

THE OUTWARD BOUND TRUST REPORT

# THE MARK SCOTT LEADERSHIP FOR LIFE AWARD

2022 - 23



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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 into higher education, training or employment and to make a positive contribution to society.

2022/23 marked the 25<sup>th</sup> anniversary of the Award. The Mark Scott Foundation was formed following the unprovoked sectarian murder of Mark Scott in 1995 and together with The Outward Bound Trust, the Award was developed to bring together young people often separated by their backgrounds, sectarianism, racism or territorialism. The 25-year anniversary provided an opportunity to look back and celebrate the impact the Award has had on young people and their communities since its launch.

All elements of the 2022/23 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 2022-23

- **144** young people completed the Award.
- **48%** of participants were from the **30% most deprived datazones in Scotland**.
- **43** schools were involved in the project from across the central belt of Scotland.
- **26** community projects were delivered.
- The Award ceremony was held in-person on **24<sup>th</sup> April 2023**.

### IMPACT OF THE AWARD

The Award has continued to develop young people's skills and aspirations, helping to 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 continues to show the positive impact on young people from higher areas of deprivation particularly in the areas of emotional control, time management and personal responsibility. In addition, participants have been able to articulate how the Award has positively impacted their wellbeing and the connection they feel with nature.

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# THE MARK SCOTT LEADERSHIP FOR LIFE AWARD

## DELIVERY OF THE AWARD IN 2022-23

### RESIDENTIAL COURSES

All four residential courses were successfully delivered and the delivery team noted that participants were more engaged this year, most likely due to the increased socialising that had been possible for this cohort compared to previous years when stricter Covid-19 limits were in place.

This year, the delivery team observed many young people presenting with complex mental health needs and low self-esteem and many who seemed overwhelmed with the world around them, feeling that they live in an 'uncontrollable world'. While this presents additional challenges, it also indicates that the Award continues to be accessible to those most in need.

**Table 1: Residential dates, location and participant numbers**

Residential course dates (2022)	Centre	Number of participants
29 August-2 September	Loch Eil	36
12-16 September		48
26-30 September		38
10-14 October		36

The residential experience is key in bringing young people together and providing an important opportunity for them to **build relationships, trust** and **develop their confidence** and **resilience** in preparation for the community project. Our evaluation this year shows results consistent with previous years, with the majority of young people (75%) reporting **an increase in their social confidence at the end of the residential**; meeting and working with people they didn't previously know, and in their communication and leadership skills, this was also largely reflected at the end of the Award where 73% reported an increase<sup>1</sup>. Many young people commented on the **sense of accomplishment** they felt after having completed individual challenges on the residential, this reflects the importance of encouraging young people to step beyond their comfort zones and try new things – opportunities for which have been somewhat limited for young people over recent years.

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<sup>1</sup> Compared to their retrospective pre-course scores. A retrospective pre/post questionnaire asks participants at the end of their course to provide a score for their skills both at the start and end of the course. This may give a more accurate measure of personal growth experienced during the course.

## COMMUNITY PROJECTS

The delivery team observed that the choices of community projects this year strongly reflected the young people's desire to make changes to relevant and timely world issues that they see are impacting their local communities. Project forums were held where participants had the opportunity to present their ideas to the delivery team for feedback, participants decided to focus on the following areas:

- **Homelessness and food poverty** – teams raised money to provide food and self-care packages to local homeless charities.
- **Social events for Refugees and asylum seekers** – teams organised arts and craft workshops and activity days.
- **Fundraising events for the Syrian Earthquake appeal.**
- **Support for school children** in their learning in STEM and reading.
- **Mental health education** and support including art and body image workshops, drugs awareness and the production and distribution of a wellbeing colouring book.
- **Improving, promoting and raising awareness of the outdoors environment and nature** – teams painted an underpass and supported a local primary school in building raised beds for wildflowers, delivered woodland nature activities, they also created a welcome sign at a sensory garden for visually impaired service users.
- **Care home residents' wellbeing** – teams organised social events such as a ceilidh and bringing together local schools and care centres.

## CHALLENGES TO AWARD DELIVERY

The delivery team commented on differences they observed between cohorts of participants pre- and post-pandemic. They spoke about challenges relating to **young people's social anxiety** when faced with meeting and working with new people – particularly fearing judgement from others. This was evident in their **overwhelm at the thought of leaving the familiarity of school** and entering the real world and in their **reluctance to communicate** with others. As a result, *creating lasting friendships* became a key focus for many of the groups.

**Behavioral issues:** negative attitudes and lack of respect for others and the environment were also challenges the delivery teams had to work through.

Differences in the **young people's resilience and their ability to stick at things** was also observed as being considerably less than for pre-Covid cohorts, this had an impact on recruitment where the delivery team noted a **lower number of applications from low SIMD participants** – a fact they suggest could be due to young people generally having lower levels of confidence and sense of capability.

While these factors undoubtedly presented challenges, as the Award progressed, the delivery teams noticed a **positive shift in young people's attitudes and confidence**. The commitment and challenge presented to them on the Award built their resilience and awareness of capability. Reflection time provided young people with a chance to consider situations and their reactions and in doing so, they **developed an awareness for themselves and others** – gradually reducing the extent to which they fear the judgement of others.

## EVALUATION OF THE AWARD

The evaluation of the 2022/23 Award followed a similar format to that of previous years using pre/post online questionnaires together with five interviews carried out with participants after completing the Award<sup>2</sup>. In addition, an evaluation of the impact of the Award on wellbeing and nature connection was also carried out this year. The Award 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. SIMD decile data was factored into the outcomes analysis in order to assess the impact of the Award on young people from the most deprived 30% datazones in Scotland (deciles 1- 3) in comparison to the remaining deciles.
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 one of the residential courses were asked to complete the questionnaire at the beginning and end of the Award.

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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 2022/23 Award<sup>3</sup> saw a slightly higher percentage of male participants (34%) compared to 2021/22 (30%). This year, 63% were female and 3% were non-binary.

### SOCIO-ECONOMIC BACKGROUND

Scottish Index of Multiple Deprivation (SIMD) data was used to assess the socio-economic background of the participants based on their home postcode<sup>4</sup>. **48%** of participants came from the **30% most deprived datazones** in Scotland, which is slightly lower than last year (50%).

### RELIGIOUS BACKGROUND

The Award recruits young people with varying religious backgrounds. In 2022-23, **52%** of participants described themselves as having '**no religion**', which is slightly higher than the previous year (50%). **18%** were **Roman Catholic** and **14%** were of **other Christian** denominations or Christian but of no denomination. The **largest non-Christian group** continues to be **Muslim (11%)**, which is the same as the previous year.

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<sup>2</sup> Participants names have been changed to protect their anonymity.

<sup>3</sup> N=70

<sup>4</sup> 2016 SIMD data was used to conduct this analysis.

## ETHNICITY

As with previous years, the Award continues to reach participants from **diverse ethnic backgrounds**. The majority of this year's participants were **white (72%)** which remains the same as in the previous year. In terms of representation from other ethnic groups, **13% of participants are of Asian origin, 8% are of Black African origin** (a slight increase compared to last year's cohort – 5%), **4% are of mixed origin** and 1% selected 'other'. This suggests that the Award is maintaining a steady level of recruitment of young people from a wide range of ethnic backgrounds.

## RELIGIOUS PROFILE OF PARTICIPATING SCHOOLS

A third of the schools involved in the 2022-23 Award were Roman Catholic, which is higher than the previous year (24%).

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## SUMMARY OF KEY FINDINGS FROM 2022-23 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 2022-23 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 confidence and social capital**. Overall, the outcomes for this year’s Award are successful and have helped to ensure this cohort of young people are prepared for the next phase of their lives as they transition into adulthood.



## PARTICIPANTS BECOME MORE CONFIDENT INDIVIDUALS AND INDEPENDENT LEARNERS

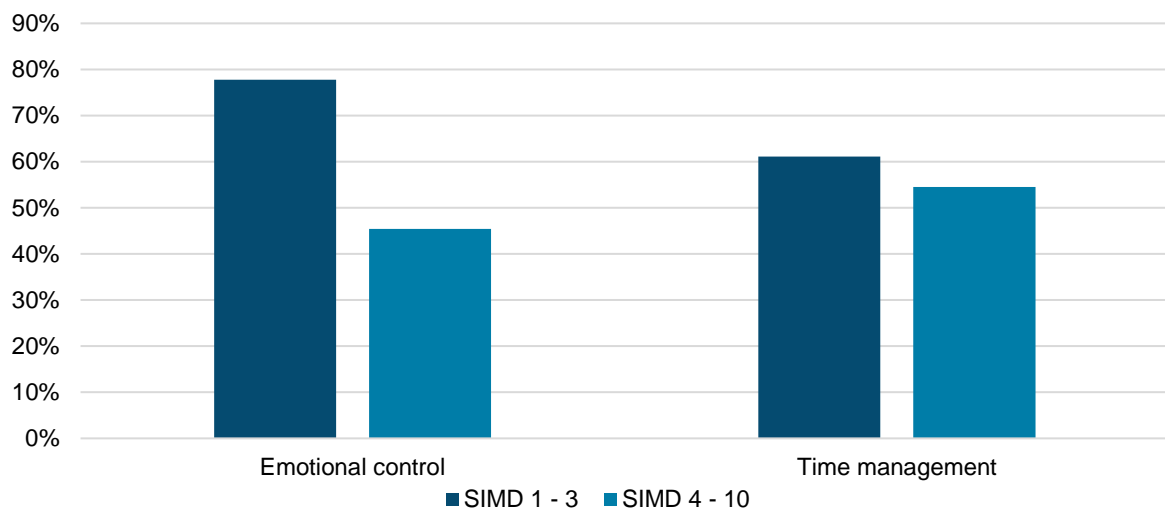
Feedback collected at the end of the Award indicates that the young people increased their **confidence** throughout the Award, and is supported by the questionnaire data, which shows improvements in **emotional control** and **time management** for the majority of participants (see Figure 1).

**Figure 1: % of participants who recorded improved skills at the end of the Award against outcome “Participants become more confident individuals and independent learners”**

Participants’ skills in:	2019-20	2020-21	2021-22	2022 - 2023
Emotional control	61%	55%	62%	58%
Time management	64%	53%	60%	55%

Participants from SIMD 1-3 reported the largest improvements in emotional control and time management; **78% reported an increase in their emotional control score** at the end of the Award compared to 45% for those from SIMD 4-9, and for **time management 61% for SIMD 1-3 reported an improved score compared** to 55% for participants from SIMD 4-9 (Figure 2).

