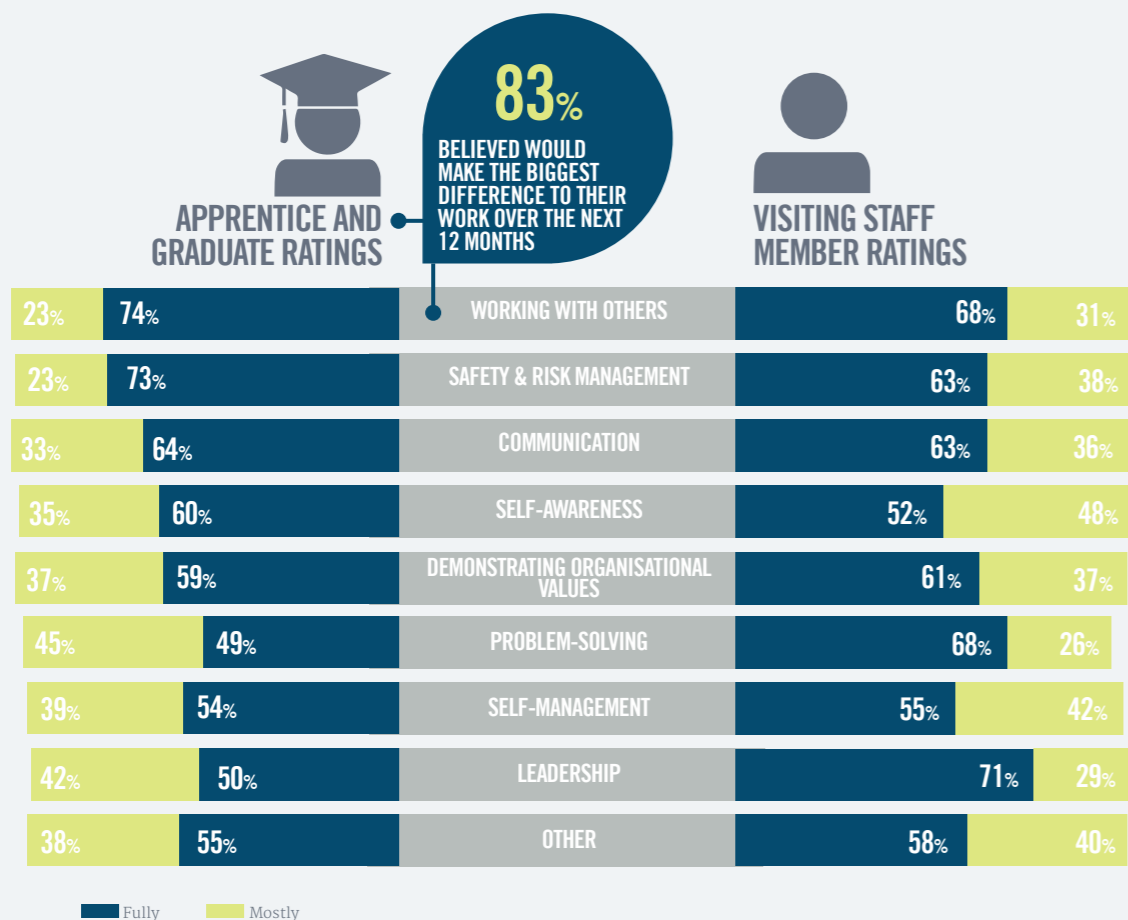
POSITIVE IMPACT ON:

- SELF-MANAGEMENT
- RESILIENCE AND DETERMINATION
- RELATIONSHIPS
- ENGAGEMENT WITH THEIR EMPLOYER

DEVELOPING SKILLS IN WORKING WITH OTHERS IS REGARDED AS THE MOST WORTHWHILE ASPECT OF THE COURSE BY THE GREATEST NUMBER OF DELEGATES, WHO HIGHLIGHTED FOUR KEY ASPECTS OF WORKING WITH OTHERS:

Meeting, spending time with, learning more about and/or developing relationships with colleagues	Developing teamwork skills
The experience of working as part of a team	Understanding of team roles and understanding others

DELEGATES' AND VISITING STAFF MEMBERS' AGREEMENT OF THE EXTENT TO WHICH PROGRAMME LEARNING OBJECTIVES WERE MET AT THE END OF THEIR COURSE



Data collected at the end of 118 programmes delivered between October 2014 and March 2016. Data collected from 3,482 delegates and 182 visiting staff members.

CASE STUDY 1

DEVELOPING RESOURCEFULNESS, RESILIENCE AND RESPONSIBILITY AT MEF



INTRODUCTION

In August 2015, 31 officer trainees whose training was sponsored by the Maritime Educational Foundation (MEF) attended an Outward Bound programme at Eskdale. The programme intended to induct the officer trainees at the beginning of their training; develop a sense of pride and identify; and assist the transition from home to life at college and at sea. During the programme, the officer trainees took on new tasks and challenges that required them to be self-led with minimal input from the trainers. They also had the opportunity to give and receive peer feedback, and to discuss career opportunities with MEF visiting personnel.

EVALUATION METHODOLOGY

A questionnaire was completed by the officer trainees at the start and end of the programme, and again five-eight weeks afterwards. Interviews were also conducted with a member of staff from MEF and three training providers who recruit and manage the officer trainees.

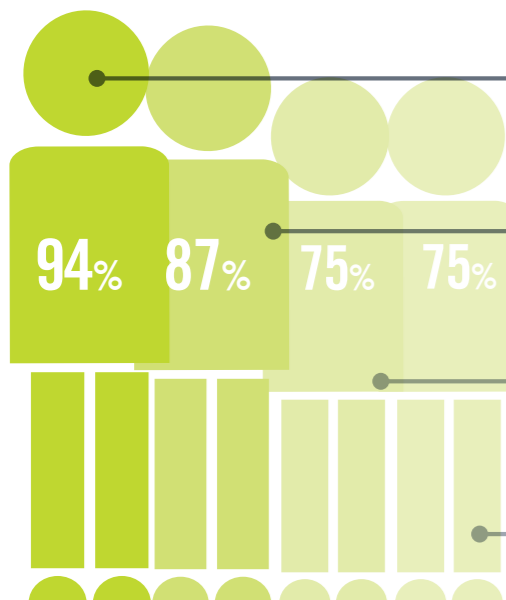


Outward Bound definitely helped develop my ability to work with others as a group. It built on leadership skills, and really made us as a team think outside the box. It made me more comfortable with asking questions and how to do things, this I feel has prepared me for college and sea. Outward Bound also built friendships with others who attend my college and other colleges. It meant on arriving everyone wasn't a complete stranger.

Officer Trainee, six weeks after attending her Outward Bound programme

KEY FINDINGS

The evaluation showed that the programme improved the resourcefulness of the officer trainees, made them more proactive and willing to take responsibility, and increased their determination and persistence. They reported changing the way they communicate with others, in particular being more reflective about the impact their behaviour has on others. They had built a support network on the programme, which they found useful during their training, and felt more confident in meeting new people and asking questions when they were not sure of something.



