

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

2018 - 2019

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EXECUTIVE SUMMARY

THE MARK SCOTT LEADERSHIP FOR LIFE AWARD

The Mark Scott Leadership for Life Award brings young people together from different socio-economic, religious and cultural backgrounds for a shared experience during their final year of school. The programme, delivered over a six-month period, starts with a challenging five-day Outward Bound residential course designed to develop pupils' personal skills and attributes, such as confidence, determination and the ability to work 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.

2018 saw the second year of a new three-year phase of the Mark Scott Leadership for Life Award. The programme has been sustained at 156 young people and The Trust continues to seek new funding opportunities to increase the number of young people participating. Looking ahead to year three of the current phase, funding has been secured to sustain the current level of participants and looking beyond 2019 to the next three-year phase from 2020-2023, our aspiration continues to restore the number of young people participating annually to 216 by 2020.

2018-19 also saw a significant increase in the number of young people participating from deprived backgrounds, with more than 50% coming from the 30% most deprived communities in Scotland. These are young people who often face the greatest challenges and require the most support to access opportunities.

KEY MILESTONES ACHIEVED IN 2018-19

- **155** young people started the programme.
- **150** completed the five-day Outward Bound residential course.
- **146** young people completed a community project and received The Mark Scott Leadership for Life Award on **17th April 2019**.
- **52%** of the participants were from the **30% most deprived datazones in Scotland**.
- **48** schools were involved in the project from across the central belt of Scotland.
- **25** community projects were delivered.

KEY FINDINGS FROM THE EVALUATION OF THE PROGRAMME

The programme continues to achieve a positive impact for young people in all outcome areas, including delivering benefits to the local communities in which they live. This year's evaluation shows that the programme is achieving broadly similar results to previous years, giving a strong indication that delivery is consistent whilst also responding to the growing level of need presented by the individuals who take part. The lasting impact evaluation continues to show a positive impact for young people as they progress into further or higher education, employment or training.

In addition to this, a number of important other impacts are worth noting. This year, a slightly different pattern of change was observed, where improvements recorded at the end of the residential course were retained to a greater extent at the point of finishing the programme, suggesting that the **community project experience is having more impact**.

For the first time in the history of the programme, **more than 50% of participants were from the 30% most deprived datazones in Scotland** (SIMD deciles 1-3), which means that it is helping to improve the life chances of some of the most disadvantaged young people in Scotland in a more significant way than in the past. An outcomes analysis for this group was carried out in order to investigate possible differences in outcomes achieved through the programme based on socio-economic background. The analysis showed that young people from SIMD deciles 1-3 achieve broadly similar outcomes compared with the rest of the participant cohort, with the exception of **aspiration** where they recorded **greater increases: 79% of the participants from SIMD deciles 1-3 scored higher for aspiration at the end of the programme compared with 59% from SIMD 4-10**.

Finally, a higher proportion of participants from different religious and ethnic minority backgrounds, as well as those who identify as non-binary and LGBTI, took part in the programme. This is a very positive indicator that the Award is broadening its reach and is recognised as a safe space for young people of all backgrounds to feel included and accepted. As a result of this, stronger results were observed for social confidence – confidence to interact with people who are different to them.



Young people from the West end of Glasgow prior to their overnight expedition.

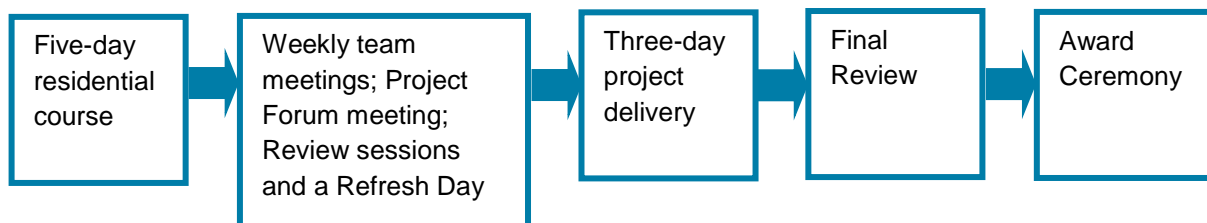
THE MARK SCOTT LEADERSHIP FOR LIFE AWARD

BACKGROUND TO THE AWARD

The Outward Bound Trust and The Mark Scott Foundation have worked in partnership for 21 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, 1,294 young people have completed the Mark Scott Leadership for Life Award.