**Figure 2: Percentage of participants from different SIMD areas who reported increased scores for emotional control and time management at the end of the Award compared to before the Award<sup>5</sup>**



Examples of the young people’s feedback are included on the following page together with a case example showing the impact of the Award on one individual.

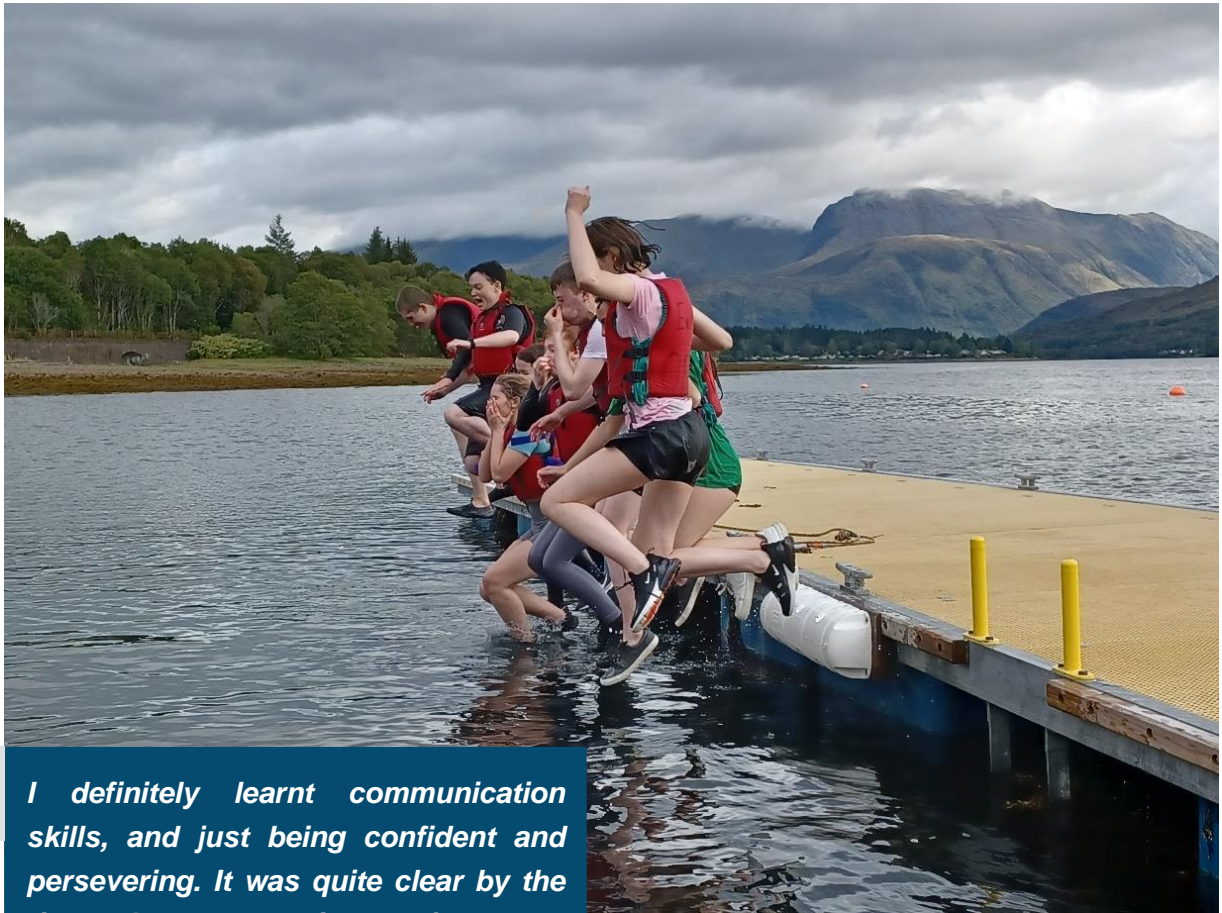


*[Following the residential I have learnt] it’s always when you hit rock bottom you get the best outcome. That’s what I can say. There’s no way around it. It’s always when you’ve hit deep, deep rock bottom, bleeding out, that’s when you have the best highs. Just because something is going wrong, doesn’t mean you can’t enjoy anything anymore. That’s another thing I learnt as well. You can still be happy in chaos.*



Aisha, 2022-23 Mark Scott Leadership for Life Participant, SIMD 4

<sup>5</sup> SIMD 1-3 N= 18; SIMD 4-9 N=11



“

*I definitely learnt communication skills, and just being confident and persevering. It was quite clear by the time the community project was completed; it was something completely different but we persevered. I think it really helped me to have a grasp on the fact that I just need to get my head down and work at something. And it will pay off eventually.*

Hamish, 2022-23 Mark Scott Leadership for Life Participant, SIMD 8

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“

*I've made a list of top three skills I need to work on from the Award in 2023 which has [given] me something to work towards as well. It has made me more confident and better at time keeping, but also ambitious and self-dependent.*

Zainab, 2022-23 Mark Scott Leadership for Life Participant, SIMD 1

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## CASE STUDY: CONFIDENCE LEADING TO NEW OPPORTUNITIES: MIRIAM, 17, BELLAHOUSTON ACADEMY

Miriam is 17 and based in Glasgow. She completed the Mark Scott Leadership for Life Award in 2022/23 before going to start her medicine degree at university.

Miriam explains how several aspects of the Award helped her to step beyond her comfort zones and as a result, helped developed her confidence. She explains how she feels she has missed out on several opportunities at school in the past due to her lack in confidence.

***“ There were so many other [opportunities] before the Award that I really wanted to do but I just never did [them] because you’d have to apply and you’d have to write some sort of introduction talking about you, talking about who you are. [...] I thought these things were just so cool and I’d really love to do them - and clubs as well, school clubs, I’d really have loved to join them, but I just don’t think I was comfortable with going and actually putting myself forward for them. But I feel like now I would do that without a second thought. ”***

She explains how her confidence and fear of things going wrong has always held her back from taking up opportunities and trying new things:

***“ I think there’s something inside me that was pulling me back, some subconscious thing blocking me from doing what I wanted to do. [...] I think it was a fear of something going wrong if I actually did go ahead and try and join something and get involved in something. ”***

She explains how by completing challenges that she found emotionally and physically tough on the residential, and working with her teammates on the community project, helped build her sense of capability and confidence and explains how it allowed her to overcome her nerves in her interviews for her university course:

***“ I feel the confidence that I gained [helped] diminished that fear inside -the fear of something going wrong. And I thought, “well, whatever happens, happens,” and I just went in there and gave it my all and now I have two [university] offers for medicine, which is pretty good.[...] And those medical school interviews I did after the Award, I feel if I hadn’t done the Award I would have probably flunked them all because of how nervous I would have been. ”***

Miriam can see how she will continue to benefit from her newfound confidence in terms of her taking on new opportunities and getting involved socially at university:

***“ I feel like now I’m way more confident and way more likely to put myself forward for things and get involved with things. [...] I feel that will genuinely help me so much in university especially with group projects but also societies and stuff, I’d love to take part in societies. ”***



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

Interpersonal skills continue to be a strong outcome of the Award. Overall, **73% of participants reported an improvement in their interpersonal skills** at the end of the Award<sup>6</sup>, particular improvements were reported in their **confidence in working with others in a team (61%)** which was higher than last year. Leadership skills have also increased on previous years, **67% of participants had improved in confidence being the leader of a team** at the end of the Award. Participants also reported increases in their **ability to take responsibility** for tasks (66%)<sup>7</sup> and their **problem solving skills** (60%)<sup>8</sup> compared to last year (Figure 3).

**Figure 3: % 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' confidence when:	2019-20	2020-21	2021-22	2022 - 2023
Meeting new people	55%	44%	70%	61%
Putting ideas forward	56%	35%	62%	55%
Working with others in a team	56%	24%	58%	61%
Being the leader of a team	55%	38%	65%	67%

Participants' skills in:	2019-20	2020-21	2021-22	2022 - 2023
Taking responsibility	62%	49%	57%	66%
Problem-solving	57%	46%	45%	60%

Participants from SIMD 1-3 saw the largest improvements in **taking responsibility where 72%** reported an increased score at the end of the Award, compared to 64% who reported the same from SIMD 4-9.

72%

of participants from SIMD 1-3 reported an increase in their ability to take responsibility

<sup>6</sup> Compared to their retrospective pre-course score

<sup>7</sup> N=32

<sup>8</sup> N=30

The young people commented how the Award provided them with the experience and learning that has improved their organisational and planning skills together with their willingness to take responsibility and lead others:

*It gave things a bit of perspective because it let me take a step back from life and look at things relatively rather than getting caught up in the stress. It also gave me quite a lot of responsibility and taught me the importance of delegation in team projects.*

Charlotte, Mark Scott Leadership for Life Participant 2022-23, SIMD 2

*The Award has improved my organisation skills, this will help me mainly in group projects at university, for example if I get paired up with a group of people I've never met before I will definitely have a better relationship with them than if I had not done the Award. Furthermore, the Award has taught me to make detailed plans for all complicated tasks instead of just winging it and only spending little time on planning.*

Peter, Mark Scott Leadership for Life Participant 2022-23, SIMD 4

*The actual project days were great for showing we could handle responsibility without need for large amounts of stress. Gave me awareness of planning and leadership roles for university.*