94% reported that they had been more resourceful in new and/or difficult situations since taking part in the Outward Bound programme

87% said they had the confidence to ask questions that they wouldn't have asked before taking part in the Outward Bound programme

75% said they had been more reflective about their behaviour and the impact it has on others as a result of taking part

75% said they had been more respectful of others than they were before

CASE STUDY 2



DEVELOPING TIME MANAGEMENT, ORGANISATION AND RESPONSIBILITY AT UNILEVER

The Outward Bound Trust have worked with Unilever to develop a three-part programme for their apprentices, which delegates attend in each year of their apprenticeship. The purpose of this series of programmes is for the apprentices to develop their behavioural capabilities in becoming an 'autonomous professional' within Unilever. In 2015, 34 first year apprentices attended a programme in September, and 23 second year apprentices, who had attended their first programme in 2014, attended for a second time in October. The first year course aims to induct the new apprentices, while the second year programme aims to further develop a 'can do' attitude in apprentices.

EVALUATION METHODOLOGY

A questionnaire was completed by the apprentices at the start and end of the programme. Interviews were also conducted with seven apprentices and two line managers seven-eight months afterwards.

Our evaluation of these programmes found that the first year programme was successful in developing teamwork skills, with delegates feeling more confident at the end of the week in their abilities to develop relationships. They also reported improved confidence in their time management, personal organisation and critical thinking skills, and their ability to take responsibility and demonstrate self-discipline.

The second year programme improved delegates' self-awareness, in terms of how they are perceived, how they affect others and what their capabilities are; their self-confidence, including their confidence to ask questions when they need to; and their ability to explain ideas clearly, as well as give and receive feedback.



I'd say after the programme, I've learnt to have more trust in my capability, of what I can do. I feel some of the tasks I surprised myself, I was surprised by my physical ableness possibly. And maybe my ability to inspire others to continue as well.

3rd year apprentice, speaking seven months after attending their course in October 2015

OUTCOMES FOR FIRST YEAR APPRENTICES

- 64% improved their score for thinking critically
- 62% improved their score for time management
- 58% improved their score for personal organisation
- 97% agreed they had gained more confidence to say what they think and put forward new ideas in the future
- 97% agreed that it had made them better prepared for their apprenticeship

91% OF SECOND YEAR APPRENTICES AGREED AT THE END OF THE PROGRAMME THAT THEY HAD BECOME MORE AWARE OF THEIR STRENGTHS AND WEAKNESSES.

OUTCOMES FOR SECOND YEAR APPRENTICES

- 70% improved their score for awareness of their own capabilities
- 61% improved their score for ability to provide others with constructive feedback
- 59% improved their score for awareness of how they are perceived by others
- 57% improved their score for openness to receiving feedback from others
- 91% agreed that they had become more aware of their strengths and weaknesses
- 95% agreed that they would be more reflective about how they could develop and improve in the future

THE WIDER IMPACT OF THE OUTWARD BOUND TRUST

As we have shown in this report, our courses have a positive and lasting effect on the life chances of young people. We also acknowledge that our work has a wider impact. Visiting staff members who accompany their pupils and employees on their course, and employee ambassadors, also benefit in a number of different ways.

For more information about how employee ambassadors benefit from taking part in an Outward Bound course with the young people for whom their company provides bursaries, see our paper *Benefits for employee ambassadors*.

For more information about how visiting staff members benefit from taking part in a course, see our paper *Benefits for teachers*.

“
I have been on this course many times, but each time I know I learn more about the students as individuals and relationships develop further when back at school; especially those who I didn't know well before.”

Neil Glasspool, Vice Principal, Holyhead School (Birmingham).

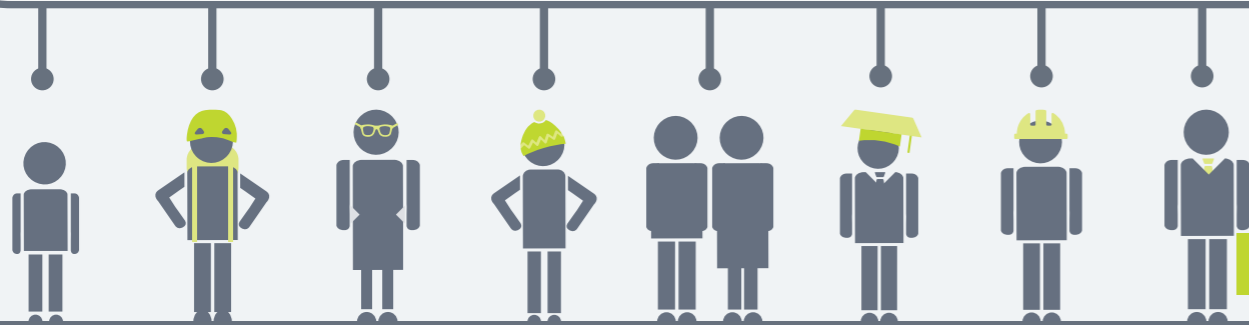
Feedback provided in October 2015, four–six weeks on from the course.



Through our partnership with the John Muir Trust, young people engage in a wide range of conservation activities during their course, and through this we also recognise a wider impact on the natural environments where our work takes place. Whilst this goes nowhere near providing us with a full environmental impact study, it does give us an indication of the contribution that young people make to the conservation priorities local to our centres. For more information, see our paper *Learning about the Natural Environment and the John Muir Award*.



USING FEEDBACK, EVALUATION AND RESEARCH TO IMPROVE OUTCOMES AND IMPACT FOR YOUNG PEOPLE



At The Outward Bound Trust we take the impact we can have on young people's lives very seriously, and are committed to continually improving the quality of the experience young people have while they are with us. Since we began evaluating our courses, we have made some significant changes to the way we deliver our courses with the aim of improving outcomes for young people, from developing pre- and post-course learning journals to increasing the level of adventure. In the last two years, we have achieved the following:

More focused course outcomes. Studies have shown that when programmes are delivered to meet clear learning objectives, developed in partnership with schools and integrated into the curriculum, they are likely to deliver stronger and more lasting outcomes for pupils. In 2014, we refocused the courses we deliver for young people in education around clear and specific learning outcomes, and when we work with a school, we ensure there is a clear context and aim for the course. All our instructors receive training on current educational policy and spend half a day in a school in order to understand more about the context in which young people come to Outward Bound.

Working in partnership. We believe teachers and other visiting staff members play a vital role during our courses

in ensuring that learning is relevant to their pupils and apprentices/graduates and that there is a clear plan in place for it to be applied back in school or at work. Our instructors continue to work closely with visiting staff members at every stage of the experience to ensure the course remains focused on the learning needs of the young people.

Learning and Adventure Managers. Our instructors are central to the impact we can have on young people's lives. In 2015, we changed the way our instructors are supported to deliver high quality adventure and learning by creating the role of Learning and Adventure Managers. They are highly qualified and experienced senior members of staff, and are responsible for enhancing the skills of our instructors to deliver both high quality adventure and learning.

