

THE OUTWARD BOUND TRUST REPORT ON THE MARK SCOTT LEADERSHIP FOR LIFE AWARD 2016 - 2017

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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 residential course designed to develop pupils' personal skills and attributes, such as confidence, determination and the ability to work collaboratively 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.

KEY MILESTONES ACHIEVED IN 2016-17

- **223** young people started the programme.
- **214** completed the five-day Outward Bound residential course.
- **210** young people completed a community project and received the Mark Scott Leadership for Life Award on 24th April 2017.
- **60** schools were involved in the project from across the central belt of Scotland.
- **34** community projects were delivered.

KEY FINDINGS FROM THE EVALUATION OF THE PROGRAMME

The evaluation, building on findings from previous years, provides further evidence that the programme effectively achieves all four intended programme outcomes, as well as impact in a number of other areas. There is evidence that participants improve their **skills in interacting with others, their ability to maintain emotional control in challenging situations, their time management, responsibility and problem-solving**; and that these improvements are sustained over time, positively influencing the participants' transition into adult life, in particular when starting college or university. Furthermore, a higher percentage of participants recorded an improvement in the majority of skills measured compared with the previous year, indicating that general improvements to the programme, as well as improvements made as a result of the evaluation findings from the previous year, have been successful.

- **70% of participants improved their time management** at the end of the residential course, compared with **59% in the previous year**; and **52%** showed an improvement at the end of the programme, compared with **48% in the previous year**
- **71% of participants improved their problem-solving** at the end of the residential course, compared with **55% in the previous year**; and **51%** showed an improvement at the end of the programme, compared with **45% in the previous year**

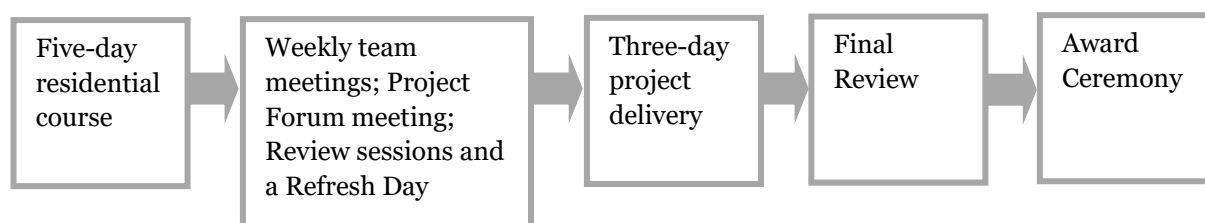
THE MARK SCOTT LEADERSHIP FOR LIFE AWARD

BACKGROUND TO THE AWARD

The Outward Bound Trust and The Mark Scott Foundation have worked in partnership for 18 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 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.

Since 2012, 982 young people have completed the Mark Scott Leadership for Life Award. Figure 1 below charts the growth of the Award since 2010.

THE PROGRAMME IN 2016-17

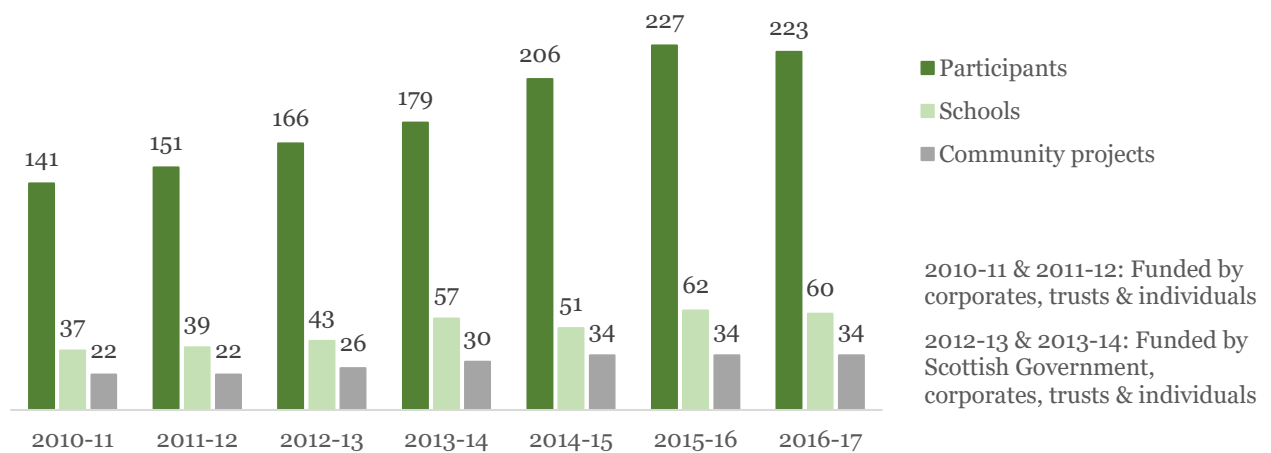
The programme reached a similar number of young people to the previous year, with 223 starting the Award from sixty different schools.

Instructors continued to be individually responsible for all aspects of delivery of the programme, including recruitment of participants, managing relationships with School Champions and supporting the young people to set up their community projects, as well as delivering the residential courses and supporting participants through each phase. This has continued to be successful, with the delivery team reporting ongoing improved relationships with School Champions and a reduced participant drop-out rate compared with previous years.

In addition to focusing on encouraging the development of more complex community projects, the delivery team emphasised the development of time management and planning skills in this project year, in response to findings from the evaluation in the previous year.

One area of challenge identified this year was difficulty in getting participants to attend the refresh days because of increasing demands on their time in school.

Figure 1: Growth of the Award



EVALUATION METHODOLOGY

Through funding provided by the Scottish Government towards the evaluation costs of the Mark Scott Leadership for Life Award, it was again possible to conduct a more comprehensive evaluation of the programme in 2016-17. The evaluation continued to involve **participants**, their **parents**, **school champions** and **project agencies** in order to obtain a full picture of the programme's impact. Participants were asked to complete a questionnaire at the start and end of their residential course, and again at the end of the programme. A 'retrospective pre-' measure was also taken at the end of the residential course, where participants were asked to re-rate themselves regarding their ability at the start of the course. This is because the residential course heightens an individual's level of self-awareness, resulting in the likelihood that a more accurate assessment of ability is given once their ability has been fully tested. Finally, a follow-up questionnaire was completed by 88 participants 6 months after completing the Award in the previous year to enable the lasting impact of the programme to be assessed. Interviews were also used in order to gain a richer picture of the impact of the Award.

The participants' parents and the School Champions involved in the programme were asked to complete a questionnaire regarding the changes in attitudes, skills and behaviour they had observed since the pupils had been involved in the Award. 86 parent and 125 School Champion surveys were completed. Finally, 22 project agency individuals completed a short survey regarding their experience during the project.

Figure 2: Evaluation data collected

Data source	Responses
Participant questionnaires	Pre: 211; Post: 211; End of programme: 189
School Champion questionnaires	125
Parent questionnaires	86
Project Agency questionnaires	22
Participant interviews	2

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 continues to engage young people from a cross-section of Scottish society, and is effective in bringing young people together from a range of socio-economic, religious and cultural backgrounds.

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 ethnic background, although this remains at a higher level than it has been in previous years.

Gender



36%

64%

The Award continues to attract a higher number of female participants than male participants. However, in 2016-17, the proportion of male participants taking part in the Award rose to more than a third (36%) from 32% in the previous year.

Socio-economic background

Participant postcode data was used alongside Scottish Index of Multiple Deprivation (SIMD) data to assess the socio-economic background of the participants¹. Analysis of this data shows that the Award continues to recruit participants from all sections of Scottish society, from the most deprived to the least deprived. It also shows that it reached a slightly lower proportion of more deprived young people than in the previous year: **19% of participants came from the 10% most deprived datazones** in Scotland (compared with 23% in the previous year), and **31% came from the 20% most deprived datazones** (compared with 38% in the previous year). However these figures remain higher than those for 2014-15.

Religious background

The programme recruits young people with varying religious backgrounds. In 2016-17, 57% of participants described themselves as having 'no religion', 18% were Roman Catholic, and 13% were of other Christian denominations or Christian but of no denomination. The largest non-Christian group were Muslim (6%), which is the same as the previous year (6%). The proportion of Hindu participants fell from 3% to 2%.

Ethnic background

The majority of participants were white (81%), which is slightly higher than in the previous year (78%). The remainder came from a range of different ethnic backgrounds. The percentage of white participants has risen slightly after a gradual fall in numbers in previous years, although remains lower than in 2013-14 and 2014-15.

Religious profile of participating schools

We continued to monitor the profile of participating schools in order to ensure that the programme recruits pupils from a range of geographical locations. Almost two-fifths of the schools involved in the programme were Roman Catholic in 2016-17, which is the same as the previous year.

¹ 2012 SIMD data was used to conduct this analysis.

SUMMARY OF PROGRAMME OUTCOMES

KEY FINDINGS

The evaluation continues to provide strong evidence that the Mark Scott Leadership for Life Award effectively achieves all four intended programme outcomes, as well as impact in a number of other areas. There is evidence that the participants improved their **communication** and **skills in working with and leading others**; they became better at **managing their emotions when faced with challenging circumstances** and **managing their time**; they became more confident in making decisions, taking responsibility and problem-solving; and a positive shift was recorded in the participants' confidence when **interacting with others from different backgrounds**, especially those who are from a **richer or poorer background** or from a **different school to them**.