DELIVERY OF THE PROGRAMME IN 2018-19

The programme was delivered in largely the same way to previous years, with the most significant change being in the selection of young people who took part. Due to two specific grants received, recruitment was more focused on those from more disadvantaged backgrounds. As a result of this, 52% of the cohort were recruited from the 30% most deprived datazones in Scotland.

Because of the increased focus on recruiting from specific postcode areas, the team were not able to prioritise increasing the proportion of male participants, which meant that a significantly higher proportion continued to be female (67%), although this was slightly lower than in 2017-18 (75%).

The team continued to see a greater level of mental health and emotional issues amongst participants, which made the Award more challenging to deliver. This was taken as a sign that relationships with the school champions are strong, as they were confident enough to identify young people with some very challenging needs and trust that they will be well supported throughout the experience.

For the second year running, an online version of the logbook was used, which meant that the young people gave more honest and thoughtful answers to key questions before they started the Award. This provided useful information for instructors to tailor the Award experience to their needs. However, some participants asked that the number of questions are reduced to make it more manageable to complete throughout the duration of the programme. This will be changed for 2019-20.

The community projects were generally delivered well, although the team observed how the young people opted for a lower level of challenge than participants in previous years had. This may be a knock-on effect of a higher proportion of young people taking part from more disadvantaged backgrounds – the project phase is likely to have been significantly more challenging for this group due to limited prior experience and juggling a range of other challenging issues at the same time.

EVALUATION METHODOLOGY

The evaluation assesses both the immediate and the lasting impact of the programme. In 2018-19, self-reported outcomes for participants were evaluated through questionnaires completed at the start and end of their residential course, and again at the end of the programme. SIMD decile data was factored into the outcomes analysis in order to assess the impact of the programme on young people from the most deprived 30% datazones in Scotland (deciles 1- 3) in comparison to the remaining deciles.

In addition to the evaluation of the 2018-19 programme, a follow-up questionnaire was completed by 85 participants 6 months after completing the Award and 41 young people 18 months afterwards in order to assess the lasting impact of the programme.

All participant names included in this report have been changed to protect their anonymity. Most of the feedback presented has been provided by young people living in SIMD deciles 1-3. In each case, the specific area where they live has been included alongside their feedback to help illustrate the range of deprived communities that the Award is reaching.




Table 1: Evaluation data collected

Data source	Responses
Participant questionnaires	Pre: 151; Post: 149; End of programme: 142
Participant questionnaires 6 months on	85
Participant questionnaires 18 months on	41

PROFILE OF PARTICIPANTS

We continued to monitor the participants' gender, socio-economic background, religious background and ethnicity in order to assess the extent to which the programme is engaging with young people from a cross-section of Scottish society. The data indicates that, overall, the greatest variety continues to be in the participants' socio-economic background. There is less variety in the participants' religious background and ethnicity, although this has changed slightly this year, as more young people of Muslim faith and from different ethnic backgrounds have taken part.

Gender

	Males	31%
	Females	67%
	Non-binary	2%

The Award continues to attract a higher number of female participants than male participants. However, the proportion of male participants in 2018-19 was higher than in the previous year (25%) and closer to the level seen in the year prior to that (36%). A higher percentage of young people identifying as non-binary was also seen, increasing from 0.5% in 2017-18 to 2% this year.

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 postcode¹. In 2018-19, a significantly higher proportion of young people from more deprived backgrounds were recruited to take part in the programme. **21%** of participants came from the **10% most deprived datazones** in Scotland (same as the previous year), whilst **42%** came from the **20% most deprived datazones** (31% in the previous year). More than half of the participants (**52%**) were from the **30% most deprived datazones**.

Religious background

The programme recruits young people with varying religious backgrounds. In 2018-19, **45%** of participants described themselves as having '**no religion**', which is higher than in the previous year (41%). **19%** were **Roman Catholic** and **18%** were of **other Christian** denominations or Christian but of no denomination. The **largest non-Christian group** were **Muslim (12%)**, which is higher than the previous year (8%).

