

# THE OUTWARD BOUND TRUST REPORT ON THE MARK SCOTT LEADERSHIP FOR LIFE AWARD 2017 - 2018

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JULY 2018



# CONTENTS

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<b>EXECUTIVE SUMMARY .....</b>	<b>3</b>
<b>THE MARK SCOTT LEADERSHIP FOR LIFE AWARD .....</b>	<b>4</b>
Background to The Award.....	4
The Programme.....	4
Evaluation Methodology .....	5
<b>SUMMARY OF PROGRAMME OUTCOMES.....</b>	<b>7</b>
<b>OUTCOME 1: PARTICIPANTS BECOME MORE CONFIDENT INDIVIDUALS AND INDEPENDENT LEARNERS .....</b>	<b>8</b>
<b>OUTCOME 2: PARTICIPANTS DEVELOP TEAMWORK AND PROJECT MANAGEMENT SKILLS, AND AN AWARENESS OF HOW TO LEAD OTHERS .....</b>	<b>12</b>
<b>OUTCOME 3: PARTICIPANTS DEVELOP AWARENESS OF, AND SHOW GREATER RESPECT FOR, OTHERS FROM DIFFERENT SOCIO-ECONOMIC, CULTURAL AND RELIGIOUS BACKGROUNDS.....</b>	<b>15</b>
<b>OUTCOME 4: PARTICIPANTS DEVELOP A SENSE OF SOCIAL RESPONSIBILITY BY DELIVERING PROJECTS THAT BENEFIT THEIR LOCAL COMMUNITY.....</b>	<b>18</b>
<b>OUTCOME 5: COMMUNITY MEMBERS HAVE A POSITIVE EXPERIENCE BY TAKING PART IN THE PARTICIPANTS' PROJECTS .....</b>	<b>22</b>
<b>WIDER IMPACT OF THE AWARD: SUPPORTING YOUNG PEOPLE'S TRANSITION INTO ADULthood ...</b>	<b>24</b>
<b>LASTING IMPACT OF THE AWARD.....</b>	<b>25</b>
<b>CONCLUSION &amp; ONGOING DEVELOPMENT OF THE AWARD .....</b>	<b>28</b>
<b>FINANCIAL INFORMATION .....</b>	<b>30</b>
<b>LIST OF FUNDERS .....</b>	<b>31</b>
<b>FURTHER INFORMATION AND RESOURCES .....</b>	<b>32</b>

## EXECUTIVE SUMMARY

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### 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.

In 2017 The Outward Bound Trust embarked on a new three-year phase of the Mark Scott Leadership for Life Award from 2017 – 2020. Unfortunately, a reduction in funding meant The Trust was unable to sustain the programme at 216 young people participating in the 2017-18 Award year. However, with the support of the funding received from the Scottish Government and funding raised by The Outward Bound Trust, 166 young people and 52 schools were able to take part. The Trust continues to seek new funding opportunities and strategic relationships, both within Government and local authorities, and our aspiration is to restore the number of young people participating annually to 216 by 2020.

### KEY MILESTONES ACHIEVED IN 2017-18

- **176** young people started the programme.
- **169** completed the five-day Outward Bound residential course.
- **166** young people completed a community project and received The Mark Scott Leadership for Life Award on 18<sup>th</sup> April 2018.
- **52** schools were involved in the project from across the central belt of Scotland.
- **26** community projects were delivered.

### KEY FINDINGS FROM THE EVALUATION OF THE PROGRAMME

The evaluation continues to provide **strong evidence** that the **Award** effectively **achieves all four** intended **programme outcomes**, as well as **impact in a number of other areas**. The young people who participated became more **confident** in their ability **to communicate, lead and work with others**; they developed their **decision-making** and **problem-solving skills** as well as their **personal responsibility**; and finally they developed a greater sense of **trust** and **empowerment to make a difference in their local community**, increasing their **openness to volunteering in the future**.

**In the months and years that follow**, they are able to **apply what they have learnt to positive effect**, reporting that the experience **plays a key role in enabling them to make a smoother transition than expected into college and university, apprenticeships and work**.

# THE MARK SCOTT LEADERSHIP FOR LIFE AWARD

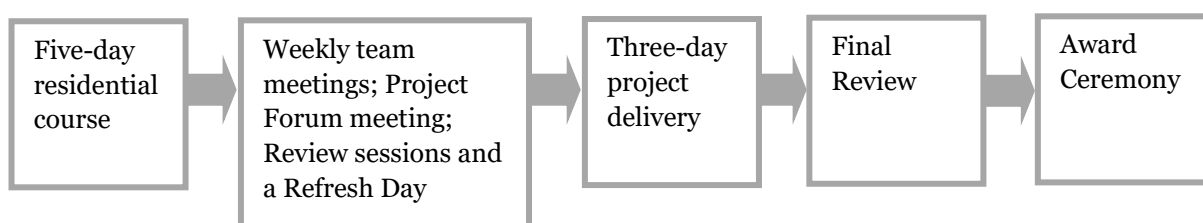
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## BACKGROUND TO THE AWARD

The Outward Bound Trust and The Mark Scott Foundation have worked in partnership for 20 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.

**Since 2012, 1,148 young people have completed the Mark Scott Leadership for Life Award.**

## THE PROGRAMME IN 2017-18

The delivery of this year's programme was both challenged and enhanced in a number of different ways. These are outlined below.

### *Recruitment*

- An increase was seen in the number of young people who identify as non-binary and who are experiencing mental health issues. This meant that it was particularly important for the delivery team to create the Award as a safe space for them to feel accepted as they are and also challenge themselves. The team were increasingly sensitive to these young people's needs and to the perceptions that other participants may have of them.
- A decrease was seen in the number of male participants, mainly due to the later start to recruitment and therefore a reduced amount of time for both the Outward Bound team to be more targeted in the selection process. School champions also appeared to have less time to emphasise applications from male pupils.

### *Delivery of the residential courses*

- The delivery of the residential courses was more challenging than usual for a number of different reasons. For instance, one of the courses took place during some very extreme weather conditions, which hampered the level of independence and responsibility that the participants were able to develop. Another was affected by a high level of tension within one of the groups. And finally, one of the expeditions had to be adapted so that a member of the group was able to take part, which reduced the intensity of the challenge.

### *Delivery of the overall programme*

- An online logbook was trialled to support the delivery of the Award (replacing the paper version that has been used in previous years). This made it easier and more accessible for participants to record their progress and enabled the delivery team to both capture and have access to information earlier on in the programme. This in turn helped to guide the delivery of the residentials and support the planning of the community projects.
- The team increased the emphasis on ‘gateways’ through the Award (i.e. specific milestones and deadlines), which made the experience more structured. This led to the participants being better prepared for the Project Forum and better able to meet deadlines.
- There was a change in focus for the Project Forum, making it into more of a ‘Dragon’s Den’ approach where pupils were asked to pitch their ideas for their community project to a panel. This provided a subtle increase in pressure for the participants to present their ideas well, which meant that they treated the experience more seriously and presented to a higher standard than usual.

## **EVALUATION METHODOLOGY**

The purpose of the evaluation was to assess both the immediate and the lasting impact of the programme. In 2017-18, the focus was narrowed to include only self-reported outcomes from the **participants**; they were asked to complete a questionnaire at the start and end of their residential course, and again at the end of the programme. Feedback was not collected from parents, school champions and project agencies, as it had in previous years, because it has been consistently very positive and it was felt that it would not bring any new insights to the evaluation.

In addition to the evaluation of the 2017-18 programme, a follow-up questionnaire was completed by 79 participants 6 months after completing the Award and 25 young people 18 months afterwards in order to assess the lasting impact of the programme. Interviews were also used in order to gain a richer picture of the impact of the Award.




