

THE OUTWARD BOUND TRUST PARTNERSHIP REPORT

# THE MARK SCOTT LEADERSHIP FOR LIFE AWARD

2019 – 2020



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 programme, delivered over a six-month period, starts with a challenging five-day Outward Bound residential course designed to develop pupils' 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 programme 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.

2019-20 marked the final year in the current three-year phase of the Mark Scott Leadership for Life Award. During this phase, over 450 young people have received the Award and The Outward Bound Trust is now planning for the next three year phase from 2020 – 2023. The number of young people participating will be sustained at 156 each year and The Trust will continue to seek new funding opportunities to ensure the sustainability of the programme.

## KEY MILESTONES ACHIEVED IN 2019-20

- **170** young people started the programme.
- **168** completed the five-day Outward Bound residential course.
- **153** young people completed a community project and received The Mark Scott Leadership for Life Award.
- **47%** of the participants were from the **30% most deprived datazones in Scotland**.
- **47** schools were involved in the project from across the central belt of Scotland.
- **26** community projects were delivered.

## IMPACT OF THE PROGRAMME ON YOUNG PEOPLE'S CONFIDENCE, SKILLS AND EMPLOYABILITY

The evaluation of the programme shows that it continues to achieve a positive impact for young people, including delivering benefits to the local communities in which they live. The outcome results from the 2019-20 programme are broadly consistent with the previous years, giving a strong indication that the Award continues to have a **positive impact on participants' personal, social and project management skills, as well as their awareness of others from different backgrounds to them, social trust and connection with their local community**. Participants recorded improvements at the end of the programme, with a peak improvement generally scored at the end of the residential courses, when they feel a strong connection with their team and are in an environment that promotes achievement and acceptance.

Stronger results were recorded this year for the participants' **relationships with others** and **social trust & connectedness** – for instance, **71% scored higher for social trust compared with 59% in 2018-19**. Following the findings from last year, SIMD analysis has shown again that

**participants from more deprived backgrounds increased significantly more for aspiration** at the end of the programme, giving a good indication that the Award has a positive effect on the life chances of young people living in some of the most deprived communities of Scotland. However, **increases recorded for their aspiration were overall lower than previously seen**, and it is unclear how this may have been influenced by the Covid-19 pandemic which caused Scotland to go into lockdown at the time they were completing their final survey.

## IMPACT OF THE PROGRAMME ON YOUNG PEOPLE'S MENTAL WELL-BEING

A pilot evaluation was carried out using the Warwick-Edinburgh Mental Well-being Scale to measure the effects of the programme on young people's mental well-being. A higher proportion of young people in the Leadership for Life participant group recorded low well-being than in the comparison group, indicating that the programme is recruiting those who are most in need of support. The findings from a pilot evaluation indicate that **the Award helps to increase young people's mental well-being, in particular those who experience low well-being**. 2 weeks after the residential course, the Leadership for Life participants increased their overall well-being score by 3.3 points, whilst a comparison group of students not participating in the programme increased by 1.2 points. An increase of 3 points or more is considered to be a significant change.

## LASTING IMPACT OF THE PROGRAMME

Follow-up evaluations carried out over the last four years give a strong indication that the programme has a **long-lasting positive effect on young people**, helping them to make a **positive transition to adulthood and thrive at university, in college or at work**. Participants continue to show an improvement in their interpersonal skills, specifically their communication and leadership skills, their ability to take responsibility, manage their time well and manage their emotions.

Equipping young people with these skills has never been more pressing than it is now, as the current Covid-19 pandemic poses the biggest threat to the emotional and social well-being of young people since the second world war and wreaks havoc on the UK economy, with under-25s some of the hardest hit by the economic fallout. Many of the skills and attributes developed during the Award stand participants in good stead to face these challenges head on. A short online survey was issued to young people who completed the Award in the past five years, asking them to describe how, if at all, taking part has helped them to cope with the challenges presented by the pandemic. 81 young people completed the survey, of which **91% agreed that the Award had helped them to cope better and 53% agreed it had helped them "significantly" or "a lot"**.

## ONGOING DEVELOPMENT OF THE AWARD

At the time of writing, the restrictions imposed by the COVID-19 pandemic require the Award to be delivered differently in 2020-21. The format and timing of the programme will change, however it will continue to work to the same outcomes. A consultation has been carried out with current applicants and School Champions about potential changes and based on the feedback received the Award team are working on a new pattern of delivery.

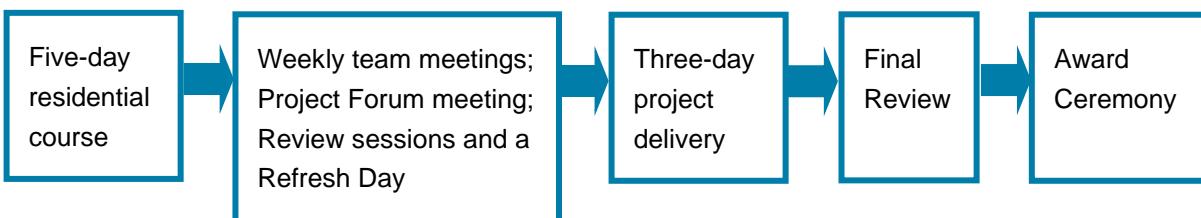
# THE MARK SCOTT LEADERSHIP FOR LIFE AWARD

## BACKGROUND TO THE AWARD

The Outward Bound Trust and The Mark Scott Foundation have worked in partnership for 22 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 PROGRAMME

The Award brings together young people from different socio-economic, religious and cultural backgrounds to work together over a six-month period in their final year of school. It begins with a five-day residential course, designed to develop the pupils' personal skills and attributes. Upon returning to school, they work in groups to plan, organise and deliver a project that benefits their local community. The programme is comprised of the following elements:



Twelve participants are grouped together into one “cluster” during their course, with each cluster typically including pupils from three or four schools in a similar geographical area. Clusters are then divided into two project groups, where pupils work as individual teams to plan and deliver their community project.

**1,447**

**Young people have completed  
the Mark Scott Leadership for  
Life Award Since 2012**

## DELIVERY OF THE PROGRAMME IN 2019-20

The programme was delivered in largely the same way to the previous year. Recruitment was more focused on those from more disadvantaged backgrounds, and as a result, 47% of the cohort were recruited from SIMD deciles 1-3.

