**THE OUTWARD BOUND TRUST REPORT TO THE SCOTTISH GOVERNMENT**

**THE MARK SCOTT LEADERSHIP FOR LIFE AWARD**

A close up of a logo

Description automatically generatedA group of people sitting on a mountain

Description automatically generated with medium confidence2021 – 2022



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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, usually delivered over a six-month period, starts with a challenging five-day Outward Bound residential course designed to develop pupils’ personal skills and attributes, such as confidence, determination and the ability to work with others. Upon returning to school, they work in groups to identify, organise and deliver a project that benefits their local community. The programme provides a unique opportunity for young people to prepare for their next step onto higher education, training or employment and to make a positive contribution to society.

The Mark Scott Leadership for Life Award continues to be delivered in a way that meets the needs of its participants, whilst working within the changing restrictions of the Covid-19 pandemic. Due to Scottish Government social distancing Covid-19 restrictions, we had to work with less young people on the programme in 2021-22. Following the largely online delivery last year, this year’s programme was able to see the return of the residential experience - all four residential courses have been delivered successfully and participants moved into the next phase of the programme; planning and successfully completing their community projects, concluding the programme with the return of the Award ceremony, in-person, to celebrate the participants’ achievements.

**Key Milestones achieved in 2021-22**

* **117** young peoplecompleted the Award.
* **50%** of participants were from the **30% most deprived datazones in Scotland**.
* **41** schools were involved in the project from across the central belt of Scotland.
* **22** community projects were delivered.
* The Award ceremony was held in-person on **20th April 2022**.

**Impact of the programme**

The Award has continued to develop young people’s skills and aspiration, helping to prepare them for their transition into adulthood. With programme delivery returning more closely to its original format, the evaluation datashows that the impact of the Award is much similar to years prior to the pandemic.

Participants improved their skills across the majority of outcome areas, including time management, emotional control and personal responsibility. There has been a larger improvement in social relationships, most likely due to the increased need for young people to develop connections with others following a period of disruption and isolation during the Covid-19 pandemic. The data collected continues to show the positive impact on young people from higher areas of deprivation, and participants have been able to articulate how the Award has positively impacted their wellbeing.

Evaluation of the lasting impact of the programme has continued to show a positive impact on participants’ skills in the months and years following the Award, in particular their interpersonal skills and self-management.

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# 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 24 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.

## delivery of The programme in 2021-22

**RESIDENTIAL COURSES**

This year the Award returned to its normal, pre-pandemic delivery structure. All four residential courses were able to take place, with the delivery team noting the excellent Covid-19 safety measures in place at the centre to minimise risk to participants and instructors. As a result of Covid-19 restrictions only 36 young people could attend each residential, and there were also a small number of young people who could not attend as they tested positive in the days leading up to the residential. This year, the delivery team observed large numbers of participants with complex needs such as high dependency and mental health issues; similar to those reported in previous years but greatly heightened by the impact of the pandemic, further highlighting the importance of the Award in reaching individuals in need.

A picture containing sky, outdoor, pole, wire

Description automatically generatedAs with previous years of the programme, the residential experience plays an important part in building the initial trust, confidence and resilience of participants before they move into the community project phase of the Award. For the majority of participants, it was an opportunity to experience new surroundings after spending a prolonged period of time feeling isolated during the pandemic – particularly for young people living in areas of higher deprivation – and a chance to meet new people and feel a sense of accomplishment as they overcame each challenge throughout the week.

Participants tackle the Jacob’s ladder challenge as a team

*“The residential itself was a breath of fresh air. We were locked up in our houses in our general areas for so long that being able to go out and meet new people and interact with people in a setting that’s outside of our local area, it was what we all needed, especially at that point.”* – Jade, Shawlands Academy (SIMD decile 2)

*“[I wanted] to go to Loch Eil to get away from Glasgow, to get away from all the alcohol and everybody taking drugs and go somewhere where people are just being people. I was walking up [to the centre] and I just got pure excited, seeing all this big equipment that I knew we’d get to try, and just the thought of being out of Glasgow, I couldn’t wait to see how normal people were.”* – Karina, All Saints Secondary (SIMD decile 2)

*“[During the residential] there was this activity called the Jacob’s Ladder, you had to get as high as possible but you couldn’t just do it by yourself, you had to rely on your teammates to help you out … [When I got to the top] that was probably the best I felt out of the entire residential…doing that just gave me this sense of achievement.”* – Arron, Dumbarton Academy (SIMD decile 3)

**COMMUNITY PROJECTS**

**A group of children posing for a photo

Description automatically generated**The intended benefits of the community project were more evenly split this year compared to last year’s programme; with **35% of projects focused on improving outdoor environments**; most likely linked to participants engagement with the climate crisis and COP26 events that had taken place in Glasgow. The strong relationship between instructors and their groups has been noted to be an important aspect in the successful completion of community projects.