The evaluation carried out in 2015-16 highlighted some potential areas for the development for the programme, as a result of which some deliberate changes were made, and the findings this year indicate that the programme was more effective at developing participants' decision-making, problem-solving and ability to take responsibility for tasks, and also more effective at developing their skills overall: a higher percentage of participants recorded an improvement in the majority of skills measured compared with the previous year. This gives a good indication that the general improvements to the programme as well as improvements made as a result of the evaluation findings from the previous year have been successful.

Finally, teachers and parents continued to report observing positive changes in the participants' skills and behaviours at the end of the programme.

LASTING IMPACT OF THE AWARD

There is more robust evidence that the skills developed during the Award are sustained in the medium-term, with participants who are now at university, college or volunteering continuing to record higher scores for all the skills developed and able to describe positive changes in their lives as a result. In support of this, **91% agreed that they had seen successful results from applying what they had learnt during the Award and 91% expected to see positive result in the future**.

INDIVIDUAL YOUNG PEOPLE'S EXPERIENCES OF THE AWARD

In order to understand and demonstrate the lasting effect of the Award on individual participants, interviews were conducted with two young people six months on from the programme. Excerpts from these interviews have been included here, demonstrating the diverse ways in which the Award impacts the lives of individual participants.

AMY¹

Amy is currently at Edinburgh University studying medicine. She describes how the programme helped her confidence when **meeting new people**, her ability to **learn from mistakes**, how she developed a **recognition of her own strengths and capabilities** and improved her **time management**.

Pushing herself to achieve

*"[During the] Jacob's Ladder activity, we were asked where we thought we were capable of reaching, what step... and I just said the third or fourth one because I'd done it before in Primary 7 and I didn't make it past the third log. I thought "nah, don't think I'll be able to more than that, what's going to have changed in 6/7 years' time?"... And I did it, and I got to the third or fourth one and was like "yeah that's me, I don't want to do anymore". My team mates kept saying "no you can do it, more and more, you can keep going, higher and higher". I did a few more [steps] and kept saying "nah that's me, its fine", but my team mates who had never done it before managed to get to the top, they really pushed and encouraged me. Through their support, I took their hand and managed to get up to the top. **I think in that moment I realised maybe I hadn't pushed myself as much as I potentially could have beforehand and now I realise I was more capable than I thought I was, I just need to challenge myself a lot more...** Now that I have come to university and I am surrounded by quite a few high achievers, I don't really let that [get me down], at the end of the day, I'm not trying to compete against them, I'm just trying to motivate and push myself to do the best I can."*

Ability to interact well with others at work

"In the future, I'll be working as part of a team with different health care professionals so it's important that I work well as a team member but also as a team leader.... ensuring everyone's voices and opinions are heard and ensuring the team works smoothly overall in order to achieve the end result."

How would she recommend the programme to others?

"If there's someone out there who thinks they really can't do much better than what they're currently doing, then they need to try this Award. If you feel that you're already reaching your full potential, that's 100% not the case! You won't know until you try the Award because I thought I was reaching my full potential, but no, I've realised I'm capable of a lot more than that and it was the same for my teammates as well."

¹ Note that all participant names in this report have been changed in order to maintain their anonymity.

CLAIRE

Claire started university in September 2016. She describes how the Award helped her develop **confidence in communicating her ideas and contributing to a group**. Since participating in the Award she has become **more accepting of others** and more **confident when speaking with people she doesn't know**, she can see an **improvement in her leadership skills and confidence**. She also explains how the Mark Scott programme highlighted to her the **importance of good time management**.

Confidence

"[My confidence] has grown so much – if I have a thought, I just say it now. "Here's what I've got" - I'm proud of what I'm thinking, proud of my ideas now... I do the Guides and we were planning for a unit meeting. Usually I would just like say "oh no, I've not got any ideas, I don't know what we could do", I'd just give like one idea for the whole term. And now, that last project meeting, I was having so many ideas – I thought we could do so many things, I just gave all of what I thought - I didn't hold myself back at all... [People] found it really helpful, I didn't realise how useful my ideas were going to be."

Time management

"... I'd never really experienced bad time management until the first few months on the Award, when we would just meet and we wouldn't do anything, and it wasn't until January hit and we were like "oh right, we actually have to get this done". I think I'll always remember that January panic!... With studying, I'm really diligent, every time I come home from class, go over what we did in class, I want to use my time best because I've seen where it can go when we don't use our time [well]."



Participants learn about teamwork and communication during their residential course

OUTCOME 1: PARTICIPANTS BECOME MORE CONFIDENT INDIVIDUALS AND INDEPENDENT LEARNERS

The evaluation sought to assess changes in the participants' confidence in their personal skills and qualities, personal responsibility, independence, and ability to manage their time effectively. A number of different scales were used to measure changes in these areas. These were:

- **Life Effectiveness Questionnaire - emotional control scale¹.** This measures the extent to which individuals perceive they maintain emotional control when faced with potentially stressful situations. This measure was used to assess improvements in participants' ability to manage themselves in response to difficulties and stress.
- **Life Effectiveness Questionnaire - time management scale².** This measures the extent to which individuals perceive that they make optimum use of time. The measure was used to assess the extent to which participants improve their ability to manage their own time well.
- **Life Effectiveness Questionnaire - intellectual flexibility scale³.** This measures the extent to which individuals perceive they can adapt their thinking and accommodate new information from changing conditions and different perspectives. The measure was used to assess improvements in participants' openness to new ideas and capacity to think flexibly.
- **Personal Development Scale⁴.** This measures the extent to which individuals feel confident with a range of behaviours. It was used to measure the extent to which participants feel confident thinking independently and making decisions.

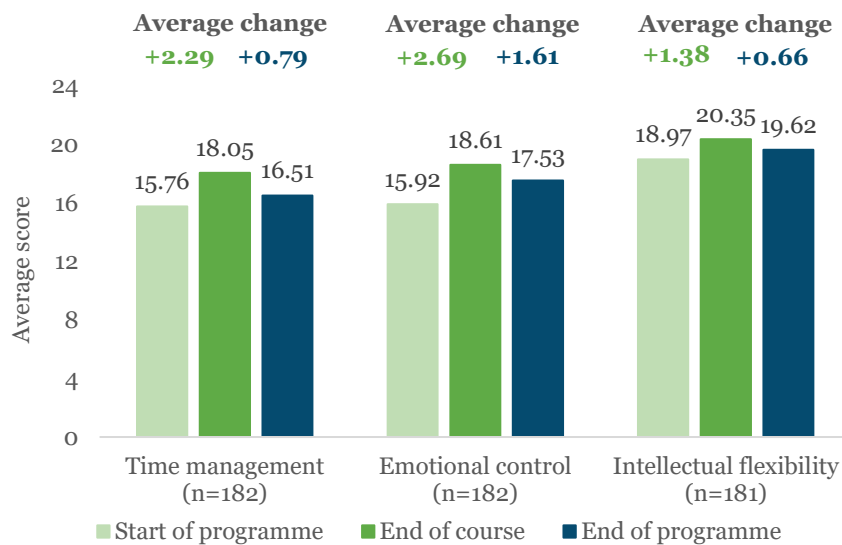
Emotional control, time management and intellectual flexibility

Pre-, post- and end-of-programme measures were taken to assess the effect of the programme on participants' ability to **manage themselves when facing stressful situations**, their **time management** and their ability to **adapt and be flexible** in changing conditions. The results indicate a positive effect on all three capabilities:

- **73% improved** their **emotional control** score at the **end of the course**, and **56% improved** their score at the **end of the programme**
- **70% improved** their **time management** score at the **end of the course**, and **52% improved** their score by the **end of the programme**
- **60% improved** their **intellectual flexibility** score at the **end of the course**, and **49% improved** their score by the **end of the programme**

Higher scores were recorded both at the end of the residential course and at the end of the programme compared with the baseline. Mean scores for all three measures were lower at the end of the programme than those recorded at the end of the residential course, but remained higher than the baseline, suggesting a stronger effect from the residential course but a lesser effect from the community project phase.

Figure 3: Average Life Effectiveness scores at start and end of course, and at end of programme



Scale: Items are scored 1 – 8, with 1 indicating a low score and 8 indicating a high score. Scores are summed to give a total out of 24. A higher score indicates a higher level of capability.

“I definitely feel that the Award helped me push myself from my comfort zone especially on the residential when I felt really nervous at some points about breaking my routine and being in such a different situation with strangers as well as my feelings towards camping.”

Female participant, 6 months on from the programme, Portobello High School

A higher percentage of participants recorded an increased score for each of the measures at the end of the course, and for two of the three measures at the end of the programme, and the average increases in scores were greater in 2016-17 than in the previous year. This indicates that the programme was more effective this year than in the previous year at developing the participants' skills.

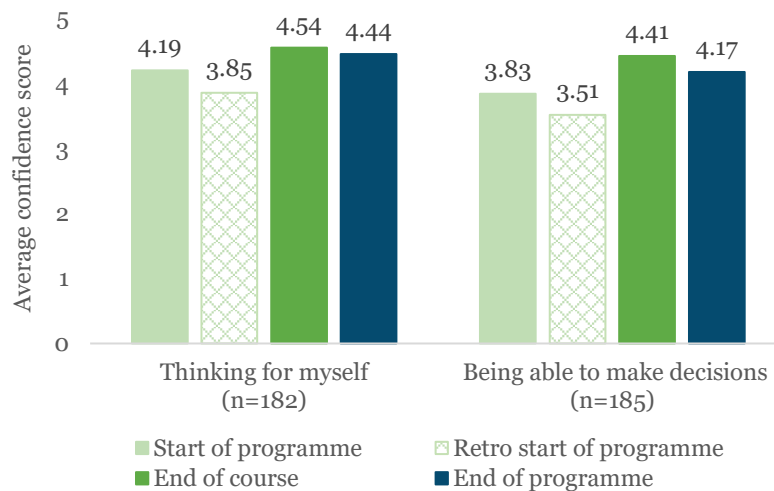
Independent thinking and decision-making

Pre-, post-, and end-of-programme measures were also taken to assess the effect of the programme on participants' ability to think independently and make decisions. Results indicate a small positive effect at the residential course with a sustained increase from the baseline recorded at the end of the programme.

