

THE OUTWARD BOUND TRUST REPORT

# THE MARK SCOTT LEADERSHIP FOR LIFE AWARD

2023 - 24



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THE  
OUTWARD  
BOUND TRUST

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## EXECUTIVE SUMMARY

### THE MARK SCOTT LEADERSHIP FOR LIFE AWARD

The Mark Scott Leadership for Life Award brings young people together from different socio-economic, religious and cultural backgrounds for a shared experience during their final year of school. The Award, usually delivered over a six-month period, starts with a challenging five-day Outward Bound residential course designed to develop young people's personal skills and attributes, such as confidence, determination and the ability to work with others. Upon returning to school, they work in groups to identify, organise and deliver a project that benefits their local community. The Award provides a unique opportunity for young people to prepare for their next step onto higher education, training or employment and to make a positive contribution to society.

All elements of the 2023/24 Award have now been completed: four residential courses and their community projects. The Award concluded with a ceremony, in-person, to celebrate the participants' achievements.

### KEY MILESTONES ACHIEVED IN 2023-24

- **140** young people completed the Award.
- **46%** of participants were from the **30% most deprived datazones in Scotland**.
- **53** schools were involved in the project from across the central belt of Scotland.
- **25** community projects were delivered.
- The Award ceremony was held on **22<sup>nd</sup> April 2024**.

### IMPACT OF THE AWARD

The Award has continued to develop young people's connections with others and skills which help prepare them for their transition into adulthood.

Participants improved their skills across the majority of outcome areas, including their interpersonal and teamworking skills, their social confidence, leadership and personal responsibility. The data collected shows that the Award improves young people's understanding of difference and tolerance of others, as participants develop positive relationships and work together to complete their community projects. In addition, participants have been able to articulate how the Award has positively impacted their wellbeing.



# THE MARK SCOTT LEADERSHIP FOR LIFE AWARD

## DELIVERY OF THE AWARD IN 2023-24

### RESIDENTIAL COURSES

All four residential courses were delivered as planned and it was felt that there was good engagement from the young people. Participants completed activities such as gorge scrambles, raft building, canoeing and a mountain expedition.

**Figure 1: Residential dates, location and participant numbers<sup>1</sup>**

Residential course dates (2023)	Centre	Number of participants
21 <sup>st</sup> – 25 <sup>th</sup> August	Loch Eil	36
28 <sup>th</sup> August – 1 <sup>st</sup> September		36
2 <sup>nd</sup> – 6 <sup>th</sup> October		33
9 <sup>th</sup> – 13 <sup>th</sup> October		47

The residential experience brings young people together and provides an important opportunity for them to **break down social barriers, build trust** and **develop their confidence** and **resilience** in preparation for the community project. They have the opportunity to experience a **sense of accomplishment** through the challenges on the residential, and step beyond their comfort zones to try new things. Feedback from the participants shows that they enjoyed experiencing the wild, natural environments and having the opportunity to form friendships with new people.



“

*I loved the residential week - camping was a tough new experience but I found the whole process so refreshing - a nice break from school, to just enjoy nature and make new friends.*

”

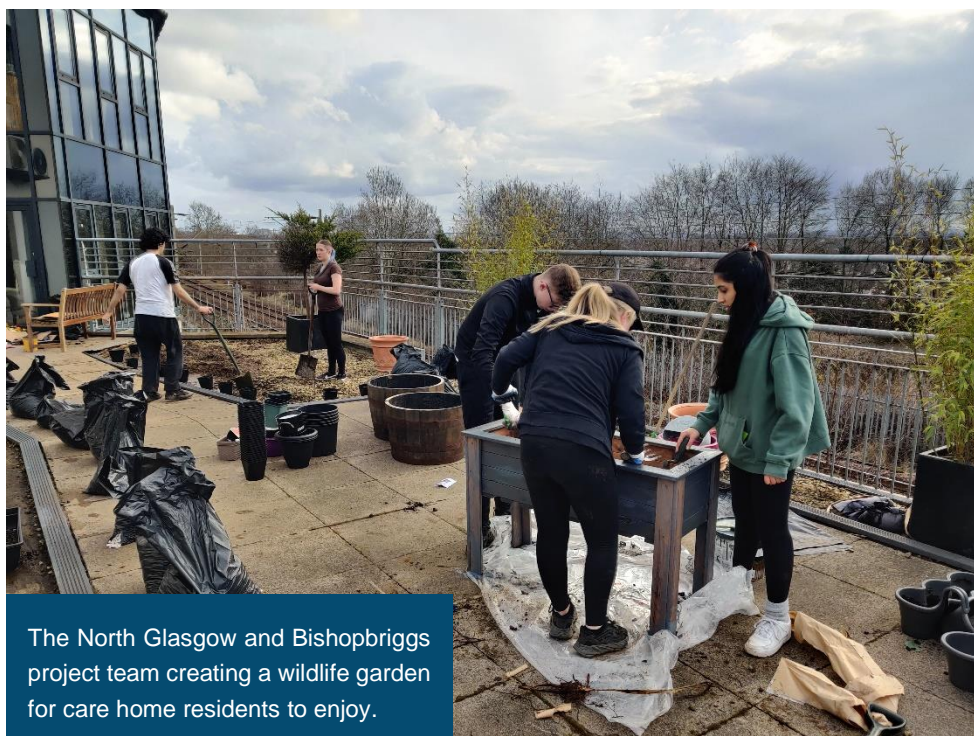
Ailsa, Castlemilk High School

<sup>1</sup> Figures do not include young people who took part in the programme but were unable to attend the residential.

## COMMUNITY PROJECTS

Project forums provided participants with an opportunity to present their ideas to the delivery team for feedback. Following this, community projects focused on the following areas (with example projects included):

- **Improving, promoting and raising awareness of outdoor environments and nature** – such as tidying, clearing and planting wildflowers in the garden of Shettleston Islamic Centre, creating a wildlife garden for residents of Westerton Care Home, and workshops on the importance of bees and pollinators for primary pupils.
- **Food poverty** – one team fundraised for ingredients and prepared and cooked meals for the Soup Kitchen at St. Augustine's Church, while another team set up 'Feed Falkirk' - a project aimed to encourage donating everyday household goods to a donation box in the local library and Salvation Army shop, and advertising these locations to families with reduced income.
- **Mental health and wellbeing support** including art therapy, body image workshops, accessible walking events and LGBTQI+ inclusive sex education.
- **Support for refugees and asylum seekers** – providing access to information and resources for young people fleeing war who are new to Glasgow, to help them transition to a new place.
- **Support for school children** in developing team building, STEM learning, understanding online safety and period education.
- **Care home residents' and day centre users' wellbeing** – teams organised Christmas card exchanges between care home residents and primary pupils, and activities for day centre service users such as Gaelic singing, fire safety presentations and computer skills workshops.



The North Glasgow and Bishopbriggs project team creating a wildlife garden for care home residents to enjoy.

## CHALLENGES TO AWARD DELIVERY

Mental health issues, in particular social anxiety amongst the young people, was noticeable this year. The opportunity to connect with others and make friends was a strong motivator for many participants, and the delivery team noticed that young people faced difficulty taking time away from their phones and social media, which was negatively impacting their social skills and confidence. One large takeaway from the residentials as a whole was *'look up, not down at your phone'*, and through the residential experience participants were able to see the benefits of being in the outdoors and immersing themselves in nature, rather than in the digital world.

Award Coordinator Chris McGeown summed up the pressures he's observing in young people as a result of their 'addiction' to social media, together with feeling overwhelmed by a continuous stream of news about the challenging environmental, financial and social global climate. He highlights the importance of the Award in enabling young people to gain a sense of agency by demonstrating they can make a change to their communities locally and do something about issues they feel passionate about.

***"Kids are growing up in quite a difficult environment at the moment, because of the news and stuff – looking at Gaza, the challenges in the Middle East, Russia, Ukraine and the climate emergency. Some of the groups touched on it quite a lot about how they're quite overwhelmed with the world, that they try to avoid the news and the increasing negative influence of some individuals in the public eye. Some were speaking about helplessness about growing up and not knowing what the future holds, because the world can seem so bleak out there. I know it's happened for every young person, every generation there's something going on in the world that they can't control, but I do think with social media, it's closer to them. I do try and steer the Award to them becoming architects of change in some way, even if it's tiny, so it's a bit more empowering than just watching the world go by - so I'm trying to frame the project a wee bit like 'this is your chance to do something positive in a world that seems a bit out of control'."***

Chris McGeown, Project Coordinator, Mark Scott Leadership for Life Award Team

## EVALUATION OF THE AWARD

The evaluation of the 2023-24 Award followed a similar format to that of previous years using pre- and post-programme online questionnaires, together with five in-depth interviews carried out with participants after completing the Award<sup>2</sup>. In addition, a wellbeing impact evaluation of the Award and a pilot study evaluating youth work outcomes within the Award was also carried out this year. The programme evaluation included the following:

1. Self-reported outcomes for participants were evaluated through questionnaires completed at the start and end of their residential course, and again at the end of the Award. Participant outcomes were evaluated using validated measures such as the Personal Development scale and The Life Effectiveness scale.

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<sup>2</sup> Participants names have been changed throughout the report to protect their anonymity. Interview case study photos are Outward Bound stock images, all other images are from the 2023-24 Award delivery, provided with participants permission.



2. An evaluation of the impact of the Award on young people's mental wellbeing was carried out using the Warwick-Edinburgh Mental Well-being Scale (WEMWBS). Participants from the 9<sup>th</sup>-13<sup>th</sup> October residential were asked to complete the questionnaire at the beginning and end of the Award.
3. A pilot evaluation using a selection of outcomes from the National Youth Work Outcomes and Skills Framework<sup>3</sup> was also carried out this year with one group of participants. In addition to statements already asked in the pre and post-Award surveys, statements were incorporated into a separate survey to strengthen evidence in the following outcome areas: 'Looking after myself', 'Communication', 'Teamwork', 'Leadership', 'Confidence', 'Resilience' and 'Decision Making' (see Figure 2), to help evidence the Award's impact on young people's skills areas across all areas on the outcome wheel. The young people were asked to complete a bespoke questionnaire at the start and end of the Award.