The project group from Bannerman High, Eastbank Academy and St Mungo’s Academy set up a library and break out area for a local primary school

*“Our instructor, they were always there for us. So say if I couldn’t make a phone call or send an email just because I was too nervous about it, he would be happy to jump in and do it for me but it never got to that point, because it was always just about knowing that I had that support there, just in case.”* – Jade, Shawlands Academy (SIMD decile 2)

**CHALLENGES TO PROGRAMME DELIVERY**

The difficulties in education caused by the pandemic impacted this year’s recruitment, with most recruitment taking place in August due to the strain on schools at the end of the 2020-21 term to catch up with exams and planning. With Covid-19 restrictions still in place, instructors were unable to deliver recruitment presentations in schools, and instead relied heavily on engaged Champions within schools to recruit participants.

Evaluation of the programme

The programme was evaluated in largely the same way as in previous years, using the same pre/post questionnaires but in an online format instead of paper questionnaires. This led to unexpected administrative errors resulting in a smaller sample size than previous years. The administration of the questionnaires will be reviewed and rectified for next year’s evaluation. Due to the changes in the delivery of the 2020-21 programme as a result of the Covid-19 pandemic, lasting impact evaluation has been collected using a bespoke follow-up questionnaire for this cohort 12 months after completing their programme. Three interviews were also carried out with participants of the 2021-2022 cohort after completing the programme[[1]](#footnote-2).

# Contribution towards the Scottish Government’s National Outcomes

The Mark Scott Leadership for Life Award continues to contribute towards two of the Scottish Government’s National Outcomes. Figure 1 provides a summary of this. Evidence for the contribution that the programme makes is presented below.

**Figure 1: How the Award contributes towards the Scottish Government’s National Outcomes**

|  |  |
| --- | --- |
| **Programme outcomes** | **Contribution towards Scottish Government National Outcomes** |
| Participants become confident individuals and independent learners. | **National Outcome 9**: We live our lives free from crime, disorder and danger.  **National Outcome 11**: We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others. |
| Participants develop teamwork skills and the ability to lead others and manage projects. |
| Participants develop awareness of, and show greater respect for, others from different socio-economic, cultural and religious backgrounds. |
| Participants develop a sense of social responsibility by delivering projects that benefit their local community. |

**National Outcome 9: We live our lives free from crime, disorder and danger**

The Mark Scott Leadership for Life Award has continued to develop the **personal**, **social** and **emotional capabilities** needed for young people to **thrive** in their **education** and **career**, in particular building their **confidence to interact with people** who are new or different to them, to **work collaboratively** with others, take on **leadership** roles and **manage their time** and **emotions** when faced with stressful situations. This year, **62%** of the participants improved their capacity for **emotional control** and **57%** improved in **taking responsibility** at the end of the programme.

The lasting impact evaluation[[2]](#footnote-3) continues to show that the positive attitudes and skills young people develop during the Award are retained well into the future, helping them to live more fully whatever they move onto – university, training or employment.

**77% scored higher for time management 18 months on**

**54% scored higher for emotional control 18 months on**

A picture containing clipart

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Description automatically generated*

**National Outcome 11: We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others**

The Award brings young people together from diverse communities to work collaboratively to achieve shared goals. It promotes connections between individuals and their community, and through the delivery of 22 community projects, young people make a positive difference to the lives of those around them. At the end of this year’s programme, **60%** of participants were **more likely to volunteer** on a regular basisand **52% scored higher** for **social trust**.

**52% scored higher for social trust at the end of the programme**

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**60% are more likely to volunteer in the future**

Case example: taking responsibility for actions and how they affect others  
Karina, 18, ALL SAINTS SECONDARY (SIMD DECILE 2)

For Karina, the value of taking part in the Award was not only about how the programme improved her own self-belief, but how she could transfer this learning into the work she now does in her community as a volunteer with Youth Initiative. She told us about the impact of receiving praise from her instructors and the importance of providing this for young people who are not often encouraged by others:

*A group of people hiking

Description automatically generated“After the activities, the instructor would come up to us and say like ‘you did really good at that’, or ‘you could be a professional hiker!’, stuff like that, which was really nice to hear that you’d done a good job. The first couple of times I was like ‘alright, cool…that’s a bit weird’ because I’m not used to that sort of thing, but as we got to the end I was realising that I actually I do like that, that made me feel good and more confident. Now if I’m doing an activity [when I’m volunteering with young people] I will make sure to say something like ‘you’ve done really good there, well done’.*

*The instructors being positive towards me has [had the biggest impact], never being like ‘you can’t do this’ or ‘you’re not good at this’, just listening when I need them to listen and being there in general. A lot of young people don’t get that sort of thing, so when they do get it, it does mean a lot. Every young person deserves to hear that.”*

Overcoming challenges during the residential enables young people to be more resilient and take on responsibility during the community project phase of the Award

# 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. In 2021-22, the programme has reached more young people from lower socio-economic backgrounds than in previous years. All profile data is presented in charts 1 – 7 in the Appendix.