Mia, Mark Scott Leadership for Life Participant 2022-23, SIMD 10



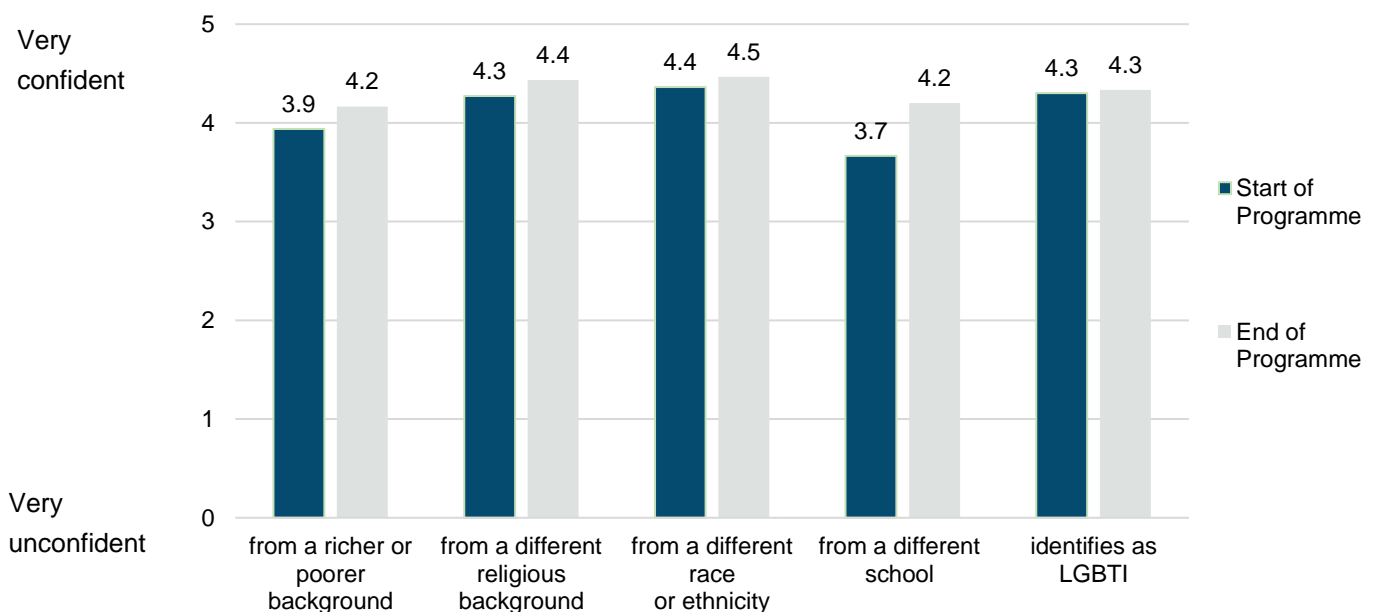


## PARTICIPANTS DEVELOP AWARENESS OF, AND DEVELOP GREATER RESPECT FOR OTHERS FROM DIFFERENT SOCIO-ECONOMIC, CULTURAL AND RELIGIOUS BACKGROUNDS

At the end of this year's Award, **55% of participants improved in social confidence<sup>9</sup>** – this is the same as last year, with **48% of participants feeling more confident about helping, or asking for help from, someone from a different school** (Figure 4). The largest increases in social confidence were seen for those participants from SIMD 1-3 (Figure 5).

Examples of the young people's feedback are included on the following page.

**Figure 4: Overall social confidence. Average scores for participants' confidence in helping, or asking for help from different backgrounds<sup>10</sup>**



<sup>9</sup> N=33

<sup>10</sup> N=33

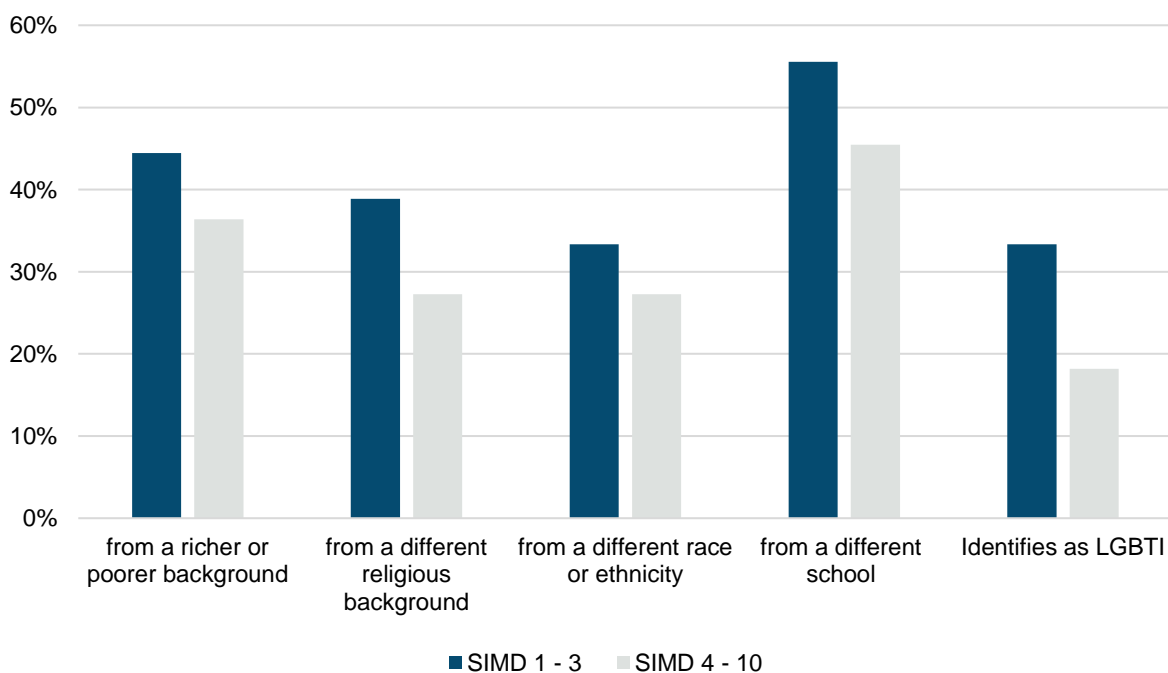
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*Some young people can attend the Award with quite a narrow viewpoint of others that it sometimes seems has been formed due to a lack of time spent with others with a different experience of life to their own. Time and space, shared experiences such as going on an expedition together, reviewing and reflecting, project planning and agreeing on issues that impact them within their communities, can help those with previously fixed opinions of others from different backgrounds, upbringings, histories, and opportunities. Once time is taken to get to know others, listen to their stories, respectfully challenge reasons that define their point of view, only then can you see beyond initial judgement of who you think they are and how you think they must think and behave. The Award creates this time space, reflection and shared experience that can help challenge pre-conceived notion of others and find common ground and respect for difference.*

Chris McGeown, Project Coordinator, Leadership for Life Award Team, The Outward Bound Trust

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**Figure 5: Social confidence for participants from SIMD 1-3 and SIMD 4-9. The largest increases in social confidence were seen for those participants from SIMD 1-3. Percentages show those participants who reported an increased score at the end of the Award compared to their pre-course score, reflecting their confidence in asking for help from people from different backgrounds, religions, ethnicities, or schools<sup>11</sup>**



<sup>11</sup> SIMD 1-3 N= 18, SIMD 4-9 N=11





*I remember a lot of us stayed just sitting around this campfire because it was really cold that night. We were just talking with the group coordinator, just about everything and anything. I think that's what stuck with me the most, just talking to people.*

Harry, 2022-23 Mark Scott Leadership for Life Participant, SIMD 8



## **CASE STUDY: BUILDING RELATIONSHIPS AND IMPROVING SOCIAL CONFIDENCE: LAURA, 17, ST MUNGO'S ACADEMY (GLASGOW)**

Laura has lived in the same area of Glasgow and has had the same friends her whole life. She shared the anxieties she experienced at the start of the Award. Throughout the Award, her social confidence grew; it taught her that she is able to find connections with and trust others. She learnt value of good communication, working towards shared goals and the benefit of dividing the workload. She can see the experience being of real value to her in the future as she takes up her unconditional offer to study law at Edinburgh University this Autumn.



*And then the first night, we, just started playing games, and then we all started talking. We all became very, very close. We still talk all the time.*

*I definitely learnt teamwork skills. I think I like to do a lot of things myself -I think if I do it myself it will be good, right? But obviously, when you're doing the project, everyone needs to be involved. And I think it showed me that I can trust people to do a task, and they can do it, and you don't need to be the only person doing something.*

*At [University], when you do your groups tasks and stuff it would be good to be involved with other people and be able to work in a team. And then also, when I do end up becoming a lawyer, the leadership and confidence and the communication skills that I developed will all help.*

*Finally, it was confidence within myself. I think confidence as in being able to put myself out there, and meet new people, will help, especially going to uni.”*

After having established close connections with people she met on the Award, Laura now has a much more positive outlook when faced with opportunities where she will meet and mix with new people and recognises the value it can bring:

*I have realised that I like meeting new people. After I went [on the residential], I was excited for my Advanced Highers because I have to go through the hub at Uni to do them. It's not the usual people in my year, would be people from schools all across from Glasgow. I was actually excited to meet those new people, because I knew that it's fine, that it could be a good thing. I also made friends there, so it made me realise that I don't need to just need to just stick with the same friends.*

*I talk to my [Mark Scott Leadership for Life] group all the time. I'd consider them really, really good friends. We're going out tomorrow as well.”*



## 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, **77% of participants reported they would be more likely to volunteer** on a regular basis. The evaluation also measured their 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**, in order to understand if the Award had an effect in these areas as a result of their community involvement. At the end of the Award, **social capital had improved for 67% of participants** (Figure 6).

While the overall result for social capital shows a higher percentage than last year, fewer participants were more likely to agree that they **could have an impact on the world around them** or that **they could make a difference when working with others** compared to results from pre-pandemic years (see Figure 7, following page), which is possibly indicative of the disempowerment young people still feel as a result of the Covid-19 pandemic.

**Figure 6: % 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:	2019-20	2020-21	2021-22	2022-23
Most people can be trusted	30%	32%	35%	42%
They are able to have an impact on the world around them	54%	29%	42%	45%
They can make a difference when working with others	47%	14%	32%	42%
<b>Overall measure for social trust</b>	<b>71%</b>	<b>40%</b>	<b>52%</b>	<b>67%</b>

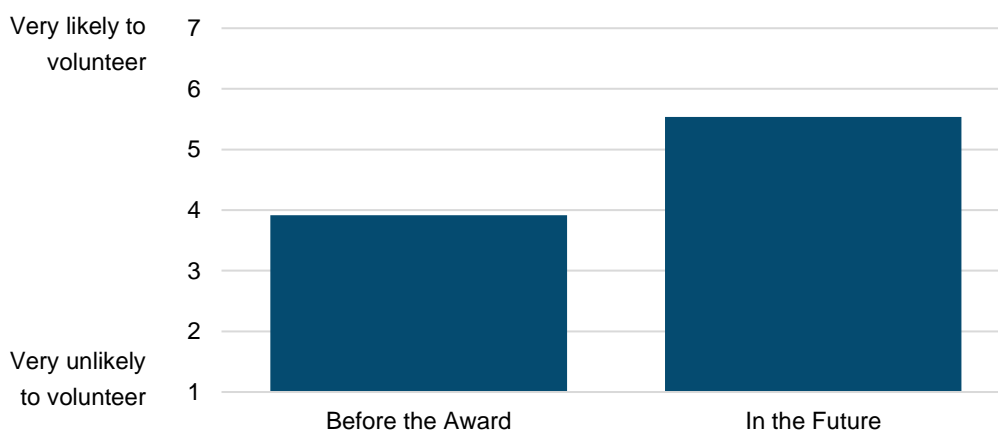


*We were all very proud of the community project. I don’t know, I think it’s one of my proudest things that I’ve done. Like, we all seemed very happy with ourselves. I volunteered at a shop during summer and up to Christmas, but I think I will definitely do more volunteer stuff now.*



Laura, 2022-23 Mark Scott Leadership for Life Participant, SIMD 1

**Figure 7: Average likelihood that participants will volunteer on a regular basis, before and after the Award<sup>12</sup>**



<sup>12</sup> Participants were asked to retrospectively rate their likelihood to volunteer before the Award as part of the end of Award questionnaire N=71.