In our new strategic plan *The Mountains are Calling* we set out our intention to use the findings from research and evaluation in a more deliberate way to inform how we run our courses. As we look to the future, we see many opportunities to apply the learning from independent research studies, as well as our own internal evaluation, to our practice so that at every stage of our work with young people, the experience is designed for impact.

CONCLUSION

In The Trust's fourth Social Impact Report, we have shared the results of our continuing journey to measure and demonstrate the positive effect that our courses can have on young people's lives.

Since we published our previous report in 2014, we have continued to invest significantly in developing our capacity to measure our impact. With the development of our first Theory of Change, we have been able to create more clarity around how our courses lead to positive outcomes for young people. With a more rigorous evaluation methodology and more extensive data collection, we have been able to develop a stronger evidence base for the actual changes that occur to young people's attitudes, skills and behaviours, both during their Outward Bound course and long after it has finished.

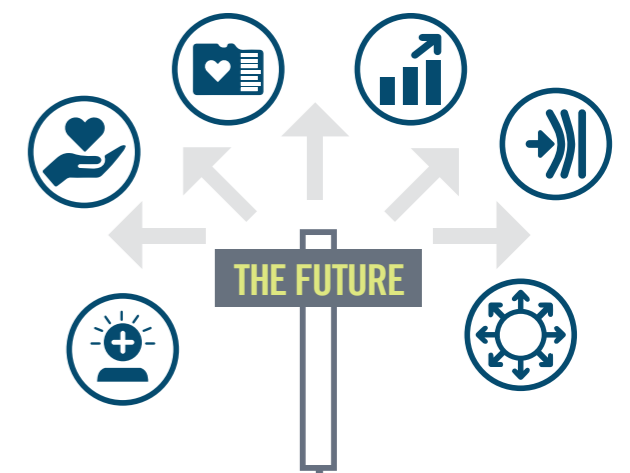
The courses we deliver for young people while they are at school or college are shown to develop the skills and qualities that make for improved mental health and well-being; better engagement with learning and performance at school; and a more successful and sustained transition into employment.

For those who experience their course when they are in the early stages of employment, we can show positive and sustained improvements in key behavioural skills and capabilities required for work, such as self-management, building relationships with others and engagement with their employer.

As we look to the future, we have much still to do. Our lasting impact research has started to provide a strong indication that the benefits gained during a course are sustained well into the future, but these findings are limited to our longer programmes and we need to find out if our shorter 5-day courses have a similar effect. There is an indication that our impact is not the same for everyone, recognising that 'young people' are a diverse group with varied and often complex needs, and we need to investigate these differences further. But as we begin to shed some

light on those parts of the experience that matter the most to young people, for instance the quality of their relationship with their instructor, the experience of being challenged and the support they receive from their teachers after their course, we are in a stronger position to design our courses for positive and lasting impact for everyone.

In the coming years, we intend to evolve our evaluation methodology even further. We would like to introduce a control group of some kind into our studies so that we can make a clearer distinction between the learning that happens at Outward Bound and the changes that occur for other reasons. We are currently involved in a Loughborough University PhD study of the pedagogies and philosophies used by The Trust to facilitate citizenship education in young people, and we hope to work more closely with universities in the future to actively research the processes through which learning occurs on our courses. Finally, we plan to continue with our lasting impact studies to investigate some of the many factors that both enhance and inhibit change, so that at every stage of our work with young people we can be sure we are creating experiences that challenge, inspire and transform them.



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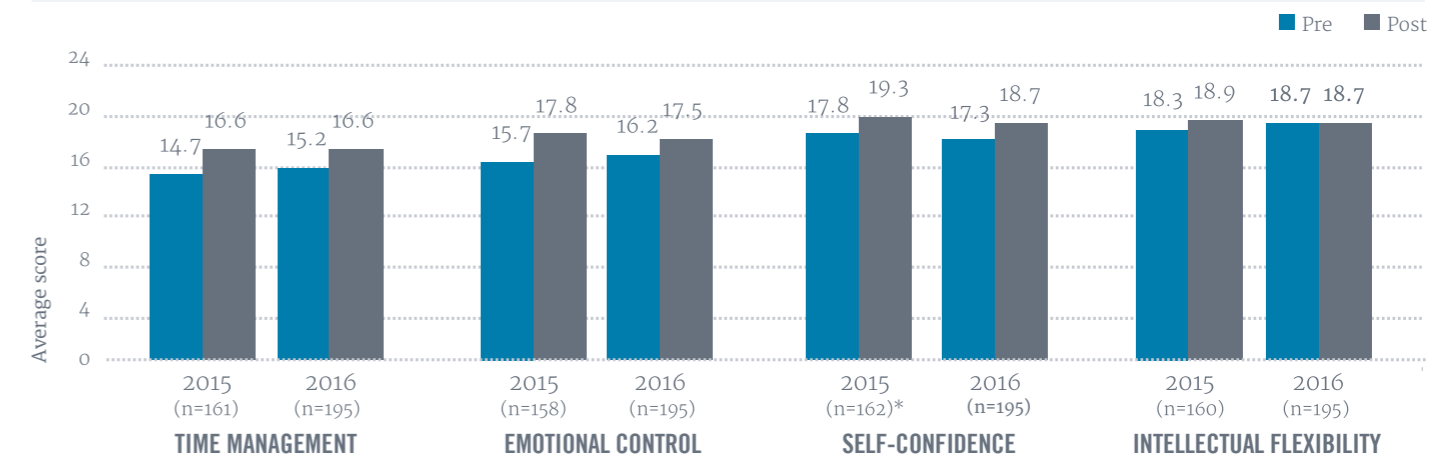
ADDITIONAL RESOURCES

Copies of The Trust's previous three Impact Reports and other papers and reports referred to in this report can be found on the Impact section of The Outward Bound Trust website: www.outwardbound.org.uk/impact-and-evaluation/

ADDITIONAL RESEARCH

THE OUTWARD BOUND TRUST 19-DAY SKILLS FOR LIFE AWARD LIFE EFFECTIVENESS QUESTIONNAIRE

Figure 1: Comparison of 2015 and 2016 course data collected at start and end of course



Scored 1 - 8, where 1 = 'not like me' and 8 = 'like me'. 3 statements summed to give a total score out of 24.