Because of the increased focus on recruiting from specific postcode areas, the team were not able to prioritise increasing the proportion of male participants, which meant that a significantly higher proportion continued to be female (72%).

The team continued to see a greater level of mental health and emotional issues amongst participants, which made the Award more challenging to deliver.

An online version of the logbook was used for the third year running, which meant that the young people gave more honest and thoughtful answers to key questions before they started the

Award. This provided useful information for instructors to tailor the Award experience to their needs. A shortened version was trialled this year, following feedback from participants that it is too long and arduous to complete during the programme.

Finally, due to the Covid-19 pandemic, the final stages of the Award could not be completed as planned. The last review meetings were held online and unfortunately the Award ceremony, planned for April 2020, had to be cancelled, meaning that the participants did not have a chance to meet in person to celebrate their achievements.

## EVALUATION METHODOLOGY

There were three elements to the evaluation carried out in 2019-20:

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 programme. SIMD decile data was factored into the outcomes analysis in order to assess the impact of the programme on young people from the most deprived 30% datazones in Scotland (deciles 1-3) in comparison to the remaining deciles.
2. A follow-up questionnaire was completed by 54 participants 6 months after completing the Award, 20 young people 18 months afterwards and 15 young people 30 months on in order to assess the lasting impact of the programme.
3. A pilot evaluation of the effect of the programme on young people's mental well-being was carried out using the Warwick-Edinburgh Mental Well-being Scale (WEMWBS). 37 participants from one of the residential courses were asked to complete the questionnaire at 4 points in time over the duration of the programme, and a comparison group of 53 pupils from four schools was selected to complete the survey at the same time.

All participant names included in this report have been changed to protect their anonymity.

**Figure 1: Evaluation data collected**

Data source	Responses
Standard participant questionnaires	Pre: 128; Post: 127; End of programme: 102
Standard participant questionnaires 6 months on	54
Standard participant questionnaires 18 months on	20
WEMWBS questionnaire – programme group	T1: 37; T2: 37; T3: 32; T4: 20
WEMWBS questionnaire – comparison group	T1: 54; T2: 54; T3: 47; T4: 14

# 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 programme is engaging with young people from a cross-section of Scottish society. The data indicates that, overall, the greatest variety continues to be in the participants' socio-economic background. There is less variety in the participants' religious background and ethnicity.

## Gender

The Award continues to attract a higher number of female participants than male participants. 72% of participants in 2019-20 were female, 25% were male, 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>1</sup>. In 2019-20, for the second year running a significantly higher proportion of young people from more deprived backgrounds were recruited to take part in the programme. **25%** of participants came from the **10% most deprived datazones** in Scotland (21% in the previous year), whilst **38%** came from the **20% most deprived datazones** (41% in the previous year). Just under half of the participants (**47%**) were from the **30% most deprived datazones** (52% in the previous year).

## Religious background

The programme recruits young people with varying religious backgrounds. In 2019-20, **51%** of participants described themselves as having '**no religion**', which is higher than the previous year (45%). **19%** were **Roman Catholic** and **16%** were of **other Christian** denominations or Christian but of no denomination. The **largest non-Christian group** continues to be **Muslim (10%)**, which is slightly lower than the previous year (12%).

## Ethnicity

The majority of participants were white (75%), which is slightly lower than in the previous year (76%). A quarter of participants were from other ethnic groups, the most significant of which was Asian (13%). The percentage of Black and Asian participants has steadily increased since 2012, indicating that the Award is reaching a more diverse cross-section of Scottish society.

## Religious profile of participating schools

A third of the schools involved in the programme were Roman Catholic in 2019-20, which is the same as the previous year.

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<sup>1</sup> 2016 SIMD data was used to conduct this analysis.

# PROGRAMME OUTCOMES

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 programme was evaluated in the same way as in previous years. Following broadly consistent results for the last five years, a shortened summary has been presented below of the key findings. In addition to this, a summary of the findings from the pilot evaluation into the effect of the programme on participants' mental well-being has been presented, along with a section on the lasting impact of the Award.

## SUMMARY OF KEY FINDINGS FROM THE EVALUATION 2019-20

The outcome results from the 2019-20 programme are broadly consistent with the previous year, giving a strong indication that the Award continues to have a **positive impact on participants' personal, social and project management skills**. Participants recorded an improvement in each of the skills measured at the end of the programme, with a peak improvement generally scored at the end of the residential courses, when they feel a strong connection with their team and are in an environment that promotes achievement and acceptance. In several cases, participants continue to develop their skills even further during the community project phase.

Beyond the positive results from this year's programme, three key findings are worth highlighting:

1. Stronger results were recorded this year related to the young people's **relationships with others, social trust and social connectedness**. **71% scored higher for social trust** at the end of the programme, compared to 59% in the previous year. **74% reported increased confidence in their interpersonal skills**, of which 55% were more confident about meeting new people (49% in 2018-19), and 56% were more confident about putting their ideas forwards (50% in 2018-19).
2. Overall, **fewer participants scored higher for aspiration** at the end of the programme than in previous years: 60% this year, compared with 69% in 2018-19. As above, it is unclear to what extent the start of the Covid-19 pandemic may have influenced these results, as participants may have begun to realise the implications for their future studies and employment prospects.

- A number of differences in outcome results were recorded for participants from more disadvantaged backgrounds. **Young people from SIMD deciles 1-3 recorded a greater improvement in aspiration**, with **71% recording an increase** at the end of the programme, compared with 54% from deciles 4-10. They also recorded a **greater increase in social trust**, with **79% recording an increased score** at the end of the programme compared with 49% from deciles 4-10. A similar difference was seen for the measures of taking responsibility, emotional control and time management, with those from SIMD deciles 1-3 improving to a greater extent than their peers. Across several of these measures, participants from the 30% most deprived deciles scored lower at the start of the programme than their peers but finish the programme with a higher average score. **This suggests that the Award programme is particularly beneficial and impactful for them.**

The key outcome results have been summarised below.