**Table 1: Evaluation data collected**

<b>Data source</b>	<b>Responses</b>
Participant questionnaires	Pre: 158; Post: 158; End of programme: 157
Participant questionnaires 6 months on	79
Participant questionnaires 18 months on	25

## 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 ethnic background. All profile data is presented in charts 1 – 7 in the Appendix.

### Gender

	<b>Males</b>	<b>25%</b>
	<b>Females</b>	<b>74%</b>
	<b>Gender neutral</b>	<b>0.5%</b>

The Award continues to attract a higher number of female participants than male participants. Despite ongoing efforts to increase the number of male participants, in 2017-18 the proportion of males taking part fell lower than in previous years to 25% (compared to 36% in the previous year).

### Socio-economic background

Scottish Index of Multiple Deprivation (SIMD) data was used to assess the socio-economic background of the participants based on the participants' postcode<sup>1</sup>. 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. In 2017-18, it reached a slightly higher proportion of more deprived young people than in the previous year: **21% of participants came from the 10% most deprived datazones** in Scotland (compared with 18% in the previous year), and **31% came from the 20% most deprived datazones** (the same as the previous year).

### Religious background

The programme recruits young people with varying religious backgrounds. In 2017-18, **41%** of participants described themselves as having '**no religion**', **26%** were **Roman Catholic**, and **11%** were of **other Christian** denominations or Christian but of no denomination. The **largest non-Christian group** were **Muslim (8%)**, which is higher than the previous year (6%).

### Ethnic background

The majority of participants were white (81%), which is the same as the previous year. Representation from other ethnic groups is small but varied: 16% of participants were of Asian origin, compared with 10% in the previous year, and 2% were of Black African origin, compared with 5% in the previous year. This suggests that the Award is maintaining a steady level of recruitment of young people from a wider range of ethnic backgrounds.

### Religious profile of participating schools

We continued to monitor the profile of participating schools in order to ensure that the programme recruits pupils from a range of geographical locations. A third of the schools involved in the programme were Roman Catholic in 2017-18, which is slightly lower than the previous year.

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



## SUMMARY OF PROGRAMME OUTCOMES

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### KEY FINDINGS FROM THE 2017-18 PROGRAMME

The evaluation continues to provide **strong evidence** that the Award effectively **achieves all four** intended **programme outcomes**, as well as **impact in a number of other areas**. The young people who participated became more **confident** in their ability **to communicate, lead and work with others**; they developed their **decision-making** and **problem-solving skills** as well as their **personal responsibility**; and finally they developed a greater sense of **trust** and **empowerment to make a difference in their local community**, increasing their **openness to volunteering in the future**.

The residential phase of the Award provides a **strong foundation for developing the majority of the attitudes and skills**, with larger improvements recorded at the end of the course than at the end of the programme, when the positive effects from the residential appear to 'drop off'. This drop-off is widely seen across outdoor development programmes, where a peak recorded at the end of the residential course is attributed to feelings of euphoria and is often not sustained due to challenges with the integration of learning beyond the residential setting. The amount of drop-off is lower for the Award programme than for standard Outward Bound courses, which gives a good indication of the effectiveness of the community project phase at embedding and enhancing learning.

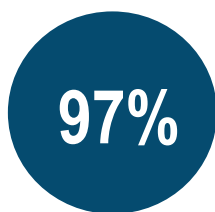
Stronger results were recorded in some outcomes compared to previous years, such as responsibility, independent thinking and social responsibility, whilst weaker results were recorded in other outcomes, such as emotional control and social trust. Some of these can be explained by enhanced focus during the programme on particular skills development – in particular independent thinking, responsibility and decision-making. Others are more difficult to explain and will be explored with the delivery team prior to the start of the 2018-19 programme.

The results from previous years have been tested for statistical significance by an independent research agency<sup>1</sup>. All of the results for outcomes 1 & 2 were shown to be statistically significant at the end of the programme, with the exception of *intellectual flexibility*, and all were significant at the 6 month follow-up, with the exception of *decision-making*. The results from this year's programme have not yet been independently analysed, but as many follow similar patterns of change, we expect them to be statistically significant. However, given some of the differences we have observed in this year, this analysis will be important in ensuring that the programme continues to achieve the intended outcomes effectively.

### KEY FINDINGS FROM THE LASTING IMPACT EVALUATION

There is evidence up to 18 months after completing the Award that young people continue to experience better **communication skills**, improved confidence to **lead others** and to **work in teams**. They are better at **managing their emotions when faced with challenging circumstances** and are better able to **manage their time well**.

Six months on from completing the Award, **97% agreed that they had seen successful results from applying what they had learnt during the Award** and **expect to see positive results in the future**.



have successfully applied what they learnt during the Award



70%

had better emotional control



69%

had better time management



65%

were more confident putting forward ideas

“I am now at university and I am living in student halls which I share with 5 other people. **Before the Mark Scott Award I would not have been able to confidently talk to people I did not know.** I think that **the Award helped me with my confidence** and now I find it **very easy** to get on with and **talk to new people** as I realised everyone is in the same position. It also helped me with my **team working skills** and to **speak up more in a group** of people to get my point across and share my ideas.” **Mandy\*, 6 months on (participated whilst at Douglas Academy, East Dunbartonshire)**



“The Mark Scott Award has helped me tremendously. At the moment I am in China studying Mandarin. The skills I have learned from this Award have helped me to **reach out to other international students and make friends from all around the world.** Before doing the Mark Scott Award I wouldn't have had the confidence to even get here and stay here on my own without my family. **In the future** I hope that the skills I have developed will help me in grasping [sic] the **attention of employers,** as I know this Award will **help me stand out.**” **Heather, 6 months on (participated whilst at Douglas Academy, East Dunbartonshire)**

“After completing this award, I have seen an increase in my level of confidence when working with other people as I believe my ideas are of value to a larger group. Also, my leadership qualities have greatly improved. I am grateful to the Mark Scott Award for this as I was put in pressurized situations when I had to take the lead. As a result, I am now aware of the implications of leadership and the importance of having a leader who can make tough decisions and can remain composed when hardship arises.” **Amir, 6 months on (participated whilst at Shawlands Academy, Glasgow)**



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



## OUTCOME 1: PARTICIPANTS BECOME MORE CONFIDENT INDIVIDUALS AND INDEPENDENT LEARNERS

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As in previous years, 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 scale<sup>2</sup>.** 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 scale<sup>3</sup>.** 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 scale<sup>4</sup>.** 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 Scale<sup>5</sup>.** 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.

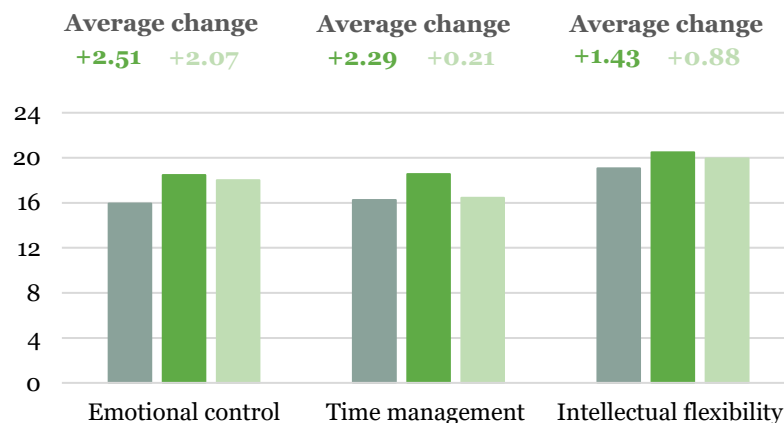
### Emotional control, time management and intellectual flexibility

Pre-course, post-course and end-of-programme measures were taken to assess the effect of the programme on participants' ability to **manage themselves when facing stressful situations**, to **manage their time** and to **adapt and be flexible** in changing conditions. The results continue to indicate a positive effect on all three capabilities, with higher average scores recorded both at the end of the residential course and at the end of the programme compared with the baseline (see Figures 1 & 2 below).