**Figure 2: the National Youth Work Outcomes and Skills Framework**

## National Youth Work Outcomes and Skills Framework

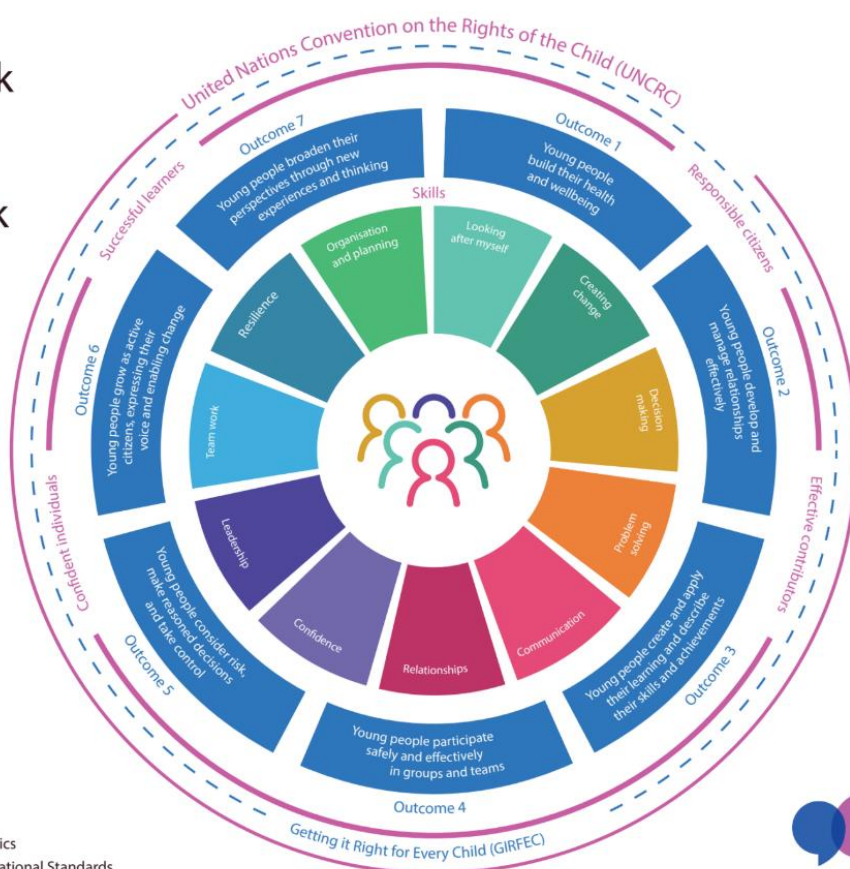
### Nature and Purpose of Youth Work:

Youth work is an educational practice that contributes to young people's learning and development. It is an inclusive and empowering approach where:

- The work must build from where young people are
- Young people and youth workers are recognised as partners in a learning process
- Young people choose to participate

### Youth Work practice is underpinned by:

- CLD Competences
- CLD Values and Code of Ethics
- Youth Work National Occupational Standards



Youth Work plays a key role in delivering Scotland's national outcomes, in particular:

**Children and Young People**  
We grow up loved, safe and respected so that we realise our full potential

**Education**  
We are well educated, skilled and able to contribute to society

**Health**  
We are healthy and active

<sup>3</sup> Outcomes were selected from the [Youth Work Outcomes & Skills Framework | YouthLink Scotland](#). Results from this pilot study should be treated with a degree of caution due to the small sample size.

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## PROFILE OF PARTICIPANTS

We continued to monitor the participants' gender, socio-economic background, religious background and ethnicity in order to assess the extent to which the Award is engaging with young people from a cross-section of Scottish society.

### GENDER

The percentage of male and female participants differed slightly compared to the previous year's cohort, with a small increase in the percentage females (2023 73%; 2022 69%) and a decrease in the percentage of males (2023 30%; 2022 26%). The percentages of non-binary participants remained the same as last year (1%).

### SOCIO-ECONOMIC BACKGROUND

Participant postcode data was used alongside SIMD data to assess the socio-economic background of the participants. Analysis of this data shows that the Award continues to engage with young people from all sections of Scottish society, from the most deprived to the least deprived. In line with the Scottish Government's focus on raising attainment for all, **46% of the participants in this year's programme reside within the 30% most deprived data zones in Scotland.**

### RELIGIOUS BACKGROUND

The Award recruits young people with varying religious backgrounds. In 2023-24, **52%** of participants described themselves as having '**no religion**', the same as the 2022-23 cohort. **13%** were **Roman Catholic** and **17%** were of **other Christian** denominations or Christian but of no denomination. The **largest non-Christian group** continues to be **Muslim (7%)**, which is lower than the previous year (11%), however this year the Award has seen an increase in the diversity of participants' religious background, with **1%** of participants describing themselves as **Sikh**, **Hindu** or **Buddhist**, which weren't represented in the 2022-23 cohort.

### ETHNICITY

As with previous years, the programme continues to recruit participants from a range of different ethnic backgrounds. The ethnic group that the majority of this year's participants belong to is White (78%). In terms of representation from other ethnic groups, 11% of participants are of Asian origin, 8% are of Black African origin, 2% are mixed origin and 2% are Arab. This suggests that the Award is maintaining a steady level of recruitment of young people from a wider range of ethnic backgrounds.

### RELIGIOUS PROFILE OF PARTICIPATING SCHOOLS

Similar to last year, a third of the schools involved in the 2023-24 Award were Roman Catholic.

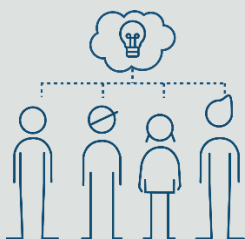


## SUMMARY OF KEY FINDINGS FROM THE 2023-24 EVALUATION

The Mark Scott Leadership for Life Award aims to achieve the following five outcomes:



- 1) Participants become more confident individuals and independent learners



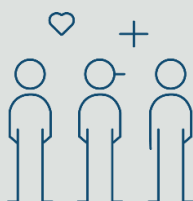
- 2) Participants develop teamwork and project management skills, and an awareness of how to lead others



- 3) Participants develop awareness of, and develop greater respect for others from different socio-economic, cultural and religious backgrounds

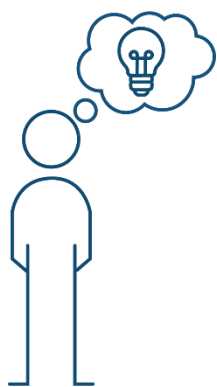


- 4) Participants develop a sense of social responsibility by delivering projects that benefit their local community



- 5) Community members have a positive experience by taking part in the participants' projects

The evaluation data collected during the 2023-24 Award indicates that the majority of outcomes were achieved, with improvements seen across measures such as **confidence**, **interpersonal skills**, **emotional control and time management** together with **social capital**. Overall, the outcomes for this year's Award are successful and have helped to ensure this cohort of young people are engaged with their community and prepared for the next phase of their lives as they transition into adulthood.



## PARTICIPANTS BECOME MORE CONFIDENT INDIVIDUALS AND INDEPENDENT LEARNERS

Feedback collected at the end of the Award indicates that the young people increased their **confidence** throughout the Award, and is supported by the questionnaire data, which shows improvements in **emotional control** and **time management** skills which enable young people to live confidently and be independent learners. Figure 4 shows the results in these outcome areas over the past four years are broadly consistent.

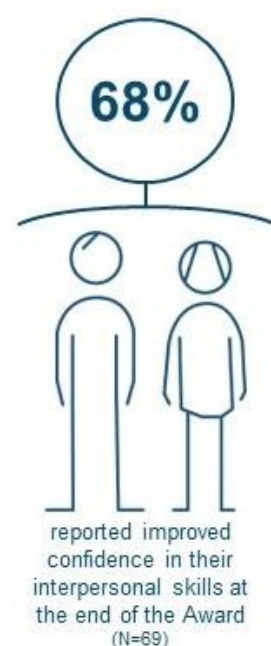
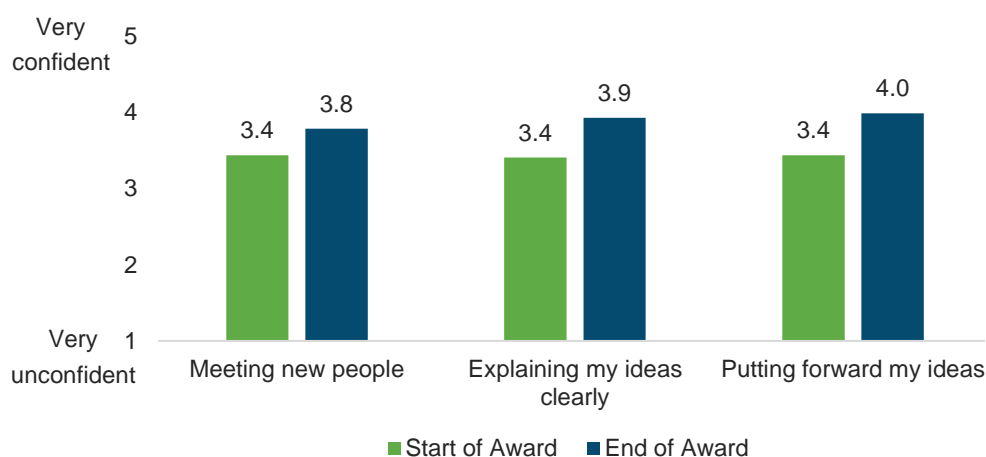
**Figure 4: % of participants who recorded improved skills at the end of the Award against outcome “Participants become more confident individuals and independent learners” over the past four years.**

Participants’ skills in:	2020-2021	2021-2022	2022 - 2023	2023 - 2024
Emotional control	55%	62%	58%	64%
Time management	53%	60%	55%	50%

Participants who took part in the pilot evaluation using outcomes from the National Youth Work Outcomes and Skills Framework demonstrated an increase in their confidence, self-awareness and resilience – 6 out of the 9 young people (**67%**) of young people improved their **awareness of their knowledge and skills** and 5 out of 9 (**56%**) **were more open to challenges** at the end of the Award.

Interpersonal skills also form part of a young person’s ability to live confidently; such as an individual’s confidence in explaining their ideas clearly, meeting new people and putting forward their ideas. **68% of young people improved their interpersonal skills** at the end of the Award when compared to their scores at the start of the Award<sup>4</sup>.