- **48% improved** their confidence in **being able to make decisions** at the **end of the course**, and **38% improved** by the **end of the programme**
- **35% improved** their confidence in **thinking for themselves** at the **end of the course**, and **31% improved** by the **end of the programme**

A 'retrospective pre' score was also collected from participants at the end of the residential course, where participants were asked to re-rate themselves on each item regarding their ability at the start of the course. For each item, participants rated themselves lower in the retrospective pre-measure than the classic pre-measure, indicating a potential larger effect from the course and the programme overall. Figure 4 below provides details of the average scores taken at each stage of the programme.

Figure 4: Average Personal Development scores at start and end of course, and at end of programme



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

“I have become more independent through making more of my own decisions. This came about because at Mark Scott I didn't know anyone so I had no-one I knew to ask about their opinion of things, I had to make them completely on my own.”

Female participant, Rosshall Academy, 6 months on from the programme

In addition to the pre- and post-measures, an end-of-programme measure was taken regarding the participants' perceptions of the changes they had noticed in themselves since taking part in the Award. The results were similar to previous years: **93% agreed** that they felt **more confident** and **86% agreed** they felt **more independent**.

Evidence collected from School Champions and Parents

Data collected from School Champions and the participants' parents provides further evidence for the outcomes of the Award. School Champions agreed that they had observed an **increased** level of **independence in 86% of the pupils**, an **increased** level of **personal confidence in 92% of the pupils**, and an **increased** level of **responsibility in 81% of the pupils**. Parents reported similar patterns of change, with **90%** reporting an **increased** level of **independence**, **92%** increased **confidence** and **84%** increased **responsibility** in their child. Figures 5 & 6 provide further details.

Figure 5: School Champion assessments of independence, confidence and responsibility in pupils at the end of the programme

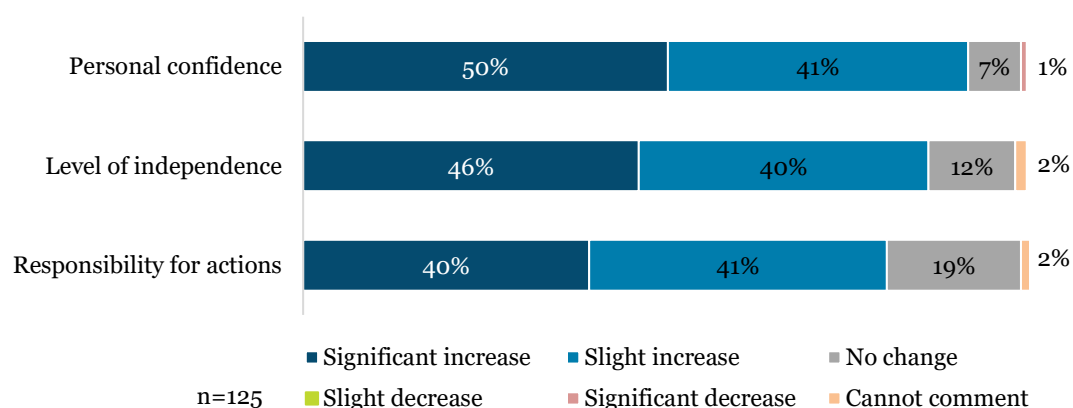
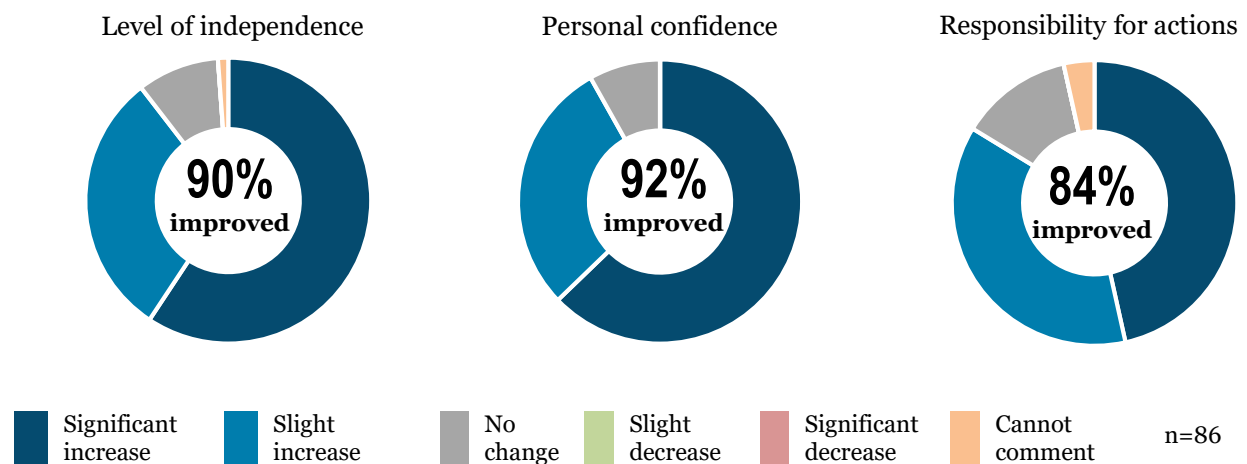


Figure 6: Parent assessments of changes to participants' independence, confidence and responsibility at the end of the programme



“[My daughter] wants to be a nurse. This has been something she wanted before taking part in Mark Scott, however after taking part in this I have seen a dramatic change in her confidence – she isn't scared to voice her opinions and she was confident enough to attend both university interviews she had in Edinburgh on her own. This is something she wouldn't have done before.” Parent

“This pupil has faced a lot of adversity this year with her very challenging career goals, health issues and whole school involvement. She has had to really manage her time effectively as well as deal with conflict from time to time. It is clear that she has really developed through this Award.” School Champion, Cumbernauld Academy



One participant puts courage and confidence into practice during their residential course by taking a leap into icy cold water

OUTCOME 2: PARTICIPANTS DEVELOP TEAMWORK AND PROJECT MANAGEMENT SKILLS, AND AN AWARENESS OF HOW TO LEAD OTHERS

The evaluation of the programme sought to measure the extent to which participants were better able to collaborate with others, to communicate effectively with others, to plan and organise, and to lead others. In order to measure improvements in these areas, a number of different scales were used:

- **Personal Development Scale⁵.** This was used to measure the extent to which participants developed their confidence in leadership, working with others and communication.
- **Problem-solving scale⁶.** This measures the extent to which individuals show interest in, and skill at, using systematic problem-solving methods when approaching complex problems.
- **Taking responsibility scale⁷.** This measures the extent to which individuals desire to complete tasks they begin and to ensure that all aspects of a task are identified and done well.

In this programme year, a few small changes were made to the questions used in the Problem-solving and Taking Responsibility scales in order to more closely align the measures with the experiences of the participants during the Award. For instance, statements were amended to describe behaviours in relation to a ‘project’ or ‘task’ rather than ‘problem’.

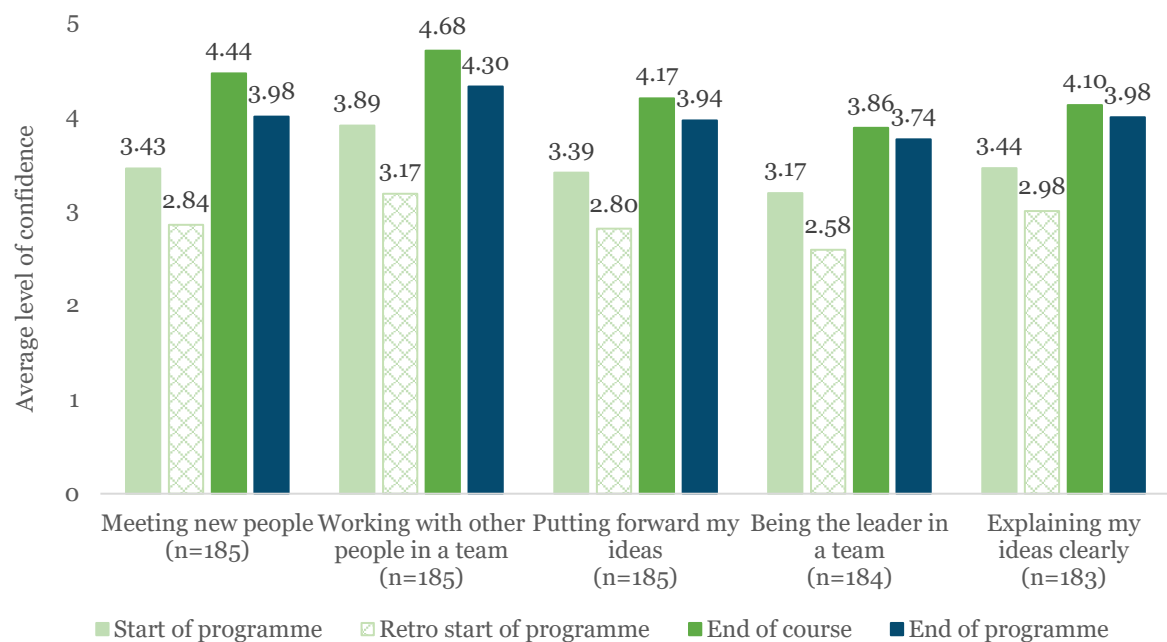
Working and communicating with others

The Personal Development Scale assessed five different aspects of working with others. These were **meeting new people, working with others in a team, putting forward ideas, explaining ideas clearly, and being the leader in a team.** The results indicate a positive effect:

- **70% improved their confidence when meeting new people at the end of the course, and 44% improved at the end of the programme**
- **63% improved their confidence when putting forward ideas at the end of the course, and 48% improved at the end of the programme**
- **58% improved their confidence when being the leader of a team at the end of the course, and 54% improved at the end of the programme**

The mean scores for each item increased at the end of the residential course, but fell slightly by the end of the programme, although none fell below the baseline. Scores for ‘meeting new people’, ‘working with others in a team’ and ‘putting forward ideas’ increased the most at the end of the residential course. ‘Being the leader of a team’, ‘putting forward ideas’ and ‘meeting new people’ increased the most by the end of the programme. A ‘retrospective pre’ score was also collected from participants at the end of the residential course. For each item, participants rated themselves lower in the retrospective pre-measure than the classic pre-measure, indicating a potential larger effect from the course and the programme overall. Figure 7 provides the average scores.