**Figure 1: % of participants who recorded a higher score for each measure at the end of the course and the end of the programme**

	Emotional control	Time management	Intellectual flexibility
At the end of the residential:	66%	67%	59%
At the end of the programme:	66%	45%	51%

**Figure 2: Average scores for each measure at start and end of course, and at end of programme** ■ Pre-course ■ Post-course ■ 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.

A similar proportion of pupils scored higher for time management and intellectual flexibility at the end of the course compared to previous years, although there was a greater degree of drop-off for time management at the end of the programme than has been previously seen, suggesting that strategies for embedding time management during the project phase could be developed further.

However, fewer participants scored higher for emotional control at the end of the residential course than in previous years. Despite this, the improvements recorded at the end of the course were sustained at the level seen in previous years, which gives a good indication of the role that the project phase plays in embedding the young people’s ability to manage themselves during stressful periods.

“I am a lot calmer in stressful situations and have a more positive mindset when dealing under pressure. I am also confident in my own abilities and have a transferable skill-set when in a work setting in and around people.” **Amy, 6 months on (participated whilst at Bishopbriggs Academy, East Dunbartonshire)**

### 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. The results suggest that the participants were **more likely to increase their confidence in both of these areas compared to the previous year**. **65%** were **more confident** about **making decisions** at the end of the course (compared to 48% in the previous year) and **47%** were **more confident** to **think for themselves** (compared to 35% in the previous year. This may be explained by the instructors’ setting of clearer ‘gateways through the Award’ at the start of the programme and the expectation that participants would take greater responsibility for managing their journey throughout, suggesting that this change has had a positive effect on the impact of the programme. These two outcomes are also linked to higher scores also seen for “taking responsibility”, which is discussed in the next section.

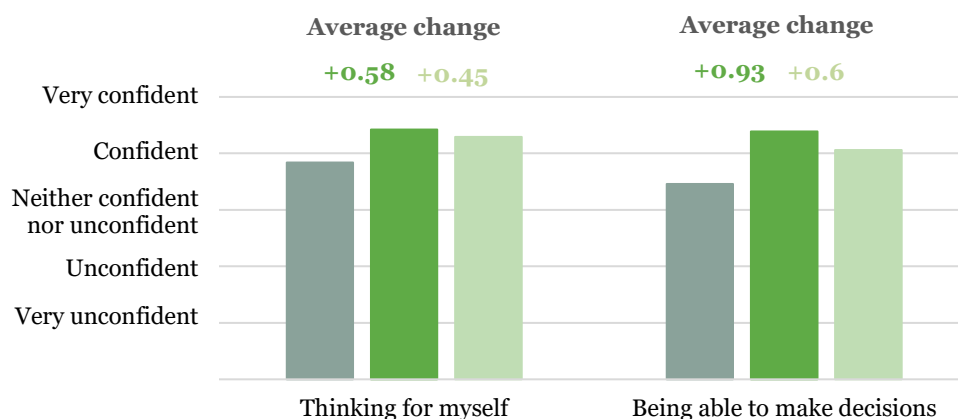


“I am able to complete tasks with more independence and speak to people with fewer worries.” **Matthew, 6 months on (participated whilst at St. Joseph’s Academy, East Ayrshire)**

**Figure 3: % of participants who recorded a higher score for each measure at the end of the residential course and at the end of the programme**

	Decision-making	Independent thinking
At the end of the residential:	65%	47%
At the end of the programme:	38%	31%

**Figure 4: Average Personal Development scores at start and end of course, and at end of programme** ■ Pre-course ■ Post-course ■ End-of-programme



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

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The evaluation of the programme sought to measure the extent to which participants were better able to collaborate and 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 Scale<sup>6</sup>.** This was used to measure the extent to which participants developed their confidence in leadership, working with others and communication.
- **Problem-solving scale<sup>7</sup>.** This measures the extent to which individuals show interest in, and skill at, using systematic problem-solving methods when approaching complex problems.
- **Taking responsibility scale<sup>8</sup>.** This measures an individual's desire to complete tasks they begin and to ensure that all aspects of a task are identified and done well.

### Working and communicating with others

The Personal Development Scale assessed five different aspects of working with others: **meeting new people, working with others in a team, putting forward ideas, explaining ideas clearly, and being the leader in a team.** The results for these outcomes are broadly comparable to previous years, with a slightly higher percentage of pupils recording increased confidence to meet new people (77% in 2017-18 compared with 70% in 2016-17). See Figures 5 & 6 below for the percentages of participants who scored higher, as well as the average scores, at each point in the programme.

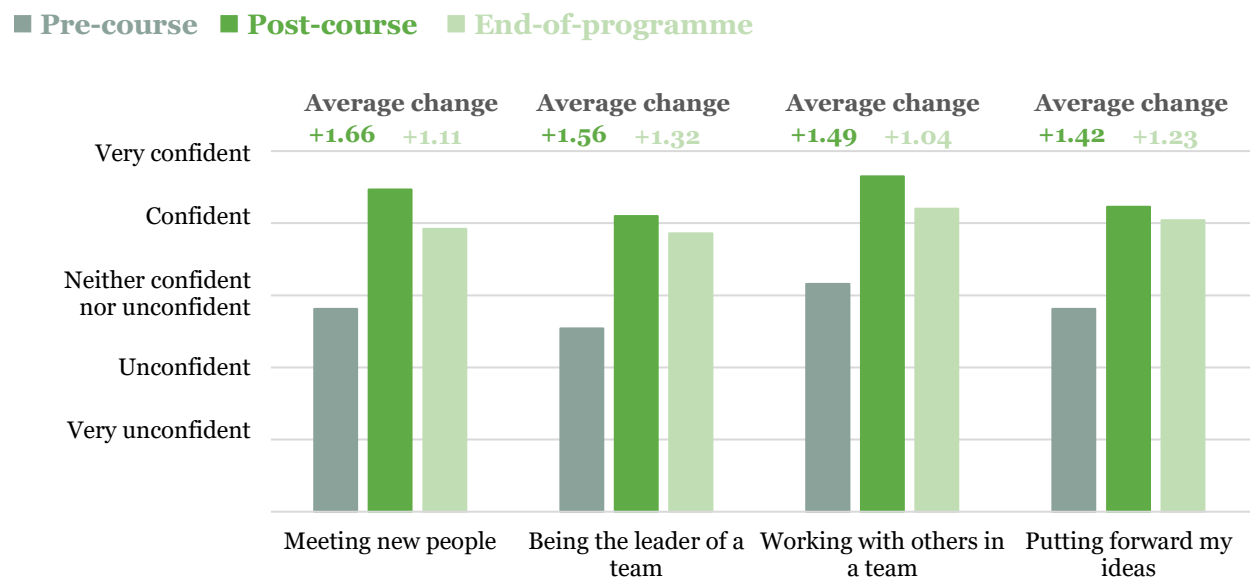
**Figure 5: % of participants who recorded a higher score for each measure at the end of the course and the end of the programme**

	Meeting new people	Being the leader of a team	Putting forward ideas
<b>At end of the residential course:</b>	<b>77%</b>	<b>61%</b>	<b>66%</b>
<b>At the end of the programme:</b>	<b>54%</b>	<b>54%</b>	<b>51%</b>

Scores for 'meeting new people', 'being the leader in a team' and 'working with others in a team' were the areas in which the participants recorded the greatest increase in confidence at the end of the residential course. 'Being the leader of a team' and 'putting forward ideas' were the two areas in which the participants showed the least drop-off in confidence following the residential course, suggesting that these are the skills that they are most able to practice and improve during the residential phase.