Ethnicity

The majority of participants were white (76%), which is lower than in the previous year (81%). A quarter of participants were from other ethnic groups, the most significant of which was Asian (14%), followed by mixed race (5%) and Black African (3%). This shows that the Award is maintaining a steady level of recruitment of young people from a wide range of ethnic backgrounds.

Religious profile of participating schools

A third of the schools involved in the programme were Roman Catholic in 2018-19, which is the same as the previous year.

¹ 2016 SIMD data was used to conduct this analysis.

SUMMARY OF PROGRAMME OUTCOMES

KEY FINDINGS FROM THE 2018-19 PROGRAMME

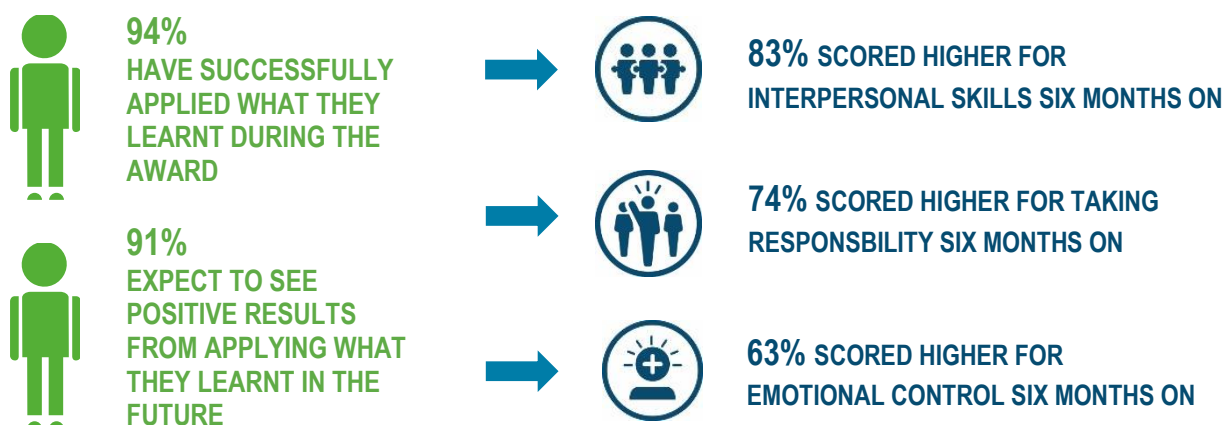
The programme continues to achieve broadly similar results to previous years, giving a strong indication that it is being delivered in a consistent way and that it is achieving **positive impact for the young people who participate**. This year, a slightly different pattern of change was observed, where improvements recorded at the end of the residential course were retained to a greater extent at the point of finishing the programme, suggesting that the **community project experience is having more impact**.

For the first time in the history of the programme, **more than 50% of participants were from the 30% most deprived datazones in Scotland**, which means that it is helping to improve the life chances of some of the most disadvantaged young people in Scotland. An outcomes analysis for this group was carried out in order to investigate possible differences in outcomes achieved through the programme based on socio-economic background. This showed that they achieve broadly similar outcomes compared with the rest of the participant cohort, with the exception of **aspiration** where they recorded **greater increases: 79% of the participants from SIMD deciles 1-3 scored higher for aspiration at the end of the programme compared with 59% from SIMD 4-10**.

KEY FINDINGS FROM THE LASTING IMPACT EVALUATION

The lasting impact evaluation continues to provide evidence that young people experience better **communication skills**, improved confidence to **lead others** and to **work in teams** following their participation in the Award. 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**.



CHANGING THE LIVES OF THE MOST DISADVANTAGED YOUNG PEOPLE – INDIVIDUAL CASE EXAMPLES

Cameron (from Glenburn, Paisley – an area categorised as SIMD decile 2)

Cameron lives in Glenburn, a residential area of Paisley that is largely comprised of social housing and is dominated by a high level of reported crime. He has caring responsibilities for his mum, who has severe arthritis. Prior to taking part in the Award, he described how he would “*mainly spend my free time studying or playing video games. None of my friends at school live close to me so I do not have much to do outside.*” Part of taking part in the Award was wanting to “*break out of his shell*” and to develop *teamwork* and *communication skills*.