Figure 7: Personal Development scores



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



“By doing the Award and meeting different people, I am now more confident in communicating with people than I was before. Working in team in the residential and also while doing the community project has really strengthened my team working and organising skills. I believe joining the Award was one of the best decisions I made during my school year as I got to discover more of myself as I wasn't very open to any opportunities and trying new things. Due to this opportunity and things I got to learn from the Award I will now be doing Duke of Edinburgh award which I was scared to join while I was in school.”

Usha, Rosshall Academy, 6 months on from the Award

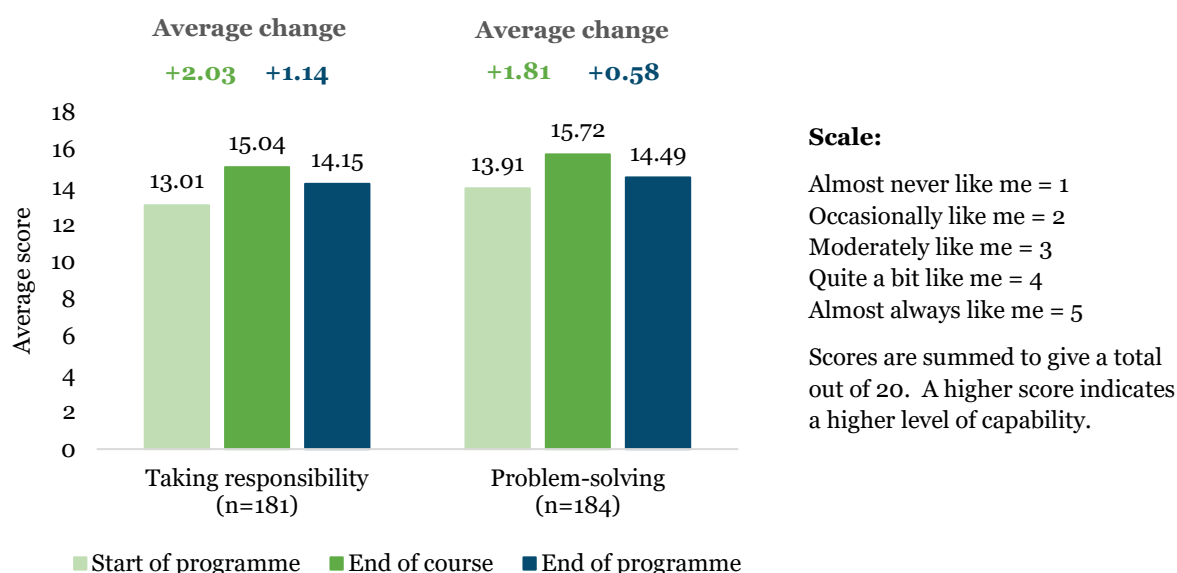
Problem-solving

The 'Permanent Problem-solving' scale was used to measure change in the participants' problem-solving skills. The results suggest a small effect from the programme in this area. **71% improved their problem-solving score at the end of the course**, and **51% improved at the end of the programme**. The % who increased their score both at the end of the course and at the end of the programme is higher than in the previous year, suggesting that the increased focus given to problem-solving has had a positive effect. Figure 8 below provides the average scores.

Taking responsibility

The 'Taking responsibility' scale was used to measure change in the participants' commitment towards completing tasks. The results suggest a larger effect from the Award on taking responsibility than on problem-solving. **67% improved their score at the end of the course**, and **56% improved it at the end of the programme**. Figure 8 below provides the average scores.

Figure 8: Problem-solving and Taking Responsibility scores



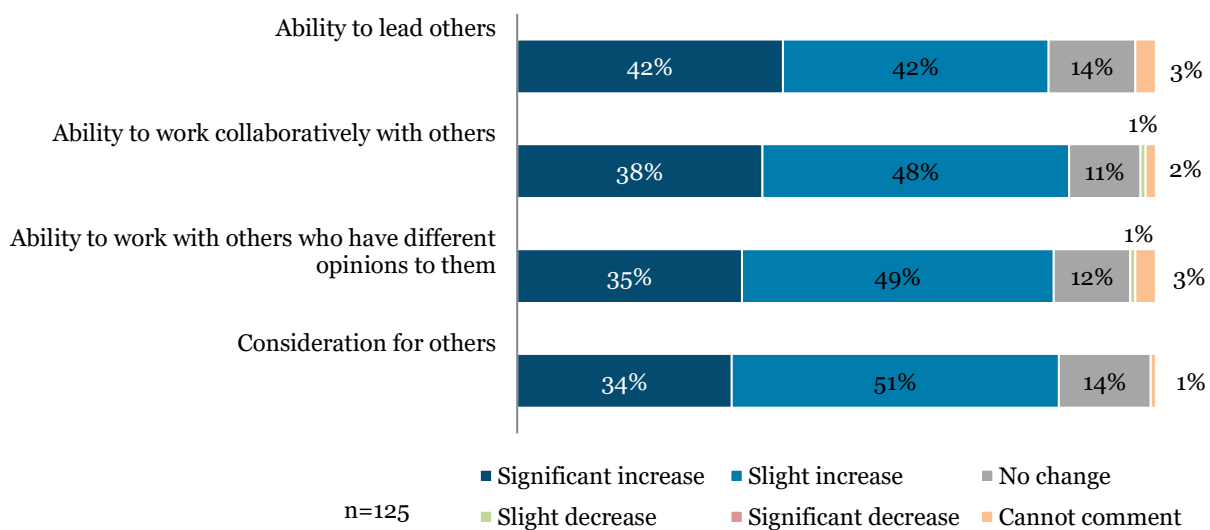
"I am a lot more confident in everything I do now, I'm never scared to voice my own opinion. And I have become a very positive person and will always think ahead to the end result of situations." Reine, Inveralmond Community High School, 6 months on from the Award

"[I am] More open to participating in tasks or opportunities that I wouldn't have normally, more considerate of other people's opinions and suggestions on tackling problems." Euan, Dumbarton Academy, 6 months on from the Award

Evidence collected from School Champions and Parents

Data collected from School Champions and the participants' parents provides further evidence for the outcomes of the Award. School Champions agreed that they had observed an **increased ability to work collaboratively with others in 84% of the pupils**, and an **increased ability to lead others in 81% of the pupils**. Parents reported similar patterns of change, with **86% reporting an increased ability to work with others**, **93% reporting increased ability to work with others who have different opinions**, and **92% reporting increased leadership ability**. Figures 9 & 10 provide further details.

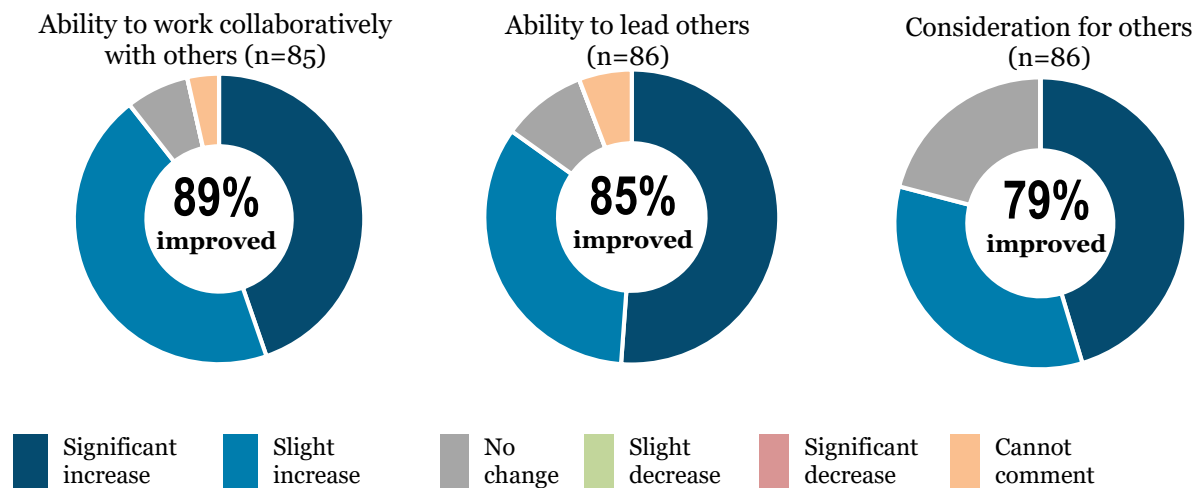
Figure 9: School Champion scores



“Coming from an all girls’ school, this pupil has indicated to me that she has benefited from working together in a group, with boys to achieve a focused goal together and this will prepare her better for University life from September 2017.”
School Champion, Notre Dame High School

“This pupil described her experience as "life-changing" - she feels her ability to speak publicly, to liaise with others and to move out her comfort zone have increased significantly.” School Champion, Smithcroft Secondary School

Figure 10: Parent assessments of changes to participants' ability to interact with others



Feedback was also collected from project agencies regarding their experience of working with the Award participants.