Figure 2: 2015 course data collected at start and end of course, and six months on

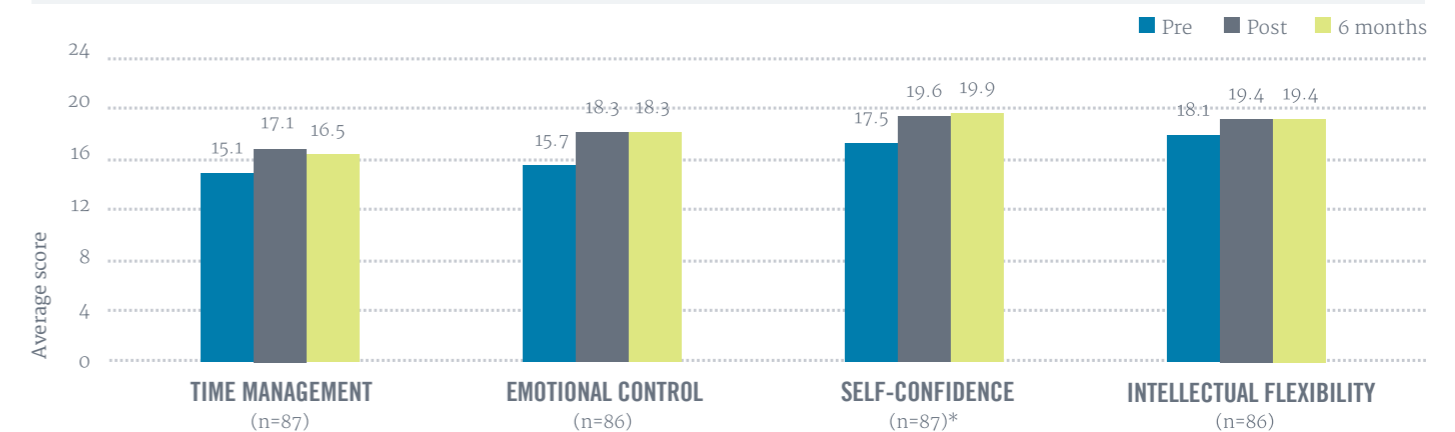
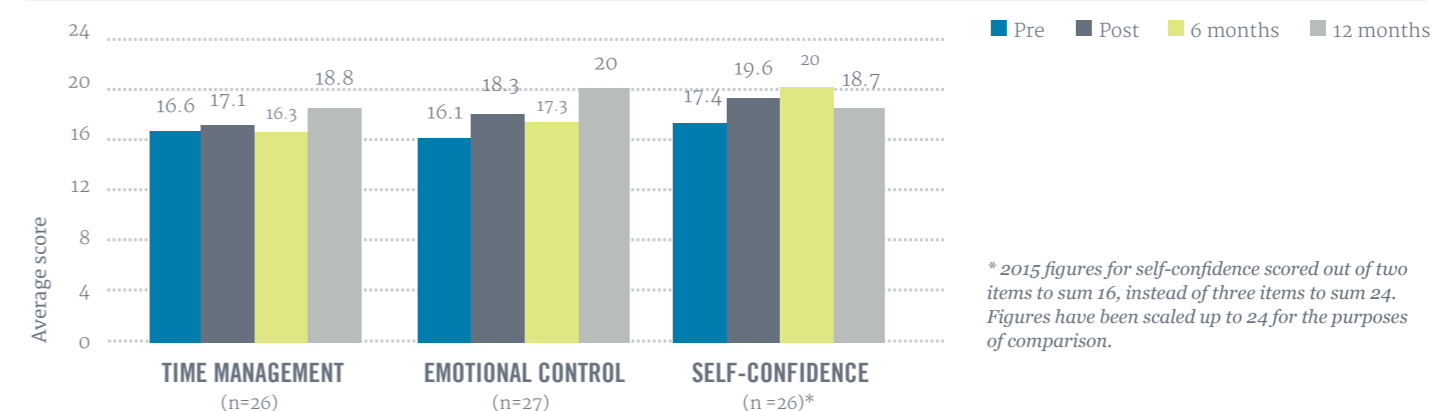


Figure 3: 2015 course data collected at start and end of course, and six months and twelve months on



* 2015 figures for self-confidence scored out of two items to sum 16, instead of three items to sum 24. Figures have been scaled up to 24 for the purposes of comparison.

PERSONAL DEVELOPMENT SCALE

Scored 1 – 5, where 1=Very unconfident; 2=Unconfident; 3=Neither confident nor unconfident; 4=Confident; 5=Very confident

Figure 4: Comparison of 2015 and 2016 course data collected at start and end of course

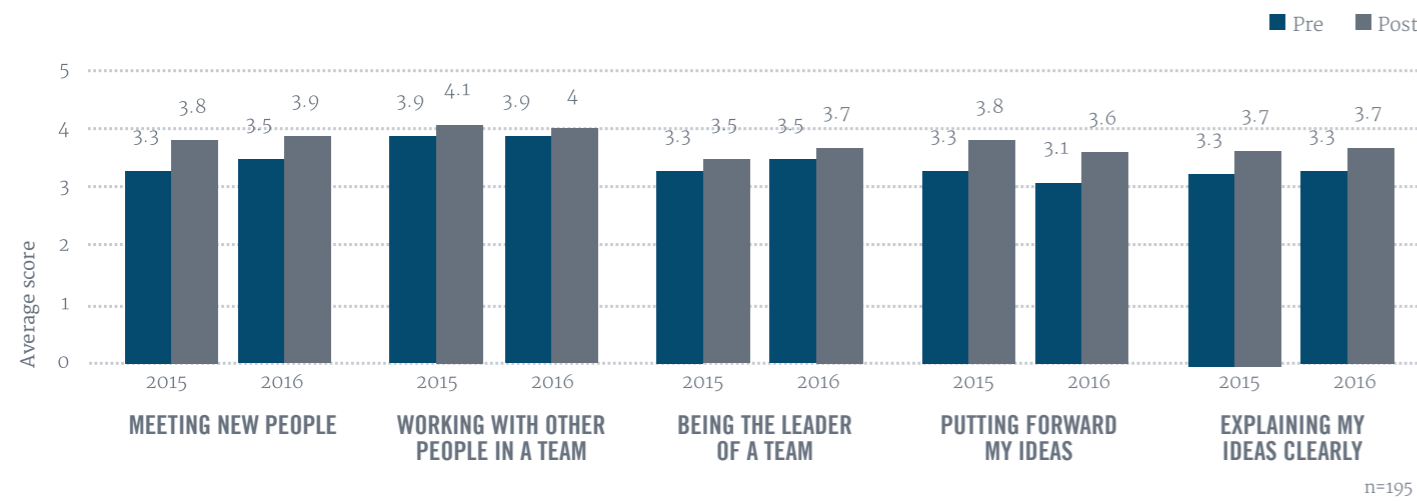


Figure 5: 2015 course data collected at start and end of course, and end of six months on