**Figure 2: % of participants who improved at the end of the programme against outcome “Participants become more confident individuals and independent learners”**

Participants' skills in:	2019-20		2018-19	
	End of course	End of programme	End of course	End of programme
Emotional control	67%	61%	66%	65%
Time management	61%	64%	60%	67%

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*“I have gained a better self-awareness. I am more able to identify when I feel stressed or overwhelmed and I know how to cope with it.”* Natalie, St. Andrew’s Academy (SIMD decile 3)

*“I have now become a more confident individual and am now able to talk to more people with ease. I am now able to be able to plan ahead and use my time more efficiently and be able to organise for anything small or large.”* Sonia, King’s Park Secondary School (SIMD decile 5)



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**Figure 3: % of participants who improved at the end of the programme against outcome “Participants develop teamwork and project management skills, and an awareness of how to lead others”**

(Results highlighted in green are 5% or more higher than the previous year; results highlighted in orange are 5% or more lower than the previous year)

Participants' confidence when:	2019-20		2018-19	
	End of course	End of programme	End of course	End of programme
Meeting new people	<b>75%</b>	<b>55%</b>	70%	49%
Putting ideas forward	62%	<b>56%</b>	59%	50%
Working with others in a team	<b>65%</b>	<b>56%</b>	56%	41%
Being the leader of a team	<b>36%</b>	55%	45%	52%
<b>Participants' skills in:</b>				
Taking responsibility	66%	<b>62%</b>	69%	67%
Problem-solving	<b>60%</b>	57%	53%	53%

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*“It has helped me make **strong friendships with other people** that I think will last for a long time. It’s a place where **no one can judge you** because we all experienced the same feelings and difficulties, it was eye opening as **the group members all generated so much support for each other** that no one felt alone. It helped show that **difficult tasks can be completed** when the right people are around you and it helped show me that I’m **capable to do things I never imagined me doing**. It was an amazing experience.” Claire, Cumbernauld Academy (SIMD decile 3)*

*“I feel as if my **confidence has improved dramatically**. The project put me in a place which I hadn’t been in before, having to socialise with completely new people for a week. I got on a lot better than I thought I would and **as well as my confidence, my teamwork skills also grew**. I have only been in sports teams in the past, so I definitely improved my teamwork in a more logistical way. Lastly **my leadership has vastly improved from this project**. Although our group weren’t communicating properly, the roles some of us took within the team displayed good leadership and more I felt like I displayed more leadership qualities than I have in past sports teams.”*

**Natasha, Boroughmuir High School (SIMD decile 10)**

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**“Through the residential and the project, I have become a far more empathetic, strong willed and confident person who does not shy away from challenge and problem solving. I am now a much stronger leader who can act situationally, according to the circumstances I am faced with, as well as a valuable team member who can contribute and listen effectively.**

Rich, St. Maurice's High School (SIMD decile 8)

**Figure 4: % of participants who improved at the end of the programme against outcome “Participants develop awareness of, and greater respect for, others from different socio-economic, cultural and religious backgrounds”**

(Results highlighted in green are 5% or more higher than the previous year; results highlighted in orange are 5% or more lower than the previous year)

Participants' confidence to interact with others who:	2019-20		2018-19	
	End of course	End of programme	End of course	End of programme
Are from a different school to them	52%	<b>50%</b>	54%	45%
Are from a richer or poorer background to them	<b>51%</b>	45%	45%	42%
Are from a different religions background to them	<b>35%</b>	37%	40%	35%
Are from a difference race or ethnicity to them	31%	33%	40%	35%
Identify as LGBTI	<b>32%</b>	31%	37%	35%

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*“I have become a better person. I never knew people from other backgrounds really other than my own but spending time with people in such close quarters, be it catholics, Muslims etc has showed me that we’re all the same and it really doesn’t matter. I have become more confident and able to push myself to do better than I’ve ever done before.” Alasdair, Bellshill Academy (SIMD decile 7)*

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**Figure 5: % of participants who improved at the end of the programme against outcome “Participants develop a sense of social responsibility by delivering projects that benefit their local community”**

(Results highlighted in green are 5% or more higher than the previous year; results highlighted in orange are 5% or more lower than the previous year)

Participants' belief that:	2019-20		2018-19	
	End of course	End of programme	End of course	End of programme
Most people can be trusted	54%	30%	49%	32%
They are able to have an impact on the world around them	54%	54%	49%	43%
They can make a difference when working with others	56%	47%	42%	39%
<b>Overall measure for social trust &amp; connectedness</b>	---	71%	---	59%

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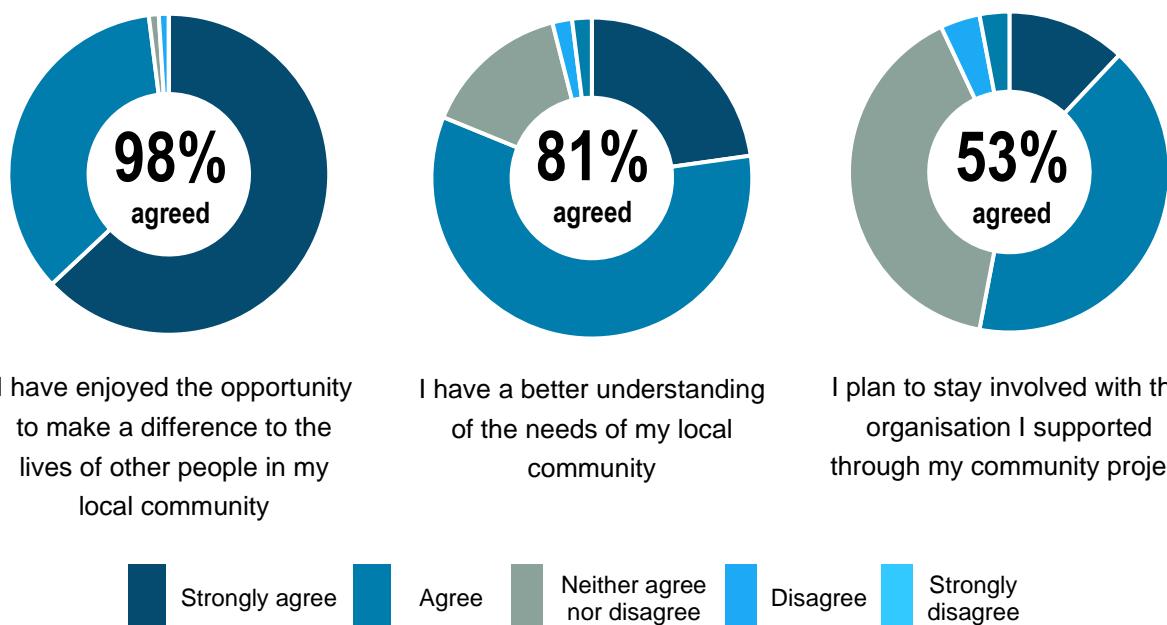
*“I have come out my shell a lot. I feel more confident as a person and in my ideas. I enjoy helping the local community and feel happy that I have had a positive impact on someone’s life.” Kareena, St. Andrew’s RC Secondary School (SIMD decile 1)*