- **95% agreed** that the **participants took responsibility** for planning all aspects of the project
- **91% agreed** that the **participants communicated well** with them during the planning of the project
- **82% of project agencies agreed** that the **participants allowed enough time** when planning their project



Participants use planning, organisation and communication to work together to get everyone over the high wall during their residential course

OUTCOME 3: PARTICIPANTS DEVELOP AWARENESS OF, AND SHOW GREATER RESPECT FOR, OTHERS FROM DIFFERENT SOCIO-ECONOMIC, CULTURAL AND RELIGIOUS BACKGROUNDS

The evaluation used pre- and post-questionnaires to assess the extent to which the programme changed participants' confidence when interacting with others from a **different school, socio-economic, religious or ethnic background** to them. A measure was taken at the start and end of the residential course, and again at the end of the programme.

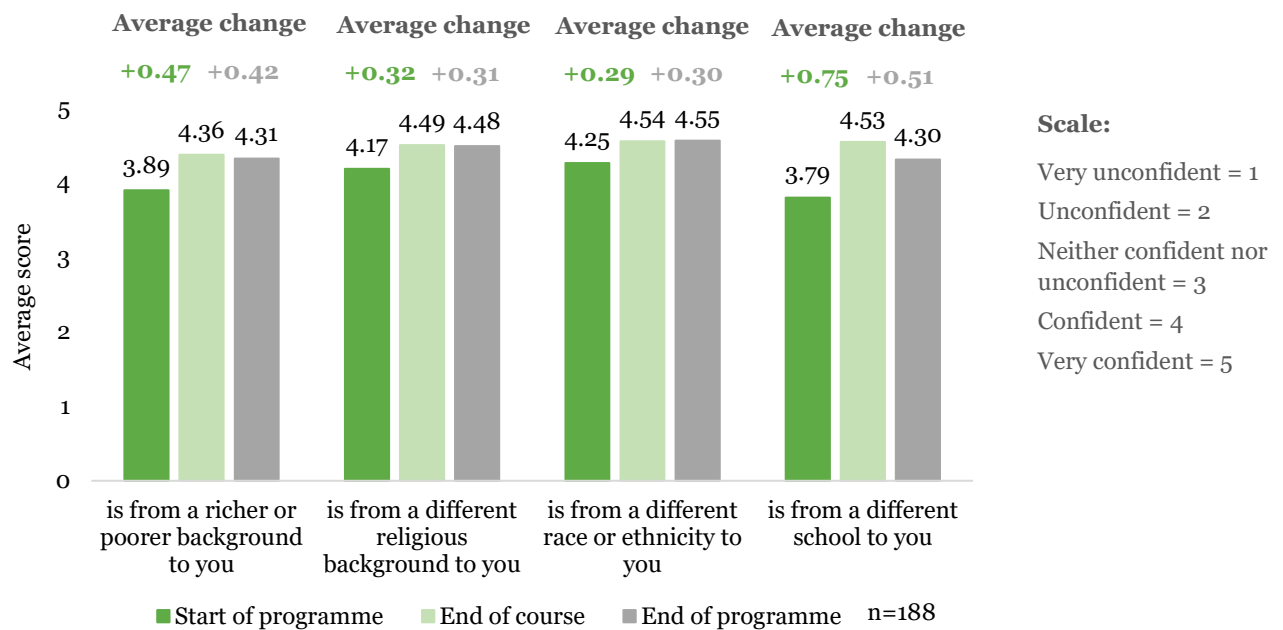
Overall, the scores increased for all items by the end of the residential course, indicating that the experiences during the course have an immediate positive effect on participants' confidence in relating to those who come from different backgrounds to them. Increased confidence when interacting with **people who are from a different school** and **people who are from a richer or poorer background** were the most marked out of the four statements, following a similar pattern to the previous year.

- **58% of participants felt more confident about interacting with someone from a different school to them at the end of the residential course, and 43% felt more confident at the end of the programme**
- **46% felt more confident interacting with others from a richer or poorer background to them at the end of the course and 44% felt more confident at the end of the programme**
- **33% felt more confident about interacting with someone from a different religious background to them at end of course, and 36% felt more confident at the end of the programme**
- **32% felt more confident about interacting with someone of a different race or ethnicity to them at the end of course and 33% felt more confident at the end of the programme**

It may be that differences in school and socio-economic background are more varied during the programme than religion or ethnicity, and therefore increased confidence in these areas is more likely during the course. Figure 11 below provides a breakdown of the results.

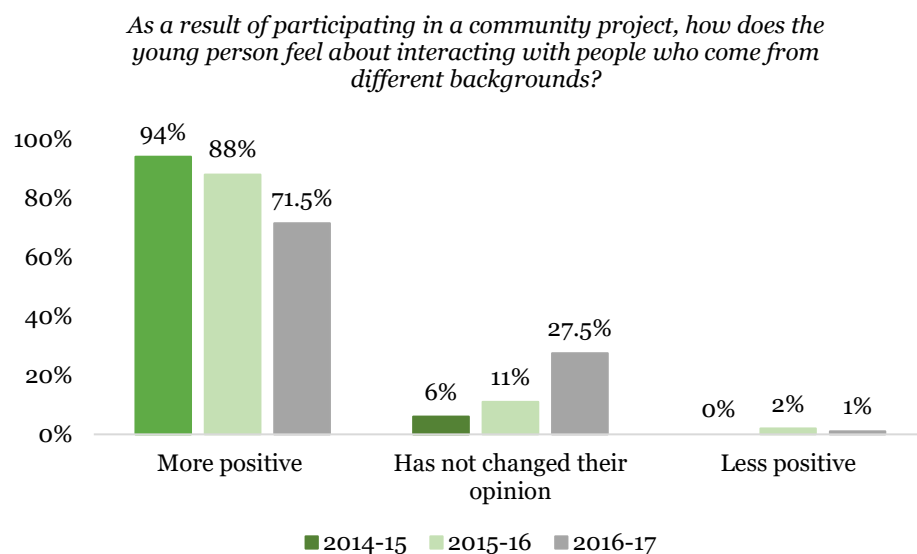
“Speaking to Rachel I know that she has found it a tremendous experience, particularly collaborating with pupils from other schools.” School Champion, Smithycroft Secondary School

Figure 11: Average scores for confidence when interacting with others from a different background



The parents of the participants were also asked to comment on their child's confidence in interacting with others from different backgrounds following their participation in the Award. The results were lower than previous years: **71%** agreed that they thought their child was **more positive**, **27%** thought their child had **not changed their opinion** of others, and **1%** thought their child was **less positive**. Figure 12 provides details of their responses for this year's programme compared with the previous two years.

Figure 12: Parent scores regarding the participants' interaction with others



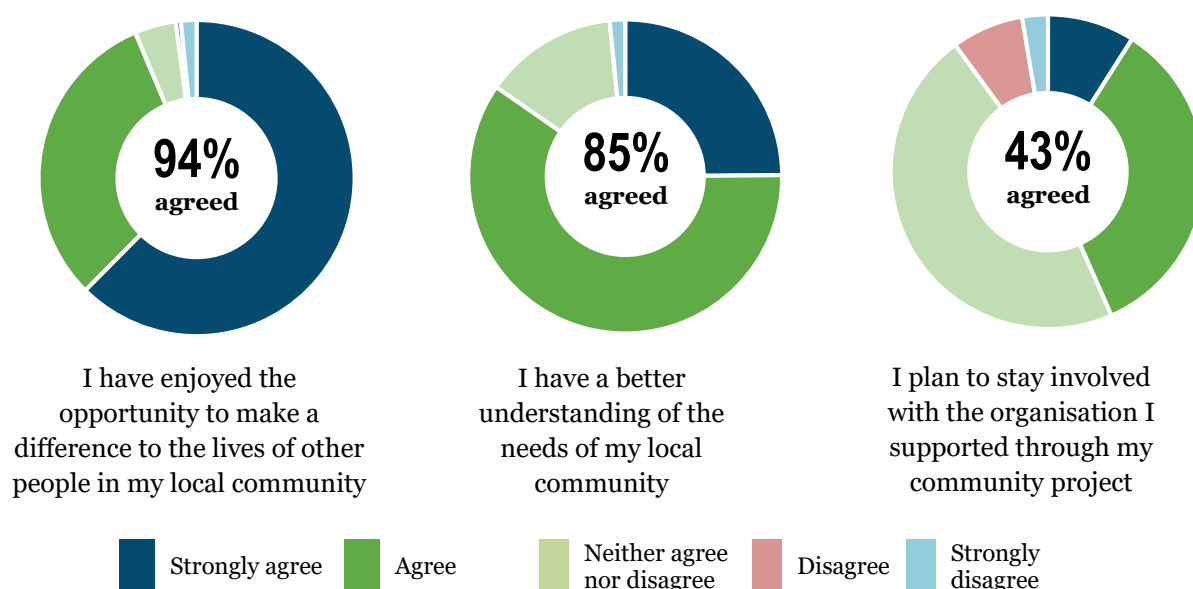
OUTCOME 4: PARTICIPANTS DEVELOP A SENSE OF SOCIAL RESPONSIBILITY BY DELIVERING PROJECTS THAT BENEFIT THEIR LOCAL COMMUNITY

Previous evaluations have shown that the Award has a positive effect on participants' experiences of contributing to their local community and the likelihood that they will engage with such activity in the future. The evaluation this year continued to assess participants' enjoyment of their project, understanding of the needs of their local community, intentions to stay involved with their community organisation in the future and intentions to volunteer in the future. The evaluation also measured their levels of social trust and social connectedness.