**GENDER**

We have seen a slight increase in the number of male participants this year, but as in previous years, the number of female participants is much higher. in 2021-22, 68% were female, 30% were male, and 2% were non-binary.

**SOCIO-ECONOMIC BACKGROUND**

Scottish Index of Multiple Deprivation (SIMD) data was used to assess the socio-economic background of the participants based on their home postcode[[3]](#footnote-4). **50%** of participants came from the **30% most deprived datazones** in Scotland, which is higher than in the previous year (44%).

**RELIGIOUS BACKGROUND**

The programme recruits young people with varying religious backgrounds. In 2021-22, **50%** of participants described themselves as having ‘**no religion**’, which is slightly lower than the previous year (51%). **14%** were **Roman Catholic** and **17%** were of **other Christian** denominations or Christian but of no denomination. The **largest non-Christian group** continues to be **Muslim** (**11%**), which is slightly higher than the previous year (10%).

**ETHNICITY**

The majority of participants were white (75%), which remains the same as in the previous year. A quarter of participants were from other ethnic groups, the most significant of which was Asian (15%). The percentage of Black and Asian participants has steadily increased since 2012, indicating that the Award is reaching a more diverse cross-section of Scottish society.

**RELIGIOUS PROFILE OF PARTICIPATING SCHOOLS**

Just under a quarter of the schools involved in the 2021-22 programme were Roman Catholic, which is the slightly lower than the previous year (35%).

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# Summary of key findings from 2021-22 evaluation

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

1. **Participants become more confident individuals and independent learners**
2. **Participants develop teamwork and project management skills, and an awareness of how to lead others**
3. **Participants develop awareness of, and develop greater respect for, others from different socio-economic, cultural and religious backgrounds**
4. **Participants develop a sense of social responsibility by delivering projects that benefit their local community**
5. **Community members have a positive experience by taking part in the participants’ projects**

The evaluation data collected during the 2021-22 programme indicates that the **majority of outcomes were achieved**, with improvements seen across measures such as **interpersonal skills**, most likely due to the return to the original format of the programme and the opportunity for young people to meet and bond at the start of the programme during the residential experience. Overall, the outcomes for this year’s programme are very successful and has helped to ensure this cohort of young people are prepared for the next phase of their lives as they transition into adulthood.

## Participants become more confident individuals and independent learners

Feedback collected at the end of the programme indicates that the young people increased their **confidence** throughout the programme, and is supported by the questionnaire data, which shows improvements in **emotional control** and **time management** for the majority of participants (see Figure 3). Examples of the young people’s feedback are included below and an in-depth case example showing the impact of the Award on one individual from an area of high deprivation is presented on the following page.

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

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

*“I believe that this award has helped me be more confident in myself and push myself out my comfort zone which I think will be very useful for the future as I will need to take on a lot of roles which require me to talk to people confidently.”* – Grace, Greenfaulds High School (SIMD decile 4)

*“I will be able to have confidence to take [on] any tasks or challenges because I’ve developed the confidence and the mindset to always try things.”* – Ellie, St Paul’s High School (SIMD decile 1)

*“I will have the confidence to go into unfamiliar situations and deal with them calmly.”* – Kyle, Whitehill Secondary (SIMD decile 7)

**CASE EXAMPLE: BUILDING CONFIDENCE AND INDEPENDENCE**

**JADE, 17, SHAWLANDS ACADEMY (SIMD DECILE 2)**

Jade recently moved schools in the hope of achieving better grades in her exams, as the area of Glasgow that she lives in was impacting her learning:

*“It’s quite a deprived area, a lot of not-good stuff goes on here. I used to go to the local school and it was just not the best environment to be in, so it got to a point where I had to move schools because I felt I wouldn’t pass my exams there.”*

Before the Award, Jade struggled to do things independently and lacked self-belief. She hoped the Award would help her to develop these skills:

*“Honestly, I was terrified quite a lot that I wasn’t a very confident person, and I felt like I could really benefit from the programme. I would never have actually done a phone call like this, for example, before the Award. I would really struggle to call my opticians to book an appointment or send an email to a teacher if I needed something. Or if I was asked if could speak at assembly, I would definitely not do it, I just couldn’t.”*

Since taking part Jade has become more confident, has adapted well to her new school and has higher self-belief in what she can offer to others:

*A group of children sitting at a table

Description automatically generated with low confidence“I definitely gained a lot of confidence - I did a lot of public speaking after the Award, and really pushed myself to do more leadership roles. Especially because during the community project, I had to take a more leader-type role in the group which I never expected. And I’m much more organised now, I know how to plan things out, I know how to lead a group, and how to negotiate when something is needed. I had to deal with funding because it got cut at one point and I had to fight for it, which I think are really good skills for the future.*