**Figure 5: Participants’ average scores for interpersonal skills at the start and end of the Award, linked to outcome “Participants become more confident individuals and independent learners” (N=69)**



<sup>4</sup> N=69

Examples of the young people's feedback below, and the case study on page 12, demonstrate how they feel they became more confident individuals and independent learners, and how they see this benefiting themselves in the future:

“

*I feel like the Mark Scott Award has taught me that it's okay to be a bit fearful before you start something, as long as you just keep going. The biggest thing is perseverance.*

”

Priya, Clyde Valley High School

“

*This Award will help me in the future because it has given me a lot of confidence to speak to others that I have never met before. This will benefit me because when I go to university I will need to talk to others in my course. It has also given me the skills I need for university which will help when it comes to projects and lab settings.*

”

Rowan, Bearsden Academy



“

*I believe the Award has given me confidence to become a more open and honest person. I now know I can contribute ideas and thoughts without fear.*

”

Elodie, Greenfaulds High School

“

*I believe my self-confidence has been affected the most. This is because I've learned about my mental capacity and what I'm capable of doing. Finding skills and qualities I have has given me a better sense of my personality and what I aim to do in the next few years.*

”

Cara, Falkirk High School

“

*I realised that I'm a lot more confident than I think and I often just shy away from opportunity sometimes. So taking up [those opportunities] is something I definitely will do much more often. Definitely for uni, we're going to be doing a lot of research and group projects. So in those kinds of fields I hope that if someone was too scared to say anything, I'd want to be the person that says something.*

”

Penny, Braes High School



***“The more confident I can be in myself and my capabilities, then the greater capacity I have to then help other people.”***

## **BUILDING CONFIDENCE: AILSA, CASTLEMILK HIGH SCHOOL (SIMD 1)**



Ailsa has just finished her education at Castlemilk High School and has big ambitions for her future, including starting a BA in Acting at the Royal Conservatoire of Scotland in September. She hopes to support her local community to enjoy the arts in the future and credits the Award with inspiring her to have the confidence to reach for her goals;

***“I've learned more about myself and my values, I think it's helped me find a sense of clarity of what it is that I actually want to do and the impact that I want to***

***have. [We were told] you've got this in you, we're just going to bring it out of you, and we want you to then apply it to what you're doing. I think it's only after when you look back that you realise what they meant, what the point of it was.”***

One of the most personal life lessons Ailsa took away from the Award was realising that it is ok to fail, and from experiences such as the raft-building challenge on the residential she was able to view success from a different perspective, and be open to receiving help from others during the expedition:

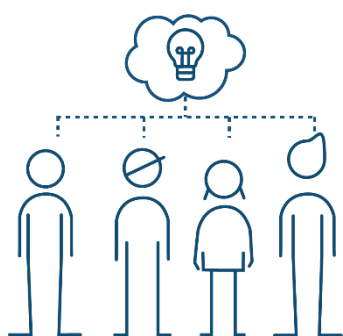
***“I always want things to be successful and perfect but I think the fact that it totally didn't go to plan in the end (with the raft build) but we still had such a great time and it was a success because the point was to work together and help each other. So, I think I realised that things can be successful in different ways, it's not always the practical, physical end result.***

***(I also learnt) it's okay to take on the help from other people. That's a good thing that these people are willing to help me, and “Well, now I know how to set up a tent and take it down,” which I never knew before because I've learned that from these people who are willing to take a wee 5-10 minutes to come over and explain it to me. So, I think that was an important kind of learning curve as well.”***

Following the Award, Ailsa has taken the opportunity to reflect and has realised how by recognising her own negative self-talk, she can combat the critical voice in her head and hopefully help others to do the same. She's realised that it's important to her that she takes this into her future career so that she can help and support others:

“ I don't know if it was my own kind of negative self-talk telling me that certain things were too big to try and achieve, whereas the Award showed me that there are ways to achieve anything and there are ways that I am capable of making changes as well.

I think challenging myself to, you know, get rid of that little, negative critical voice that tells me that I can't do things. The voice that I try so hard to get other people to forget about and I think the more confident I can be in myself and my capabilities, then the greater capacity I have to then help other people as well.”



## PARTICIPANTS DEVELOP TEAMWORK AND PROJECT MANAGEMENT SKILLS, AND AN AWARENESS OF HOW TO LEAD OTHERS

Interpersonal skills, time management, problem-solving skills and the ability to take responsibility are key to teamwork and project management. On average, young people reported increases in their **ability to take responsibility** for tasks (60%)<sup>5</sup> and their **problem solving skills** (52%)<sup>6</sup> (see Figure 6), and participants saw an increase in their ability to **work with others** and **be the leader** in a team (see Figure 7). Questionnaire data also demonstrated that participants' **time management skills** also increased by the end of the Award (Figure 8).

Participants who took part in the pilot evaluation using outcomes from the National Youth Work Outcomes and Skills Framework demonstrated an increase in teamwork and project management skills – at the end of the Award, 6 out of 9 **(67%) of young people improved their ability to ask for information and support when they need it** when compared to their scores at the start of the Award, and 6 out of 9 **(67%) improved their ability to support others in a team**.

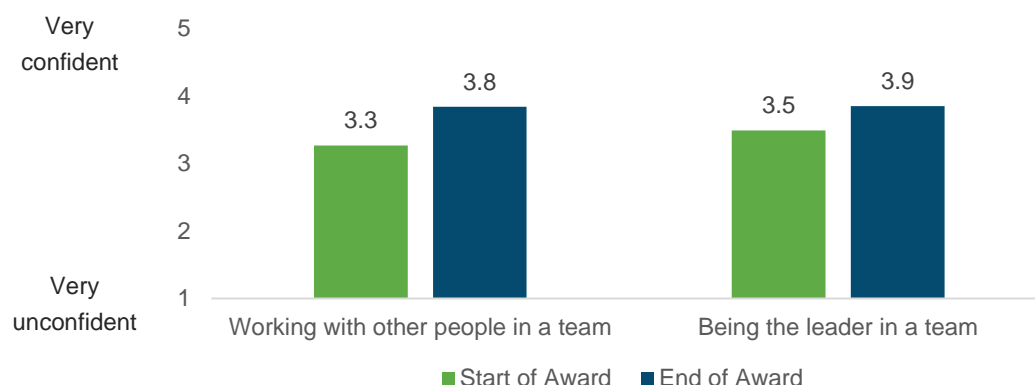
**Figure 6: % of participants who recorded improved skills at the end of the Award against outcome “Participants develop teamwork and project management skills, and an awareness of how to lead others”**

Participants' skills in:	2021-22	2022 - 2023	2023 - 2024
Taking responsibility	57%	66%	60%
Problem-solving	45%	60%	52%

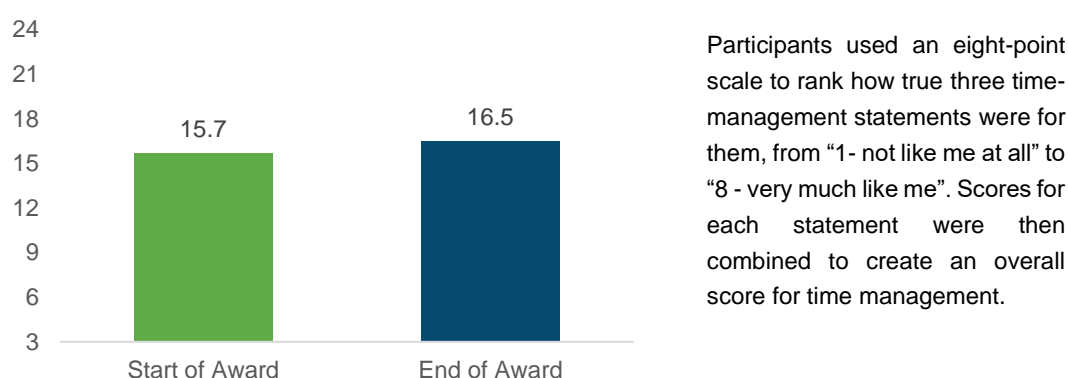
<sup>5</sup> N=60

<sup>6</sup> N=58

**Figure 7: Participants' confidence scores in areas of interpersonal skill at the start and end of the Award, linked to outcome "Participants develop teamwork and project management skills, and an awareness of how to lead others" (N=69)**



**Figure 8: Participants' average time management scores at the start and end of the Award (N=58)**



The young people commented how the Award provided them with the experience and learning that has improved their teamwork skills together with their willingness to take responsibility, manage projects and lead others. They highlight taking time to stop and consider things from another person's perspective and how to navigate problems as a team (continued on next page):

“

*I feel like I am better at asking myself questions when working in a group about how I'm working with other people. I can stop and ask if I'm putting too much on my plate, or not considering another perspective. I think I would not have had this perspective without this Award.*

”

Dani, Hillhead High School

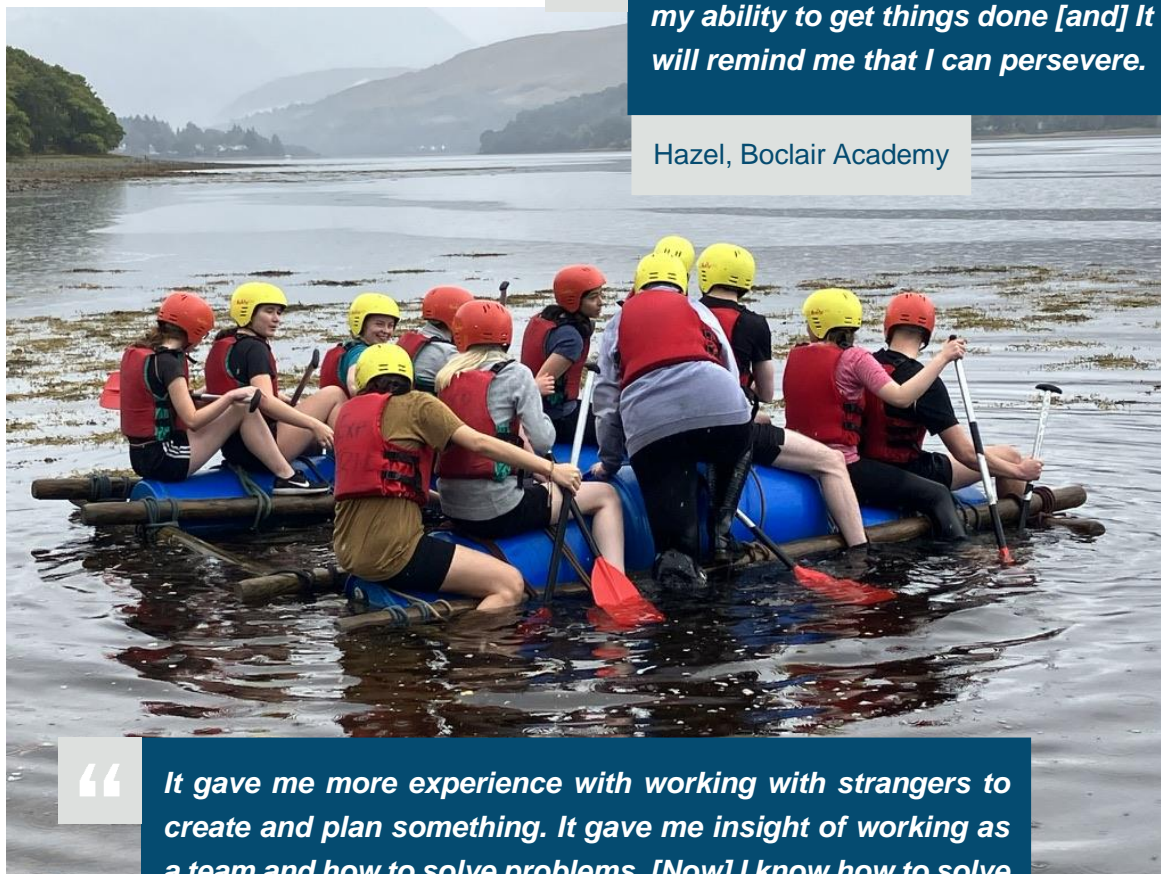
“

*I think taking part in the Award has developed my communication skills, helped me work with people I didn't know before, and prioritising. These are all things I can see being beneficial in my future as I hope to go to university and become a doctor. Prioritising will help when I get stressed in university with all the work, for example.*