Enjoyment of the community project experience

Participants continue to enjoy the experience, gain a better understanding of the needs of their local community, and are encouraged to a certain extent to continue their involvement with the organisation with which they worked. **94% of participants agreed** that they **enjoyed the opportunity to make a difference** to their local community; **85% agreed** that they have a **better understanding of their local community's** needs as a result; and **43% of the participants** expect to **stay involved with the community organisation(s)**. Figure 13 provides a further breakdown of these survey results.

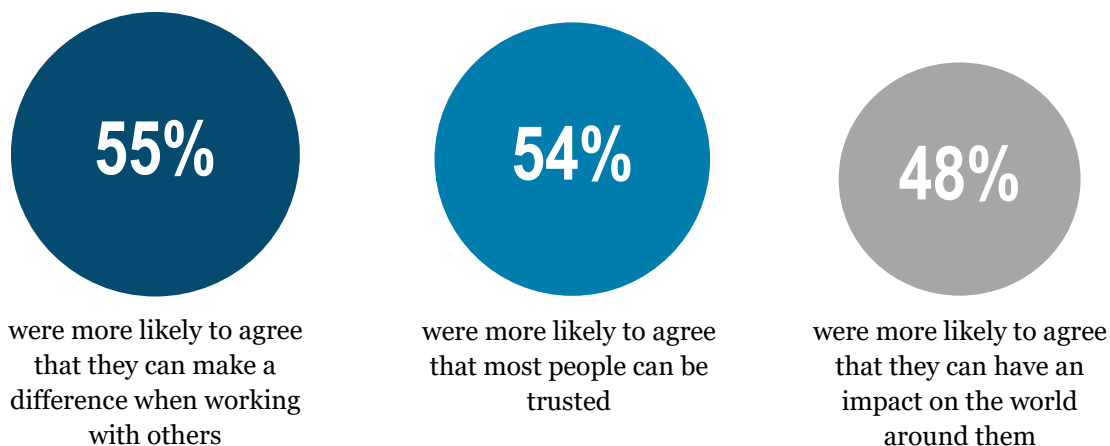
Figure 13: Participants' experience of contributing to their local community through participating in the Award



Social trust and social connectedness

Measures of social connectedness and trust were used for the first time in 2016-17 to assess changes in the participants' feelings of empowerment to make a difference in the world and to the lives of others. The biggest changes at the end of the course were observed in their belief that they can make a difference when working with others (55% were more likely to agree) and their belief that most people can be trusted (54% were more likely to agree) (see Figure 14).

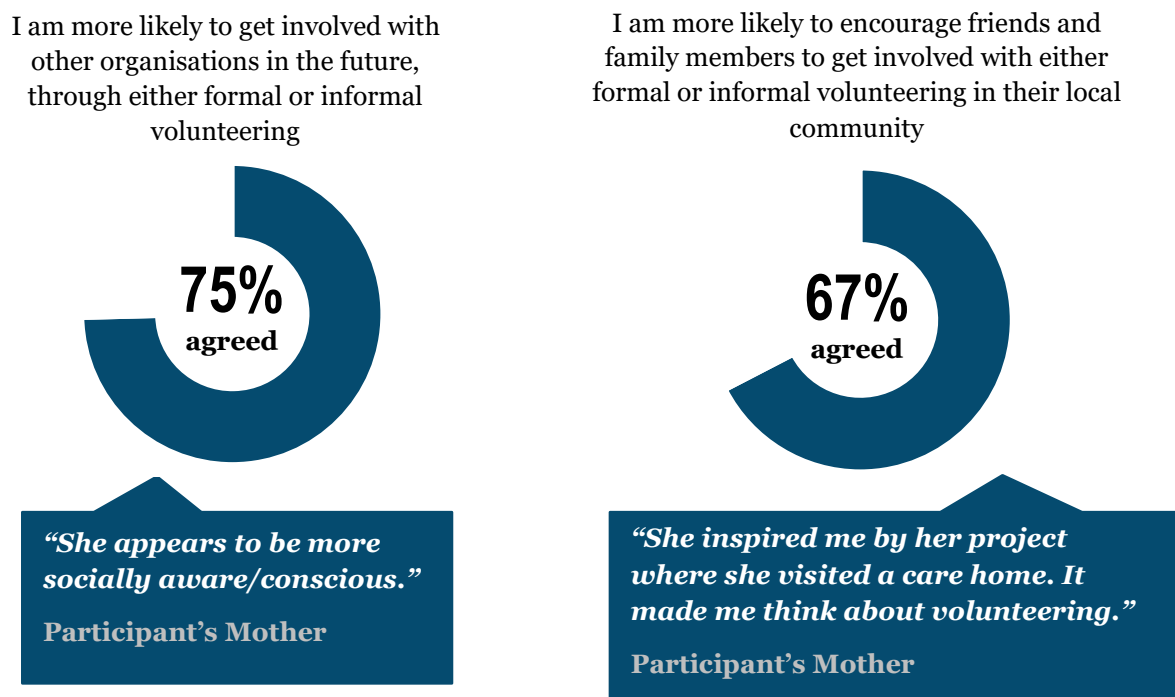
Figure 14: Improvements recorded in participants' social trust and social connectedness at the end of the residential course



Expectations around future volunteering

75% of participants agreed that they would be more likely to get involved in volunteering in the future, and 67% of participants believed they were more likely to encourage others to get involved in informal or formal volunteering as a result of their experience during the Award (see Figure 15). This is partly supported by parents' feedback regarding their experience: more than 50% of parents reported that their child had encouraged them, or other family members, to get involved in volunteering in some way in their local community.

Figure 15: Changes to participants' attitudes towards volunteering



OUTCOME 5: COMMUNITY MEMBERS HAVE A POSITIVE EXPERIENCE BY TAKING PART IN THE PARTICIPANTS' PROJECTS

During this year's programme, as in previous years, over half of projects were education-related, delivered to either primary or secondary school pupils. The next largest beneficiary group was the elderly, with 9 of the 34 projects delivered to them. See Figures 16 & 17 for further details.

Figure 16: Analysis of community beneficiaries

<i>Target group</i>	<i>Percentage of community projects working with this target group*</i>
Primary School children	56% (19)
Pupils with special educational needs	6% (2)
Secondary School children	9% (3)
Elderly people	26% (9)
Local community	12% (4)
People who are homeless, ill or vulnerable in society	12% (4)

* Number totals more than 34 because more than one target group was identified for some projects.

Figure 17: Analysis of benefits

<i>Intended benefit</i>	<i>Percentage of community projects with a particular intended benefit*</i>
Education and Awareness (e.g. running an anti-drugs, anti-sectarianism or environmental workshop)	41% (14)
Quality of local environment (e.g. regenerating a community garden)	29% (10)
Entertainment (e.g. holding a Christmas dinner)	29% (10)
Health & well-being (e.g. sports activities)	24% (8)
Quality of Life (e.g. collecting and giving out food parcels)	9% (3)
Ease of transition / skills development for primary school pupils	12% (4)

* Number totals more than 34 because more than one benefit was identified for some projects.

One particular project, delivered by pupils from Cumbernauld Academy, Kilsyth Academy, St. Maurice's High School and Our Lady's High School, was to deliver basic first aid and CPR training to young people of all ages from youth organisations and schools, with the aim of upskilling as many people as possible and saving lives. The idea for the project came from the case of Jacob Jenkins, young child who choked on a grape at Pizza Hut, and the recognition that basic first aid knowledge would have helped in this situation.

The young people delivered the project in schools and youth groups such as Rainbows, Brownies and YMCA, initially giving out leaflets containing facts such as "Nine out of 10 teenagers have experienced some kind of medical emergency" and "It takes eight minutes for an ambulance to arrive but choking can happen within 3-4 minutes". They then delivered first aid sessions with the support of the British Red Cross.



The group deliver a first aid session to pupils in a local primary school

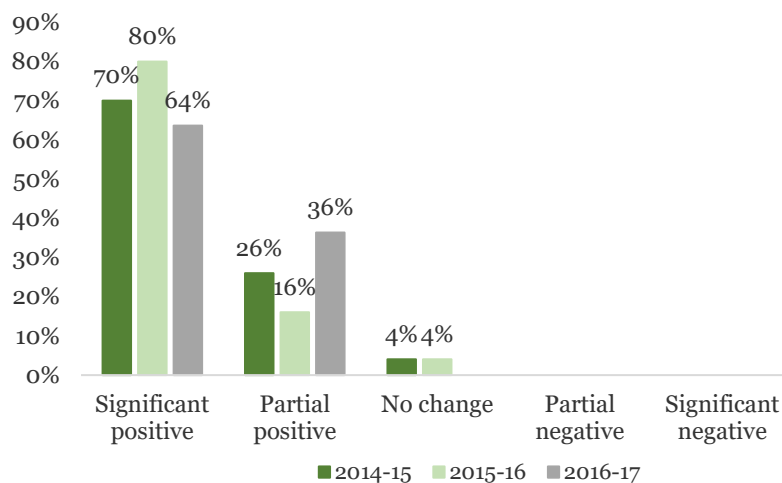


Three of the participants give a presentation about their project to the Cross Party Group on Accident Prevention and Safety Awareness at the Scottish Parliament in January 2017

In order to capture the experiences of project agencies and understand the effects experienced by local community members, a survey was issued to all project agencies involved in the programme this year, to which 22 individuals responded. Overall, the project agencies reported a positive experience of working with the young people during the planning and delivery of their project. With the exception of one individual, all project agency hosts who completed a survey agreed that the project delivered had been relevant to the target audience.