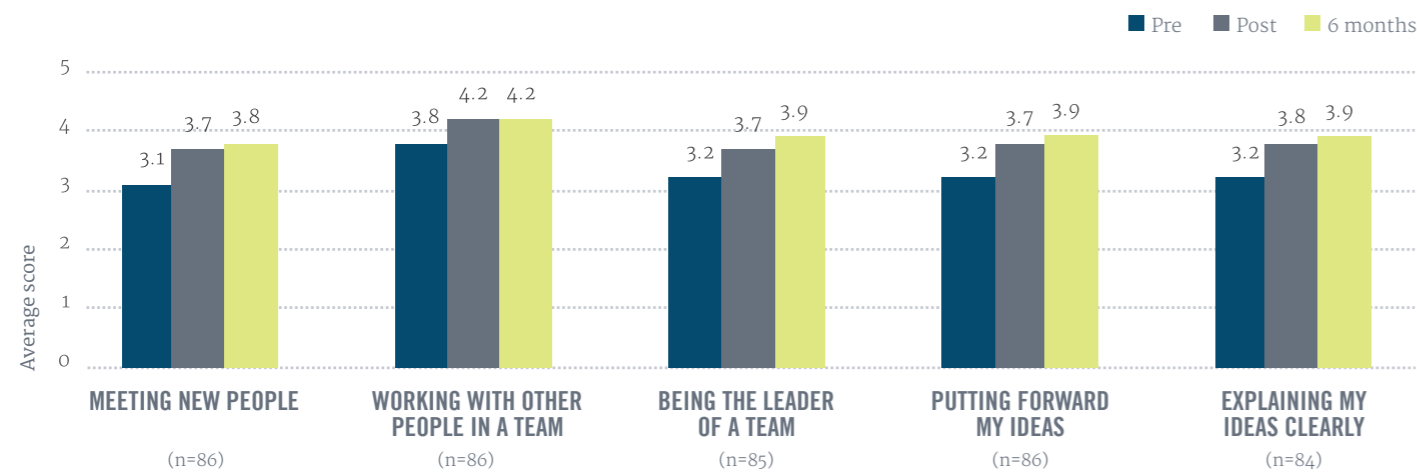
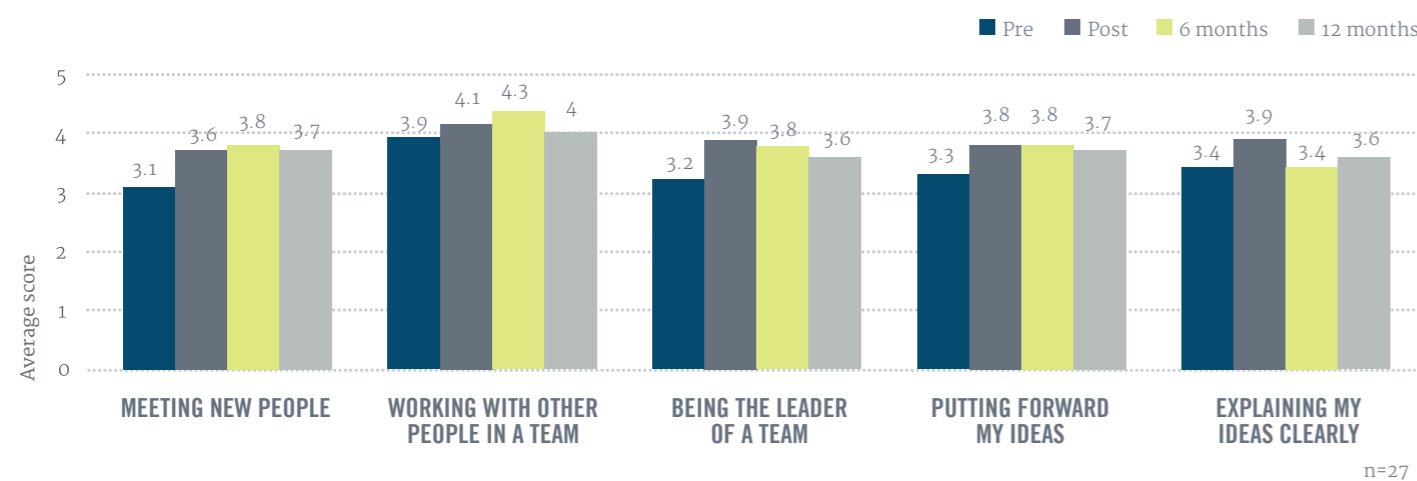


Figure 6: 2015 course data collected at start and end of course, and end of six and twelve months on



RESILIENCE SCALE

Scored 1 – 7, where 1=Strongly disagree and 7=Strongly agree. Scores for 14 statements summed and averaged to give an overall resilience score out of 98. Individual resilience characteristics statements averaged to give a score out of 7.

Figure 7: Comparison of 2015 and 2016 course data collected at start and end of course

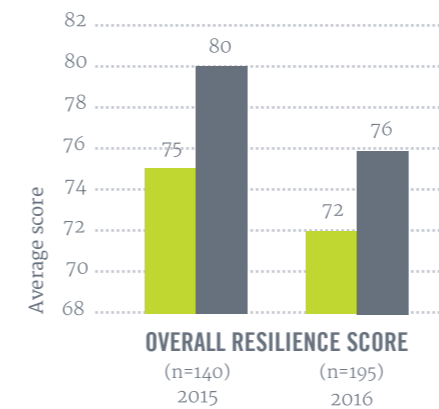


Figure 8: 2015 course data collected at start and end of course, and six months on



Figure 9: 2015 course data collected at start and end of course, and six months and twelve months on

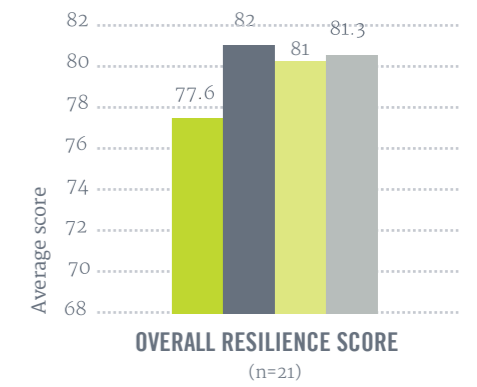
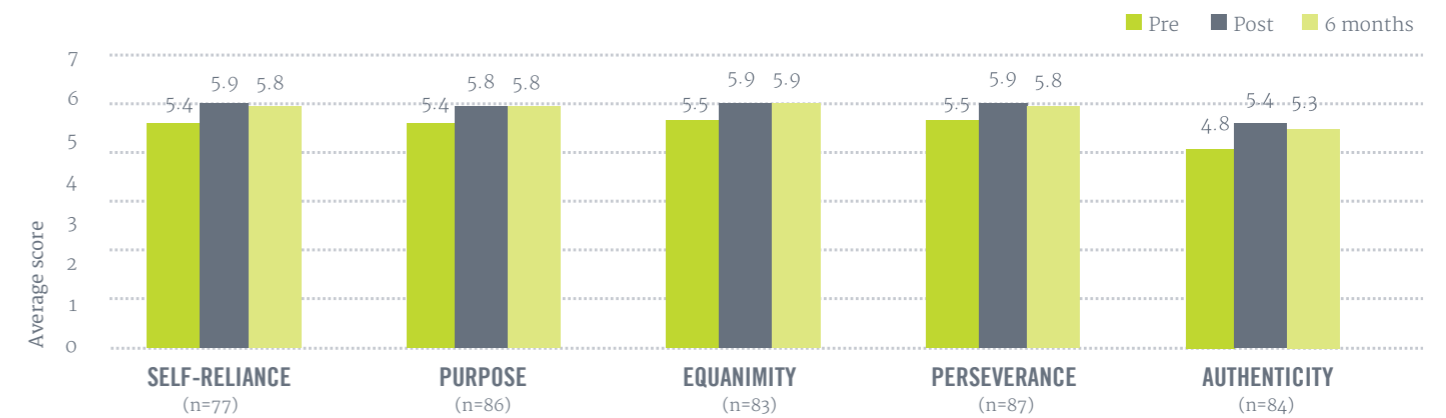


Figure 10: 2015 course data by individual resilience characteristics



CURIOSITY AND EXPLORATION INVENTORY II

Scored 1 – 5: 1=Very slightly or not at all; 2=A little; 3=Moderately; 4=Quite a bit; 5=Extremely. 5 statements summed to give an overall score out of 25.