*The Award has encouraged me to be more confident in volunteering. It was something I had wanted to do to help my community beforehand, but I never knew how or what to do.*



Claire, 2022-2023 Mark Scott Leadership for Life Participant, SIMD 10



*It has allowed me to see the benefits that volunteering can have on other people and the emotional impact of doing something good for the community.*



Hamish, 2022-2023 Mark Scott Leadership for Life Participant, SIMD 8



*I used to think volunteering was a waste of time. I've realised it's quite a fun activity as you get to help out people from your community and get to know people.*



Wojciech, 2022-2023 Mark Scott Leadership for Life Participant, SIMD 3



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

The intended benefits of the **26 community projects** covered a broad range of themes ranging from those with an environmental focus to health, wellbeing and entertainment (Figure 9). Figure 8 details an analysis of the beneficiary groups, which as with previous years, benefitted a wide demographic of the local communities.

**Figure 8: 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
Wider local community members	6 (23%)
Nursery / primary school children	5 (19%)
Secondary school pupils	5 (19%)
People who are homeless, ill or vulnerable in society	10 (38%)

**Figure 9: Analysis of benefits against outcome “Community members have a positive experience by taking part in the participants’ projects”**

Intended benefit	Percentage of community projects with a particular intended benefit
Quality of local environment (e.g. clearing & renovating an outdoor play area or garden space)	4 (15%)
Health & well-being (e.g. mental health workshops)	10 (38%)
Quality of Life (e.g. furniture and equipment or redecorating an indoor space)	1 (4%)
Education and Awareness (e.g. around social issues such as homelessness or the climate crisis)	7 (27%)
Entertainment (e.g. social activities)	4 (15%)

## COMMUNITY PROJECT CASE EXAMPLE: BUILDING COMMUNITY RELATIONSHIPS BY BRIGHTENING UP A LOCAL UNDERPASS

Cumbernauld is a small Scottish town where the volunteer community council have been struggling to engage residents with local issues and activities. A team from this year’s Mark Scott Leadership for Life cohort started to change this when they decided to use their community project to brighten up one of the underpasses in a disused green space. Pauline Reed, a member of the community council, was approached by the group to ask if there was something they could do to support their local area.

“*The group came to one of our local council meetings and got the idea to remove the graffiti from the underpass and redesign and paint it. They organised everything from the fundraising for supplies to going to the local primary schools to work with the children there to produce drawings they could incorporate in their final design.*”

The young people faced freezing February weather and set about drawing their original design in chalk before applying the anti-graffiti paint for up to eight hours a day until it was finished.

“*The group were all so positive and bubbly. They hit some roadblocks at first, but they kept going. I was amazed at how they all gelled. They started off strangers, but they became a team. People have a negative view of teenagers these days, but I loved getting to know them.*”

Pauline told us about how the people in the local area are often complacent and are not engaged with the community as many of them are ‘out of towners’ who do not feel like they belong. However, the project engaged many, with people coming down to look and support the group whilst they were painting.

“Everybody that has been passing comments on how lovely it is. It’s given the community something positive to talk about and this group of teenagers taking action has been a great example to all of us. We are hoping to engage more young people in the area to see if they want to replicate this project in other places.”



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## LASTING IMPACT

### METHODOLOGY

This year a bespoke study was carried out to analyse the lasting impact of the programme for participants 6 months-10 years after completing the Award. In total, 82 participants completed an online questionnaire<sup>13</sup>, and four in-depth interviews were carried out with participants who took part in the Award between 2013 and 2018.

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<sup>13</sup> 6 month follow up N=30, 18 month follow up N=4, 2.5 year follow up N=13, 4-10 year follow up N=35 (2013-14 participant responses - 7, 2014-15 14 participant responses - 3, 2015-16 participant responses - 11, 2016-17 participant responses - 11, 2017-18 participant responses – 3). Lower levels of engagement with 18 month follow up could be due to the different nature of the 2020-21 programme due to covid-19 lockdown restrictions. Participants names have only been used where permission has been given to do so.

Six-month follow up responses (2021-22 participants) were compared with end of programme responses to assess the lasting effect of the Award on their skills and behaviours, in particular for those from lower SIMD backgrounds. Further lasting impact responses have been analysed and demonstrate the ongoing relevance of the Award for participants who have now transitioned into further education or their early careers.

## SUMMARY

The results for those who participated in the 2021-22 programme broadly reflect those previously gathered; participants continue to show an improvement across most skill areas; with a notable improvement in social confidence and emotional control for participants from areas of higher deprivation when compared to responses of participant from more affluent areas.

The learning outcomes from the Award continue to remain relevant to those who participated in 2019-20 (30 months on) and continue to have an influence on the majority of participants who took part in the programme between 2013-2018; many of whom continue to have an active role in their local community through work or volunteering.

## IMPROVED SOCIAL CONFIDENCE

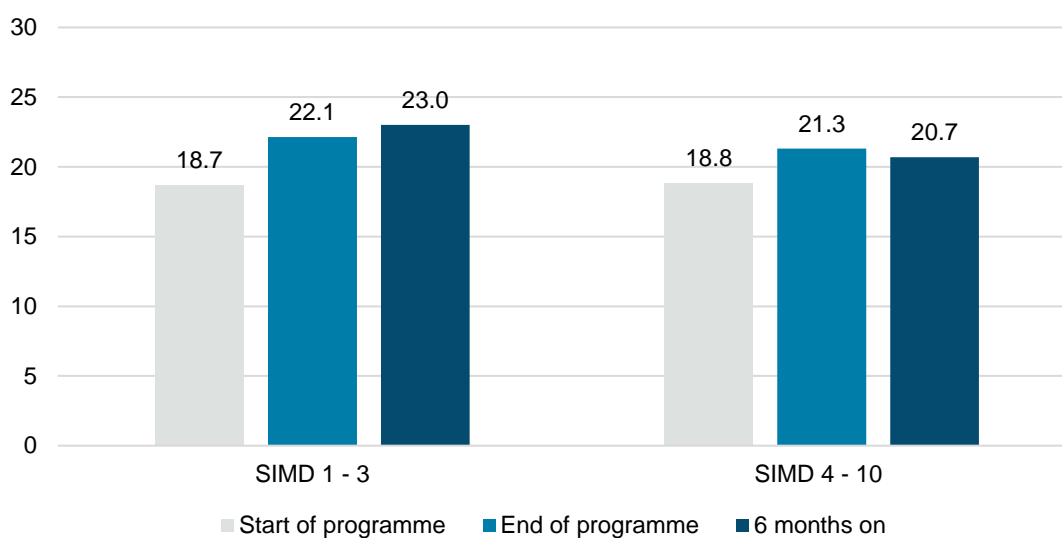
Participants from the 2021-22 programme were asked to use a five-point scale to rate their confidence interacting with people from different backgrounds (including, but not limited to, different religions, ethnicities and ages). **Participants from SIMD areas 1-3 continue to show higher levels of social confidence at 6 months compared to participants from SIMD areas 4-10** (see Figure 10). The results show that the majority of participants' confidence interacting with those from different backgrounds steadily increased from the beginning of the programme all the way through to 6 months after the Award. A small decrease was seen in participants from SIMD areas 4-10 at 6 months, whereas confidence for those SIMD areas 1-3 has continued to increase 6 months after the Award. This indicates that the significant impact that the Award continues to have on young people from areas of high deprivation.

This improvement in social confidence is also seen in the longer-term impact of the Award; **60% of participants who completed the Award between 2013-2018 agreed that learning to work with others was a very influential aspect of the Award on their life compared to other life experiences, with 30% of participants agreeing that it was the most influential aspect of the Award compared with other life experiences**<sup>14</sup>. Written feedback from the participants is provided below and demonstrates the influence and impact of the Award on their social confidence.

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<sup>14</sup> N=30

**Figure 10: Social confidence reported at the start of the programme, compared to the end of the programme and 6 months after completing the Award for 2021-22 participants from SIMD 1-3 and 4-10<sup>15</sup>**



*Looking back [nearly] 10 years later, my Mark Scott team were the people who supported me the most and showed me the most respect and humanity when I was being bullied and going through a rough time at school. The integration between Catholic and Non-Denominational schools [was very influential]. The Mark Scott Award was really the first time I spent a lot of time with peers from a Catholic school outside of my sports club where the only conversations were about training. I do feel that this helped bring down the barrier.” Rowan, 2013-14 participant*

*“Confidence is a major thing that was impacted by my time taking part in the Award. I just felt like I was given the tools and given the mindset to take part, be sociable, be a team player. As someone who is naturally a bit more reserved and shy, this opportunity was really important as kind of a way of kickstarting this type of productive and positive thinking.” Toby, 2013-14 participant*

*“It helped build my confidence. I was bullied a lot at school and really struggled to meet new people and come out of my shell. Having the support from Amanda, our group leader and the support from those in my team, helped me develop and grow in confidence. I am forever grateful for this experience.” Lola, 2015-16 participant*

*“I’ve become way more confident and comfortable working with people, in a team or [with] people I don’t know. Tackling issues that need cohesive work is very easy for me and I think that I could even try some light leadership roles in the future as I had to do some leadership roles in the Award.*

*Charlie, 2019-20 Mark Scott Leadership for Life Award participant*



<sup>15</sup> Scores are summed to give a total out of 25. A higher score indicates a higher level of confidence. N=19 (7 participants SIMD 1-3, 12 participants SIMD 4-10). Sample size given is lower than overall number of completed surveys for 6 month follow up due to participants who did not complete online survey in full, and those who did not complete the start or end of programme survey.