However, they were less likely than in previous years to agree that the project delivered by the young people had been of significant positive benefit to the beneficiaries (64% agreed compared with 80% in the previous year). Nonetheless, the majority of project agency hosts (19 out of 22) agreed that they would be more likely to engage in volunteering opportunities for young people in the future as a result of their experience of the Mark Scott Leadership for Life Award.

Figure 18: Evidence of the positive effect of the community projects on local community members



“Pupils feel confident about going forward to secondary and have a better understanding of certain areas. The normalising of their concerns is really important to them and the feedback from pupils was positive.” Primary School Teacher, Wester Cleddens Primary School

“Pupils thoroughly enjoyed meeting this group of people. They enjoyed all the tasks and discussions. They were allowed to ask questions about the group of people which made it more personable.” Principal Teacher, St. Catherine’s Primary School

“Our residents really enjoyed the activities at the time and felt the young people were very friendly and positive.” Activity Co-ordinator, Arden Craig Care Home

“The participants feel that the experience has significantly improved their confidence, team-working and leadership skills. They felt challenged by the activities and project delivery but can all see the benefit of the experience and have developed resilience as a result.” School Champion, Clydebank High School

“The playground is much more attractive. It makes it look like a school as opposed to a derelict building.” Headteacher, Kelbourne Park Primary School

“It will give residents a chance to get out in the garden and plant seeds and fruit which they can eat and enjoy knowing they have grown them.” Four Seasons Health Care

However, not all project agencies felt that there had been a positive impact for beneficiaries. One organisation commented: *“The group were under prepared for activities, they had not sufficiently judged the ability of their target audience and did not actively adapt input in successive sessions in the same establishment.”*

WIDER IMPACT OF THE AWARD: SUPPORTING YOUNG PEOPLE'S TRANSITION INTO ADULTHOOD

“The Mark Scott Award has made the transition from school to university life easier.” Amy, Hutcheson’s Grammar School, 6 months on from the Award

The evaluation measured changes in aspiration using a scale drawn from a standardised survey regarding young people’s educational and employment aspirations. This was **Educational and employment aspirations**⁸. This covers perceived likelihood that a number of different things will happen in their lives, from securing a chosen university place to finding a job in a chosen field.

Participants were asked at the start and end of the Award to consider the likelihood that a number of events would happen in their lives, all of which were related to being successful in education and at work.

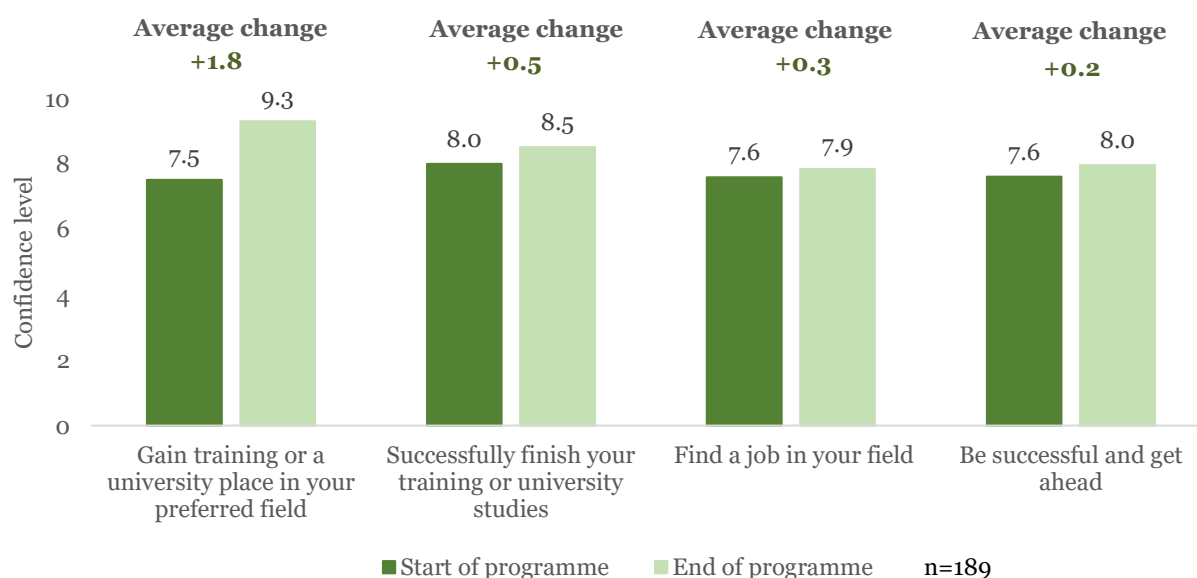
- **70%** of participants scored higher for **confidence that they would gain training or a university place** in their preferred field at the end of the programme.
- **41%** scored higher for confidence that they would **successfully finish their training and find a job in their field** at the end of the programme (see Figure 19).

“She has made a plan on what she wants to do in the next few years and this course helped her to do so.” Parent

“My daughter has been able to focus more on choices rather than put all her eggs in one basket.” Parent

Figure 19: Educational and Employment aspirations

Q: On a scale from 1 - 10 (where 1 is very unlikely and 10 is very likely) how likely is it that the following events will happen in your life in the future?



LASTING IMPACT OF THE AWARD

Questionnaires were completed by 78 participants in October 2016, six months on from finishing the Award in April 2016. At the time of completing the survey, the majority were at college or university (80%), more than 1 in 10 were on a gap year, and a minority were in employment or on an apprenticeship (7%) (see Figure 20).

Figure 20: Education / employment status of participants

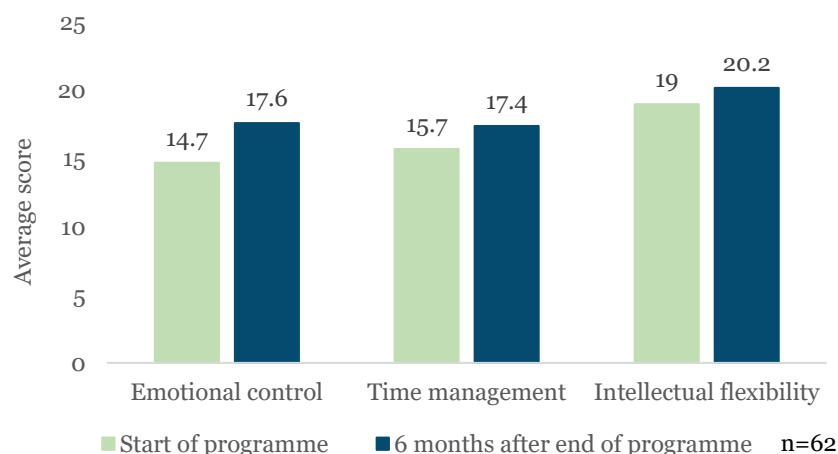
Status	% of respondents (n=78)
University	56%
College	24%
Gap year	12%
Apprenticeship	3%
Employment	4%
Not in education or training	1%

The participants' responses were compared with those they gave at the start and end of the residential course and at the end of the programme in order to assess the lasting effect of the Award on their skills and behaviours. Questions were also asked about the extent to which they had applied their learning from the programme in their day-to-day lives and the positive benefits they had experienced.

91% of respondents agreed that they had seen successful results from applying what they had learnt during the Award and 91% expected to see positive results in the future.

Analysis of the data shows that the improvements recorded at the end of the course and at the end of the programme were sustained six months on for all of the skills measured. This provides more robust evidence that there is a positive and lasting effect to the Award.

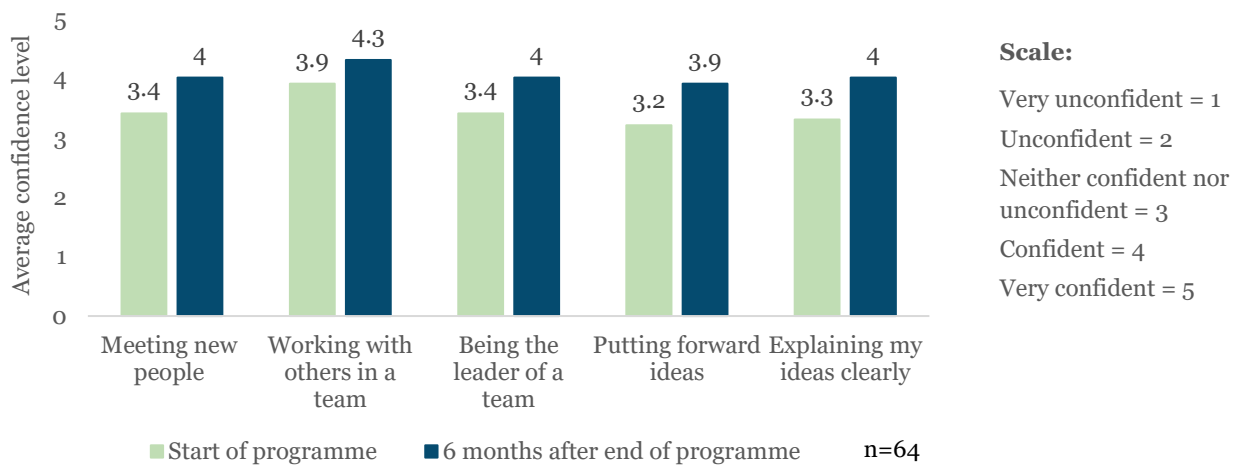
Figure 21: Lasting effect of the Award on participants' life effectiveness skills



Scale:

Items are scored 1 – 8, with 1 indicating a low score and 8 indicating a high score. Scores are summed to give a total out of 24. A higher score indicates a higher level of capability.