*“I have met and made some lovely new friends, and the award has helped me to believe in myself. I am more aware of the work volunteers in my community put in for those who are really vulnerable and need help. Before participating in the award I had no idea. I am more aware now of how I can help my local community, and the award has really opened my eyes to the power each and every one of us has to do good in our society.” Anonymous*

*“Before my time in residential I was quite shy and I only wanted to interact with my friends and the people I know already, I wouldn’t have done any sort of community work if I hadn’t come out of my shell. I’ve made several friends and I am more confident with speaking to strangers, I feel more proud as a result of the work I helped to do with my team.” Matthew, Smithycroft Secondary School (SIMD 1)*

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**Figure 6: Impact on participants’ interest in volunteering**



**Figure 7: 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	65% (17)
Elderly people	27% (7)
People who are homeless, ill or vulnerable in society	19% (5)
Wider local community members	4% (1)

\* Number totals more than 26 because more than one target group was identified for some projects.

**Figure 8: Analysis of benefits against outcome “Community members have a positive experience by taking part in the participants’ projects”**

<i>Intended benefit</i>	<i>Percentage of community projects with a particular intended benefit*</i>
Health & well-being (e.g. mental health, healthy eating workshops)	27% (7)
Quality of local environment (e.g. clearing & renovating an outdoor play area or garden space)	27% (7)
Education and Awareness (e.g. around social issues such as homelessness or the climate crisis)	23% (6)
Quality of Life (e.g. furniture and equipment or redecorating an indoor space)	19% (5)
Entertainment (e.g. music and social activities)	8% (2)

\* Number totals more than 26 because more than one benefit was identified for some projects.



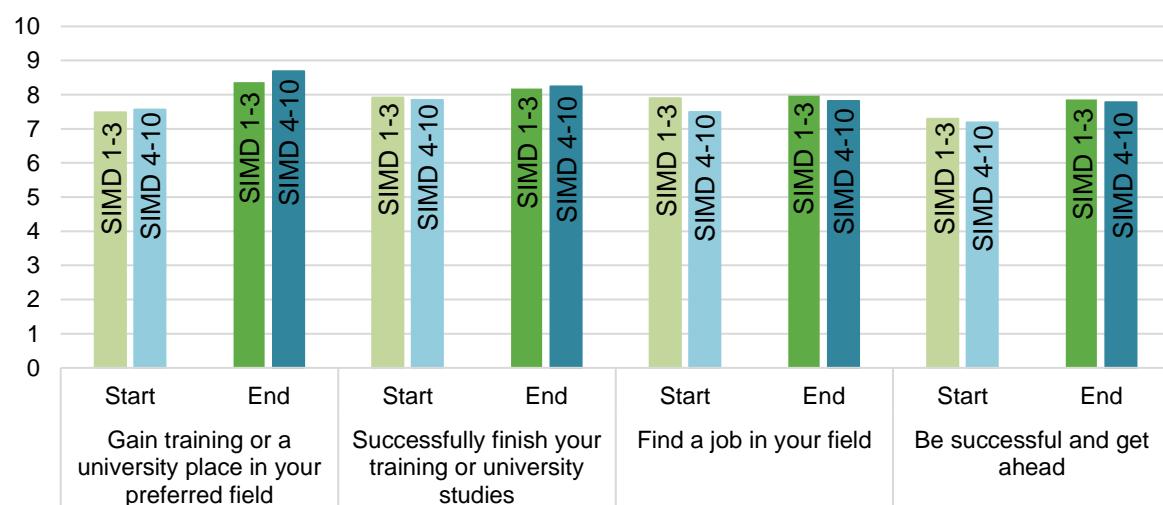
**Figure 9: % of participants who improved at the end of the programme against outcome “Wider impact of the Award – supporting young people’s transition into adulthood”**

(Results highlighted in green are 5% or more higher than the previous year; results highlighted in orange are 5% or more lower than the previous year)

Participants' confidence that they will:	2019-20	2018-19
	<i>End of programme</i>	<i>End of programme</i>
Gain training or a university place in your preferred field	<b>59%</b>	66%
Be successful and get ahead	<b>54%</b>	47%
Find a job in your field	<b>40%</b>	46%
Successfully finish your training or university studies	<b>37%</b>	41%
<b>Overall measure of aspiration</b>	<b>60%</b>	69%

A key difference was recorded for participants from more deprived socio-economic backgrounds. 68% of participants in SIMD 1-3 increased their score for aspiration, compared with 55% of participants from SIMD 4-10. A similar difference was recorded in the previous year, giving a good indication that the Award programme helps to raise the aspirations of some of the most disadvantaged

**Figure 10: Educational and employment aspirations by SIMD decile grouping**



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*“I believe that participating in the Mark Scott Leadership for Life Award helped me to gain confidence in trying things that I was previously unfamiliar with. Before I would have preferred to stay within my comfort zone and not do anything that was different from my usual like putting myself out there or interacting or putting myself in certain situations. This helped me develop my communications skills with my team and with the fellow pupils and staff there that I believe will help me in the future when I'm faced with new and strange situations. It also helped me to become more organised with my schoolwork and plan ahead, as I never done that before. I found myself more organised and less stressed out as I had already created plans to aid me with my work.” Rosie, Dumbarton Academy (SIMD decile 2)*

*“The knowledge and experience I have gained from this whole adventure has pushed my boundaries. Never would I have thought I would have been fine with a canoe toppling over and have long to swim back to shore. I have realised that as much as I enjoy working alone and getting task done, sometimes working as a team and leading that team makes the experience all the better. I have created some amazing bonds and I have made old ones even stronger. My time with the outward bound trust has been nothing but positive and doing this project has made me realise that primary teaching is another career path I might explore.” Tina, Smithycroft Secondary School (SIMD decile 1)*

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Young people from Glasgow East End work together as a team on the lake

# THE IMPACT OF THE AWARD ON YOUNG PEOPLE'S MENTAL WELL-BEING

## BACKGROUND

With an increasing number of young people taking part in the Award with poor mental health and well-being, and the wider recognition that the mental well-being of young people is in decline, we took the opportunity to pilot an evaluation of the effects of the programme on participants' mental well-being. The Warwick-Edinburgh Mental Well-being Scale (WEMWBS)<sup>2</sup> was selected as the most appropriate tool, given its wide use across the health sector and the potential for comparability across different groups.