This was challenged the most during the residential course when he had to share a dormitory with boys who he didn't know. He was a quiet member of the team, keen to help others but hesitant in putting himself 'out there' in doing tasks, which he found challenging, and sharing his ideas.

Cameron suggested his group choose a project that would educate school pupils about mental health and self-care, and this was adopted by his team. He was passionate about this topic as he felt that this subject wasn't addressed adequately in school and he showed great commitment and courage by setting up an initial meeting with the charity Recovery Across Mental Health (RAMH) to gather information and resources to develop a presentation for schools. Cameron was also the key player in setting up workshops at Gleniffer High School by meeting with his Pastoral Care teacher and discussing options for teaching her S1/S2 PSE classes.

The team had various challenges during their planning including attendance at meetings, setting up alternative workshops and general communication. Cameron found it hard to tackle the lack of effort by others as he would avoid conflict and tended to take on more responsibility himself. His additional efforts undoubtedly resulted in the success of the project, but he reflected that he had done most of the work and he should have spoken up more to ask for support from others.

In his final review with his instructor, Cameron commented that he:

- ✓ Had improved his **communication** and **team working skills** – both with **new people** and **organisations** / business partners. He highlighted that he had improved his ability to **explain his ideas** and his willingness to do so.
- ✓ Had become **more adaptable** by **overcoming unforeseen problems** and learning new skills, reflecting a growth mindset.
- ✓ Was more willing to **push his limits** and **work out of his comfort zone**, thereby avoiding the route of least resistance.
- ✓ Was **grasping opportunities** and **making the most of them** to improve himself. He commented that he saw his friends not doing much with their time and has decided that he didn't want to be like them in that respect.

Christy (from Craigmillar, Edinburgh – an area categorised as SIMD decile 2)

Christy currently attends CAMHS to help her deal with anxiety and ASD (Autistic Spectrum Disorder). She described how, whilst talking about these things helps her, she really wanted to “*challenge myself by facing my fears head on. My main fears surround social interaction on both a small and large scale.*”

At the start of the residential course, Christy was extremely shy and would hardly say a word to anyone. On a couple of occasions, she had to withdraw to her dorm for some quiet time as she was totally overwhelmed by the pace of the course and the need for constant interaction with the people around her. In her words, it was “*sensory overload brought on with her anxiety and ASD*”.

Christy would get very angry and frustrated because she felt no-one would listen to her ideas. Her instructor explained that she could hardly be heard and needed to get over her shyness as her view was as important as everyone else’s. He also encouraged her to try to be more assertive and offered to help give her space to allow her voice and views to be heard.

Towards the end of the week Christy had made big strides forward in her confidence. She was extremely bright, funny and super organised and her peer group said they had never heard Christy talk so much in all her 6 years at school.

During the community project phase, Christy became the group leader. She was admired by everyone as she was so organised, and her planning skills were very strong. The project group was very diverse, including a transgender pupil from Tynecastle High School, a second generation Filipino boy and a second generation Nepalese girl.

The team’s project was working with a Syrian Refugee group who had recently settled in Edinburgh. They raised over £1,600 to pay for days out to Edinburgh Castle, Dynamic Earth & The Museum of Scotland. Christy was the main driver behind organising all of the days and became increasingly stressed at the start of the planning phase. She was encouraged to delegate and recognised that, previously, she hadn’t had the confidence to say ‘no’ to people. She would now try to take more control of her life on her terms.

Christy grew in strength every week and became the “hero” of the group. Her team members really looked up to her. The money left over from the project was donated to Re-Act the group of volunteers that worked with the Syrian Refugees and a large donation was given to the Pilmeny Youth Centre in Leith where the other half of their team had been working.