## CASE EXAMPLE: ROSS, AGE 23, 5 YEARS AFTER THE AWARD (2016-17 PARTICIPANT, GLASGOW)

Ross, who has recently completed a Masters degree in architecture, took part in the Award as a way to broaden his horizons and experience opportunities outside of North-East Glasgow:

*“ I think it was a case of learning a bit more about the real world because you’re quite sheltered, quite protected when you’re in school all the time. It’s all quite linear in terms of it’s the same thing every day, you’re sort of used to that. ”*

During the programme, he met people who were different to himself and the social circles he was used to at school, and gained a better understanding of how to communicate with new people:

*“ I think when it comes to communicating with people in general, like you only get so much of it in school. You talk to your own friends; you talk to the teachers.*

*But just getting to talk to people [during the Award] and knowing how to approach people in certain ways. Because obviously again when it comes to the comfort zone, some people [weren’t] as much of a people person as other members were in the group. ”*

Ross reflected on how the Award improved his ability to work with others in a team, and improved his confidence meeting people from different backgrounds as he went on to university:

*“ It’s good knowing how to work with other people, but different types of people as well, where you have to talk to people [and] make sure everybody’s on the same wavelength. Communication and teamwork have definitely been the biggest lesson that I’ve learnt from it.*

*I think that was also a very big aspect because in our school there was a lot of people [but] everybody would be coming from the same four or five areas where at least the majority of people would be. When you go to uni that’s completely different not even in terms of Glasgow or Scotland but you’ve got people from all across the world. It was a lot more diverse. ”*

His understanding of how to be accepting of others’ differences and how to work as a team is something he still applies five years after taking part in the Award:

*“ And I think just even as you get older, I’ve even experienced in the last few weeks, not everybody has say the knowledge you have [or] would word things in the way that you would. It may sound a bit simple but just the idea that everybody’s different, you need to find a way for it to work for everybody involved. [For example] with certain people, finding ways to communicate [so] that they understand better, in terms of if they’re more a visual learner or [prefer] just a list.*

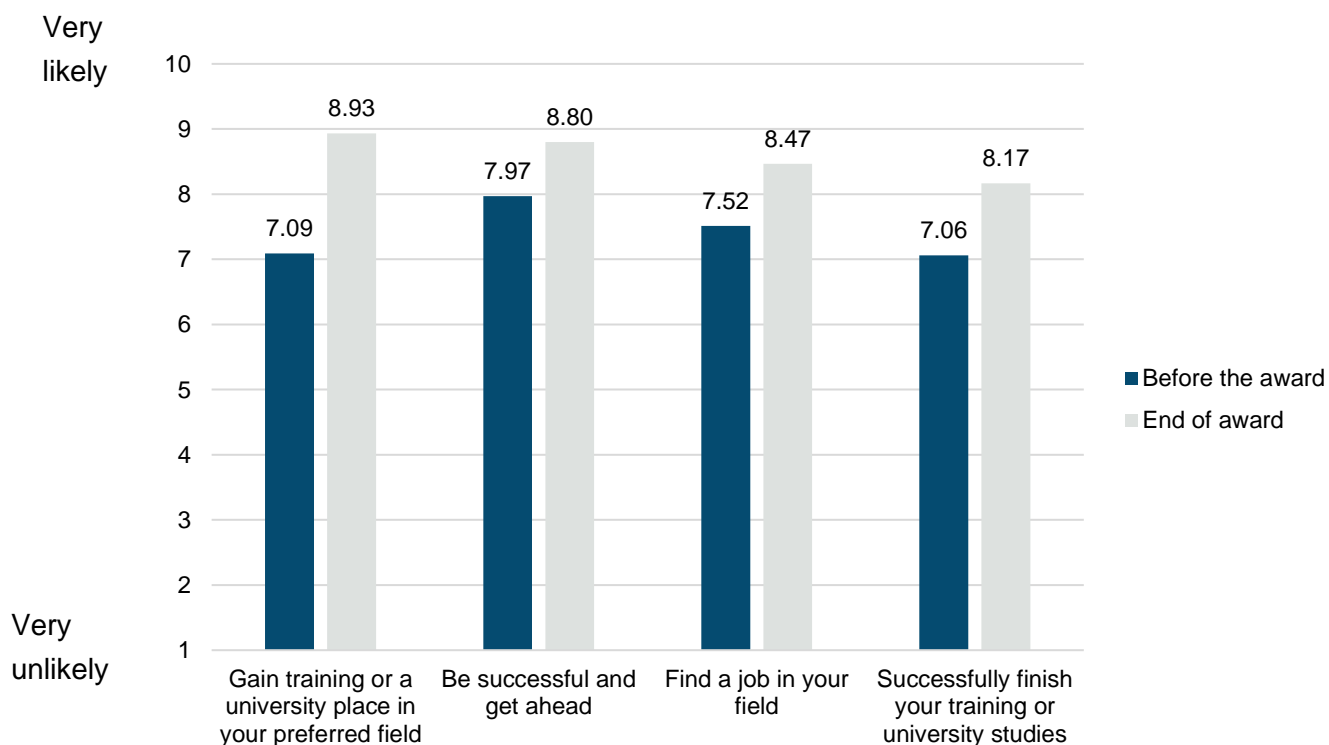
*I feel as if [the change in] my perception of people has been massive, once you’ve done something like the [residential] and then going on to do the [community] project, that’s been absolutely massive and different. And I feel like you [get to] know quite a lot about a person, not necessarily what they like doing but how to communicate [better with them]. ”*

## WIDER IMPACT OF THE AWARD

### SUPPORTING YOUNG PEOPLE'S TRANSITION INTO ADULTHOOD

The Award has continued to build the aspiration of the young people who participated. Overall, **73% of participants recorded an increase in their aspiration** at the end of the Award. Figure 11 shows their average scores indicating their confidence in them achieving their educational and employment aspirations before and at the end of the Award. Contrary to the previous three years, a slightly higher percentage of participants from SIMD 4-9 reported an increase in their aspiration (82%), compared to from SIMD 1-3 (78%). The percentage reporting an increase for SIMD 4-9 was considerably higher than last year (61%) and for SIMD 1-3 the percentage of young people reporting an increase was consistent with last year (79%), this indicates that the Award continues to make a positive contribution to improving the life chances of young people from disadvantaged backgrounds.

**Figure 11: Average scores at the start and the end of the Award: Participants' confidence that they will achieve their educational and employment aspirations<sup>16</sup>**



This year, additional evaluation was carried out to understand the impact that participating in the Award has on young people's wellbeing and the connection they feel with nature. The following two sections present the outcomes from this:


<sup>16</sup> N=33

## THE MARK SCOTT LEADERSHIP FOR LIFE AWARD SUPPORTING YOUNG PEOPLE'S WELLBEING

Young people with higher wellbeing are more likely to function well in their day-to-day lives and form strong relationships with others; an area of significance as the recent Scottish Health Survey showed that young people aged 16-24 reported lower levels of wellbeing than in 2019 and reported feeling lonely more often than other age groups<sup>17</sup>.

As part of the evaluation for the 2022/23 Award, we used the Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS)<sup>18</sup>, a validated 14-point evaluation measure which asks for responses to a series of statements in order to generate a low, moderate or high wellbeing score<sup>19</sup>. A sample of participants from were asked to complete the WEMWBS questionnaire at the start and at the end of the Award.

Following participation in the Award, average wellbeing scores for the Leadership for Life group increased by 2.7 points with **59% of participants reporting an increased wellbeing score** at the end of the Award (n=29).

 **59%** of young people reported an increased wellbeing score at the end of The Award

Further analysis shows that participants reporting low mental wellbeing decreased from almost half of the participants (48%) at the start of the Award to a quarter (24%) at the end of the Award, and the percentage of those reporting moderate or high wellbeing increased from 52% at the start to 72% at the end of the Award (Figure 12).

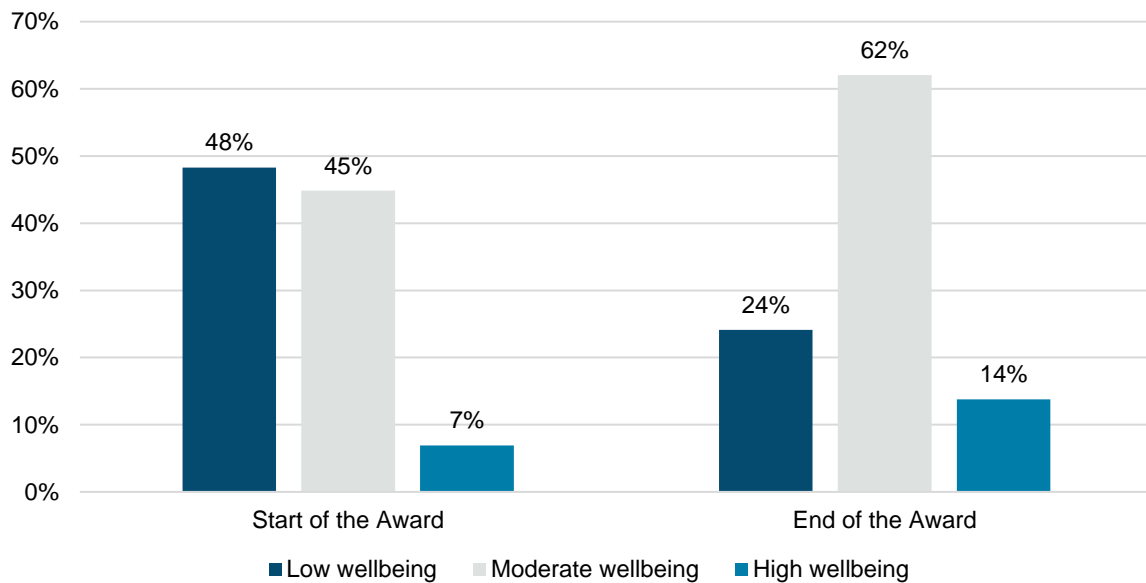
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<sup>17</sup> [The Scottish Health Survey 2021 - Volume 1: Main Report \(www.gov.scot\)](https://www.gov.scot/publications/scottish-health-survey-2021-volume-1-main-report/pages/100-to-109.aspx)

<sup>18</sup> The Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS): <https://warwick.ac.uk/fac/sci/med/research/platform/wemwbs>

<sup>19</sup> WEMWBS scores range from 14 to 70, a higher score indicates higher wellbeing. Low wellbeing: a score of 14-42, moderate wellbeing: a score of 43-60. high wellbeing: a score of 61-70).