## DETAILS OF THE PILOT STUDY

One group of 37 participants was selected to take part in the study and were asked to complete the WEMWBS questionnaire four times: at the start of their residential course in the last week of October 2019, 2 weeks afterwards in November 2019, in the last two weeks of January 2020 and again in the last two weeks of March at the end of the programme<sup>3</sup>. A control group of students closely matching the participants' ethnicities, socio-economic background and genders was selected from four of the participating schools so that a comparison could be made with the mental well-being of those who do not take part in the programme. They completed each of the four questionnaires at roughly the same time as the Leadership for Life group.

## INITIAL FINDINGS

At the start of the programme, the Leadership for Life participant group and the comparison group scored roughly the same for mental well-being, with an average score for both groups overall categorised as 'moderate'. However, a higher percentage of the participant group recorded 'low well-being' (38% compared to 23% in the comparison group), which is reflective of the delivery team's anecdotal assessment of the participants' poor mental well-being.

The findings indicate that **the residential course has a significant positive impact on participants' mental well-being**. Scores for the Leadership for Life participant group increased by 3.3 points, compared with the control group which increased by 1.2 points over the same time period. An average change of 3 points or more is considered to be a meaningful change.

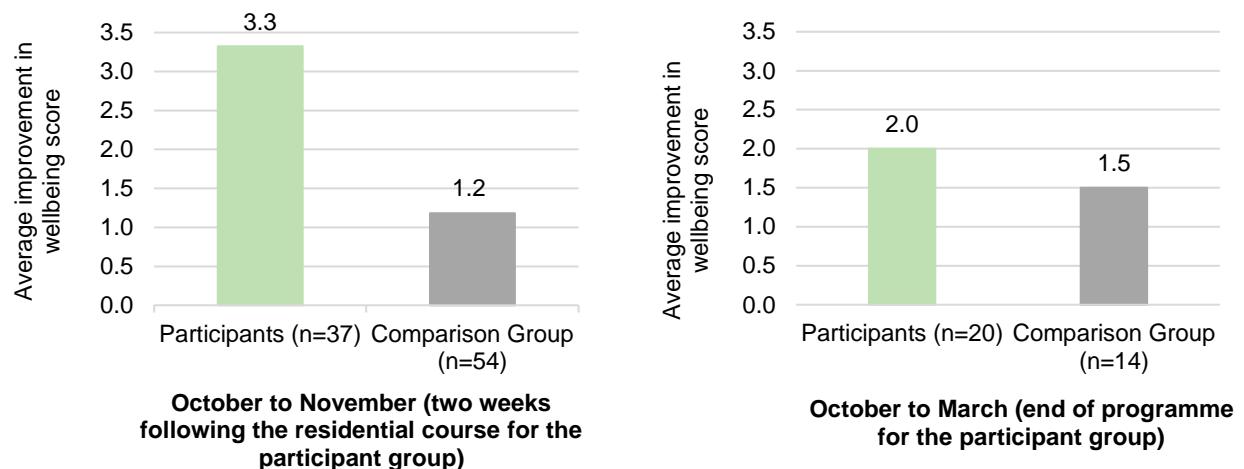
At the end of the programme, a higher proportion of the Leadership for Life participant group recorded an increase in mental well-being than the comparison group, although the differences evened out by this point. We recognise that the final measure taken is likely to have been strongly influenced by the start of the Covid-19 pandemic for both the participant and comparison groups, and so the findings should be treated with caution.

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<sup>2</sup> <https://warwick.ac.uk/fac/sci/med/research/platform/wemwbs>

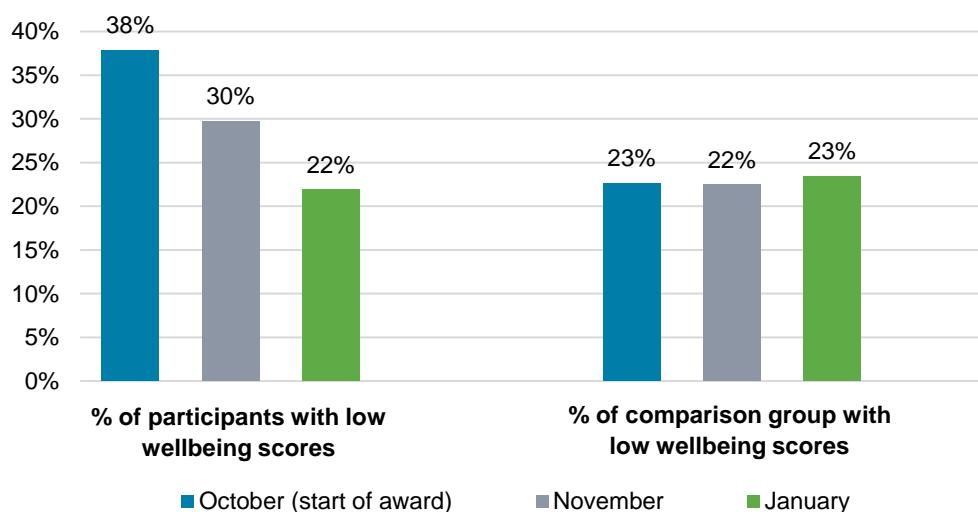
<sup>3</sup> It was originally planned for the final questionnaire to be completed in April, but due to the Covid-19 pandemic, the completion date was brought forward to mid-March. At this point, due to the impending closure of schools, only one comparison group school could facilitate the completion of the final questionnaire.

**Figure 11: Average improvement in mental well-being of participant and comparison groups**



Further analysis shows that the most significant changes occur within the group of participants who scored low mental well-being at the start of the programme. The percentage of the participants with low mental well-being dropped from 38% to 30% two weeks after the start of the programme, and to 20% three months into the programme, whilst those recording low mental well-being in the comparison group did not change. This gives a good indication that the programme has a positive effect on young people with poor mental well-being, helping to increase their well-being to average levels for their age.