Participants discussing ideas at their community project meeting

*One thing I learnt is that the ideas that I have, no matter what they are, they could help in another shape or form. They might not fix the problem, but they might fuel a new [idea], and I think that was really important for me to learn, because I would not voice my ideas beforehand, whether it was [lack of] confidence or just not really believing in myself. Now I definitely realise that whatever I have to say will help in some way.*

*Because I moved to the school that I did the project in half-way through I got to know the teachers a lot more because I got more involved, so it opened a lot of doors for me that I wouldn’t have really thought about opening, or had the opportunity to have opened for me.”*

As a result of this improvement in her confidence, Jade’s aspirations for her future at university and in her career have both improved:

*I will definitely be able to plan things and lead a group or another project [in the future], at uni I definitely see myself joining a society and organising events, which beforehand I wouldn’t have done, I would have joined a society and just attended things. Also I think in my future workplace, I definitely see myself being more motivated to move up to manager roles or roles that have more kind of influence on what’s going on, because before I would have been happier just staying in a role where people just told me what to do, but now I have that push to want to move up.”*

## Participants develop teamwork and project management skills, and an awareness of how to lead others

Interpersonal skills continue to be a strong outcome of the Award. **70% of participants improved in confidence meeting new people** at the end of the programme,higher than the previous year, most likely the result of the reintroduction of the residential at the start of the programme, which as described on page 2, provided an opportunity for young people to build new relationships in a contrasting environment to the homes and areas that they had been confined to as a result of the pandemic. Leadership skills have also increased on previous years, **65%** of participants had **improved in** **confidence being the leader of a team** at the end of the programme. Examples of the young people’s feedback are included below.

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Participants’ confidence when:** | **2019-20** | **2020-21** | **2021-22** |
| Meeting new people | 55% | 44% | 70% |
| Putting ideas forward | 56% | 35% | 62% |
| Working with others in a team | 56% | 24% | 58% |
| Being the leader of a team | 55% | 38% | 65% |
| **Participants’ skills in:** | **2019-20** | **2020-21** | **2021-22** |
| Taking responsibility | 62% | 49% | 57% |
| Problem-solving | 57% | 46% | 45% |

*“[Planning the community project] gave me a chance to be in control of something and not just being told ‘do this, do that’; it was my group’s project and this is us doing it, we’re doing it ourselves, taking the initiative. I definitely developed my leadership skills, and building relationships with young people, I now volunteer with a youth initiative, and I didn’t have much to do with it until afterwards. Now I’m running games and having one-to-one sessions with young people. [Before the Award] I never took responsibility for anything, I just did what I was told. Now I’m the one telling people what**we’re**going to do. With the type of work that I’m going into [in outdoor sports coaching], I’m going to need that leadership [skill].”* – Karina, All Saints Secondary (SIMD Decile 2)

*“I want to be a doctor in the future so I'll be working alongside other healthcare professionals. Having so many team activities and group work has helped me learn to work better with others. Also, I was a leader at times during our project and this was good at helping me be decisive, a skill I will need in future.”* – Abigail, Shawlands Academy (SIMD decile 9)

*“I will be able to apply the skills I have learned all throughout my life in many different situations making them easier. After spending a lot of time looking at timelines I feel as if I will be able to use these to help with planning and time management especially during university to make sure I can complete everything to a good standard and on time. I have also learned that things which may seem small to you can have a big impact on others and although you may feel as if you aren't really helping someone, they could be very grateful for it and really appreciate it.”* – Charlotte, Liberton High School (SIMD decile 5)

*“My teamwork skills are stronger now so I’ll be more confident working in a team of new people I haven’t worked with before and I won’t shy away from that just because I’ve never done it. I feel more confident starting up conversations with new people so I won’t be afraid to voice my opinions at the right time.”* – Kayla, Graeme High School (SIMD decile 9)

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

At the end of this year’s programme, **55%** of participants’ **improved in social confidence**, with **57%** of participants feeling more confident about helping, or asking for help from, **someone from a different school**. Improvements in social confidence were marginally higher for participants from areas of higher deprivation (see Figure 6, following page). Examples of the young people’s feedback are included on the following page.