**Figure 6: Average scores for teamwork and communication**



“On the expedition I found myself walking further ahead from the majority of my clan as we all had different walking abilities. I realised that not everyone is able to just grit their teeth and get on with it. I found out that I was not as empathetic as I thought and was at times prioritising my own needs instead of the team's. I also learned that it is okay to ask for help and rely on others. This is something that I don't often do as I like proving my independence and showing that I am capable of doing things on my own. The residential taught me that you have to have the support of others at times and can't do everything on your own if you want to progress effectively and efficiently.” **Tina, Bishopbriggs Academy, East Dunbartonshire**



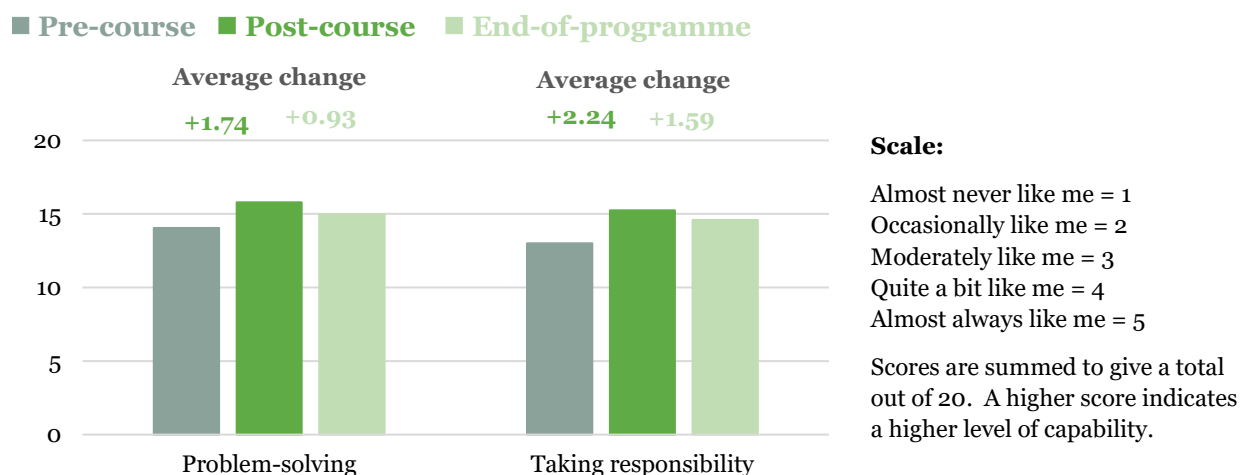
## Problem-solving

**66% improved their problem-solving score at the end of the course**, and **54% improved at the end of the programme**. These results are broadly similar to the previous year. Figure 7 below provides the average scores.

## Taking responsibility

The results for this year indicate a greater effect on the pupils' ability to take responsibility in tasks, with **73% improving their score at the end of the course** (compared with 67% last year), and **63% improved at the end of the programme** (compared with 56% last year). This improvement may be as a result of instructors setting clearer expectations at the start of the programme around key dates and milestones to work towards, and increasing the expectation that participants will manage their own journey through the Award. Figure 7 below provides the average scores.

**Figure 7: Problem-solving and Taking Responsibility scores**



“Since taking part in the Award, I have found myself **more able to overcome anxieties** and **take on challenging tasks**. I have also taken with me that **failure is not bad**, and that **it is a way to progressively learn** and to **continue trying** - I know I'll get where I want to be eventually. I've also learned just how important it is to **use my time efficiently** - less planning more action - and have properly realised just how important **setting deadlines/aims/targets** is when it comes to work and projects. I've also gained a lot more **confidence in myself** when it comes to leading/leadership and sharing my own ideas.”  
**Michael, 6 months on (participated whilst at Bannerman High School, Glasgow)**

“The **jump to university work level has been difficult** to deal with but it would have been **much harder had I not experienced the Mark Scott leadership for Life Award**. It has **enhanced my team working** abilities and taught me that the leader of the team isn't always the most important role (which I'd previously struggled with). Definitely a **valuable experience** that I recommend to future participants wholeheartedly.”  
**Natasha, 6 months on (participated whilst at Dumbarton Academy)**

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

The evaluation used a variety of measures to assess the extent to which the programme improved the participants' social confidence, specifically when interacting with others from a **different school, socio-economic, religious or ethnic background** to them. Two additional measures were included in this programme year to assess increased confidence in a wider set of social situations: confidence to interact with people who are elderly or much older than them and with those who have a disability. It was felt that these captured the types of experiences the young people were likely to have during the project phase of the Award. Measures were 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** continued to be the most marked out of the four statements, following a similar pattern to previous years. Confidence to interact with those who are older than them or who have a disability also showed a small increase at the end of the programme.

However, the overall average increases and percentage of pupils who improved were lower for each of the measures than in previous years. The programme has continued to provide opportunities for the young people to mix with others from different backgrounds, so it is unclear what might have caused this lower set of results. See Figures 8, 9 & 10 below for further details.

**Figure 8: % of participants who recorded a higher score for each measure at the end of the course and the end of the programme**

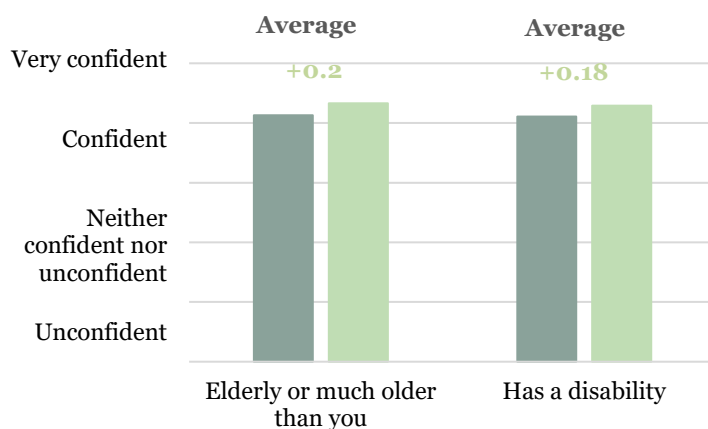
	From a different school	From a richer or poorer background	From a different religious background	From a different race or ethnicity
<b>At the end of the residential:</b>	<b>46%</b>	<b>36%</b>	<b>31%</b>	<b>27%</b>
<b>At the end of the programme:</b>	<b>36%</b>	<b>36%</b>	<b>28%</b>	<b>25%</b>

“As an individual I felt much more confident in talking, working and getting along with people from a wide range of background when I finished this Award. Now in college, I’ve been using this and have gained lots of positive outcomes. I highly recommend this to people that are not comfortable or confident in social skills.” **Katherine, 6 months on (participated whilst at Smithycroft Secondary School, Glasgow)**

**Figure 9: Average scores for confidence when interacting with others from a different background** ■ Pre-course ■ Post-course ■ End-of-programme



**Figure 10: Average scores for confidence to interact with others who or much older than them or who have a disability** ■ Pre-course ■ End-of-programme



**“[I have] Improved [my] social skills and ability to make friends with complete strangers.” Ian, 6 months on (participated whilst at Boclair Academy, East Dunbartonshire)**

**“[I can now] interact with people from different backgrounds, ethnicities and [with] ideologies in a confident manner.” Peggy, 6 months on (participated whilst at Notre Dame High School, Glasgow)**

**“Before this Award I would find it difficult to talk to strangers, never mind working with them. Now I find it so easy and it happens quite a lot in uni.” Marcus, 6 months on (participated whilst at All Saints RC Secondary School, Glasgow)**



One of the teams comprised of young people from schools across Edinburgh



One of the teams comprised of young people from schools across Glasgow



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

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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 to understand if the programme was having an effect in these areas as a result of their community involvement.

### The community project experience

The instructors asked the participants to carry out a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) of their local community much earlier in the programme than usual, where they were encouraged to think in more depth about both the **strengths and needs of their local community**, and to consider the different types of voluntary & community groups they could partner with for their project. This led to a greater level of reflective thinking around the kinds of issues their project could help to address, which included the following:

- Lack of care and respect for community environment
- Poverty
- Community divide
- Anti-social behaviour
- Vulnerable community members

As a result of this, a higher proportion of projects than usual focused on improving the quality of the local community environment and the quality of life of more vulnerable community members. The evaluation indicates that these changes have had a positive impact on the outcomes related to social responsibility, which is discussed below.