**Figure 12: Low well-being scores for participant and comparison groups (October - January)**



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*“Before I took part in the award, I was a very nervous person. I found it very hard meeting new people and asking for help when it was needed. I was able to overcome my fears whilst taking part in the award and I feel like I’ve become a better person. I am so much more confident and I am able to put myself out into situations I would never before. I can talk to people without hassle now and just feel so much more lively.” **Nina, Bellshill Academy (SIMD decile 1)***

*“I feel like I have become a lot more clear minded, there are more ways than one and everything has an outcome although it may not be the one you wanted it had happened and a lot of the time it will work out better. The award showed me this as so many times I done things differently than I normally would and I had the best experience I could have hoped for so it had to of worked.” **Anonymous***

*“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***

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Young people from Clydebank and Drumchapel during a raft building

## THE LASTING IMPACT OF THE AWARD

In the last four years, a series of follow-up evaluations have been carried out with young people who have previously completed the Award. Participants were contacted 6, 18 and 30 months on from the end of the programme and asked to complete a questionnaire regarding both their current skills and how, if at all, the Award continues to support them in their day-to-day lives. A small number of in-depth interviews have also been carried out in order to gather more personal insights into the impacts of the programme.

Follow-up questionnaire responses were compared with those given at the start of the residential course, at the end of the programme and any other previous surveys in order to assess the lasting effect of the Award on participants' skills and behaviours. The results are broadly consistent year on year and give a strong indication that the programme has a **long-lasting positive effect on young people**, helping them to make a **positive transition to adulthood and thrive at university, in college or at work**. They continue to show an improvement in their **interpersonal skills**, specifically their **communication** and **leadership skills**, their ability to **take responsibility, manage their time well and manage their emotions**. They also continue to score higher for **social responsibility** through their confidence to **have an impact on the world around them** and **make a difference when working with others**. Importantly, they also consistently report that they are able to **successfully apply their new skills when making the transition from school and onto college, university, training or employment**.

The findings presented below combine the results collected over the last four – five years of follow-up evaluation.

**Figure 13: Number of follow-up survey respondents**

Measurement point	Questionnaires completed
6 months on	311
18 months on	99
30 months on	15

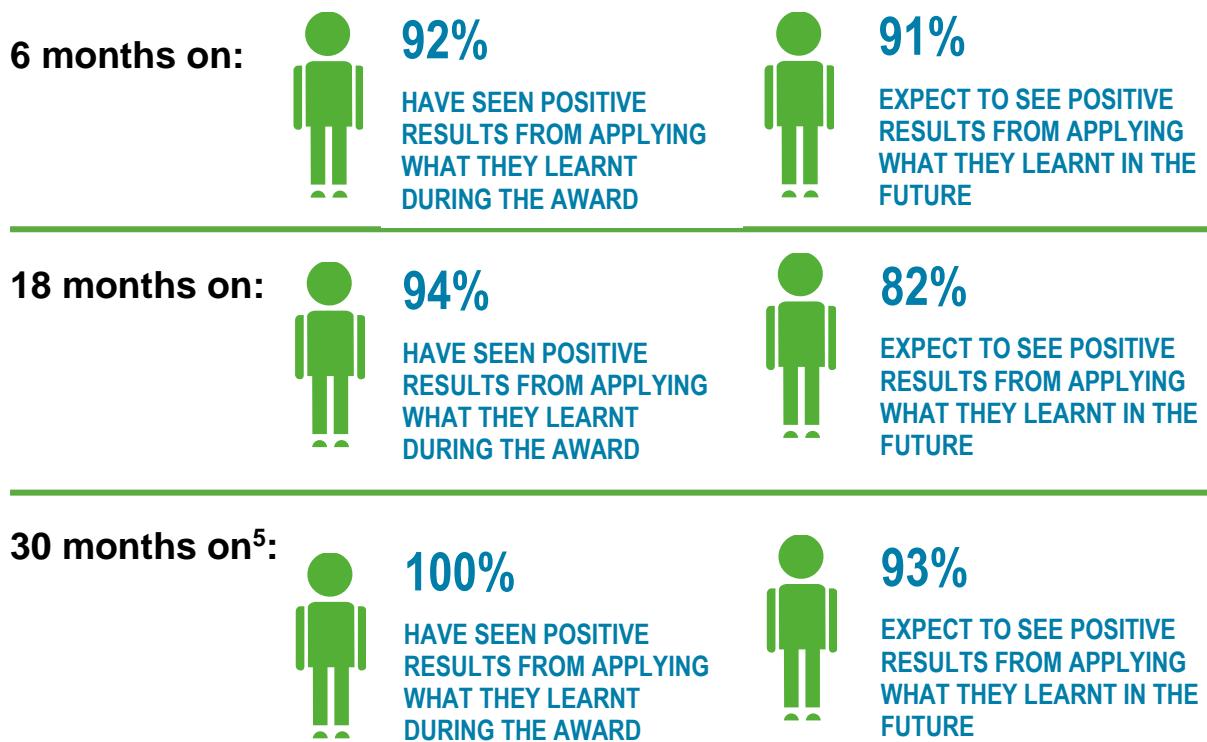
**Figure 14: Education / employment status of survey respondents<sup>4</sup>**

Status	% of respondents 6 months on (n=311)	% of respondents 18 months on (n=99)	% of respondents 30 months on (n=16)
University	58%	68%	93%
College	28%	23%	0%
Employment	4%	5%	6%
Gap year	6%	1%	0%
Apprenticeship	2%	1%	0%
Not in education or training	1%	1%	0%

<sup>4</sup> Percentages may not equal 100% due to rounding

## ONGOING RELEVANCE OF THE AWARD

The significant majority of young people who completed a survey, whether 6, 18 or 30 months on, agreed that they had been **seeing positive results from applying what they learnt during the Award**, and that they expect to continue to see **positive results in the future**. This gives a good indication that the Award continues to be relevant to young people's lives both at the point of taking part and in the months and years afterwards, influencing and supporting them as they enter adulthood and make choices regarding their education and careers.