**Figure 4: 2021-22 social confidence scores. Average scores for participants confidence helping, or asking for help from different backgrounds (n=60)**

**Figure 5: Overall social confidence of participants by SIMD decile grouping (n=60)**

*“The Award has allowed to expand on my communication skills as I had to meet new people and trust them in many different tasks which I felt I did very well in.”* – Jess, John Paul Academy (SIMD decile 3)

*“I was able to meet so many different people with different plans for the future which was really insightful to see how everyone’s path is different. It also has given me more confidence to approach adults or people in places of power (even small) to make a change or bring up something that is not working.”* – Jade, Shawlands Academy (SIMD decile 2)

*“Taking part has benefited me in the fact that it’s helped me realise that if I’m ever put in a group with people I don’t know, I won’t actually take that long to get along with them and it’s helped me just be more comfortable in areas that I’m not used to*.” – Arlo, Bishopbriggs Academy (SIMD decile 5)

*“I’ve managed to make new friends with people in my year that I didn’t really speak to before*.” – Ellie, St Paul’s High School (SIMD decile 1)

## Participants develop a sense of social responsibility by delivering projects that benefit their local community

Following their community projects, the evaluation continued to assess participants’ understanding of the needs of their local community and intentions to volunteer in the future. At the end of the programme, **60%** of participants were **more likely to volunteer** on a regular basis. Examples of the young people’s feedback are included on the following page. The evaluation also measured their levels of social trust to understand if the programme had an effect in these areas as a result of their community involvement, at the end of the programme **social trust** had improved for **52%** of participants.

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

**Figure 6: % of participants who improved at the end of the programme against outcome “Participants develop a sense of social responsibility by delivering projects that benefit their local community”**

|  |  |  |  |
| --- | --- | --- | --- |
| **Participants’ belief that:** | **2019-20** | **2020-21** | **2021-22** |
| Most people can be trusted | 30% | 32% | 35% |
| They are able to have an impact on the world around them | 54% | 29% | 42% |
| They can make a difference when working with others | 47% | 14% | 32% |
| **Overall measure for social trust** | **71%** | **40%** | **52%** |

**Figure 7: Average likelihood that participants will volunteer on a regular basis, before and after the Award[[4]](#footnote-5) (n=113)**

Very likely to volunteer

Very unlikely to volunteer

*“I believe it has helped to develop my communication skills and build relationships within my community. As politics and social and public policy is the field I am studying, it was beneficial to do community work and help others. As such the Award helped me prepare for my chosen field of study.”* – Angela, Bearsden Academy (SIMD decile 2)

*“Having the opportunity to make an impact no matter how small it is, I found that’s something that I really want to do more in the future. I definitely wouldn’t have thought about it without doing that community project. I would definitely like [to get involved with] a local garden, because I found that I really like gardening! Or even just around university, like societies that promote people working on their confidence or doing things outdoors. Or because I feel really strongly about putting more women in STEM, I feel like volunteering in STEM projects going into primary schools or high schools to talk to people about that kind of stuff, I really do see myself doing that. I never felt the need to do that before, I just thought I need to study, do my exams and go off to uni and get my degree. But the community project made me realise that there’s so much more that I could do in between that could help not only myself but others and the community.”* – Jade, Shawlands Academy (SIMD decile 2)

*“I volunteered regularly with Enable Scotland before the Award but I now realise just how much people can benefit from having you there even though it seems like such a small and simple thing to do. This makes me enjoy it more and I am more likely to continue to do it for a much longer period of time.”* – Arlo, Liberton High School (SIMD decile 5)

*“It’s made me realise that even a few hours a week can make a big difference in the community whether it be though acts of service or education, there are many valuable things I’m able to do for people.”* – Holly, Hillhead High School (SIMD decile 4)

## Community members have a positive experience by taking part in the participants’ projects

The intended benefits of the **22 community projects** were more evenly split this year compared to last year’s programme; with **35% of projects focused on improving outdoor environments**. Below and on the following page is an analysis of the beneficiary groups and type of benefits achieved through the delivery of the project, and on the following pages we provide two examples of projects as described by the young people involved.

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

|  |  |
| --- | --- |
| Target group | Percentage of community projects working with this target group[[5]](#footnote-6) |
| Wider local community members | 39% (9) |
| Nursery / primary school children | 30% (7) |
| Secondary school pupils | 26% (6) |
| People who are homeless, ill or vulnerable in society | 13% (3) |

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

|  |  |
| --- | --- |
| Intended benefit | Percentage of community projects with a particular intended benefit5 |
| Quality of local environment (e.g. clearing & renovating an outdoor play area or garden space) | 35% (8) |
| Health & well-being (e.g. mental health workshops) | 22% (5) |
| Quality of Life (e.g. furniture and equipment or redecorating an indoor space) | 22% (5) |
| Education and Awareness (e.g. around social issues such as homelessness or the climate crisis) | 22% (5) |
| Entertainment (e.g. social activities) | 4% (1) |

**Case example: renovating Shawlands School Community Garden**

With the hope of re-invigorating an outdoor learning space, the group de-weeded the garden, cleared paths, picked up litter and refurbished a tool shed with shelving, tool racks, and new coats of wood preserver.