**Figure 12: The percentage of participants reporting low, moderate and high wellbeing at the start and end of the Award<sup>20</sup>**



Feedback collected at the end of the Award indicates that it continues to support young people’s wellbeing, in particular, the sense of **accomplishment and capability** they felt as a result of completing the physical or emotional challenges on the residential and/or from helping other people during the community project – both key in developing **confidence and sense of purpose** which are fundamental to a young person feeling good and their ability to function well.

“  
*The Award gives you another outlook on life and gives more opportunity to achieve things – things in unique fields.*  
 ”  
 Jamie, 2022-2023 Mark Scott Leadership for Life Participant

“  
*I definitely think that it has positively affected [my] wellbeing - the sense of accomplishment, and also self-worth. Helping other people - I find a lot of joy in that. I like helping other people.*  
 ”  
 Hamish, 2022-2023 Mark Scott Leadership for Life Participant

<sup>20</sup> N=29



*It has really helped me straighten my life. The time away from my normal routine, being with new people and being able to help has really shown me the light at the end of the tunnel for my future. The Award has had a positive impact on my wellbeing, making several life-changing decisions clearer.*



Nicola, 2022-2023 Mark Scott Leadership for Life Participant



*My wellbeing has been impacted overwhelmingly positively, as I was previously very shy, but now I have a greater confidence. I was definitely put under a lot of pressure which scared me, but I was able to adapt and overcome.*



Matthew, 2022-2023 Mark Scott Leadership for Life Participant

## THE MARK SCOTT LEADERSHIP FOR LIFE AWARD SUPPORTING YOUNG PEOPLE'S CONNECTION WITH NATURE

Exposure to wild, natural environments at Outward Bound helps young people **develop a connection with nature**. It increases their interest, **engagement in and appreciation of the natural world** around them. Participants tell us how **nature provides freedom and space**; its beauty provides a **reward for physical efforts**; and emotionally, it provides positivity and space away from daily pressures – all of these things contribute in a positive way to an individual's wellbeing.

The young people were asked about their feelings about nature and the environment before and after the residential and again at the end of the Award. The young people indicated the extent to which they **think about and consider the natural environment**, their **sense of responsibility** to care for it and treat it with respect, and how important **spending time in nature** was to them.

Their responses indicated that the Award positively impacted the connection they felt with nature with an increase in scores post-residential where 75% reported an increased score<sup>21</sup>. These

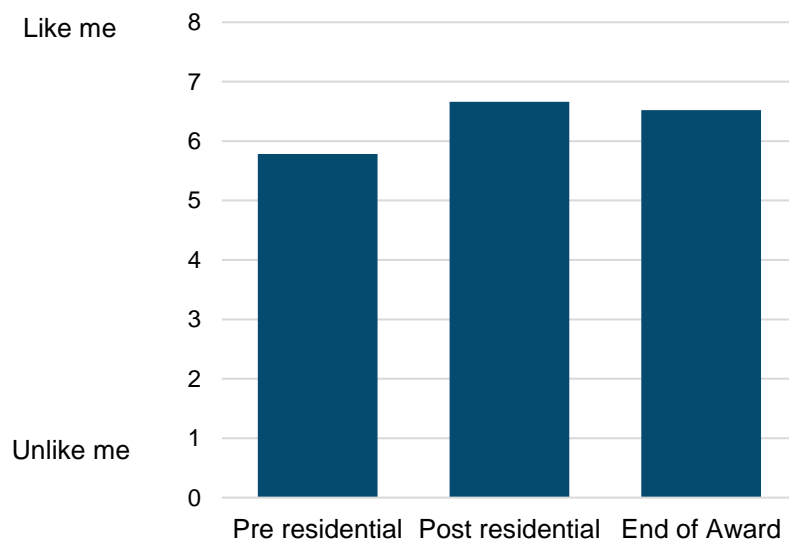
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<sup>21</sup> N=52

scores were largely maintained at the end of the Award (Figure 13) where 74% reported an increased score<sup>22</sup> compared to their score at the start of the Award.



**Figure 13: Nature connection: Young people’s average scores pre and post-residential and at the end of the Award<sup>23</sup>**



<sup>22</sup> N=42

<sup>23</sup> The young people indicated their responses on an 8-point scale where 1=unlike me and 8=like me. (N=42).



*After the [Award], I've noticed that I enjoy being out in nature more, even if it's just going to the park to clear my head on a walk I enjoy that and I do that more often.*

*I think the Award itself and the expedition actually played a huge part in this, it really changed my opinion on being in the indoors [...].*

*Since the Award I've still been keeping physically fit. [...] I feel now being around nature and being just even in the park, it really calms me and makes me feel much better if I'm having a bad day or if I'm stressed.*

*So, I try and get out to the park maybe with a book or something and just relax. It acts as a really great de-stressor but also lends itself to my mental wellbeing as well because it's really easy to get stressed especially with exams now.*

Miriam, 2022-23 Mark Scott Leadership for Life Participant, SIMD 7



## CONCLUSION & ONGOING DEVELOPMENT OF THE AWARD

The evaluation of the Award indicates that overall, this year's Award has been successful. The majority of outcomes were met, with participants recording improvements across all of the outcome measures used.

While undoubtably maintaining its purpose even after 25 years, and arguably increasing in relevance in addressing the needs of young people currently, the delivery team continually review the delivery of the Award and elements within it. In the current year, the delivery will include a **new module on values** to encourage young people to consider their values within decision making as part of the selection of community projects.

Continual moves to enhance the **effectiveness of recruitment** have led the team to begin to recruit earlier in the year and have already seen recruitment substantially complete before the summer term ends, meaning the autumn term can be used to set the scene for the whole

Award for participants, which it is intended to raise the effectiveness of the whole Award. Feedback from schools has been very positive.

Working with post-pandemic schools has been problematic at times, but early recruitment has enabled time to re-engage schools adversely affected by the pandemic and ensure that the opportunity to take part reaches all mainstream pupils in the working areas. Moving forward, the team are **exploring partnerships** with embedded youth workers in schools in Glasgow to aid recruitment and support in those schools.

Pupils from lower SIMD postcodes have been preferentially recruited this year as it has been noted that while numbers of applications are up to pre-pandemic numbers, the total number of low SIMD applications is lower in a number of areas, and therefore requiring specific targeting – the aim is to maintain the proportion of participation that we have had previously.

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## 25 YEARS OF THE MARK SCOTT LEADERSHIP FOR LIFE AWARD

### 25<sup>TH</sup> ANNIVERSARY OF THE AWARD

The Outward Bound Trust and The Mark Scott Foundation have worked in partnership for 25 years to enable young people aged 17-18 to participate in The Mark Scott Leadership for Life Award. The Mark Scott Foundation was formed following the unprovoked sectarian murder of Mark Scott in 1995. The Award was developed to bring together young people often separated by their backgrounds, sectarianism, racism or territorialism. More than 3,600 young people have taken part in and benefited from the Award. To mark 25 years of the Award, a reception in the Scottish Parliament was held in November 2022, where School Champions<sup>24</sup>, members of the Scott family, supporters, MSP's and past and present participants in the Award joined in highlighting the significant impact the Award has had on young people and their communities since its launch.



The Parliamentary reception celebrating 25 years of the Mark Scott Leadership for Life Award, November 2022

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<sup>24</sup> School Champions are staff from participating schools who work alongside the delivery team on aspects of the Award such as recruitment and supporting community projects.



## THE MARK SCOTT AWARD BENEFICIARIES OVER 25 YEARS

Since 1998, 3621 young people from 96 schools have participated in the 6-month long Award. Together they have completed 600 community projects covering a range of themes from renovating, gardens, community halls, hospitals, women's refuges, and school playgrounds to teaching CPR to primary school pupils. 14,000 community members were reached through a public campaign to clean up their local area, together with projects that supported refugees and the homeless with activities, starter packs and running a soup kitchen. It is estimated that 30,100 people have benefitted from the projects carried out by Mark Scott Award participants. Over £100,000 has been fundraised by participants as part of their community projects which has been realised in goods, services, entertainment or education within their local communities.

### THE RESIDENTIAL

The five-day residential at our Loch Eil centre near Fort William sets the scene for the six months of the Award. It provides an important first opportunity for participants to meet and find connections with each other and with their instructors with whom will work for the duration of the Award. During their five days, young people are provided with opportunities to develop fundamental social and emotional skills that will help them get the most out of the community project part of the Award.

The young people live together and complete physical and emotional challenges alongside people from backgrounds very different to their own. **Sharing experiences** in **inspiring locations**, working towards **common goals** breaks down barriers and individuals **develop connections**, **awareness** and an **understanding** of one another.

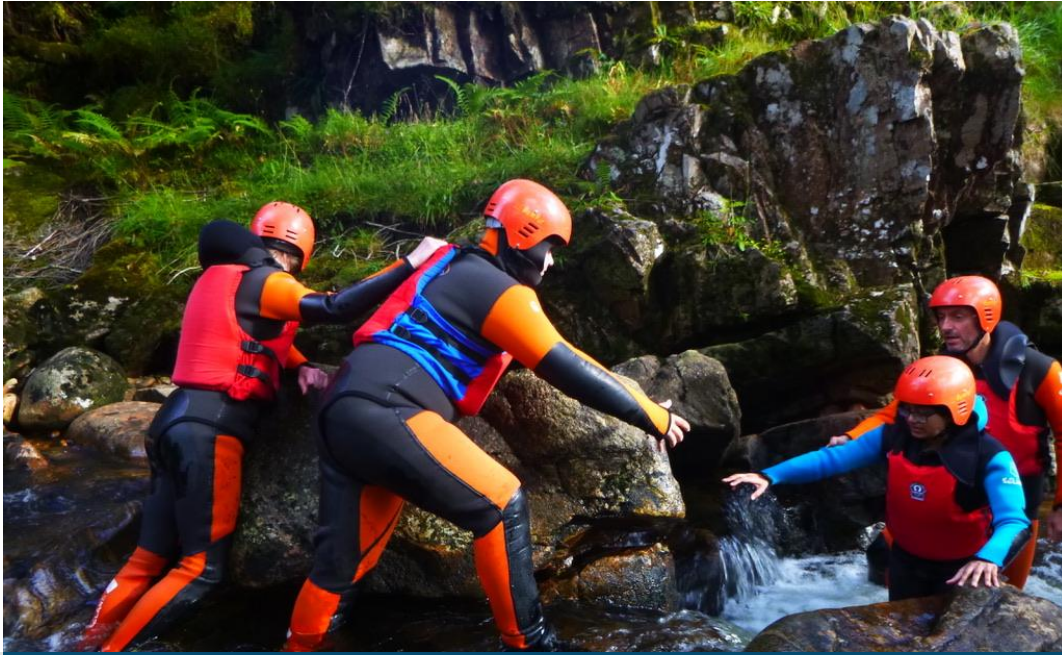
To date, 301 residential have been delivered which have provided 3600 young people with opportunities to leave their normal surroundings, find connections with people from different backgrounds and step outside their comfort zones and realise their capabilities.