”

Casey, Glasgow Gaelic School





“

*It has made me more confident in my ability to get things done [and] It will remind me that I can persevere.*

”

Hazel, Bocclair Academy

“

*It gave me more experience with working with strangers to create and plan something. It gave me insight of working as a team and how to solve problems. [Now] I know how to solve issues that may arise whilst being a team player.*

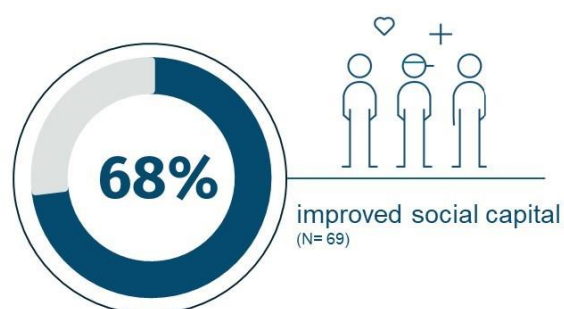
”

Thea, Castlemilk High School



## PARTICIPANTS DEVELOP AWARENESS OF, AND GREATER RESPECT FOR OTHERS FROM DIFFERENT SOCIO-ECONOMIC, CULTURAL AND RELIGIOUS BACKGROUNDS

At the end of this year's Award, **68% of participants improved their social capital<sup>7</sup>** - the way in which they feel they can trust others and have an impact on the world around them. For some areas of social capital, such as trust, young people from **SIMD deciles 1-3 improved to almost the same level of confidence as their peers from SIMD deciles 4-10, despite beginning with a lower score** (see Figure 9) This reflects the variety of starting points at

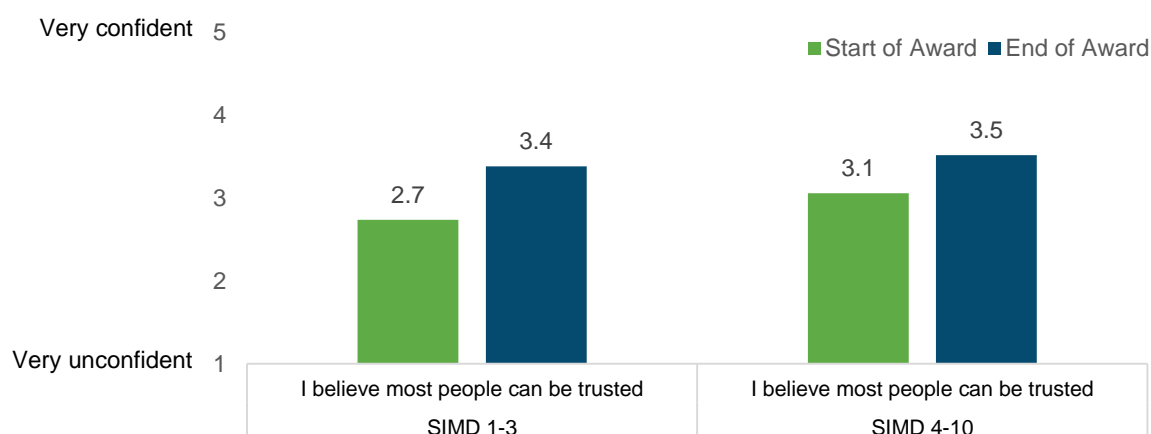


<sup>7</sup> N=69

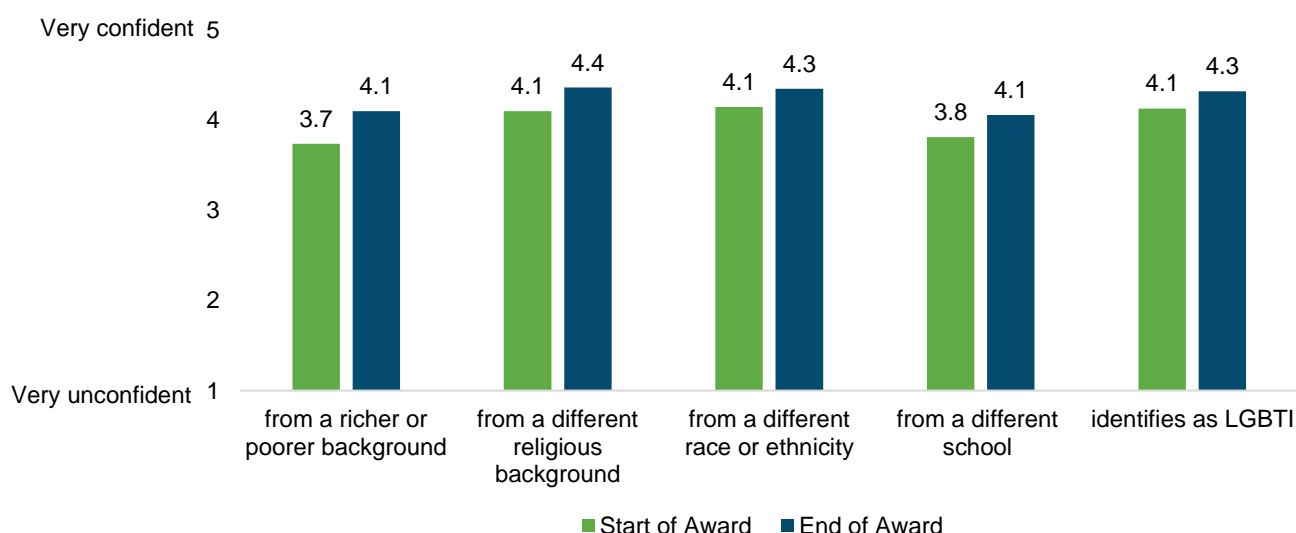
which young people begin the programme, and demonstrates the positive impact the Award can have on the confidence of young people from different backgrounds. In a world which is becoming increasingly socially fractured, the Award provides opportunities to **build tolerance and understanding of difference** between groups from different socio-economic backgrounds.

By the end of the Award, **54% of participants felt more confident trusting others** and their average scores for confidence in helping, or asking for help from different backgrounds improved (see Figure 10). The case study on the following page provides an example of the way in which some of the young people learned to understand their differences and work together.

**Figure 9: Social capital - average scores for trust separated by SIMD deciles 1-3 and 4-10<sup>8</sup>**



**Figure 10: Overall social confidence - average scores for participants' confidence in helping, or asking for help from different backgrounds<sup>9</sup>**



<sup>8</sup> SIMD 1-3 N= 34, SIMD 4-10 N=35

<sup>9</sup> N=69

***“A lot of the time we live in echo chambers and make assumptions about people in our head about class or different areas.”***

## **UNDERSTANDING DIFFERENCE: ZACHARY, ST. ROCH'S SECONDARY SCHOOL (SIMD 1)**



For Zachary, the community project was a memorable experience of working with people from different backgrounds and learning to understand and tolerate difference. His project team was made up of participants from schools that differed in affluence, and this became apparent during the fundraising responsibilities of their project:

***“ Basically the group was made up of three people from one school, one person from [another] school and me and my friend. So it kind of clashed because the school they went to was very kind of high up, they were much more able. The project needed a lot of fundraising, so they were very able to carry out those fundraising [activities] in their school, but we couldn't do anything because our school doesn't have that kind of money. So one of the things that me and my friend had to do was explain that to them. ”***

The common goal of the community project kept Zachary's group together as a team, and through open communication about their different life experiences, they were more aware and accepting of each other, and able to work together:

***“ You had to work with people that come from totally different places, totally different classes, that kind of thing. You kind of have to first of all, try to explain to them. It's not their fault, you know, because [you don't know] whether they've been exposed to the lower [socio-economic] aspects of Glasgow or not. I think being able to maintain that kind of civility in the group [was important], you had to do it, you had to carry out the project and everything so you have to learn, and in times like that they had to put that aside. If we had to confront it or if we had to do anything about it we wanted to make sure that we weren't attacking [each other] or doing anything like that because, it's just not the way to go about things. ”***

Zachary explained that by the end of the community project, he had come to the realisation that at times, both sides of his team might make presumptions about others, something that he is now more aware of moving forward:



“One of the things I learnt from [the community project is that] a lot of the time we live in echo chambers and make assumptions about people in our head about class or different areas, I think that’s one of the big things, definitely one of the big things I learnt from the community project.”

Overall, Zachary felt more able to connect with others from a range of backgrounds, and sees it helping him in the future as he goes on to study Law and engages with social justice societies at university:

“I would say [the Award] definitely helped me know how to make friends, how to talk to people, because that was where I think I was struggling before ... I'm going to university next year and now I'm really excited to join a society because I think I'd really use those skills, because the kind of societies I'm interested in are social justice societies.”

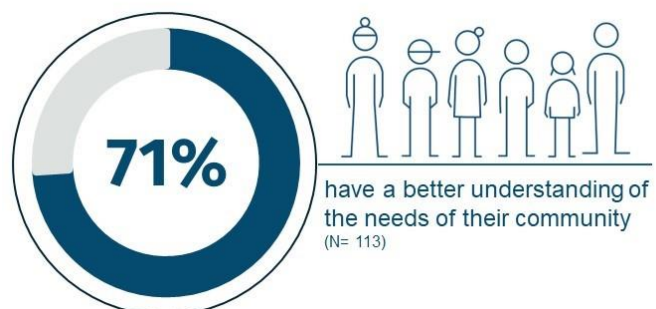


## PARTICIPANTS DEVELOP A SENSE OF SOCIAL RESPONSIBILITY BY DELIVERING PROJECTS THAT BENEFIT THEIR LOCAL COMMUNITY

Following their community projects, the evaluation assessed participants’ understanding of the needs of their local community and their intentions to volunteer in the future.

At the end of the Award, **58% of participants reported they would be more likely to volunteer on a regular basis**, with **71% agreeing that they have a better understanding of the needs of their local community** and **93% agreeing that they enjoyed the opportunity to make a difference** to the lives of people in those communities. Overall, the average scores that indicate likelihood that the participants would volunteer in the future increased at the end of the Award<sup>10</sup> (Figure 11).

The levels of the young people’s social capital – the extent to which they feel they can have an **impact on the world around them, make a difference and trust others** was also measured as part of the evaluation of this objective (see Figure 12). The results for

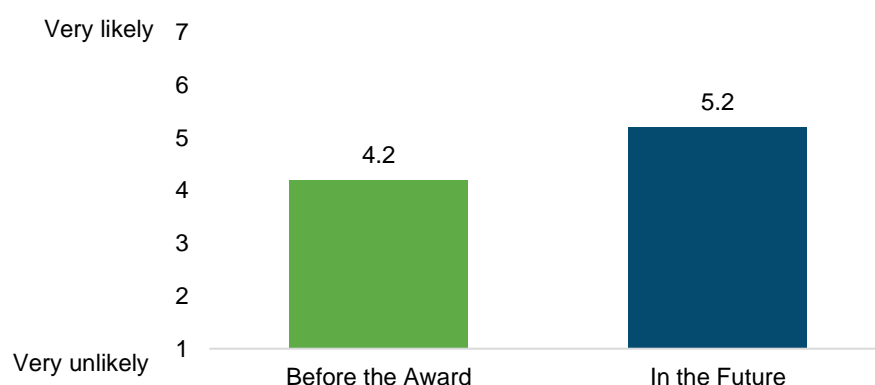


<sup>10</sup> Participants were asked to retrospectively rate their likelihood to volunteer before the Award as part of the end of Award questionnaire.

trust and impact on the world have increased on previous years, while participants' belief that they could make a difference when working with others has decreased slightly compared to last year. These results suggest that there is still a sense of disempowerment amongst young people following the Covid-19 pandemic but that this is being slowly rebuilt year-by-year.