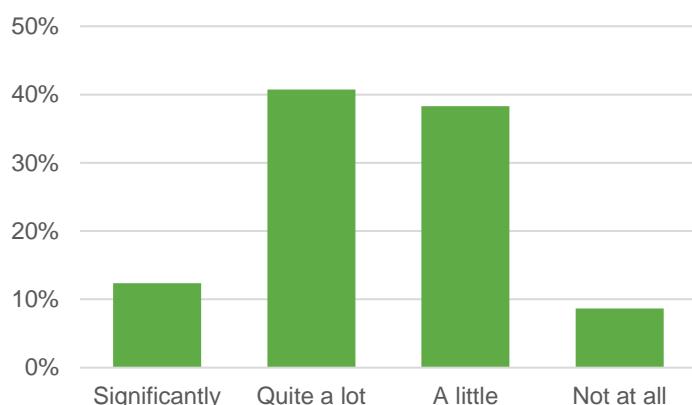


## HELPING YOUNG PEOPLE TO COPE WITH THE CHALLENGES OF THE COVID-19 PANDEMIC

In addition to the standard follow-up evaluation usually carried out, a short online survey was issued to young people who completed the Award in the past five years, asking them to describe how, if at all, taking part in the Award has helped them to cope with the challenges presented by the Covid-19 pandemic. 81 young people completed the survey, of which **91% agreed that the Award had helped them to cope better and 53% agreed it had helped them “significantly” or “a lot”**. When asked in what ways their experience has helped them to cope, they describe how they now **having more friends to connect with, feel better able to cope with challenging situations, better able to plan ahead and manage their time well, and understand and respect others’ emotions**, particularly those they live with. They understand how important it is to stay active and have been able to prioritise getting outdoors and keeping busy to look after their mental health.

<sup>5</sup> These results are based on a very small sample so should be treated with caution.

**Figure 15: Extent to which the Award has helped participants to cope with the challenges of the Covid-19 pandemic (n=81)**



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*“The Mark Scot Leadership for life award has taught me many social skills which have been vital during lockdown as I am spending the majority of my days with them, it has taught me how to work as a team and how to respect people’s emotions and feelings during these challenging times, having a positive atmosphere in my house has helped me and my family to cope with each other, especially with my sister as we usually don’t see eye to eye on things.” Participant from 2019-20 programme*

*“[It has helped me with] Dealing with ever-changing circumstances. Teamwork skills have definitely been tested in a work environment due to the pandemic. The need for clear communication is very high and is essential to be transparent in things such as emails and other online communication.” Participant from 2014-15 programme*

*“The Mark Scott leadership course has embedded a growth mindset within my thinking. I am able to learn and push my limits daily, taking the positives of every situation which is ultimately boosting my self-confidence. Furthermore, when I am breaking out of my comfort zone and testing my limits, I am seeing great progress in my studies and personal health and well-being during lockdown.” Participant from 2017-18 programme*

*“It has helped me to feel less stressed and worried about moving online for university as coping with new challenges was something I learned a lot about. Also I have become a key worker, working in a supermarket and having my confidence developed whilst doing this award has been very important whilst working with the public at this stressful time for everyone.” Participant from 2018-19 programme*

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## IMPROVED RELATIONSHIPS WITH OTHERS AND THEIR COMMUNITY

Following participation in the Mark Scott Leadership for Life Award, the most significant area of impact, based on evidence from participant questionnaires and interviews, is on young people's relationships with others, interpersonal skills and their attitudes towards others in their community. In their feedback, they consistently report being **more open to and aware of others**, **more confident about working and communicating with others**, and **more trusting and respectful of others from different backgrounds** to them. They are also report a **greater sense of responsibility towards others** – at work or in their studies, and in how they behave in and contribute to their community. Not only is this helping them to thrive at university or work, but also to show kindness and consideration towards others throughout their day-to-day lives, whereas before many describe how they were shy, disconnected and often isolated from others.

**Figure 16: Lasting improvements recorded by participants – % of respondents who scored higher compared with the start of the Award programme**

		6 months on	18 months on
	Taking responsibility	69% (n=260)	67% (n=82)
	Confidence to meet new people	64% (n=262)	62% (n=84)
	Confidence to work with others in a team	55% (n=262)	60% (n=84)
	Confidence to be the leader of a team	65% (n=261)	57% (n=84)
	Confidence to put their ideas forward	64% (n=262)	46% (n=84)
	Social trust & connectedness	85% (n=198)	Not monitored



*"I became a more confident person and now I can also present comfortably in front of crowd as well as explaining my ideas clearly. Another thing that benefited me is that I became more approachable and [am] not afraid to talk to someone or speak out for something. My leadership skills improved a lot too."*

**Male participant, 6 months on from 2018-19 programme**

*"Through my experience in Mark Scott, I've taken up more leadership roles in the community. I volunteer for the community centre where I act as a mentor/youth workers for 10-11 year olds in the area. Many months have passed by and I now became a regular where I lead the group independently, lead session and have now been offered a well-paid permanent job." Female participant, 6 months on from 2017-18 programme*

*"Mark Scott helped me look at things from a different perspective and helped me look at myself in a more positive way. This contributed to the confidence it took to apply for my university course. The community project also gave me more of an experience of working with different types of people, whilst providing for the community. I currently study social work and I find myself reflecting back to the positive impacts my group's community project made to the children within women's aid. This showed me that with hard work and communication I can possibly make an even bigger impact." Female participant, 18 months on from 2017-18 programme*



## IMPROVED SELF-MANAGEMENT AND PROBLEM-SOLVING

Young people also consistently report how they are more effective in their day-to-day lives after completing the Award; able to manage their time more independently, manage how they respond to challenging situations and adapt their thinking as situations change. They have a greater sense of control over their university studies, their ability to do well at work and over their futures as a result. Many feel on track to achieve their goals and able to cope with whatever life throws at them.

**Figure 17: Lasting improvements recorded by participants – % of respondents who scored higher compared with the start of the Award programme**

	6 months on	18 months on
 Time management	<b>67%</b> (n=256)	<b>57%</b> (n=81)
 Intellectual flexibility	<b>67%</b> (n=256)	<b>57%</b> (n=81)
 Emotional control	<b>68%</b> (n=256)	<b>56%</b> (n=81)
 Problem-solving	<b>67%</b> (n=259)	<b>54%</b> (n=82)

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*“Seeing as I am more productive, I feel more self-confident, I don't feel so hopeless when looking towards the future, knowing that I have done the things I have done.” Female participant, 6 months on from 2018-19 programme*

*“While completing Mark Scott I realised that not everyone is like me. Some people find attending meetings, finishing projects, following through on a plan tricky. I have learned that I am a bit of leader and am responsible for the commitments I make.” Female participant, 6 months on from 2015-16 programme*

*“Taking part gave me the confidence and experience I needed to apply for an apprenticeship with the Scottish Government and successfully pass (passed in May). I now have a permanent job with the Scottish Government and I am currently working from home. The Mark Scott Course gave me confidence and developed me as a person, this in turn helped me successfully get a job.” Female participant, two years on from 2017-18 programme*