During her final review, Christy commented that:

- ✓ She was much **more confident** and **outgoing than ever before**.
- ✓ She had secured her first job and she never thought she would have the **confidence to deal with the public**.
- ✓ She had learnt to **break her life down into manageable chunks**.
- ✓ She had been **less angry** as she can now **speak up and express herself**.
- ✓ She was **more tolerant of others** as she realised she worked at a much faster speed than the rest of the group due to her autistic tendencies and she would take this learning with her in dealing with others in the future.

OUTCOME 1: PARTICIPANTS BECOME MORE CONFIDENT INDIVIDUALS AND INDEPENDENT LEARNERS

Introduction

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 scale²**. 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 scale³**. 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 scale⁴**. 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 Scale⁵**. 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

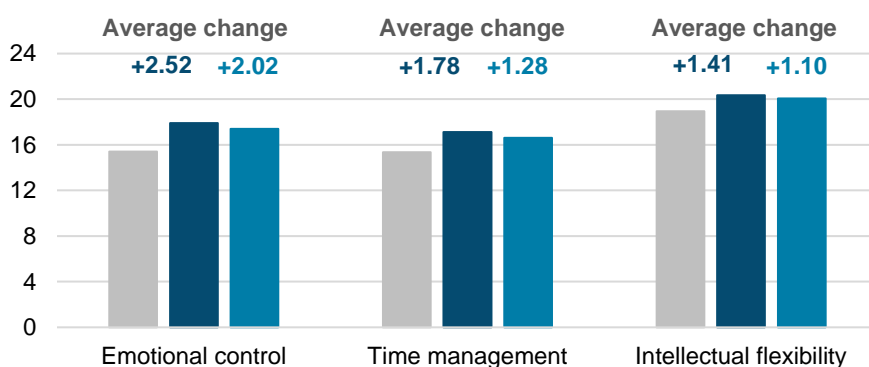
Pre-course, post-course and end-of-programme measures were taken to assess the effect of the programme on participants' ability to **manage themselves when facing stressful situations**, to **manage their time** and to **adapt and be flexible** in changing conditions. The results are broadly consistent with previous years and 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%	60%	63%
At the end of the programme:	65%	58%	56%

One of the main differences seen overall was for time management and intellectual flexibility, where improvements recorded at the end of the residential course were retained to a greater degree than previously seen, suggesting that the community project phase may be delivering more impact. Most significantly, whilst fewer participants scored higher for time management at the end of the residential course than last year (60% compared with 67% in 2017-18), a much larger percentage of pupils showed an improvement at the end of the programme (58% compared with 45% in 2017-18) which suggests that work to keep pupils on track with their time management during the community project phase has been effective.

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.



“I have become so much more confident. In a quiet way. I now very quickly **throw myself into new opportunities**, gladly **meet new people** and am **no longer riddled with overthinking everything**. I may be shy, but I now can **exude a quiet confidence that I lacked before** - self-confidence.”

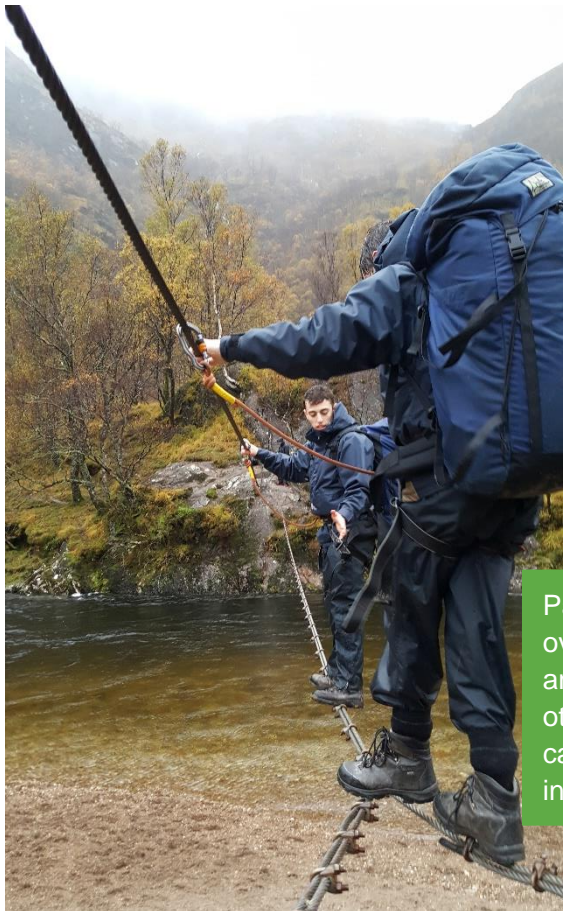
Lailah, from Govanhill (SIMD decile 1) - Notre Dame High School