Examples of the community projects and the impact of these on the participants' personal skills and sense of social responsibility are included on the following pages.

**Figure 11: Average scores indicating participants' likelihood that they will volunteer on a regular basis, before and after the Award<sup>11</sup>**



**Figure 12: % of participants who improved at the end of the Award against outcome “Participants develop a sense of social responsibility by delivering projects that benefit their local community”**

Participants' belief that:	2020-21	2021-22	2022-23	2023-24
Most people can be trusted	32%	35%	42%	54%
They are able to have an impact on the world around them	29%	42%	45%	48%
They can make a difference when working with others	14%	32%	42%	38%

<sup>11</sup> N=113.

## CHALLENGING BODY IMAGE ISSUES: ALEX, CLYDE VALLEY HIGH SCHOOL (SIMD 4) – BELLSHILL, WISHAW AND EAST GLASGOW PROJECT TEAM

Alex's group worked together to create stalls at local primary schools addressing and challenging the issues that young people face around body image, such as the impact of social media on body image. For Alex, the challenge of working with new people in her team and the local community was an eye-opening and fulfilling part of the experience:



The Bellshill, Wishaw and East Glasgow project teams getting to know each other during the residential.

*“I’m quite an introverted person and I wouldn’t usually do something like that. [...] Having the opportunity to go out and actually really help somebody that you didn’t know [was important] because we didn’t know any of these people. I didn’t even know my teammates for more than a year when we were doing the whole project together. I felt like helping someone that you actually had no idea of, you had no idea of their history, of their experiences or whatever... I just think it was quite rewarding and it was quite eye-opening to see how other people think.”*

Once the delivery element of the team’s project was completed, the group were responsible for reading and answering body image questions from their Question & Answer box, where participants of the session could post anonymous questions. Through this part of the project Alex was able to see the deeper, meaningful impact of supporting the community:

*“The wee Q&A box - we took it away at the end. Then we opened it up after we’d left the primary school and then we sent them back answers to the questions, for the teachers to either read out and do what they wanted with them. I think that was quite eye-opening ... some of them were really quite deep, which we had to do a wee bit of research into to get the answer. Some of them were even statements, not really questions. Like, ‘You really helped me by doing this,’ and it was like, you’re helping someone see ...because they might not have anyone else to talk to about this kind of thing.”*



## **'FEED FALKIRK' DONATION BOX: PENNY, BRAES HIGH SCHOOL (SIMD 1) – FALKIRK PROJECT TEAM**

Penny's team worked together with their local library and the Salvation Army to set up and advertise donation boxes for food and household items for local people on reduced incomes. For Penny, it was the end of the community project where she felt a strong sense of pride in helping to develop community cohesion in her local area:

*"I think it was definitely finishing [the project that had the biggest impact on me] because we realised this is going to be a really positive thing for people, you know, people are going to feel good about putting things [in the donation box], but people are going to be happy that they're able to take from there if they need to."*

Penny also told us that she had received feedback from the library that their project continued to run successfully once the group had completed their part in setting it up:

*"We heard from our library that it was a really positive thing to do and a lot of people were taking what they need, but there were also quite a few things being put there, [so they] felt it was a system that was working ... it's definitely a positive feeling that we achieved this, this is actually happening and helping people in their day-to-day lives. It gives you that good feeling that you've done something good for people, and without the Mark Scott Award we would never have been able to do that, I think it was an absolute blessing for us."*



The Falkirk project team creating their donation boxes and presenting them to the beneficiaries

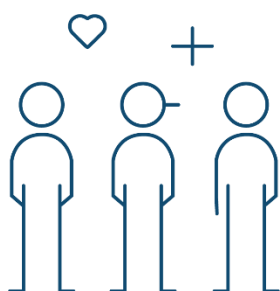


## RAISING AWARENESS OF NEURODIVERGENCE: AILSA, CASTLEMILK HIGH SCHOOL (SIMD 1) – SOUTHEAST GLASGOW PROJECT TEAM

Ailsa's group completed a community project where they ran workshops to teach primary children about neurodivergence. The group received positive feedback from the students and the school and by hearing the impact the community project had, the Award has contributed to Ailsa's future ambitions of creating an accessible arts space:



*“Even if we'd only made a small impact just for a day, it was still a positive one ... I would get more involved in volunteering. I've discovered from doing this I do really love working with kids and specifically for a kind of arts point of view. It's an ambition in the future is to start up my own kind of company that kind of makes art accessible for people of any age, specifically younger people I think but maybe from a background where the arts aren't always as accessible, like in my community.”*



### COMMUNITY MEMBERS HAVE A POSITIVE EXPERIENCE BY TAKING PART IN THE PARTICIPANTS' PROJECTS

The intended benefits of the **25 community projects** covered a broad range of themes ranging from those with an environmental focus to health, wellbeing and entertainment (Figure 13). As a result of the

community projects, 71% of participants had a better understanding of the needs of their local community by the end of the Award. Figure 14 details an analysis of the beneficiary groups, which as with previous years, benefitted a wide demographic of the local communities. Included on the following page is a testimonial from the Dumbarton community project beneficiaries.



enjoyed the opportunity to make a difference to the lives of other people in their local community (N= 113)

## DUMBARTON PROJECT TEAM: SUPPORTING A COMMUNITY SOUP KITCHEN

The project team from Dumbarton Academy, Vale of Leven Academy and Our Lady and St Patrick's High School worked with a local soup kitchen delivered at the St Augustine's Church Hall in Dumbarton. The team worked to fundraise for ingredients and prepare meals before Christmas for the local community, and feedback from the church demonstrates the impact it had for the community and the importance of young people taking part in these projects:



*“The girls were amazing, and I believe they had a positive impact on the people who came to the soup kitchen, especially the older folk who enjoyed seeing the young people there. Also they learned a lot which was good for them because one of our people who was there that day was an addict who was sitting with his head in the soup bowl [and I] think that was a learning curve for them, and they handled it well. We were there to help them, but they did good as I explained to them [that] this is what happens when you take drugs. Personally I believe it was good for them to see that side of things, they did so well with it they were never phased by it.*

*Watching Freya and Micheala, [they] are truly leaders, and kept everything running [well]. The other nice thing was that most of the boys who came in were not swearing so much because the young ladies were there, and shouting at others if they swore in front of them.*

*All in all they had a very positive impact on our community at St Augustine's; every one a star.”*

Ghislaine Kennedy, Soup Kitchen Co-Ordinator, St Augustine's Church



**Figure 13: Analysis of benefits against outcome “Community members have a positive experience by taking part in the participants’ projects”<sup>12</sup>**

Intended benefit	Percentage of community projects with a particular intended benefit
Education and Awareness (e.g. around social issues such as online safety or the climate crisis)	38% (14)
Health & well-being (e.g. mental health workshops)	32% (12)
Quality of local environment (e.g. clearing & renovating an outdoor play area or garden space)	14% (5)
Quality of Life (e.g. furniture and equipment or redecorating an indoor space)	11% (4)
Entertainment (e.g. social activities)	5% (2)

**Figure 14: Analysis of community beneficiaries against outcome “Community members have a positive experience by taking part in the participants’ projects”**

Target group	Percentage of community projects working with this target group
Nursery / primary school children	37% (11)
Wider local community members	27% (8)
People who are homeless, ill or vulnerable in society	13% (4)
Secondary school pupils	13% (4)
Elderly community members	10% (3)

<sup>12</sup> Totals in figures 13 and 14 equal more than 25 as some projects included more than one benefit category and/or beneficiaries.



## COMMUNITY PROJECT PHOTOS



The Bearsdon and Milngavie team delivering workshops on online safety to primary school pupils.



The Glasgow Southwest and East team tidying and planting wildflowers in the garden of Shettleston Islamic Centre.



The Clydebank team running a first aid course for primary school pupils.

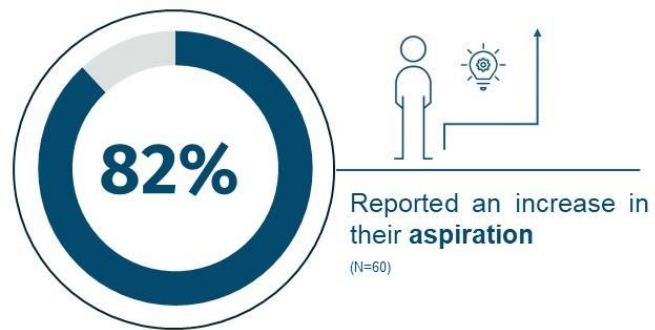


The Edinburgh and Falkirk team making crafts and hanging bird feeders with care home residents. The team also ran a Christmas card exchange between the residents and local primary schools.