A group of people working on a garden

Description automatically generated with medium confidence*“We revamped a school community garden, because it got really neglected because of covid and teacher absences. We saw that could be an amazing learning environment that could also bring in the community because they used to actually have one of the raised beds belonging to the local primary school and the Scouts. So we thought we could kickstart that again because it was neglected and the local community is kind of big on gardening, so we knew that it would definitely bring in local residents to come and interact with young people which they might not get to do.”*

During the project and after its completion, the group received feedback from local residents and the teacher responsible for the garden on the impact it would have on the community:

*A group of people posing for a photo in front of a barn

Description automatically generated“We actually got feedback when we were doing the garden, local residents that weren’t involved with taking part would tell us how amazing it was, because it would liven up the area, and how amazing it was to make the area look [nicer] and motivate them to look after their garden as well. The teacher that’s in charge of looking after the garden, she’s had a lot more young people sign up for gardening club and other teachers in the school actually do a lot more outdoor lessons in the garden, so it’s really pushed young people to be outside and garden which is not something people my age usually want to do.*

*I felt very proud of what we did. Seeing the finished product, taking a step back, I’m really proud of what me and my group managed to achieve. Seeing how much of an impact a community project like that can do, like getting kids to be outside more, it’s great.”*

Jade, Shawlands Academy (SIMD decile 2)

**Case example: delivering team- and confidence-building activities to improve wellbeing**

For the project group from All Saints Secondary and Bishopbriggs Academy, their community project brought together skills they had learnt during the Award with the aim of transferring this learning to younger pupils to help improve wellbeing. Karina discussed how she had to take on a leadership role to ensure the project ran smoothly for all those involved:

*“Our community project had a lot to do with young people, so we had to develop those [teamwork] skills otherwise our project would have flopped. We couldn’t have our instructor doing all the work so I had to go out and talk to them and deal with any arguments. Our project was a ‘mini-retreat’ with team-building and confidence building with a group of young people, they were 11-14.”*

Similar to the progress instructors observe during the residential experience, the project group were able to observe improvements in young people’s confidence over the days that they delivered the activities:

*“The young people were really shy and quiet to begin with, and I know it was only three days but I feel like we did increase their confidence. It was cool watching their personalities come out on the second day.”*

Karina commented on the improvements she also saw for her teammates, and how that positively impacted the group and her motivation to continue working with young people:

*“I feel like a lot of my team’s confidence grew as well [as the young people we worked with], and our relationships became a lot closer than they were prior to [the project]. I think because we’re all going through similar stuff and facing the same challenges, but we’ve all got different perspectives on how we deal with it and how hard it was, just sharing those experiences and wanting to do more like it. So me and one of my team-mates now volunteer with Youth Initiative, and we had a volunteer takeover day [recently] where we organised an entire Monday night session. [The community project showed me that] I like hearing young people’s stories and the ways that I can help them.”*

Karina, All Saints Secondary (SIMD decile 2)

A picture containing grass, sky, outdoor, building

Description automatically generatedA group of people dancing

Description automatically generated with medium confidence**community project photographs**

**Building a greenhouse from recycled plastic bottles at a local primary school, which all the schools were asked to contribute to.**

**Delivery of a series of Health and Wellbeing workshops and gym sessions with primary school pupils.**

# wider impact of the award

## sUPPORTING YOUNG PEOPLE’S TRANSITION INTO ADULTHOOD

The Award has continued to build the aspiration of the young people who participated. Overall, **70% of participants recorded an increase in their aspiration** at the end of the programme and as was seen in the previous three years, a greater level of impact was recorded for participants from more deprived socio-economic backgrounds. **79% of participants from SIMD 1-3 increased their score for aspiration** by the end of the programme, compared with 61% of participants from SIMD 4-10 (see Figures 10 & 11). This gives a good indication that the Award makes a positive contribution to improving the life chances young people from disadvantaged backgrounds.

**Figure 10: % of participants who improved at the end of the programme against outcome “Wider impact of the Award – supporting young people’s transition into adulthood”**

|  |  |  |  |
| --- | --- | --- | --- |
| Participants’ confidence that they will: | Overall | Participants from SIMD 1-3 (n=29) | Participants from SIMD 4-10 (n=31) |
| Gain training or a university place in your preferred field | 80% | 76% | 84% |
| Successfully finish your training or university studies | 43% | 52% | 35% |
| Find a job in your field | 53% | 52% | 55% |
| Be successful and get ahead | 53% | 52% | 55% |
| **Overall measure of aspiration** | **70%** | **79%** | **61%** |

**Figure 11: Overall educational and employment aspirations by SIMD decile grouping (n=60)**

## sUPPORTING YOUNG PEOPLE’S wellbeing

Feedback collected at the end of the programme indicates that the Award continues to support young people’s wellbeing; improving their confidence, ability to cope with stress and providing a sense of purpose so that they can feel good and function well. Examples are included below of the young people’s feedback when asked how the Award has impacted their wellbeing:

*“I had really bad wellbeing before I went to Outward Bound, I had no plans for the future. It did give me something and [my wellbeing] just increased all the time. I feel different, it’s mad how much it’s changed, like I never really had good relationships with people – I had relationships but they were more like acquaintances, like I’ll talk to you when I see you but I wasn’t going to go out of my way to become friends or maintain the relationship. And now it’s like I have a whole bunch of different things with my friends; going out, planning stuff, volunteering. I think just going through everything together really made the bond stronger. Right now I’m getting ready to move to England to go work at PGL for the summer, and then I’m coming back to study Outdoor Sports Coaching and Development, so after that I’ll be thinking about youth work or working at an outdoor retreat. I probably wouldn’t have known what I wanted to do [without the Award], I probably wouldn’t have applied to college or gotten this job with PGL.”* – Karina, All Saints Secondary (SIMD decile 2)

*“I think the Award has positively impacted my confidence. I now feel more inclined to give my own opinions in a team situation and even take the lead. It has also definitely helped with my anxiety as I was able to effectively work with new people and complete a successful community project.”* – Grace, Greenfaulds High School (SIMD decile 4)

*“The project has made me become more confident in meeting and making friends with new people and staying friends with them. I have been able to make a difference in my local community by helping calm other’s nerves about things I used to be nervous about. It has made me stressed at times as the timing of taking on the project clashed with lots of schoolwork and exams as well as other important tasks outside of school but I feel as if I have been able to improve on my time management and organisational skills.”* – Arlo, Liberton High School (SIMD decile 5)

A picture containing outdoor, colorful, stone, raft

Description automatically generated*“The Award had definitely had a positive impact on my wellbeing overall, it’s pushed me to do things I would never do like face my fear of water. And this only increased my confidence in myself as I learnt I could do anything I put my mind to no matter how scary it may seem. It also increased my confidence with meeting other people and taught me ways on how to reflect which I can use in other situations. It definitely made me feel like I had a purpose through the team activities and the feedback we gave each other.”* – Sabah, Greenfaulds High School (SIMD decile 8)

Participants embracing the elements as they complete gorge walking challenges

# lasting impact: 2020-21 programme

Due to the adapted delivery of the 2020-21 programme as a result of the Covid-19 pandemic, a bespoke lasting impact evaluation has been completed for this cohort. An online questionnaire was sent to participants 12 months after completing the Award; 18 participants completed the questionnaire. Almost all 2020-21 participants who completed the 12 month follow up questionnaire are now currently in university, college or employment, with one participant currently completing a gap year (see Figure 12). **79%** of participants have seen positive results from applying what they learnt during the Award, and **86%** expecting to see positive results in the future. Examples of the positive results that participants have seen and valuable skills that they have used since completely the Award are provided below.

**79% have seen positive results from applying what they learnt during the Award 12 months on**

**86% are expecting to see positive results from applying what they learnt during the award in the futre**

A picture containing clipart

Description automatically generated*A close up of a sign

Description automatically generated*

*“I improved my communication skills and also my teamwork skills because I have autism and find it hard to talk to people and have conversations. I feel like it helped me to have confidence in a group.* *I have used those skills to meet new people and make new friends at college and create new dance pieces with people at my dance group. It helped me love myself more and helped me be happy around people and that I knew I could talk to someone if I was feeling stressed or sad”. -* Ali, 2020-21 participant from Shawlands Academy

*“I have applied the communication skills I learned in the Award through making new friends at University and pitching my ideas to lectures. As for Team Working skills, I have applied them to my current part-time job, as well as side projects me and my friends have come up with (such as organising events and the future game jam we hope to participate in).”* - Kate, 2020-21 participant from Cumbernauld Academy

*“I've been on a gap year in Senegal since November of 2021. I've been teaching English in a high school, with ages ranging from 12-23 and living in a rural village. I always knew I wanted to take a gap year but doing the Award has given me more confidence in completing it and being out of my comfort zone.” -* Sarah, 2020-21 participant from Glasgow Gaelic School

*“I had to do a 7th year at school to get my Advanced Highers. Taking part in the award gave me more confidence for this as it was tough because all my friends had left and gone to uni. I also applied to university for vet medicine, I was successful in getting 4 conditional offers. The Award helped with this as being a vet is a lot about communication and teamwork so what I learned taking part in the Award helped me at interviews. A lot of people hadn’t had many opportunities to work as part of a team due to covid. I think it pushed me when I thought I couldn’t do anything. Doing the Award showed me that actually the old me was still there and I could still do plenty to help others and achieve something.” -* Fraser, 2020-21 participant from Braes High School

**Figure 12: 2020-21 participant destinations (n=18)**

Participants were also asked to provide feedback on the extent to which the Award has encouraged them to stay involved in their local communities. **64%** of participants agreed that the community project had encouraged them to get involved into their local community after completing the Award. Examples of some of the volunteer work that participants have taken part in are included below.