Figure 11: Comparison of 2015 and 2016 course data collected at start and end of course

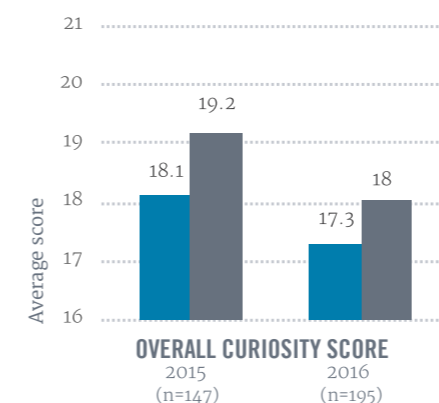


Figure 12: 2015 course data collected at start and end of course, and six months on

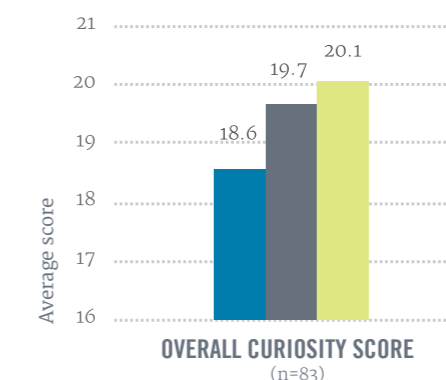


Figure 13: 2015 course data collected at start and end of course, and six and twelve months on

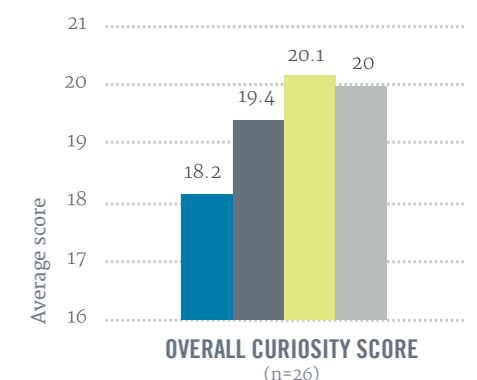


Figure 14: 2015 course data by individual curiosity characteristics

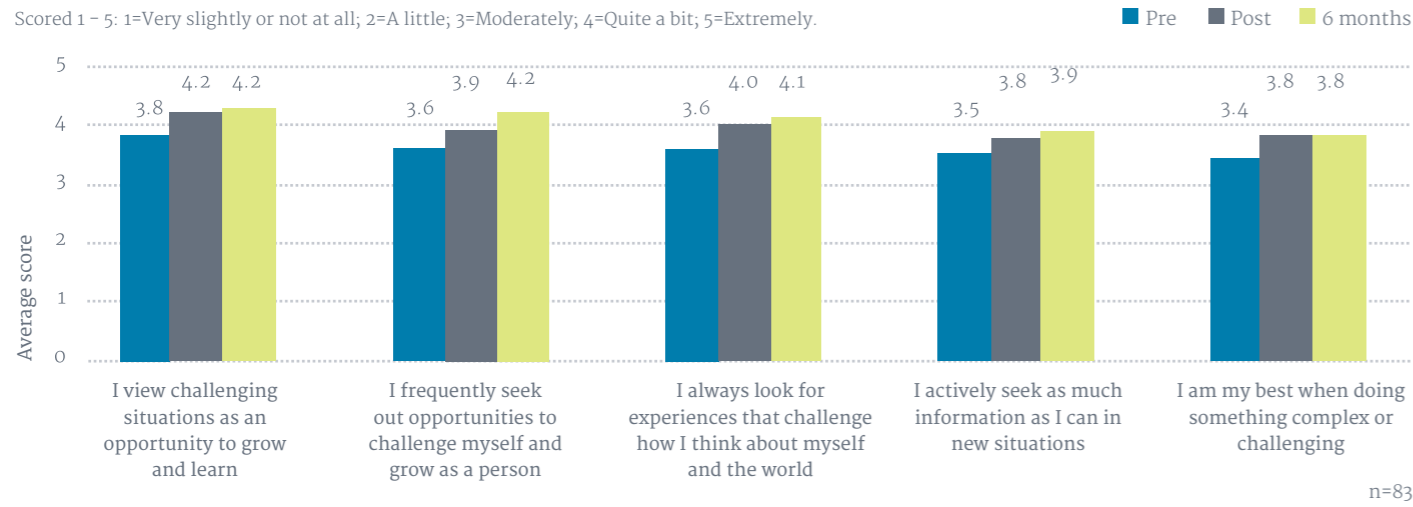
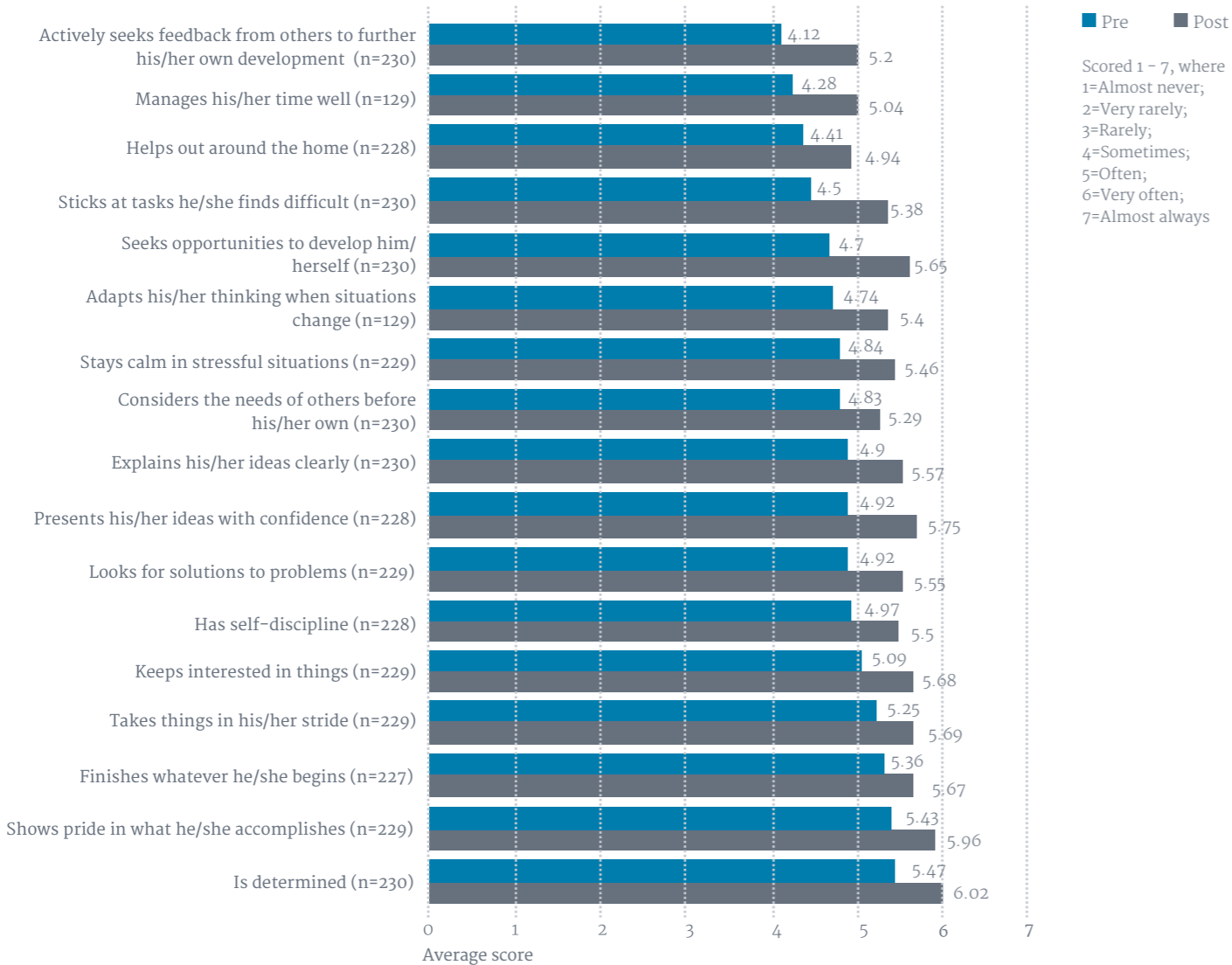
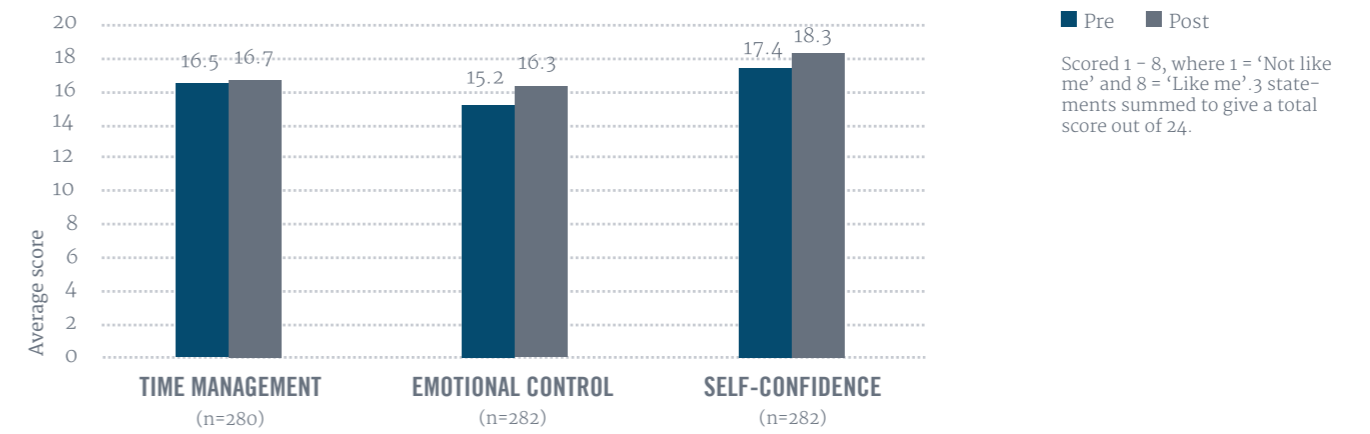