*I've come a long way from the anxious girl that arrived at the outdoor residential nearly 15 years ago, and I do believe the Mark Scott Award was the springboard that helped me realise my full potential. Many of the skills I use on a daily basis are rooted in what I learnt during the Award, and I've managed to keep building my confidence, my resilience and learnt how to channel my passion into successful outcomes.*

Alice, 2008-9 Mark Scott Leadership for Life participant, SIMD unknown





“

*My main memory are the people, people from other schools who, without this Award, would have remained strangers but instead became friends. I referenced the Award for my interview to an entrepreneur programme at university, and my subsequent interview with Morgan Stanley. I've now been with Morgan Stanley for 8 years and live [and work] in London.*

Richard, 2010 Mark Scott Leadership for Life Participant

”

“

*Participating in the Mark Scott Leadership for Life Award had a hugely positive impact on my confidence as a young person. I had been extremely shy and introverted at school, and the Award helped me to see beyond this to the world outside school. I loved participating in the community project. The Award encouraged me to think outside the box and showed me the benefits of being self-starting and taking initiative. Even nearly ten years later, I think of it as one of the highlights of my education. I went on to study at art school in Edinburgh before moving into working in community arts and now with arts in health. I am now a confident, independent person and school feels like a long, long time ago! Thank you for the opportunity to participate in this Award.*

Lucy, 2013 Mark Scott Leadership for Life Participant

”

## THE COMMUNITY PROJECTS

The Award brings young people together from diverse communities to work collaboratively and achieve shared goals. It promotes connections between individuals and their community, and through the delivery of community projects, young people make a positive difference to the lives of those around them.

Young people leave the Award with a **new perception of volunteering, sense of purpose and connection within their own communities.**



***It has made me feel a lot more confident within my abilities and ideas, it has also given me the opportunity to help out within my community, giving me a sense of purpose in the community.***



Helen, 2022-23 Mark Scott Leadership for Life Participant, SIMD 6



***I learnt so much about gaining confidence. Me and my group were nominated for and won West Lothian's Citizenship Award for the community project we did at the sick kids' hospital in Edinburgh. Now I'm a senior policy manager in the renewables industry, and I do believe that the foundation of skills I learnt at my time on the Award shaped the kind of leader I've become.***



Anna, 2008 Mark Scott Leadership for Life Participant

Lisa Robinson, Head of Scottish Partnerships at The Outward Bound Trust, has been heavily involved in the Mark Scott Leadership for Life programme over the past 17 years.

Over the years, Lisa has seen a variety of community projects and has reflected on how changes in the world we live mean that the young people have been choosing more causal projects that address both local and global issues in recent years. She spoke about a group who set up a new, safe social space in a womens' refuge, commenting on how impressed she was that a group of young women recognised this as turning a difficult, awful situation into something more positive. Lisa has met hundreds of the Award's recipients. Whilst many have stayed in her mind, she shared the story of a participant from 2012 whose life the Award has made a significant difference to:



***This participant wasn't very good at attending school and wasn't quite sure about taking part but decided to sign up. They shone during the community project where they supported a respite centre for people with disabilities.***

***Well about 4 years ago, I had a phone call from the participant's Mum. Her child had just been promoted to Manager of that centre! The participant had a tricky home life, but they were clearly a person who had developed resilience in bucket loads. They never would have considered it before but through that connection to community and being in this project and leading it, this is where they have ended up. Her Mum was so proud.***



## CASE EXAMPLE: COMMUNITY PROJECT: YOUNG PEOPLE CREATE MOSIAC SIGN FOR SENSORY GARDEN

Group member Aliyah already volunteered for Forth Valley Sensory Centre, a hub and activity group for those with sight and hearing difficulties and disabilities. By using her initiative to ask the centre if there was any tasks they needed support with, Aliyah helped her team decide on a worthwhile community project in 2023.

Volunteer Coordinator at the Forth Valley Centre, Hannah Wilson shared how they group approached her about the project;

*“Aliyah came to me first and said, look, is there a way we can do the project here at the centre. I thought right, how about we have the mosaic idea because we did have a tile board artwork out there. But it was very, very tired, very dated, you know, it was also falling to bits. We asked would you be willing to do a mosaic? Then I let them take the initiative on it.”*

Hannah gave the group some guidance around what they needed to consider when preparing the artwork for a group of people with sight difficulties but aside from that she was impressed with how the young people tackled the challenge:

*“They took to it like ducks to water. They loved the idea and did everything, planned it themselves. They would all gather around and would all sit and talk about it. They would draw sketches together. They would then discuss it. They would then divvy up who was going to do what, how they were going to do it. Everyone had their own role, and everyone just went on and did it, and they all worked together fantastically. So the attitudes were really positive. They were all really engaged with it and wanted to do the best job that they could. They didn't just want to, you know, throw something together, slap it on the wall.”*

Even after the group had finished the project, they encountered a setback when they heard that some of tiles of the mosaic had fallen off:

*“A few of the mosaic tiles have come off so three of the girls after school one day when it was absolutely freezing came back to fix it. We had no idea they were doing that. We just happened to be walking by and we've seen three of the girls in front of it. It had been bothering them so they wanted to come back and fix it, they wanted to ensure that they had done the best job they possibly could. They were proud.”*

Hannah is excited to see how the mosaic is received when the weather gets warmer and more of the centre's beneficiaries can use the garden. In the meantime, there has been lots of comments on how it improves the space and local press have picked up on it – increasing the awareness of both Forth Valley Sensory Centre and the Mark Scott Leadership for Life Award.

Hannah and the centre were delighted to be involved and commented on how they think projects and awards like this for young people have a huge difference for them and their local communities;

“ *These projects are brilliant; school doesn't prepare kids for what real life and what work is actually like. This gives them the freedom and responsibility to plan something, to go out to secure materials, to plan what they're going to do. Think about the consequences that might happen and how would they deal with them. So, giving them that liberty and that freedom just to be in charge of something, and then having the end result be somewhere public or displayed or anything like that to me is amazing.*

*I think there's been a real positive difference made for the girls who have done it. They've had the interaction with the community, they've had exposure to people who have got site loss and hearing loss.*

*I think it is fantastic. If more of [these awards] can be funded or if more kids could join up to them, they should.* ”



The delivery team on the Award continue to work closely with partner schools and their School Champions during the recruitment stage and the community project work as they have done since the Award's inception in 1997. Several schools hold a long-standing relationship with Outward Bound – 23 current partner schools have been involved since 2000. In the 2004 report on the Award by John Dalgety, positive impacts in confidence, responsibility, leadership, teamworking and interpersonal skills of participants were noted. In that report, School Champions report on positive changes in participants' behaviour, motivation and highlight how the links between the school and the local community are strengthened by the community project. Impacts in these areas very much continue to be seen 19 years on. Mark Hunter was one of the School Champions in 2004 when the above evaluation was completed and still remains one of Award's current School Champions. In an interview, he alluded to a similar impact in terms of the strengthened connection between young people and their local communities:

## **CASE STUDY: SCHOOL CHAMPION MARK HUNTER: A SCHOOL PARTNERSHIP**

Mark Hunter, Head of Science at Clydebank High School has been involved with Leadership for Life since 1997. A few months after receiving a letter introducing the Award, he was abseiling down a church as part of an Outward Bound activity and now over 20 years on, he remains the School Champion for the Award with over 100 of his students having taken part.

***“ It has been so rewarding to have been involved in it, it's a privilege and I am proud of maintaining my commitment to the Award after all this time. ”***

During his 27 years of teaching, Mark has seen many societal changes, most significantly around mobile phones and technology. Teaching today, Mark has noticed the changing needs, demands and interaction required for young people and he thinks the Outward Bound experience is instrumental in developing the resilience young people need to thrive in life;

***“ Mark Scott Leadership for Life does so much for young people – it builds confidence, adds value to their school experience, helps them to express themselves, I have seen it bridge the sectarian gap and really helps bring out kids' personalities. The young people are buzzing about their Outward Bound experiences and are inspired to engage with their communities. ”***

That engagement with their communities is a huge part of the Award for Mark and over the years he has seen many inventive and successful projects. He shared a few that have particularly stood out:

***“ We've had such a variety of projects. One group renovated the garden at Robin House Childrens' Hospice in Balloch, making it accessible and improving the environment. That was an emotional one and we are still in touch with Robin House and know the garden is still going strong today.***

***Years ago, we had a group renovate a park in Faifley with local primary school children. They really put hard graft in, scraping rust off slides and wings and planting trees. ”***

Mark drives past the park most days and whilst many of the trees didn't make it, one has remained and is still thriving.

*“That tree is symbolic to me. I tell the young people it's ok if things don't last physically because they will always last in your minds. Yes, you might have not changed the world, but you have made a change and that's what is important.”*

*“When the young people take part in their community projects, they become role models. Seeing the smiles on the faces of the community they are working with, restores your faith. The projects are highly valued and it's part of the young people's positive contribution to society.”*

While the 25th anniversary has been a time of reflection for those involved with the Award, the focus is now on its future and the changes it can make for the young people of Scotland and their communities:

*“The Award is a very important part of our citizenship Award as it develops young people and their attitudes. We will keep investing in it and will be involved for as long as it continues. I am proud to be part of it.”*

## OVERALL IMPACT OF THE AWARD

The insights and data collected over past years of the Award pay testament to the impact it has both on individuals' **social and emotional skills, their overall wellbeing** and how since its inception, the Award has **helped bridge an important gap between the differences in our society.**

Since the first evaluation of the Award in 2004, we have consistently seen improvements in **young people's confidence, interpersonal and leadership skills**, their **ability to work with others and in their social responsibility**. We have seen participants from lower SIMD areas report increased outcomes in the areas of social confidence, taking responsibility and in previous years, their aspirations when compared to their peers in SIMD 4-9.

The impact of the Award on an individual's confidence, resilience and interpersonal skills are not only felt in the short-term, but they have also been shown to influence a young person's life trajectory; their educational and employment outcomes and contribute towards their general wellbeing long after they graduate from the Award.