“I think we have raised some awareness of the lack of services available for young carers in the local area and provided a community space that lots of different people can use.” **Caitlin, Our Lady's High School Cumbernauld**

“Before, the lounge was dim, the carpet was very old and the colour scheme wasn't very tasteful. Now, the women and children who have been in very traumatic situations will have a lovely bright lounge with messages of hope on the wall. It will be a very warm and welcoming place where they can socialise or just sit and it will have a positive impact on their lives.” **Rose, Douglas Academy, East Dunbartonshire**

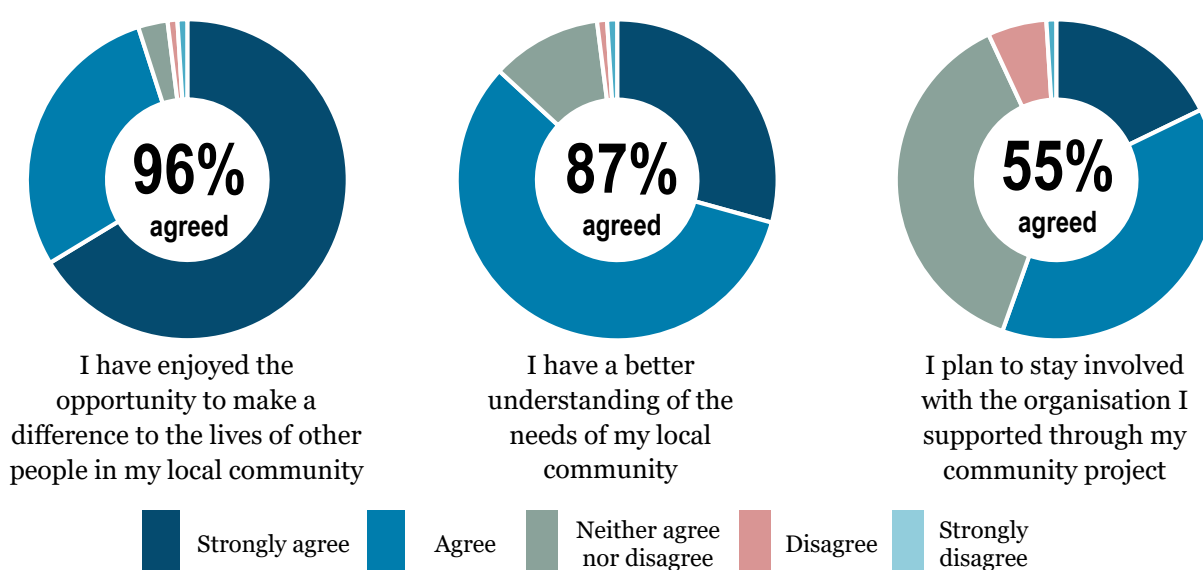
“[We helped raise] Awareness of the reasons why homelessness is a problem in Glasgow and how to fix this.” **Florin, Shawlands Academy, Glasgow**



### 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. **96% of participants agreed** that they **enjoyed the opportunity to make a difference** to their local community; **87% agreed** that they have a **better understanding of their local community's needs** as a result; and **55% of the participants** expect to **stay involved with the community organisation(s)** in the future (see Figure 11).

**Figure 11: Participants' experience of contributing to their local community through participating in the Award**



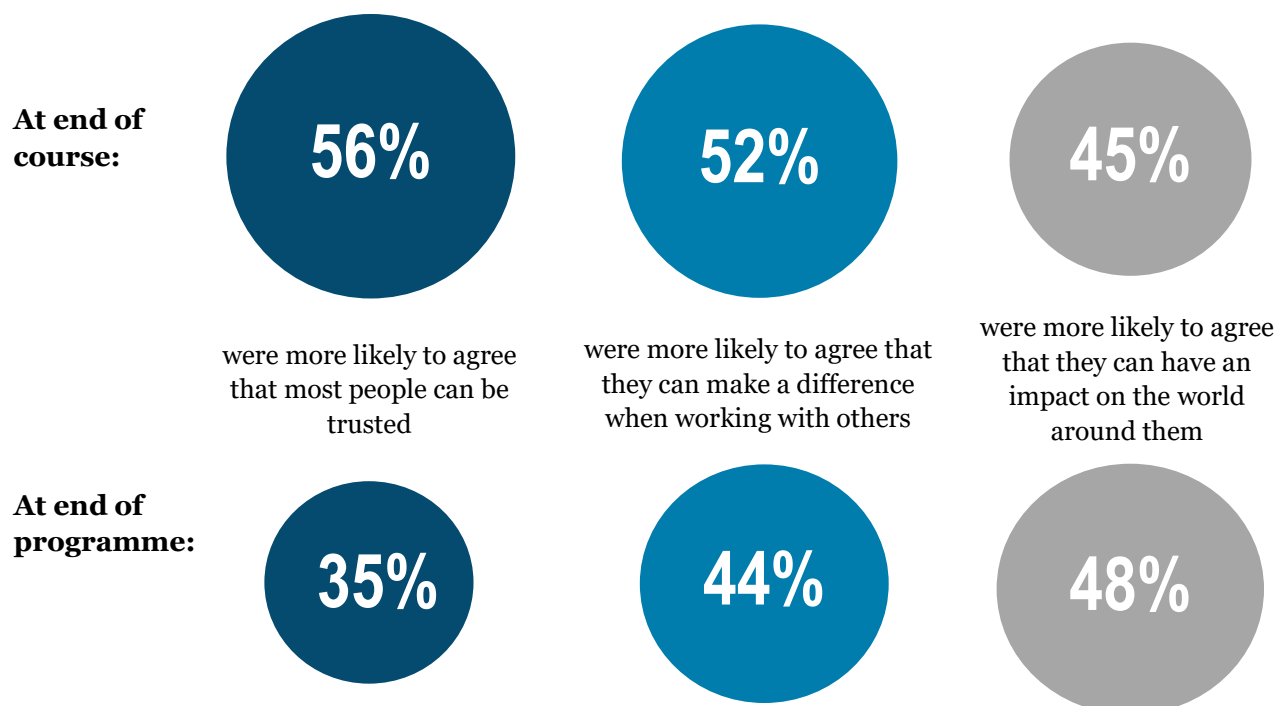
“I think the community project helped our team in that we became much closer and stronger as a team. It gave us another opportunity to work together, however this time for someone else and it allowed us to build new skills that we hadn't on the residential such as financial management, organisational skills and for our team skills such as gardening and DIY.” **Sandy, Hyndland Secondary School, Glasgow**

### Social trust and social connectedness

Measures of social connectedness and trust were used again in 2017-18, following their introduction to the evaluation 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 most people can be trusted** (56% were more likely to agree) and their **belief that they can make a difference when working with others** (56% were more likely to agree). However, the biggest change recorded at the end of the Award was their **belief that they can have an impact on the world around them** (48% were more likely to agree) (see Figure 12).