Figure 22: Lasting effect of the Award on participants' communication, leadership and interaction with others



"I've already noticed I feel more comfortable talking to people from different backgrounds and I realise the similarities I share with people who might initially seem different as well as realising how certain actions can be perceived differently by those from different backgrounds. I think the Mark Scott Award has taught me to be more sensitive to these issues. I think the ability to see the similarities will help me moving forward if I manage to become a doctor because I hope it'll help me be able to communicate well with patients from all backgrounds as well as listening and understanding people better." **Female participant (name withheld), Portobello High School, 6 months on from the Award**

"I have started an internship at the zoo and regularly get left on my own to work, and I put forward my ideas to the staff. I also feel more confident in speaking to members of the public and am using my skills learnt from our community project to help organise large groups of members of the public to do activities around the zoo." **Female participant (name withheld), Inveralmond High School, 6 months on from the Award**

"I have recently started volunteering with the NHS, speaking with patients (strangers). Without this Award I would not have had the confidence to do this." **Katie, Hyndland Secondary School, 6 months on from the Award**

CONCLUSION & ONGOING DEVELOPMENT OF THE AWARD

The evidence collected through the evaluation of the 2016-17 programme has continued to provide a more robust assessment of the effectiveness of the Mark Scott Leadership for Life Award. It shows that participants improve their skills during the Award, in particular their emotional control, communication, interaction with others and responsibility. The evaluation carried out in 2015-16 highlighted some potential areas for the development for the programme, as a result of which some deliberate changes were made, and the findings this year indicate that the programme was more effective at developing participants' decision-making, problem-solving and ability to take responsibility for tasks than in previous years. Finally, there is evidence that the skills developed during the Award are sustained in the medium-term, with participants who are now at university, college or volunteering continuing to record higher scores for all the skills developed and able to describe positive changes in their lives as a result.

Looking ahead to next year's programme we are planning to provide an opportunity for 156 young people to participate in the Award. The delivery team are currently working with the participating schools to ensure that all places are filled.



PHOTOGRAPHS FROM THE COMMUNITY PROJECTS



Team 3.1 – Holyrood & Hutcheson's. The team worked with the Trussell Trust Food Bank, to raise awareness of the need for food banks and collected over half a ton of food from three local schools.



Team 10.1 – Hillhead High School, Notre Dame Secondary School and Glasgow Gaelic School, John Paul Academy and St. Aloysius College. The team worked with the Oakbridge Care Home to entertain and involve the residents in the production of a book of the memories of the residents.



Team 4.2 – Inveralmond Community High School and James Young High School. The team improved a garden area for Jak's Den, an organisation providing support for young cancer sufferers and their families



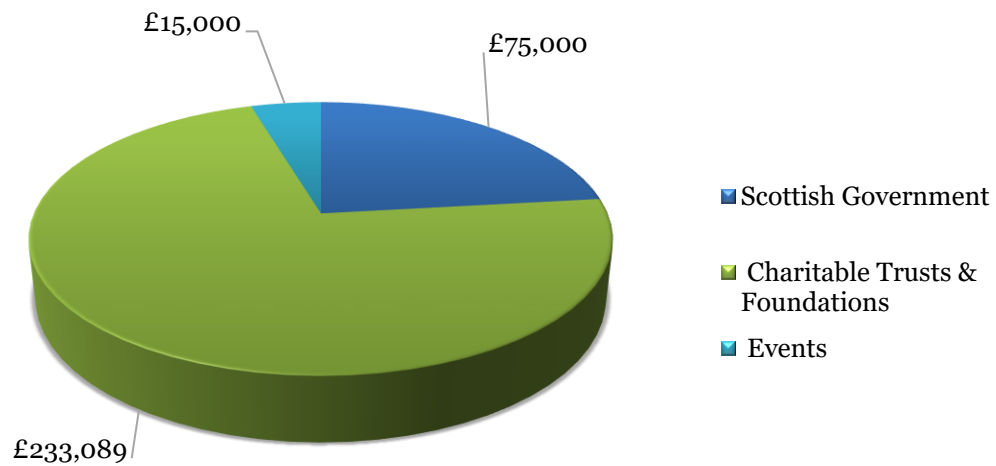
Team 18.1 – Bishopbriggs Academy, All Saints Secondary School & St. Andrew's Secondary School. The team worked with St Catherine's Primary School in Bishopbriggs to deliver workshops to promote health and well-being to pupils in each of the classes from P1 to P7.

End notes

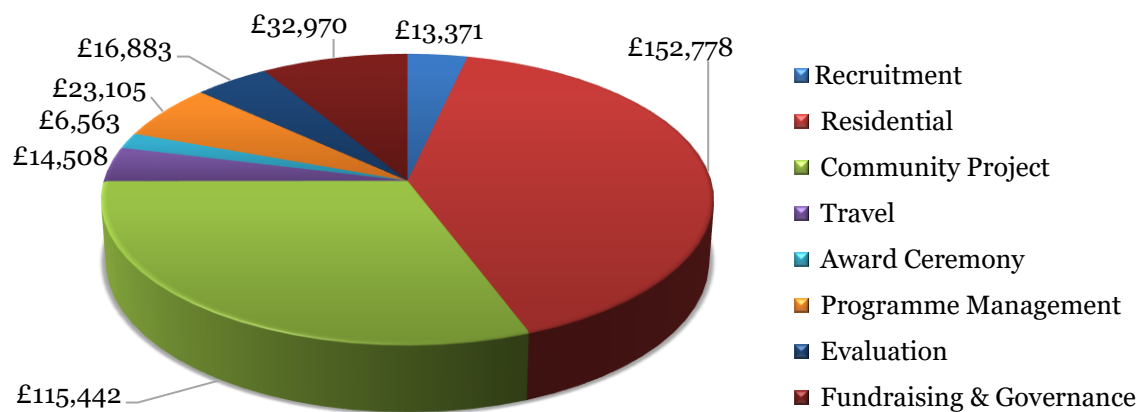
1. <http://www.wilderdom.com/leq.html>
2. *ibid.*
3. *ibid.*
4. The *Personal Development Scale* was developed to evaluate improvements in communication, teamwork and leadership for the Youth of Today programme. It has been adapted with some additional statements to evaluate the Mark Scott Leadership for Life Award programme.
5. *ibid.*
6. http://www.hhpublishing.com/_assessments/WORKING/scales.html#PPS
7. http://www.hhpublishing.com/_assessments/WORKING/scales.html#TR
8. Question adapted from the UK Government's Longitudinal Study of Young People in England.

FINANCIAL INFORMATION

PROGRAMME FUNDING



PROGRAMME COSTS



LIST OF FUNDERS

Annual Golf Event
Bellahouston Bequest Fund
Crerar Hotels Trust
Cruden Foundation
First State Investments (Sponsor of Golf event)
Gordon Fraser Charitable Trust
Imlay Foundation
Kuenssberg Charitable Foundation
New Maclay Murray & Spens Charitable Trust
New York Celtic Supporters Club
Robert Barr's Charitable Trust
Scottish Government
Souter Charitable Trust
The Barcapel Charitable Trust
The Hugh Fraser Foundation
The Khushi Foundation
The Liz and Terry Bramall Charitable Trust
The Merchants House of Glasgow
The Ponton House Trust
W A Cargill Fund
W M Sword Charitable Trust
William Grant Foundation

FURTHER INFORMATION AND RESOURCES

The Outward Bound Trust's Official Website

Our official website contains a wealth of information about The Trust, including information on our centres, the courses we offer, staff members and our upcoming events, as well as our latest news and additional case studies.

www.outwardbound.org.uk

The Mark Scott Leadership for Life Award Website

The Award website provides a wealth of information for participants, parents and schools wishing to take part in the programme, and for funders wishing to support the programme.

www.mslfla.org

The Outward Bound Trust Alumni

At the end of 2009, we launched a new initiative called 'Generations' to reach out to the million+ individuals who have participated in an Outward Bound course since the creation of the Aberdovey Outward Bound Sea School in 1941. The stories that over 400 alumni have shared with us suggest that an Outward Bound course can have a positive and enduring influence on their lives.

<https://www.outwardbound.org.uk/about-us/alumni/>

Patron's Company Members

A number of businesses and individuals support The Trust on a regular basis.

www.outwardbound.org.uk/about-us/our-supporters.html

The Outward Bound Trust's Social Impact Report 2017

<https://www.outwardbound.org.uk/our-impact/>

The Outward Bound Trust's Latest Annual Report and Accounts

<https://www.outwardbound.org.uk/media/102611/annual-report.pdf>

The Outward Bound Trust Images on flickr

This site is full of photos from courses and of the stunning landscapes in which our centres are based.

www.flickr.com/photos/outwardbounduk/sets/

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Eskdale, The Lake District, England
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