Figure 15: Survey data collected from parents of Skills for Life Award participants approximately two weeks before course start and six-eight weeks after course end



THE OUTWARD BOUND TRUST 5-DAY EDUCATION COURSE LIFE EFFECTIVENESS QUESTIONNAIRE

Figure 16: 2016 course data collected at start and end of course



PERSONAL DEVELOPMENT SCALE

(The statements 'setting targets', 'achieving goals', 'setting myself achievable goals' and 'finding solutions to problems' have been added to evaluate these courses and are not part of the original scale.)

Scored 1 - 5, where 1=Very unconfident; 2=Unconfident; 3=Neither confident nor unconfident; 4=Confident; 5=Very confident

Figure 17: 2016 course data collected at start and end of course

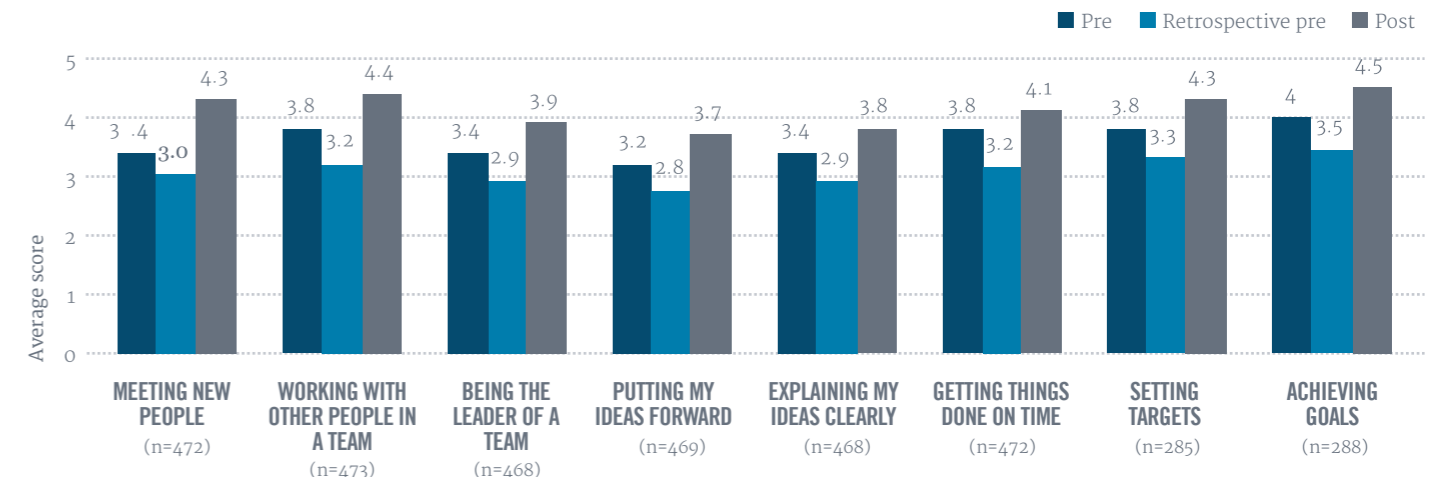


Figure 18: Pre, post and six month data collected on one programme delivered in May 2016