**Figure 12: Improvements recorded in participants' social trust and social connectedness at the end of the residential course**

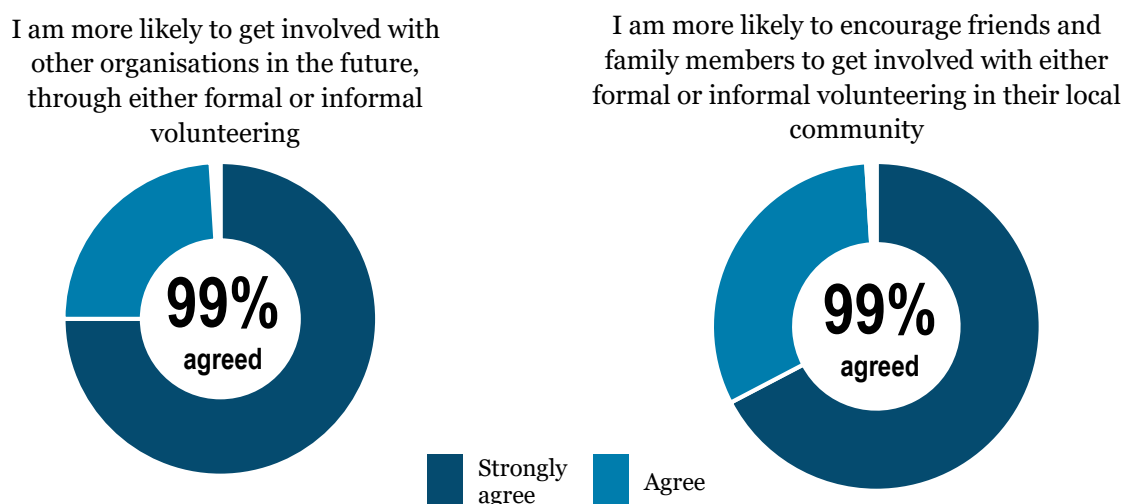


### Expectations around future volunteering

A much higher percentage of participants reported positive engagement in future volunteering than is usually seen: 99% of participants agreed that they would be more likely to get involved in volunteering in the future (compared with 75% last year), and the same percentage agreed that they were more likely to encourage others to get involved in informal or formal volunteering as a result of their experience during the Award (compared with 67% last year) (see Figure 13).

We believe that this may have been a result of starting to think about the community project much earlier in the Award, which helped them to feel more emotionally engaged in the process.

**Figure 13: Changes to participants' attitudes towards volunteering**





**This team from the south-east of Glasgow created a sensory garden for children at Sense Scotland's TouchBase centre in Kinning Park**



**This team from Clydebank and Drumchapel painted a mural representing children and youth groups at the Salvation Army in Clydebank**



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

During the 2017-18 programme, there was a significant change in the target beneficiary groups and the focus of the community projects compared to previous years. As previously discussed, by carrying out an analysis of the strengths and needs of their local community, a wider range than usual of possible beneficiary groups was identified, which led to the participants reaching a significantly different range of community members through their projects.

The largest beneficiary group continued to be children and young people, but rather than reaching them through their primary school and delivering education & awareness focused projects (as has usually been the case), they were more likely to address broader issues of a lack of safe indoor and outdoor social spaces or quality of the local environment. The next largest group was more vulnerable community members, such as those who are homeless or in crisis. See Figures 14 & 15 for further details.

**Figure 14: Analysis of community beneficiaries**

<i>Target group</i>	<i>Percentage of community projects working with this target group*</i>
Nursery / primary school children	54% (14)
People who are homeless, ill or vulnerable in society	27% (7)
Wider local community members	23% (6)
Elderly people	12% (3)

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



This team from Cumbernauld & Kilsyth created a 'Fairy Walk' in a park in Cumbernauld to encourage young children and their families to walk in the park. They launched the walk with local primary schools

"It gives children a fun and safe place to play and visit." **Anna, Kilsyth Academy**

**Figure 15: Analysis of benefits**

<i>Intended benefit</i>	<i>Percentage of community projects with a particular intended benefit*</i>
Quality of local environment (e.g. litter-picking, clearing & renovating community or outdoor play areas)	50% (13)
Education and Awareness (e.g. around social issues such as homelessness or local charities)	23% (6)
Health & well-being (e.g. sports activities or healthy eating)	19% (5)
Entertainment (e.g. music and social activities)	12% (3)
Quality of Life (e.g. items of clothing and starter packs for service users of local services)	12% (3)

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

“I think the community mainly benefited from our project as it gave children knowledge they possibly did not have about healthy lifestyles and healthy eating and they will hopefully share this with others. I also think it benefited the community as it gives kids something to do and also it made the community more aware of rising obesity in the community.” **Sandy, Springburn Academy, Glasgow**





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

The evaluation continued to measure changes in the participants' aspirations using a scale drawn from the **Educational and employment aspirations**<sup>9</sup> survey. 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 for them, all of which were related to being successful in education and at work.

The increases recorded in the participants' aspiration were lower in 2017-18 than in previous years. It is unclear why this might be – it may be that, due to the increased level of mental health issues amongst the participants, there are a number of other factors influencing their aspiration for the future which the Award is less likely to be able to address.

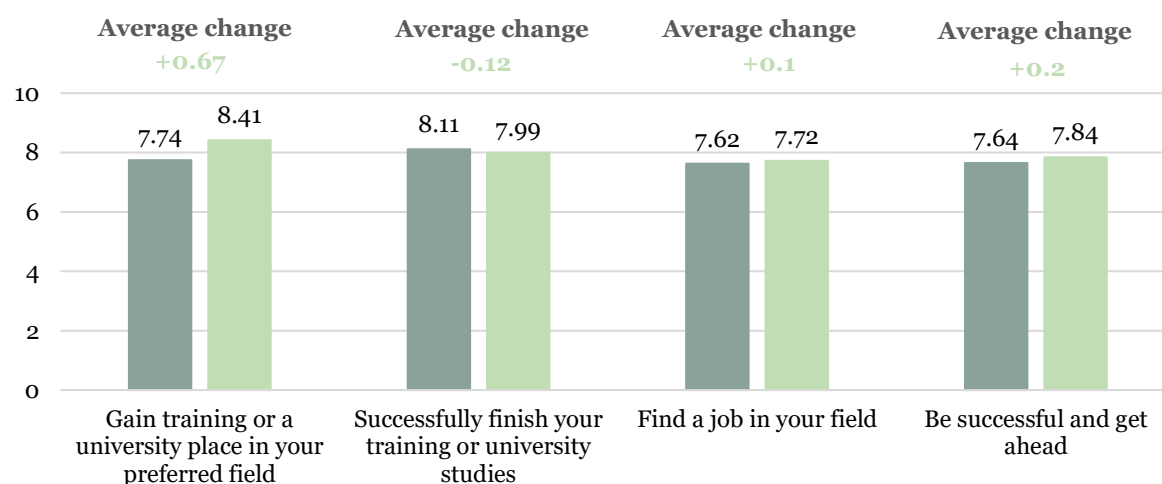
- **53%** of participants scored higher for **confidence that they would gain training or a university place** in their preferred field at the end of the programme (compared to 70% in 2016-17).
- **36%** scored higher for confidence that they would **find a job in their field** at the end of the programme (compared to 41% in 2016-17) (see Figure 16).

“Skills learnt during planning activities (such as during raft building) have been utilised in interview situations, which have then been successful, where I would have not felt confident before.” **Noah, 6 months on (participated whilst at James Gillespie's High School, Edinburgh)**

**Figure 16: Educational and Employment aspirations**

■ Pre-course ■ End-of-programme

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

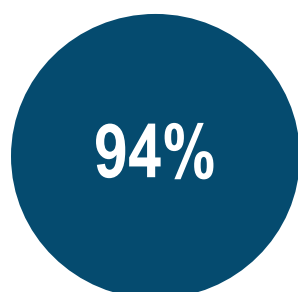
The evaluation carried out this year into the lasting impact of the Award builds on that conducted in the previous year and gives a growing indication that young people continue to benefit from the programme in the months and years that follow, most significantly in how confidently they interact with others and are able to manage challenging situations. The findings detailed below are drawn from data collected in October 2017 from questionnaires completed by 79 participants (six months on from finishing the Award in April 2017) and 25 young people (18 months on from finishing the Award in April 2016). At the time of completing the survey, the majority were at college or university (88%) (see Table 3).