Lasting impact evaluations showed that the Award has developed **young people's resilience**; their coping strategies and skills to overcome difficult times -for example 91% agreed that the Award helped them to cope with the challenges they faced during the Covid-19 pandemic. 12 months on, 79% of 2020-21 participants reported they have seen positive results from applying what they learnt during the Award and 86% reported they expect to continue seeing positive results from the Award into the future. The community projects have been shown to positively influence attitudes and heighten young people's awareness and empathy towards different groups of society.



**79%** OF 2020-21 PARTICIPANTS HAVE SEEN POSITIVE RESULTS FROM APPLYING WHAT THEY LEARNT DURING THE AWARD, 12 MONTHS ON



**86%** OF 2020-21 PARTICIPANTS ARE EXPECTING TO SEE POSITIVE RESULTS FROM APPLYING WHAT THEY LEARNT DURING THE AWARD IN THE FUTURE



*My mental health has benefited when taking part in the Award. I'm less anxious to start new things and meet new people on the future and I have learned that coming out of my comfort zone can be the best thing. I have learned what I can cope with and that just because I think I can't do something, doesn't mean I can't. I've realised that anything is possible with a team of people around you. This Award has made me more confident.*



Anonymous, 2019-20 Mark Scott Leadership for Life Participant

## LASTING IMPACT CASE STUDY: SARAH (22) DEVELOPING AN AWARENESS OF OWN SKILLS AND PURSUING NEW OPPORTUNITIES

Sarah (22) took part in the Mark Scott Leadership for Life Award in 2017-18. She spoke about her memories from the Award and described how it opened up career opportunities for her and impacted her career choice in becoming a Social Worker. Looking back at the Award, she describes how the practical, hands-on community work confirmed to her that working with people, in the community was where her passion and strengths were.



*During my years in high school, I actually joined a lot of things and tried to get myself involved. I did a lot of youth work too, and that's why I enjoyed it so much in the Mark Scott Award because of the community-based side to it. Working with people -that's one thing I've always loved. I really enjoyed [the community project] because, we were supporting others and trying to do things within your community.*



The Award also helped her realise that she could make career of working with people in the community – and didn't have to follow the path to university which she felt wasn't for her.



*I think, especially in high school, you've got a lot of focuses and you're told about what you're supposed to be thinking about at the time. [The Award] gives you a chance to be involved in your community and be involved with other people and see where other people are going. Especially at the time, I knew a lot of people that were like, "Oh, aye, you're told, 'Apply for uni, go to uni.' but there's so many other things that you can get involved in and different areas that you can go into. I think especially the volunteering aspect of [it] is a good opportunity because you see things from a different perspective.*



***[The Award] made me want to do more [people/community work], especially being at the end of high school and deciding what [I was going to do]. It added to the reasons why I wanted to go into social work because of how much I felt like I thrived in it and really took a lot from it.*** ”

She thrived in the very hands-on nature of the Award which was a stark contrast to the academic learning environment of school which she struggled with due to anxiety. The practical nature of the course provided her with very tangible examples of her strengths and capabilities when working with other people:

“

***I needed something that was less academic and more people [focussed]. I think I was getting a bit overwhelmed with [school] in terms of thinking, “Oh, it’s just exams and that I need to do.” I feel like I thrived a bit more in the people side of things and doing things [on the Award], so it definitely helped that I was doing something that I felt like I was actually doing well.*** ”

The Award provided her with an important opportunity to meet people from different areas, particularly different schools – something that she wouldn’t have had the chance to do otherwise.

“

***At the time, we didn’t really integrate with any of the other schools, we didn’t have any ability to do that. The Award obviously, gave us the opportunity to do that and see. I met people that I don’t think I would’ve met anywhere else or would’ve known and got to know as much as I did. I can’t think of any other opportunities that can provide that, especially in high school.*** ”



She explained how this experience of building relationships and working with other people from different backgrounds prepared her for her social worker role:

“

***With my own casework, you’re working with individual people, there’s different vulnerabilities [...] everybody is different. The way you talk to one person isn’t going to be the same way that you talk to another [...]. With social work, when you do build those relationships and [get to know] people, then it basically progresses you a bit further and helps in your work.*** ”

Steve McKenzie, Head of Centre for the Mark Scott Leadership for Life Award Team, has been part of the programme for almost as long as its existence. He joined Outward Bound over 23 years ago, as one half of the two-person delivery team and now heads up a team of four, overseeing the Award in the form it is today:

“*Leadership for Life gives young people the knowledge that they can achieve things. And with that comes a confidence that can't be easily taken away. They believe they can do something because through this Award, they already have. It encourages them to think big and we sow the seed for them to grow. They might become world leaders or they might not but either way, the young people know they can be who they want to be.*”

## SUMMARY/LOOKING FORWARD

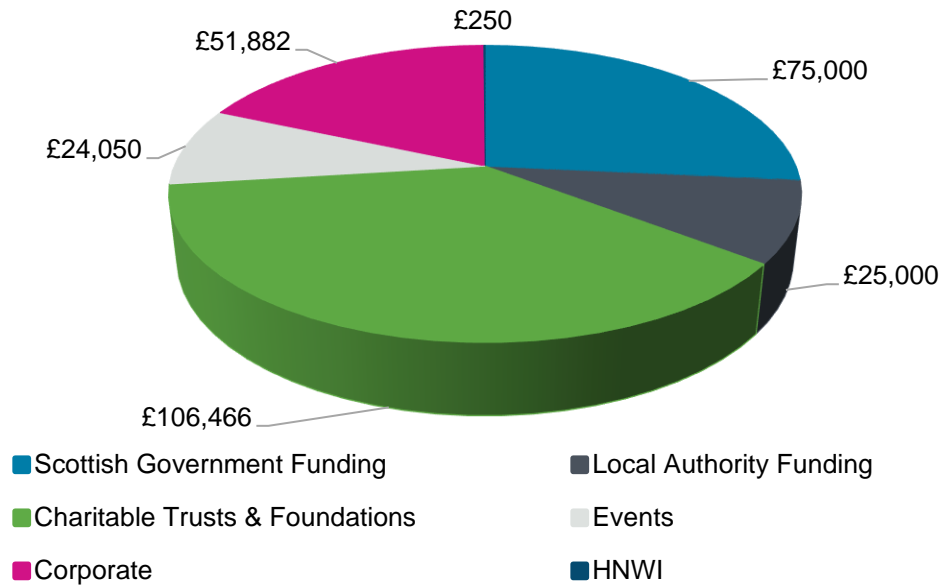
Over the past three years, young people have adapted and dealt with disruption to their lives on a scale that a generation has not been required to do for decades. Despite having *survived* the pandemic, it is clear from our own research and other reports, young people's wellbeing has not recovered and many still struggle to find a way forward. Their mental health, their confidence, happiness and sense of belonging within their peer groups and within their wider communities continue to be further negatively compounded by challenges of the digital world in which they live, the continuing national and global issues such as the cost-of-living crisis and environmental and humanitarian issues. These all add to the uncertainty and volatility of the world in which our young people are growing up.

Providing opportunities such as the Mark Scott Leadership for Life Award for our young people to **connect with each other, break down social barriers** whilst supporting the development of their **self-confidence, resilience and sense of purpose** is of utmost importance if our young people are going to go on to thrive in their education, employment and become active members of their communities.

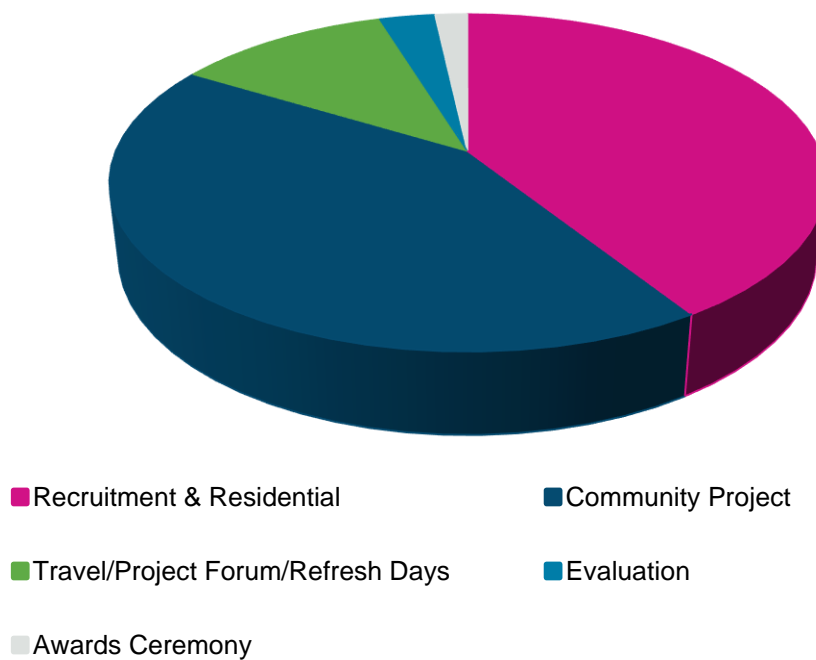
As the 25<sup>th</sup> anniversary of the Award concludes, The Trust has used this milestone to reflect on the Award, its outcomes and its continued relevance to the lives of young people who participate. A review of the outcomes has been undertaken with The Trust's Evaluation Team, Donors and the Mark Scott Leadership for Life Award Delivery Team. The output of this review will be a refreshed Theory for Change, updated outcomes which better reflect the impact the Award has on the lives of the participants and an update to the Award name and logo. The Mark Scott Leadership for Life Award Delivery Team will share the draft output with young people for their consultation and feedback before this change is implemented.

# FINANCIAL INFORMATION

## PROGRAMME FUNDING 2022 - 23

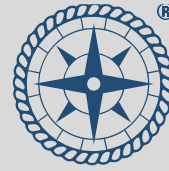


## PROGRAMME COSTS 2022 - 23



## **LIST OF FUNDERS**

Annual Mark Scott Foundation Golf Event  
Cruden Foundation  
First Sentier Investors (Sponsor of Golf event)  
Glasgow City Council  
Gordon Fraser Charitable Trust  
Murdoch Forrest Charitable Trust  
Pump House trust  
Robert Barr's Charitable Trust  
Scottish Government  
The Hugh Fraser Foundation  
The Khushi Foundation  
The Liz and Terry Bramall Charitable Trust  
The Mark Scott Foundation  
The Souter Charitable Trust  
W A Cargill Fund



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Ogwen Cottage, Snowdonia, Wales  
Ullswater, The Lake District, England  
Howtown, The Lake District, England  
Eskdale, The Lake District, England  
Loch Eil, The Highlands, Scotland