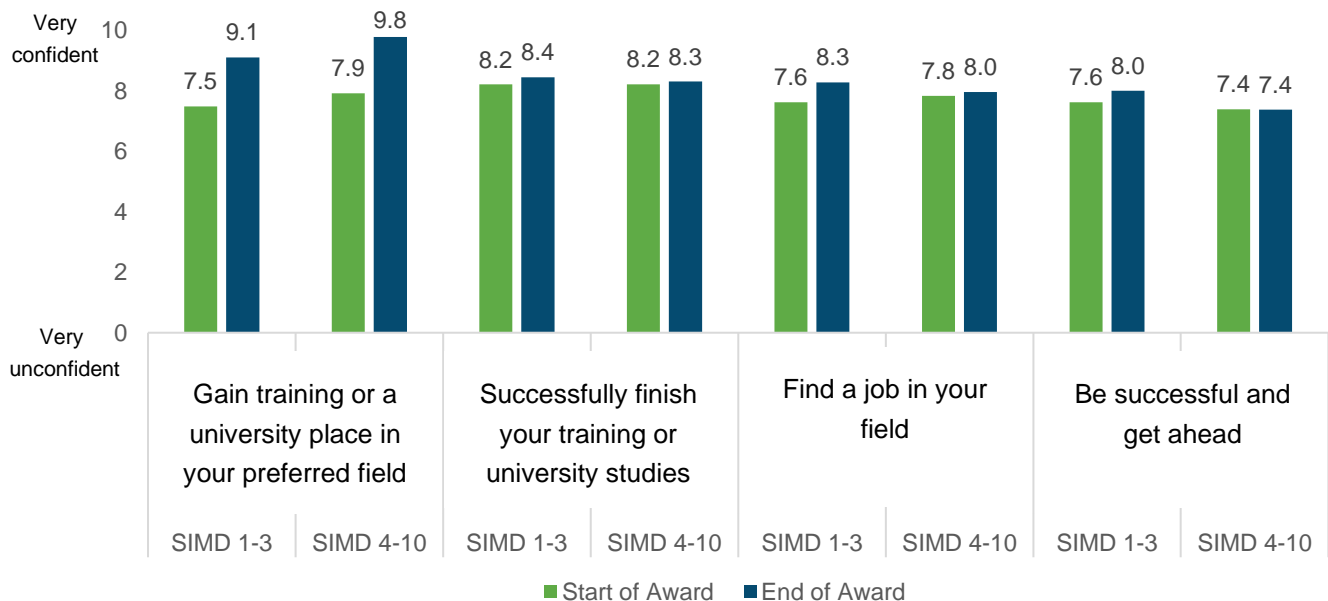
## WIDER IMPACT OF THE AWARD

### RAISING ASPIRATIONS AND SUPPORTING WELLBEING AS YOUNG PEOPLE TRANSITION INTO ADULTHOOD

The Award has continued to build the aspiration of the young people who participated. Overall, **82% of participants recorded an increase in their aspiration** at the end of the Award; an improvement on last year (73%). Figure 15 shows that the average increase in aspiration was slightly higher for participants from SIMD deciles 1-3 compared to their peers in SIMD deciles 4-10, indicating that the Award continues to make a positive contribution to improving the life chances of young people from disadvantaged backgrounds.



**Figure 15: Average scores at the start and the end of the Award: Participants' confidence that they will achieve their educational and employment aspirations<sup>13</sup>**



When an individual feels good both day-to-day and overall, is functioning well and thinks their life is going well, they are considered to have high wellbeing – they are considered to be “flourishing”<sup>14</sup>. Evidence from all surveys used this year and participant interviews continues to

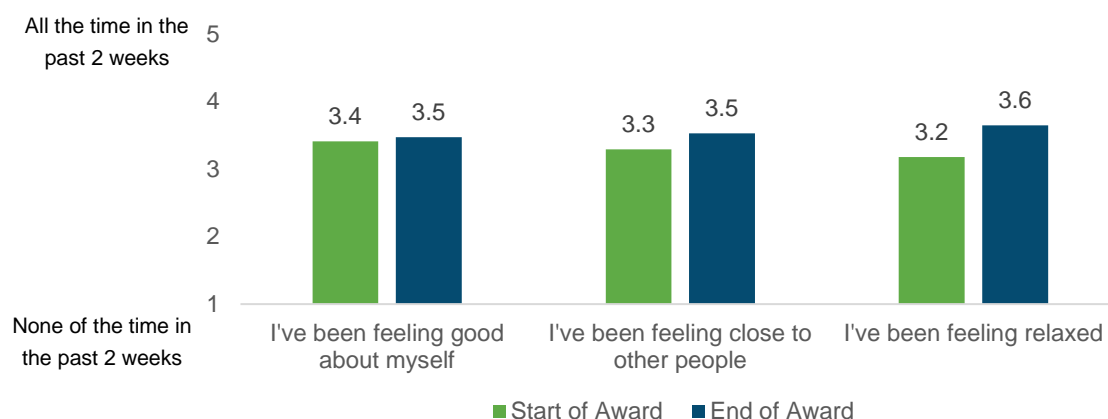
<sup>13</sup> SIMD 1-3 N=31, SIMD 4-10 N=29

<sup>14</sup> New Economics Foundation (2011). Measuring our Progress. The Power of Well-being. [Measuring our progress | New Economics Foundation](#)

demonstrate that the Award supports young people's wellbeing. Of the participants who took part in the pilot evaluation using outcomes from the National Youth Work Outcomes and Skills Framework, **56% were better able to identify goals for their physical and mental health and take action to achieve them** by the end of the Award<sup>15</sup>.

The Award continues to evaluate wellbeing using the Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS)<sup>16</sup> with a sample from this year's cohort. This year the results<sup>17</sup> demonstrate that the Award supports young people the most in areas of wellbeing such as their ability to feel close to others (see Figure 16). This correlates with the results from the main evaluation and the Youth Work pilot study, where results showed that **68% of young people improved their interpersonal skills**<sup>18</sup> and **67% were better able to support others in a team**<sup>19</sup>. Having positive relationships is essential for a young person to flourish, and the results show that the Award continues to support this area of wellbeing. Additionally, the participants felt more relaxed in themselves at the end of the Award than they did at the start (see Figure 16).

**Figure 16: Average scores at the start and the end of the Award: Participants' wellbeing in areas measured by the Warwick-Edinburgh Mental Wellbeing Scale<sup>20</sup>**



Qualitative feedback collected at the end of the Award indicates that it continues to support young people's aspiration and wellbeing - examples of this feedback is provided on the next page. In particular, the Award continues to support their **confidence in their abilities**, their understanding of themselves and what gives them **a sense of fulfilment and purpose**, and their **connection with nature and their peers**, which are fundamental to a young person feeling good, functioning well and achieving their potential.

<sup>15</sup> N=9

<sup>16</sup> The Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS): <https://warwick.ac.uk/fac/sci/med/research/platform/wemwbs>

<sup>17</sup> Results for WEMWBs and the National Youth Work Outcomes and Skills Framework groups should be treated with caution due to the small sample sizes.

<sup>18</sup> N=69

<sup>19</sup> N=9

<sup>20</sup> N=17



“

*I've gained friends that I'm still talking to now, who I still talk to on a daily basis, even though the Award has been over for months now. Then I have grown more confident in myself ... I think meeting new people gave me the strength to just get a wee bit more confident in myself, which I'm quite proud of.*

*I think the whole Award was quite just rewarding and a sense of - you felt good about it. By the end, we were like, "I've done something good".*

”

Alex, Clyde Valley High School



“

*I have become more resilient and have therefore become more positive about myself. I met new people and that boosted my self-esteem as I learnt how to be comfortable around other people.*

”

Claire, Hillhead High School

“

*The Award has had a positive impact on my wellbeing as it has improved my confidence greatly ... it has made me see how much I am actually capable of; I have shown myself that I can do what I set my mind to.*

”

Amy, Falkirk High School

“

*Before the Award, I was in my house all the time, I didn't realise that. And the fact that I wasn't doing anything at home, and that was the reason that I was always low ... I wasn't really feeling productive or anything. But [during the residential] you're doing so many things and there's no time when you're just [sat] on your phone. I guess it just it opened a new world and especially because there's nature and everything ... so that's one of the big things that had an impact on my wellbeing, being around nature improves the way I feel a lot of the time.*

”

Zachary, St. Roch's Secondary School



## LASTING IMPACT

In order to gain an insight into the lasting impact the Award is having on participants we surveyed participants who came on the Award in 2022/23, in 2021/22, and 2019/20 – **6 months, 18 months** and **30 months** ago respectively<sup>21</sup>. We asked them for their feedback via an online survey and compared their responses against those they gave at the beginning of their Award. It is worth noting that each cohort surveyed had participated in their Award under very different circumstances; 2019/20 was a year when some latter elements of the Award had to be carried out remotely instead of face to face due to social distancing restrictions, 2021/22 was year in which social distancing measures were being adhered to, and 2022/23 was the first year where the Award was able to return to the 'normal', pre-covid structure. Due to these differences in the way the Award was delivered, caution is suggested in comparing results between cohorts.

In addition to an online survey, we completed lasting impact interviews with two of the participants – one who did their course in 2019/20 and one who did their course in 2021/22. The insights from their interviews are presented in case studies on pages 29 and 33.

The results indicate that participants continue to see **improvements in their social confidence**, their **social capital** and **emotional control up to 30 months after their course**. With notable improvements in their confidence in meeting others and making friends with people from different backgrounds. This shows that 30 months on, the learning outcomes continue to remain relevant and have an impact on participants.

### IMPROVED SOCIAL CONFIDENCE

Participants were asked about their confidence in interacting with people from different backgrounds (including, but not limited to, different religions, ethnicities, and ages). While each cohort each did their course under very different circumstances, the results show that when compared with their pre-course responses, **improved social confidence is observed across all cohorts at 6, 18 and up to 30 months after starting the Award (Error! Reference source not found.17)**. It is worth noting that the starting points (the pre-course scores) of participants varied for each cohort, with the social confidence of the participants who completed the Award during the pandemic being considerably lower than the latter two cohorts. Despite the differences in starting points, the lasting impact at 6, 18 and 30 months show little variation, with **between 90% and 100% of participants continuing to report**

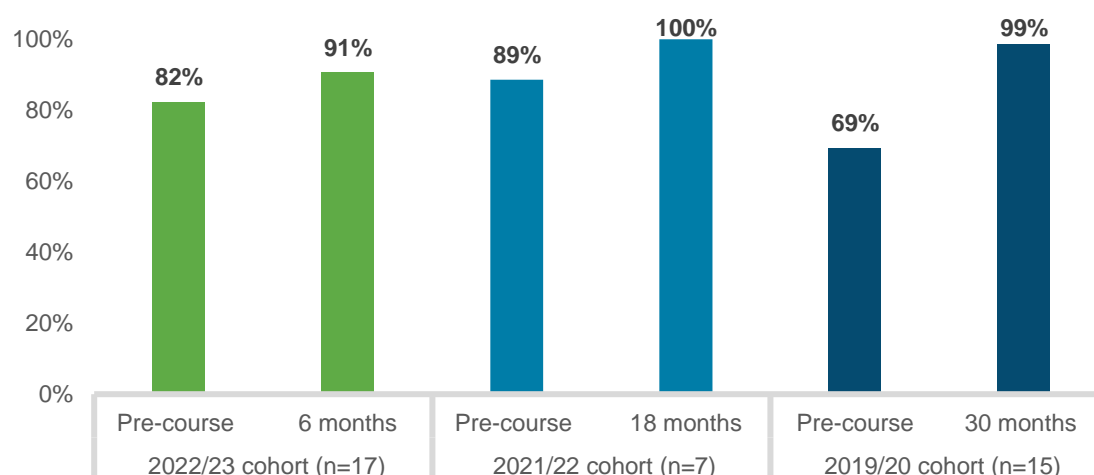


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<sup>21</sup> In total, we were able to pair 17 responses for those who came in 2022/23, 7 for the 2021/22 cohort and 15 for the 2019/20 cohort.

**confidence in their ability to interact with people from different backgrounds to their own**, indicating that this is an area that remains relevant and valued by young people who do the Award.

**Figure 17: Participants' confidence in interacting with people from different social backgrounds. Data from three different cohorts compared with their pre-course scores; responses at 6 months, 18 months and 30 months since they started their Award. The percentages reflect the participants who reported they were confident or very confident.**



The young people commented how their improved social confidence has helped them as they have progressed through their education and into the workplace. In particular, they commented on their confidence in **making their voice heard when in social or group situations** and that they **feel able to step up and take the lead** when appropriate.