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## CONCLUSION & ONGOING DEVELOPMENT OF THE AWARD

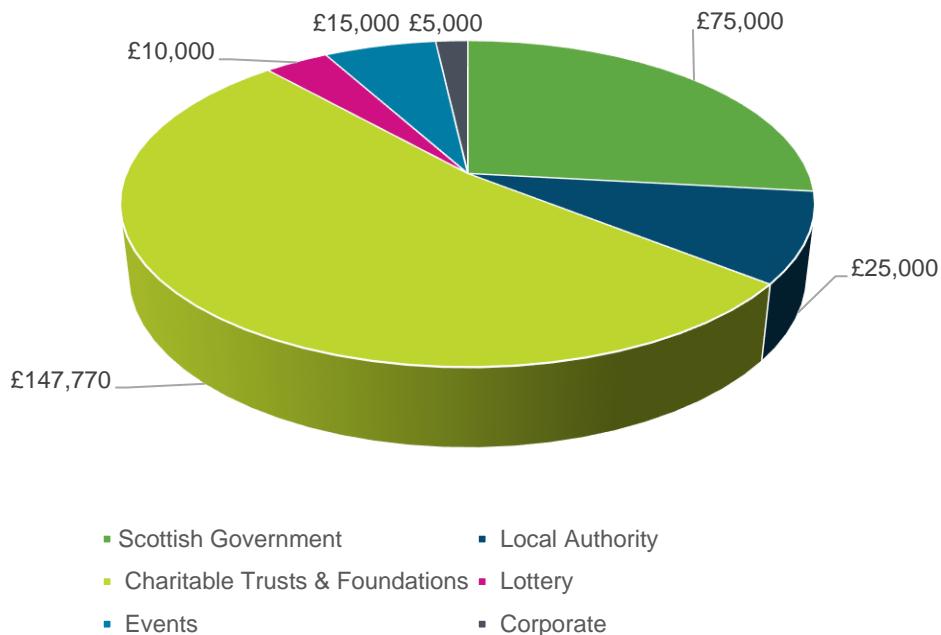
The evaluation carried out in 2019-20 continues to build a strong case for the effectiveness of the Mark Scott Leadership for Life Award in developing the personal, social and project management skills of young people, both in the short and long-term. It helps develop their aspiration for the future, particularly in those from the most deprived backgrounds, and thereby contributes to improving the life chances of some of the most disadvantaged young people in Scotland.

**Our ongoing follow-up evaluations show that, in the months and years that follow, as young people move onto higher education, employment or training, these skills enable them to thrive as they adapt more confidently to new situations and surroundings, make new social connections, take responsibility for their education and career choices and believe that their actions can make a difference to others.** A pilot study of the effect of the programme on participants' mental well-being indicates that it also positively impacts their well-being, particularly those with low well-being, helping them to feel able to cope with challenge and change, connect with others and feel energised and in control of their lives.

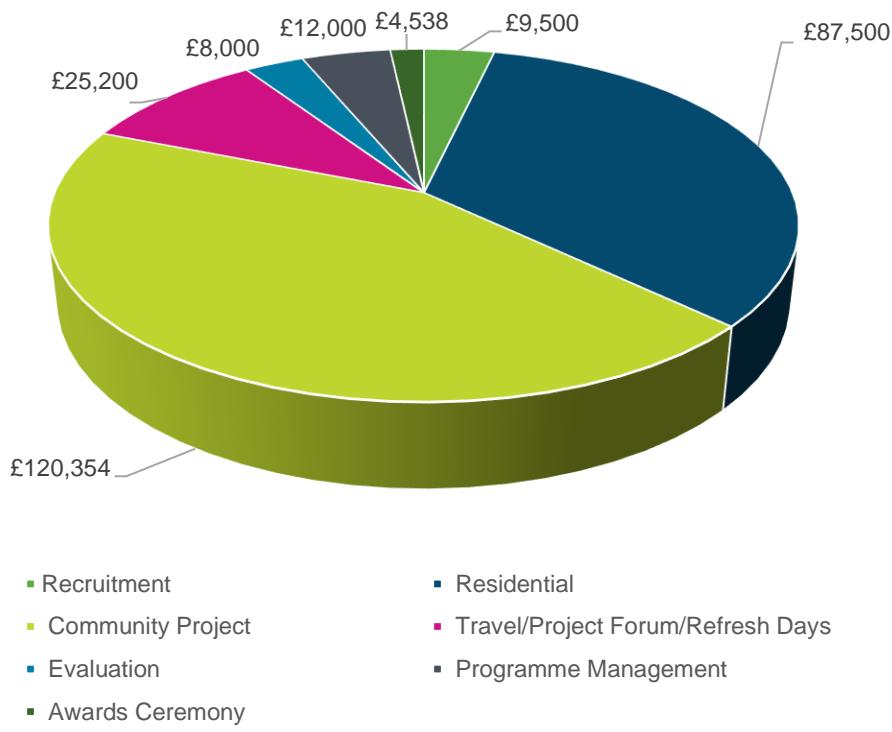
As the current Covid-19 pandemic poses the biggest threat to the emotional and social well-being of young people since the second world war and wreaks havoc on the UK economy, it becomes even more essential that they are given opportunities to develop their relationships, skills, employability and well-being. Looking ahead to next year's programme, the restrictions imposed by the pandemic require the Award to be delivered differently, and whilst the format and timing of the programme will change, it will continue to work to the same outcomes. A consultation has been carried out with current applicants and School Champions about potential changes and based on the feedback received the Award team are working on a new pattern of delivery.

## FINANCIAL INFORMATION

### PROGRAMME FUNDING



### PROGRAMME COSTS



## **LIST OF FUNDERS**

Annual Golf Event  
AMW Charitable Trust  
Bellahouston Bequest Fund  
Cruden Foundation  
First State Investments (Sponsor of Golf event)  
Glasgow City Council  
Gordon Fraser Charitable Trust  
Inchcape Foundation  
Mark Scott Foundation  
New York Celtic Supporters Club  
Patersons of Greenoakhill  
Robert Barr's Charitable Trust  
Scottish Children's Lottery  
Scottish Government  
Souter Charitable Trust  
STV Children's Appeal  
The Cruach Trust  
The Hugh Fraser Foundation  
The Khushi Foundation  
The Liz and Terry Bramall Charitable Trust  
W A Cargill Fund  
William Grant Foundation



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