“I am now very aware that some people aren’t aware of poor areas of Glasgow and how serious the poverty is. Coming from one of the poorest areas in Glasgow, I am able to **connect with others in a way that many aren’t**. Area doesn’t define who you are or the kind of person you are.

Through Mark Scott I am now more than comfortable meeting new people and pushing myself out of my comfort zone, something I’ll continue to do in the future.” **Sasha, from Maryhill (SIMD decile 1) - John Paul Academy**

“I have gained so many skills that I can **use in the future**, it’s really **opened up my eyes to new skills** that I am good at and made me try new things.” **Aimee, from Drumchapel (SIMD decile 1) - Drumchapel High School**

“I was told by all my members that I was ‘confident and had a can-do attitude.’ This was a surprise to me as I don’t think of myself as confident, in fact I’ve always thought I was shy and rather quiet. It’s something others have told me throughout my life. Getting this feedback made me happy and made me realise the impact the award has had on me.” (anonymous feedback provided through online logbook)



Participants from Glasgow overcome fears of heights and learn to support each other whilst crossing a cable bridge in Steall Falls in Glen Nevis.

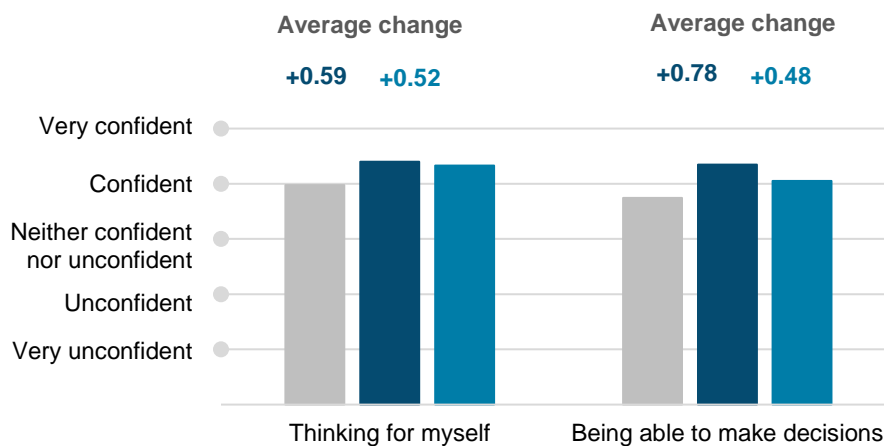
Independent thinking and decision-making

Pre-course, post-course, 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 are broadly similar to the previous year, with similar patterns observed to the results discussed previously, where slightly fewer participants recorded an increase at the end of the course, but more recorded an increase at the end of the programme overall, in particular for the ability to think independently.

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:	59%	43%
At the end of the programme:	39%	37%

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

Introduction

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 Scale⁶**. This was used to measure the extent to which participants developed their confidence in leadership, working with others and communication.
- **Problem-solving scale⁷**. This measures the extent to which individuals show interest in, and skill at, using systematic problem-solving methods when approaching complex problems.
- **Taking responsibility scale⁸**. 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