*During my time spent on the Award, I had developed myself as a more confident character. It has shown me that my voice should be heard and is able to be heard. I can express my ideas clearly to people and am not afraid of speaking up anymore.*

Emma, 6 months after her Award

*I feel more confident in my role in social settings. I feel confident enough to not always be in control of group projects but still participate and lead in certain aspects.*

Kieran, 18 months after his Award

*I have noticed myself being much more confident in social situations, particularly when I need to step up and be a leader in projects which I was not confident enough to do before applying what I learned from the Award. I hope heading into a full-time working environment soon, I will be able to apply these skills and have confidence in myself and my work.*

Clare, 30 months after her Award

***"It completely changed my life."***

DEVELOPING SOCIAL CONFIDENCE: GRIEG, AGE 21, TALKING 3.5 YEARS AFTER THE AWARD (2019-20 PARTICIPANT, LANARKSHIRE)



Grieg is a fourth-year music student at Edinburgh University. He participated in the Mark Scott Leadership for Life Award in 2019/20 and shared that whilst he can be an anxious person, his experience on the Award has set him up to cope with the challenges this can bring. His confidence in meeting new people and taking on opportunities has grown exponentially, and he believes the Award was the catalyst for this change:

*“I feel like I can achieve more since I did the award. Before, I really wasn’t sure what I was going to do with my life, what I could do, really. I felt a bit, almost, a bit hopeless. Then, it kind of inspired me to do different things and just made me a lot more mature, a lot quicker.”*

For Grieg, making new friends and building his social confidence was a big part of his experience on the Award. He remembers a time on the residential when his group supported him through a difficult time and how this established strong bonds between them:

*“I got really, really close to my group. We became really good friends, all of us, all from different schools.*

*I remember I did the Jacob’s Ladder, and one of my new friends there was holding the rope. I’m really, really scared of heights and I felt like he didn’t really have me. I was young and a bit silly, and I kind of lost my temper. I was really upset. But then, everybody was really nice to me, and him. It was just really welcome and supportive too. I stormed off, because I was younger and immature. Then they came and got me, and they were just really good to me. I just felt supported, I didn’t feel embarrassed.”*

These experiences of working with new people during the Award, helped develop both social and leadership skills for Grieg:

*“It probably made me a bit more confident to meet other people, and I’m less sceptical, perceptive of other people. Maybe, before, I would just sit quietly and, be like, I don’t want to talk to other people, if I don’t know them. Now I feel like I’m quite sociable, and I find it easier to make friends and things.*

*I made friends with a guy that was Muslim. There were none in my school, there were none in my area. It was just a really white area. He actually lives in Edinburgh now, so, I still see him sometimes.”*

*“It was kind of, the first time that I hadn’t been guided through something, so you just get better. I think I got better at it because I was forced to do it. Also, just working in a group, talking to people in more of a serious setting, as well. Like the project, there were times where you had to show leadership, and to delegate.”*

Grieg praises the Award for being the moment in his life when he realised he could do and achieve more than he thought was possible. As well as his university studies, he works within his community offering free music therapy sessions and recently travelled abroad to deliver workshops to young people in Malawi:



***"I like opportunities and just trying new things. I think Outward Bound is a good place to try that kind of thing and I probably wouldn't think like that if I didn't do the Award.***

***I've just been to Malawi for a month because now I am always looking for new experiences. I think Mark Scott was the first kind of thing like that, that I've done.***

***Malawi was really good, but it was uncomfortable. I did think about Mark Scott when I was there - I kind of realised over the last couple of years that I really did get a lot out of the Award, and that it would be nice to offer something back. I just think I would have been more scared to do it if I hadn't done Mark Scott."***

At the end of the Award, Grieg and his group were asked to write a letter to themselves which they would receive in a year's time. The letter arrived in the middle of the Covid-19 pandemic and was a timely reminder for him that things would be ok:

***"You had to write a letter to yourself that our instructor would post [to] us in a year's time. I found it the other day. It was good advice that I gave to myself. I'm quite an anxious person or, maybe, just doing too much, I can overstretch myself and then I get really frantic. I think, in some ways, I thrive with that. I need that. I need to be busy. Other times, sometimes, I maybe do a bit much and I overwhelm myself. It was just saying to go easy on myself. I reckon I'll probably want to read that again in 10, 20 years' time and that will be really nice."***

Grieg is now deciding what to do after he finishes university. His aspiration is to move to London to complete a Masters degree that will help him become a music therapist. He believes his time on the Award helped him see the value of working within his community and is keen to follow a career path in this area.

He is still passionate about the Award and the changes it brought to his life, and he hopes others will benefit from it in the future:

***"I would totally encourage it. It completely changed my life. I wasn't even sure I was going to go to uni and stuff. I just didn't really think I could. It was almost like imposter syndrome, I just didn't think I really could do it. I was like, "I don't know if I want to go." I was looking at various other possibilities, and then the award really changed my life and inspired me."***

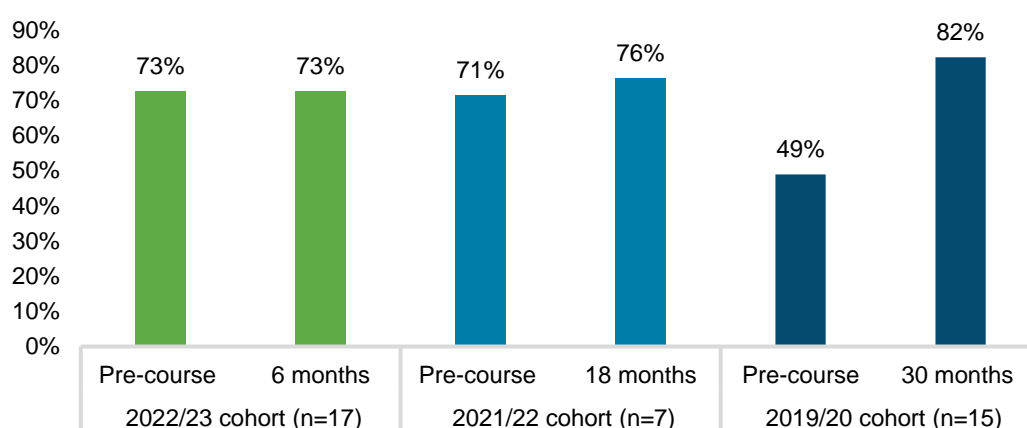


## IMPROVED SOCIAL CAPITAL

The evaluation also provided an insight into the lasting impact of the participants' levels of social capital– the extent to which they feel they can have an impact on the world around them, make a difference and trust others. The results from the three different cohorts are presented and their 6, 18, 30 months scores respectively compared against their pre-course scores (Figure 18).

The results show the average percentage of participants from each cohort who agreed they feel able **to have an impact on the world around them**, that **they can make a difference** and that **they are able to trust others**. While the starting points for each cohort are different, results indicate that this is an area in which the Award lays strong foundations on which a positive, inclusive outlook, particularly in terms of their own agency within different communities, can be developed over time.

**Figure 18: Participants' social capital. Average percentages reflect those who agree they feel they can have an impact on the world around them, make a difference and trust others. Percentages are compared to those who agreed to the same statements at the beginning of the Award ('pre-course').**



*"I haven't done anything yet, but I've found myself wanting to do more for my community since completing the Award.*

Bonnie, 6 months after her award

*"[The Award] lead me more into nature and different activities I wasn't as open to, which I now participate in semi regularly, helping my wellbeing."*

Ashley, 18 months after their course

*"I volunteer with young people in my local community who are thinking about applying to university, coming from backgrounds where they may be the first in their family to attend."*

James, 30 months after his course

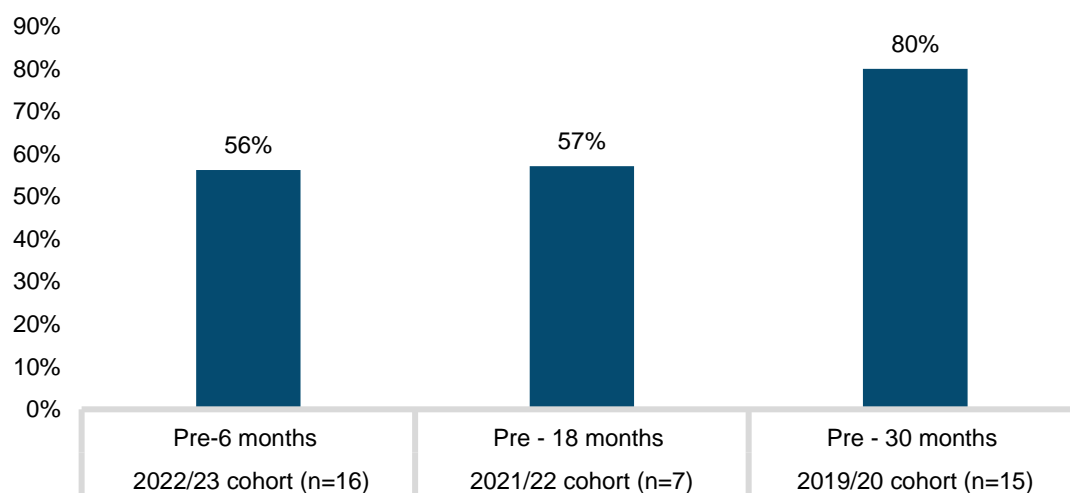
## IMPROVED EMOTIONAL CONTROL

Throughout the Award, participants were challenged in different ways, including but not limited to, the weather, the social aspects of the Award and/or the physical and emotional challenges. As they progressed through the Award, **participants developed strategies to enable them to overcome the discomfort, fear of the unknown or other anxieties** they may have had.

Participants reported on the extent to which they are able to control their emotions and remain calm in different situations since their Award. The results show that 6, 18 and up to 30 months after their Award, participants continue to report an improvement in their ability to control their emotions when compared to their pre-course score (Figure 19).

**Figure 19: Participants' emotional control. Data from three different cohorts compared with their pre-course scores. The percentages reflect the participants who reported an increase score when compared to their pre-course score.**

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Participants' comments illustrate how they have been able to apply some of the strategies and experiences from the Award to the lives, particularly in terms of dealing with uncomfortable, difficult or changing situations:

*During the award I found myself in some unfamiliar situations alongside others I had only just met, and I learned how to tackle and truly profit from exposure to such challenges. I have since found myself applying this skill in everyday life - I am now able to remain calm and tackle challenges confidently head on and am able to get the most out of working in a team.*

James, 30 months after his Award

*Taking part in the group project had a big impact on my anxiety levels but after doing it, it made me realise that I can do whatever I put my mind to and that just because I'm stressed or anxious about something doesn't mean I can't do it.*

Miriam, 18 months after her award

*[The award] has definitely had a positive impact on my ability to cope in unfamiliar environments, and being able to thrive in a place where I don't know anyone. I have since moved to university where I knew no one and doing the award definitely helped me gain the skills I use in navigating this huge life change.*

Laura, 6 months after her Award

*"I've always just wanted to be someone that was remembered as being kind."*

#### **INCREASED SELF-ESTEEM LEADING TO A POSITIVE APPROACH TO FAILURE: SOPHIE, AGE 18, TALKING 18 MONTHS AFTER THE AWARD (2021/22 PARTICIPANT, ABERDEEN)**



Sophie is 18. She is currently studying at university in Aberdeen. Sophie's experience of secondary school was tough. It was a very small school and Sophie had struggled to develop relationships and connect with the small group of people there. She often blamed herself or was very self-critical for this. She used to doubt herself often.