**Table 3: Education / employment status of participants**

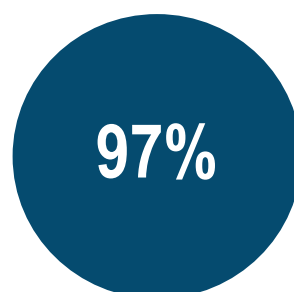
Status	6 months on	18 months on
	% of respondents (n=79)	% of respondents (n=25)
University	58%	68%
College	29%	20%
Gap year	6%	4%
Employment	4%	8%
Apprenticeship	3%	0%
Not in education or training	0%	0%

## ONGOING RELEVANCE OF THE AWARD

The significant majority of young people who completed the survey agreed that they had been able to **successfully apply what they had learnt during the Award** and were **seeing positive results as a result of doing so**. 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 that follow.



said they had been able to  
successfully apply what  
they had learnt during the  
Award

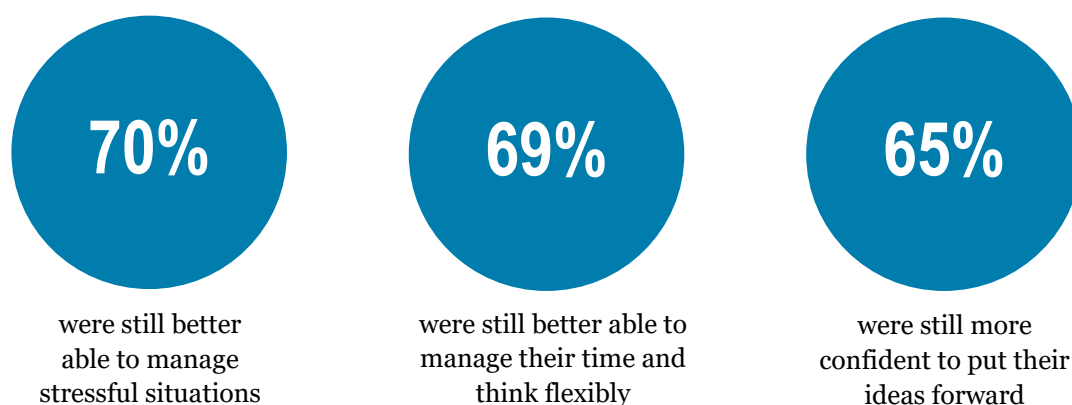


said they had been seeing  
positive results as a result of  
applying what they had  
learnt during the Award

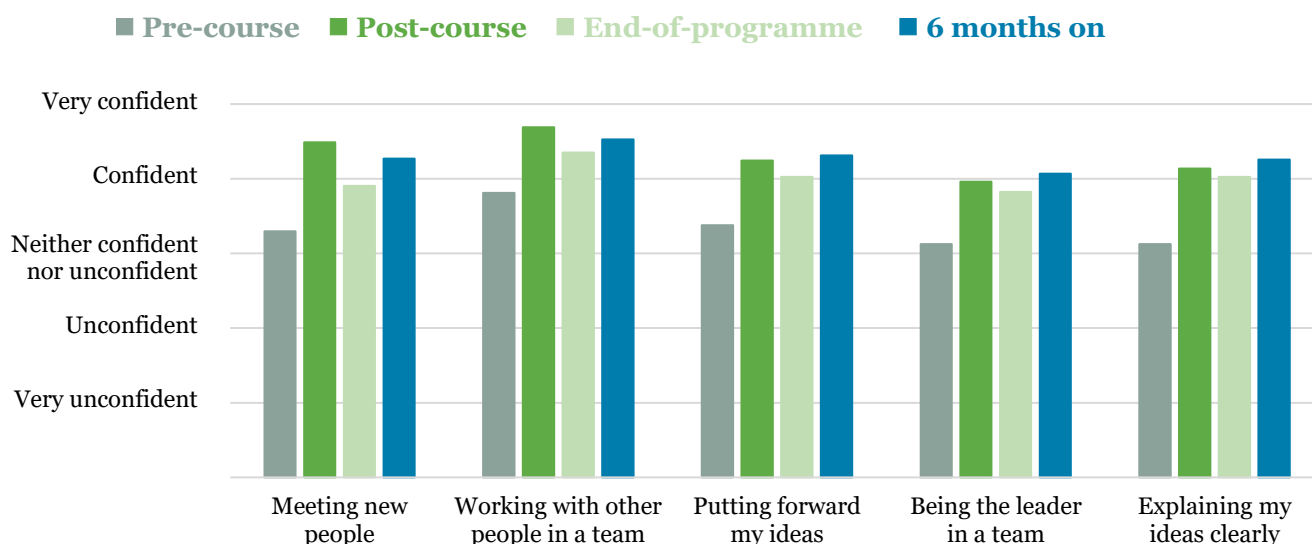
## CONTINUED IMPROVEMENT IN SKILLS

The participants were asked to rate their skills as they are currently, and their 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. Six months on, the majority of participants who responded to the survey continued to show an improvement in all of the skills measured compared with the start of the programme.

At both the 6 month and the 18 month follow-up points, they were most likely to continue to show an improvement in their **ability to manage stressful situations**, their **ability to manage their time well**, to **think flexibly**, to **make decisions** and to **communicate with and lead others**. Figures 17 & 18 provide further details.



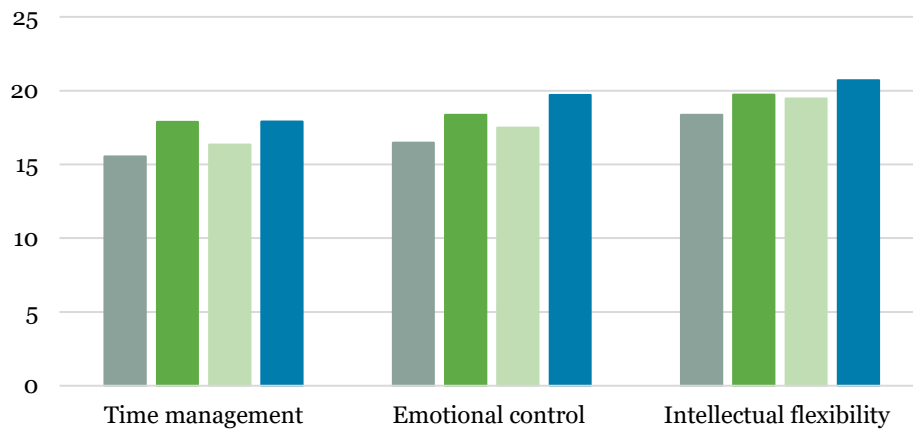
**Figure 17: Effect of the Award on participants' communication, leadership and interaction with others six months on**



“Knowing that I had **the ability to make new friends decreased my anxiety about making the transition of moving away to university**. It also reinforced how important organisation methods such as creating my own personal deadlines which I have been able to apply to my studies.” **Samantha, 6 months on (participated whilst at James Gillespie’s High School, Edinburgh)**

**Figure 18: Effect of the Award on participants' personal effectiveness six months on**

■ Pre-course ■ Post-course ■ End-of-programme ■ 6 months on



**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 have learnt to analyse my own performance and I feel that the experience of all the ups and downs of planning and executing my first project has readied me for other challenges in life and education.” **Lulu, 6 months on (participated whilst at King’s Park Secondary School, Glasgow)**

“When I applied for my apprenticeship the Mark Scott Award stood out most for my employer. I used the presentations etc as an example of the work I can produce and it proved that I can work well in a team.” **Victoria, 6 months on (participated whilst at Dumbarton Academy)**

“I am now **reaching out** and **seeking more opportunities** such as conferences and training sessions where I can meet people and network, to help my future career.” **Nazneem, 18 months on (participated whilst at King’s Park Secondary School, Glasgow)**

## CONCLUSION & ONGOING DEVELOPMENT OF THE AWARD

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The evidence collected through the evaluation of the 2017-18 programme 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 medium-term. Participants develop and improve their skills during the residential course, which are further built on and embedded during the community project phase. **In the months and years that follow, they are able to apply what they have learnt to positive effect, reporting that the experience plays a key role in enabling them to make a smoother transition than expected into college and university, apprenticeships and work.**

A number of small differences in the outcomes were identified this year. The residential courses appeared to be slightly less effective at developing some of the skills in the young people, for instance their emotional control, however they were more effective in other areas, such as independence and responsibility. One of the biggest changes observed was in the scope of the community projects they engaged with and the young people's sense of social responsibility that developed.