**64% AGREED THAT TAKING PART IN THE COMMUNITY PROJECT ENCOURAGED THEM TO GET MORE INVOLVED IN THEIR LOCAL COMMUNITY AFTER COMPLETING THE AWARD**

*A picture containing clipart

Description automatically generated*

*“I’ve gone back to volunteering at my local RDA.”*

*“I have helped kids move from primary to secondary school.”*

*“[I’ve been] volunteering in my local charity shop.”*

*“I took part in a group boat race for charity.”*

# 

# Conclusion & ongoing development of the Award

The evaluation of the programme indicates that the majority of outcomes were met, with participants recording improvements across all of the outcome measures used. With the programme returning to its original format as closely as was possible, the delivery team worked hard to ensure that the Award continued to achieve the programme outcomes to a similar level as pre-pandemic delivery years, improving on last year’s results across almost every measure.Overall, this year’s programme has been successful.

Looking ahead, the Award will continue to be delivered in its original format, as the positive impact of the original model has been established through this year’s delivery. The online resources created during the delivery of the programme in 2020-21 are still useful and available as an additional resource to enhance learning, but in-person group work has been established to have the most impact on participants’ success. In 2022-23, the Mark Scott Leadership for Life Award will reach it’s milestone 25th year of supporting young people to successfully enter the next phase of their education and careers.

# Appendix

**Chart 1: Analysis of participants’ socio-economic background by SIMD quintile 2014-22**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Most deprived** | | **Least deprived** | | | |
| Quintile | 1 | 2 | | 3 | 4 | 5 |
| % of 2014-15 Award participants | 29% | 19% | | 18% | 12% | 22% |
| % of 2015-16 Award participants | 38% | 16% | | 13% | 7% | 27% |
| % of 2016-17 Award participants | 31% | 20% | | 15% | 13% | 21% |
| % of 2017-18 Award participants | 31% | 19% | | 19% | 18% | 14% |
| % of 2018-19 Award participants | 41% | 17% | | 12% | 16% | 14% |
| % of 2019-20 Award participants | 38% | 18% | | 16% | 14% | 15% |
| % of 2020-21 Award participants | 35% | 16% | | 13% | 15% | 21% |
| % of 2021-22 Award participants | 38% | 21% | | 13% | 13% | 13% |

**Chart 2: Analysis of participants’ socio-economic background by SIMD decile 2014-22**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Most deprived** | | | |  | |  | |  |  | | | **Least deprived** | | |
| Decile | 1 | 2 | 3 | 4 | | 5 | | 6 | | | 7 | 8 | | 9 | 10 |
| % of 2014-15 Award participants | 13% | 15% | 11% | 9% | | 12% | | 6% | | | 6% | 6% | | 12% | 10% |
| % of 2015-16 Award participants | 23% | 15% | 8% | 7% | | 9% | | 4% | | | 3% | 4% | | 13% | 14% |
| % of 2016-17 Award participants | 19% | 12% | 11% | 9% | | 9% | | 6% | | | 3% | 9% | | 12% | 10% |
| % of 2017-18 Award participants | 21% | 10% | 11% | 8% | | 8% | | 10% | | | 9% | 8% | | 9% | 5% |
| % of 2018-19 Award participants | 21% | 21% | 11% | 6% | | 8% | | 4% | | | 7% | 9% | | 6% | 8% |
| % of 2019-20 Award participants | 25% | 13% | 9% | 9% | | 12% | | 4% | | | 4% | 10% | | 6% | 9% |
| % of 2020-21 Award participants | 18% | 17% | 9% | 8% | | 6% | | 7% | | | 9% | 6% | | 8% | 14% |
| % of 2021-22 Award participants | 22% | 17% | 11% | 10% | | 10% | | 4% | | | 6% | 7% | | 10% | 4% |

Chart 3: Gender analysis of participants 2014-22 (‘non-binary’ included as a gender category in 2017-18 for the first time)

**Chart 4: Religious profile of participating schools 2014-22**

Chart 5: Location of participating schools 2021-22

**Chart 6: Ethnicity of participants 2021-22**

**Chart 7: Religious affiliation of participants 2021-22**

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1. Participants names have been changed to protect their anonymity. [↑](#footnote-ref-2)
2. Please refer to the 2021-22 progress report for further details. [↑](#footnote-ref-3)
3. 2016 SIMD data was used to conduct this analysis. [↑](#footnote-ref-4)
4. Participants were asked to retrospectively rate their likelihood to volunteer before the Award in the end of programme questionnaire. [↑](#footnote-ref-5)
5. Number totals more than 22 because more than one target group or benefit was identified for some projects. [↑](#footnote-ref-6)