*"I was worried that there was something really wrong with me and that was why I wasn't making friends."*

She did the Award when she was in sixth year which she found particularly tough. A post-it note exercise where each group member had to provide feedback to each other on their observed skills and strengths, was particularly memorable. Seeing all of her group members recognise her as 'kind' was a pivotal and emotional moment for Sophie. Positive recognition from others prompted her to start thinking differently about herself.

*"People had to write post-it notes about you. I remember going into it being like, "I don't want to do this. Everyone is just going to be horrible about me," because that was just my experience. I remember everyone – and I don't say this in an up myself way – but everyone wrote 'kind'. I remember afterwards going back to my room and really, really crying, because it was the first-time people had ever really called me 'kind'."*

This positive recognition from others allowed her to return home with a new identity and perspective which helps her to persevere through challenges with relationships with her flatmates and stay true to her personal values.

*"I've always just wanted to be someone that was remembered as being kind. It doesn't really matter to me, most things, but I've always wanted someone to be like, "Sophie, yeah, she's kind." So, I think that*



*after that, I was like, "No. This is who I am. This is who I want to be." Even though I still had a couple of months left at school, and I was having a hard time – or last year with my flatmates, they were really rough – but I remember I was just always kind and polite and nice, and I was like, "Because this is who I am."*

The positive support and reactions from others on the Award, together with her more positive personal mindset, have allowed her to approach and work through failure and other challenges she has faced since, such as her driving test.

*"I failed my driving test. It was the first time – because I'd worked really hard at school and stuff – so it was the first thing that I'd ever failed. I was very upset at the time – but then I was just like, "No. I'm going back to this, and I'm going to do it, and that's it."*

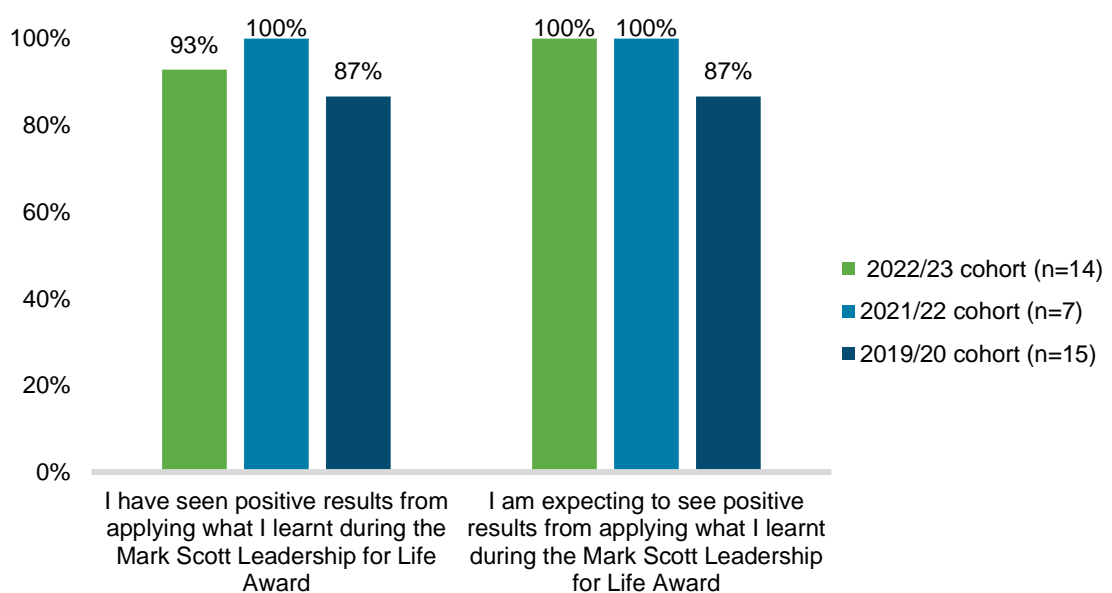
*"Before, I don't know if I would have gone back. I think I would have just given up, because failing again, I was just like, "I don't want to." But I was like, "No. If I fail again, I've already failed. I know what it feels like. It's rubbish, but you get over it." I went back to it, and thought about it a wee bit differently, thought about how I could manage my anxiety, things like that, reached out, spoke to people, spoke to my driving instructor."*



## THE ONGOING RELEVANCE OF THE AWARD

Participants continue to see positive impact from the Award and apply their learning long after the Award's completion. **Participants from all three cohorts agreed they have seen positive results from applying their learning from the Award and expect to continue to do so**, with 87% from the 2019/20 cohort agreeing they expect to continue to apply their learning 30 months on from the Award. (Figure 20).

**Figure 20: The extent to which participants have seen positive results and expect to apply their learning from their Mark Scott Leadership for Life Award. The % of participants from each cohort who agreed to each statement.**



## LOOKING FORWARD

In an ever-changing world, young people are looking for connection, belonging and purpose now more than ever before. In divided communities, where time is often spent on social media rather than connecting face-to-face, the Mark Scott Leadership for Life Award provides an opportunity for young people to learn from each other, overcome challenges and experience success. Our research continues to show that there are two over-arching outcomes within the programme; young people **fulfilling their potential**, and **contributing positively to a just and caring society**.

Both the residential experience and the community project continue to provide opportunities for participants to respond to challenge, develop their skills and aspiration to achieve, and improve their self-awareness and self-belief. By working with others from different schools and backgrounds, they continue to develop their awareness of others, embrace diversity and recognise that they can make a difference in their community. As the Award moves into the 2024-25 programme, we will continue to evaluate these outcomes; both for the programme's current cohort and the lasting impact of these outcomes for the Award's alumni.

As we move forward with our evaluation of the Award, we will also look to develop our understanding of the Award's impact on wellbeing by increasing our sample size to the whole cohort of participants in next year's programme to improve the representative sample within the results. Understanding participants' wellbeing enables us to further understand how the Award supports a young person as they transition into adulthood; empowered by the Award to do so with a greater **understanding and tolerance and others**, increased **self-confidence, resilience** and **a sense of purpose**, so that they can thrive in their future education, employment and communities.



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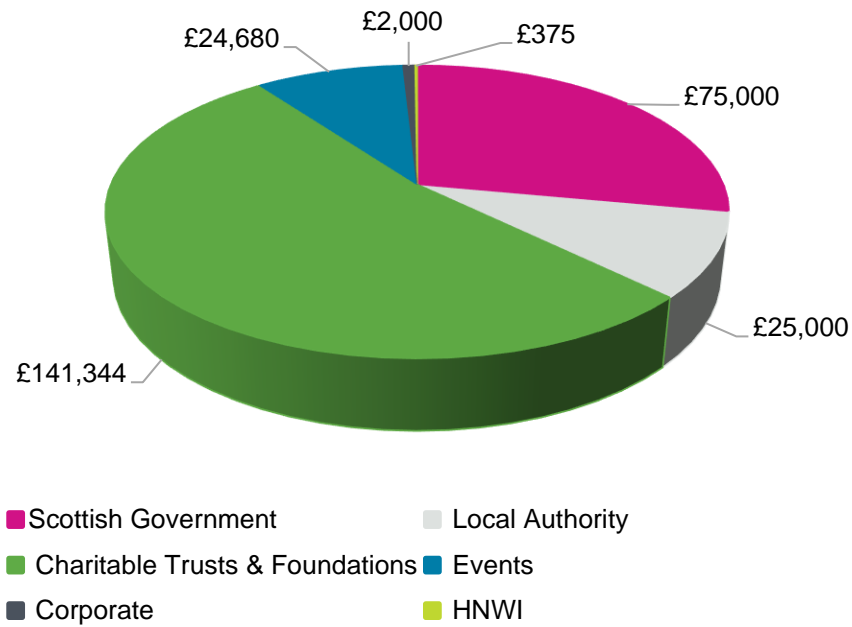
*This Award really opened me up to new feeling that I hadn't felt before - the feeling of achieving something big.*

”

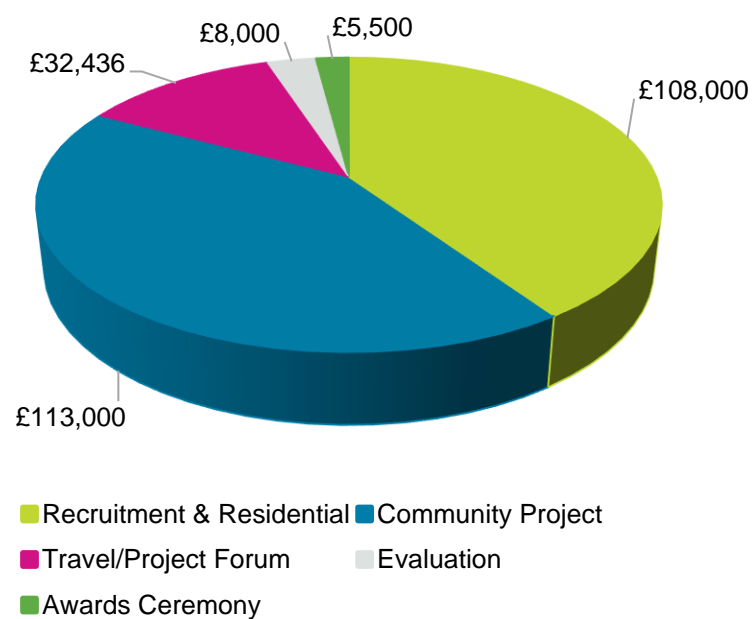
Harry, Braes High School

## FINANCIAL INFORMATION

### PROGRAMME FUNDING 2023-24



### PROGRAMME COSTS 2023-24



## LIST OF FUNDERS

Annual Mark Scott Foundation Golf Event  
Bellahouston Bequest Fund  
CCG  
Cruden Foundation  
First Sentier Investors (Sponsor of Golf event)  
Gannochy Trust  
Glasgow City Council  
Gordon Fraser Charitable Trust  
Ralph Slater Foundation  
Robert Barr Charitable Trust  
Scottish Government  
The Hugh Fraser Foundation  
The Khushi Foundation  
The Liz and Terry Bramall Charitable Trust  
The Mark Scott Foundation  
The Mickel Fund  
The Souter Charitable Trust  
The Tillyloss Trust  
W A Cargill Fund





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