Looking ahead to next year's programme, recruitment is going well with the majority of places filled and a number of schools re-engaging with the programme after stepping back for a year or more. The positive developments to delivery that were tested last year will be formalised and developed as best practice, and the areas where the Award appears to have been less effective will be reviewed prior to the start of the 2018-19 programme. The team intend to use the online logbook for a second year, which will allow participants to benefit from the opportunity to reflect more deeply on what they hope to achieve from the project element and their own journey through the Award.



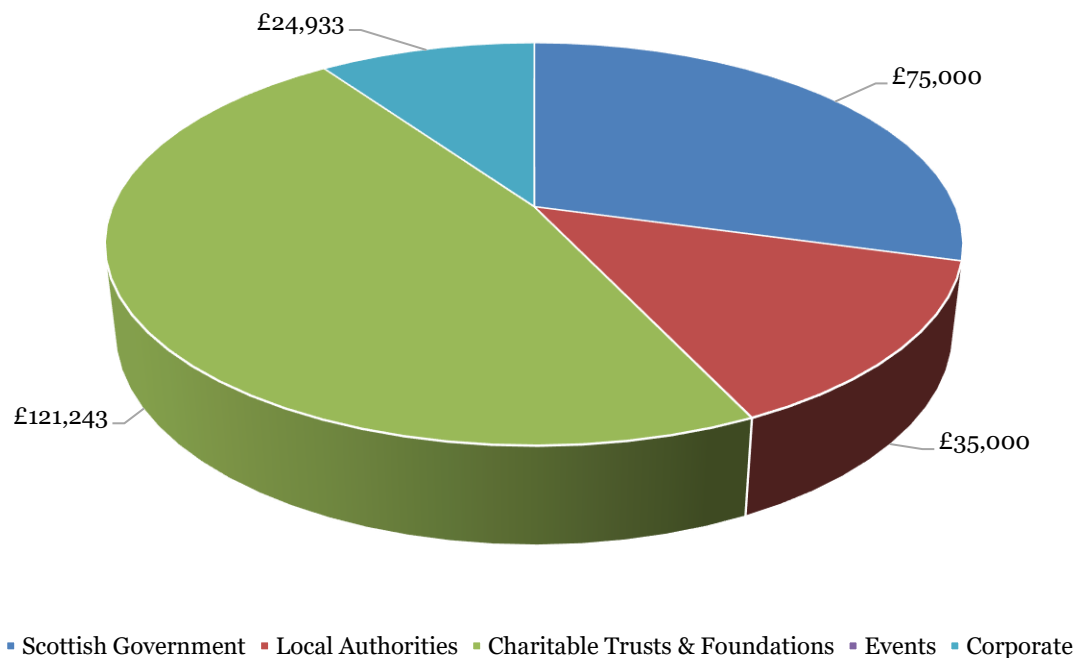
## End notes

1. Get the Data [www.getthedata.co.uk](http://www.getthedata.co.uk)
2. <http://www.wilderdom.com/leq.html>
3. *ibid.*
4. *ibid.*
5. 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.
6. *ibid.*
7. [http://www.hhpublishing.com/\\_assessments/WORKING/scales.html#PPS](http://www.hhpublishing.com/_assessments/WORKING/scales.html#PPS)
8. [http://www.hhpublishing.com/\\_assessments/WORKING/scales.html#TR](http://www.hhpublishing.com/_assessments/WORKING/scales.html#TR)
9. Question adapted from the UK Government's Longitudinal Study of Young People in England.

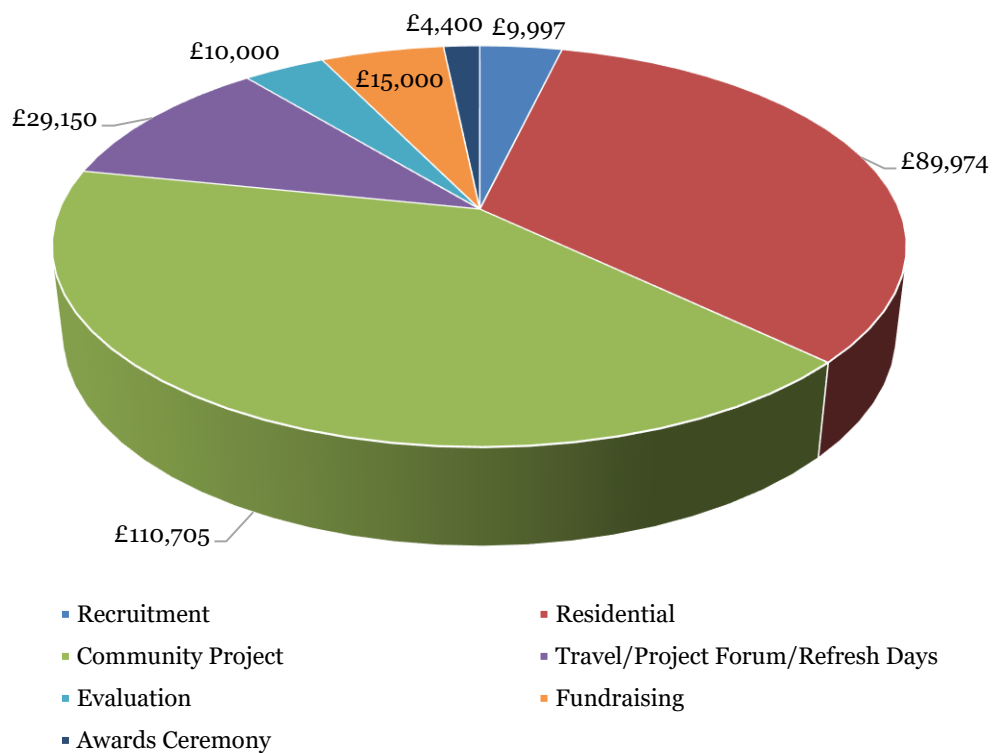
## FINANCIAL INFORMATION

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### PROGRAMME FUNDING



### PROGRAMME COSTS



## LIST OF FUNDERS

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Annual Golf Event

Bellahouston Bequest Fund

Cruden Foundation

First State Investments (Sponsor of Golf event)

Glasgow City Council

Gordon Fraser Charitable Trust

Imlay Foundation

Inchcape Foundation

Patersons of Greenoakhill

Robert Barr's Charitable Trust

Scottish Government

Souter Charitable Trust

The Barcapel Charitable Trust

The Barrack Charitable Trust

The Cruach Trust

The Hugh Fraser Foundation

The Khushi Foundation

The Liz and Terry Bramall Charitable Trust

The Ponton House Trust

W A Cargill Fund

William Grant Foundation

## FURTHER INFORMATION AND RESOURCES

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### **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](http://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](http://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](http://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/](http://www.flickr.com/photos/outwardbounduk/sets/)



### **THE OUTWARD BOUND TRUST IN SCOTLAND**

Robertson House, 152 Bath Street,  
Glasgow G2 4TB  
Tel: 0141 413 0244

### **THE OUTWARD BOUND TRUST HEAD OFFICE**

Hackthorpe Hall, Hackthorpe,  
Penrith, Cumbria CA10 2HX  
Tel: 01931 740000  
Email: [enquiries@outwardbound.org.uk](mailto:enquiries@outwardbound.org.uk)

### **THE OUTWARD BOUND TRUST CENTRES**

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

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