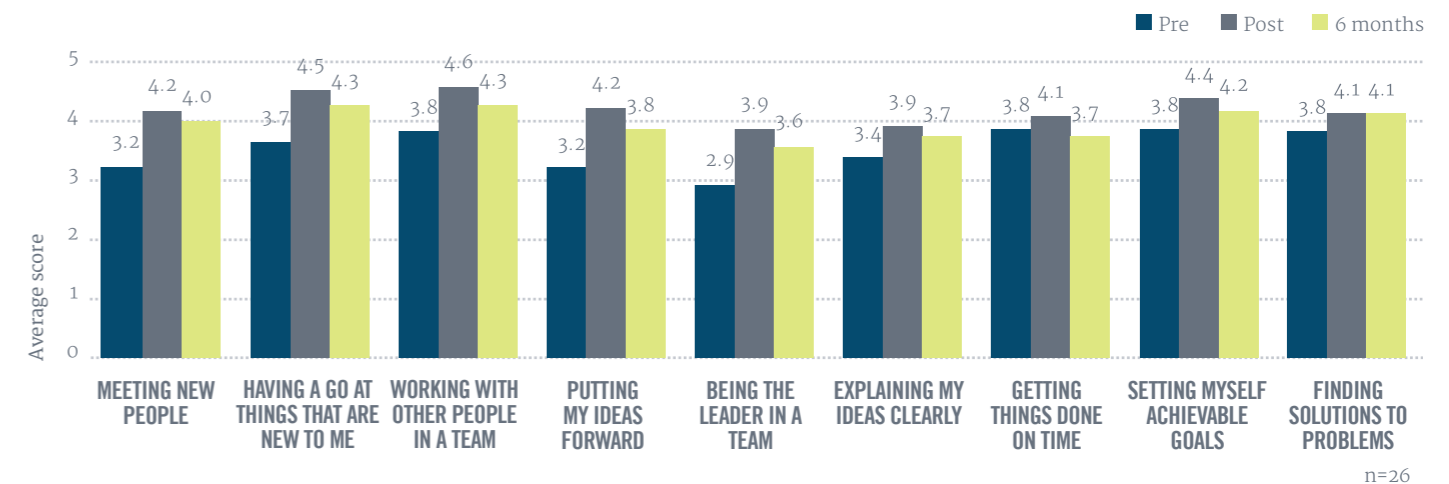
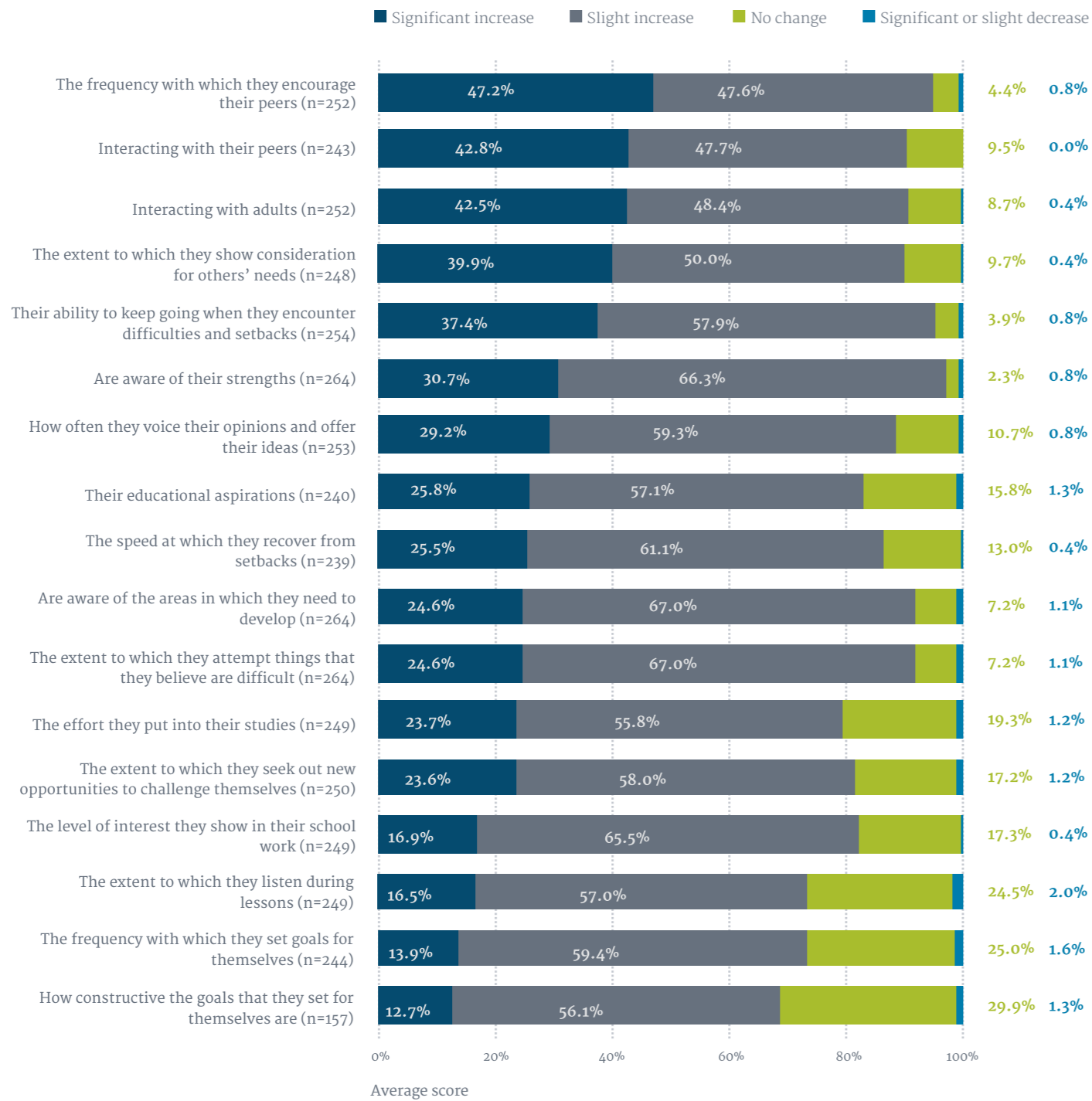


Figure 19: Survey data collected from visiting staff members four–six weeks after course end



For any further information regarding the data presented in this report, please contact The Outward Bound Trust's Evaluation Team: evaluation@outwardbound.org.uk

Figure 20: Categories used to define behavioural capabilities developed on courses for apprentices and graduates

BEHAVIOURAL SKILL	DEFINITION
SELF-AWARENESS	Awareness of own traits and behaviour, and how behaviour affects others; awareness of own strengths and areas for development.
WORKING WITH OTHERS	Practise working as a team; understanding others; building relationships with others, and understanding the importance of doing so.
COMMUNICATION	Ability to communicate effectively (clearly, confidently) with colleagues; adapting communication styles; giving and receiving feedback.
LEADERSHIP	Practise leading a team; understanding of leadership styles.
PROBLEM SOLVING	Practise applying evidence based/ solution focussed problem solving skills.
DEMONSTRATING THE ORGANISATION'S VALUES	Understanding the organisation's values and culture; displaying behaviour that is in line with the organisation's values and culture.
SELF-MANAGEMENT	Managing own behaviour; being independent; accepting responsibility and taking ownership for own behaviour, learning and development.
SAFETY AND RISK MANAGEMENT	Identifying and managing risks to health and safety; following safety guidelines.
OTHER	Any behaviours or attitudes that are not related to any of the above categories, or objectives that cover more than one category.

Figure 21: Icons Key





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