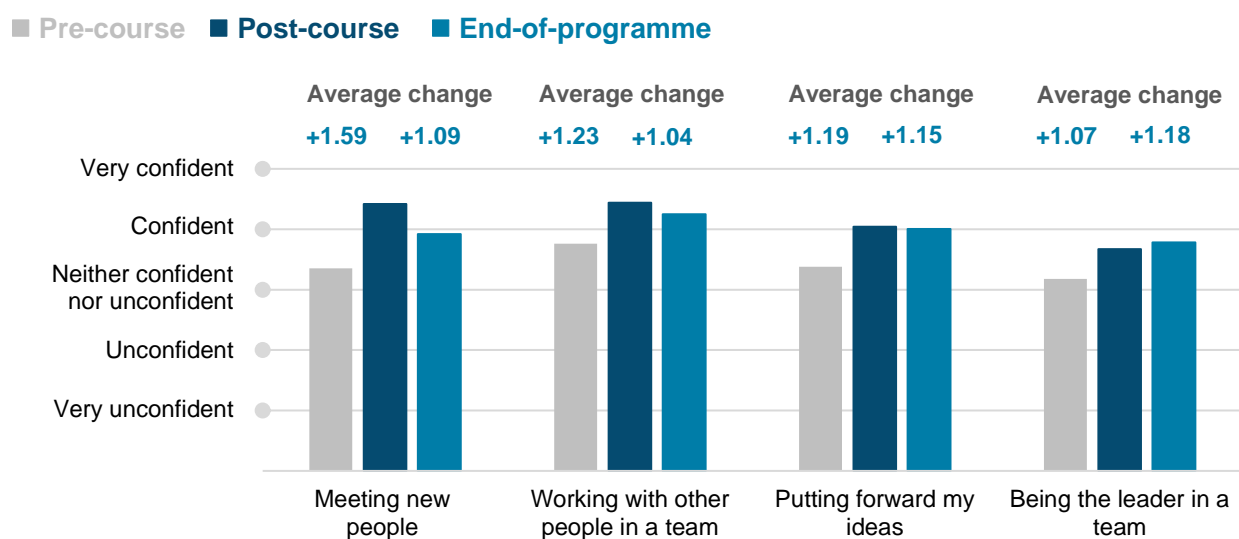
The Personal Development Scale assessed five different aspects of working with others: **meeting new people, working with others in a team, putting forward ideas, explaining ideas clearly, and being the leader in a team**. When scores for these statements are combined, 84% improved at the end of the residential course and 73% improved at the end of the programme.

The results for each of these outcomes are slightly lower for the residential course compared to 2017-18, although are broadly similar by the end of the programme, suggesting the residential course may have had less of an impact than in previous years. 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	Putting forward ideas	Working with others in a team	Being the leader of a team
At end of the residential course:	70%	59%	56%	45%
At the end of the programme:	49%	50%	41%	52%

Figure 6: Average scores for teamwork and communication



Problem-solving

53% improved their problem-solving score at the end of the course, and 53% improved at the end of the programme. These results are broadly similar to the previous year. Figure 7 below provides the average scores.

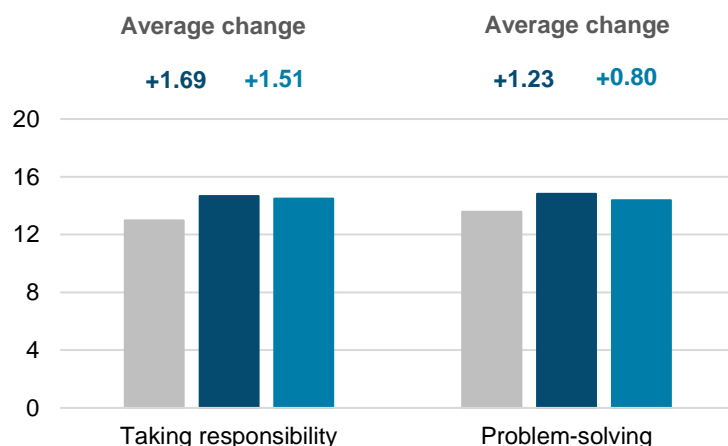
Taking responsibility

The results for this year indicate a similar effect on the pupils' ability to take responsibility in tasks, with **69% improving their score at the end of the course** (compared with 73% last year), and **67% improved at the end of the programme** (compared with 63% last year).

Figure 7 below provides the average scores.

Figure 7: Problem-solving and Taking Responsibility scores

■ Pre-course ■ Post-course ■ End-of-programme



Scale:

- Almost never like me = 1
- Occasionally like me = 2
- Moderately like me = 3
- Quite a bit like me = 4
- Almost always like me = 5

Scores are summed to give a total out of 20. A higher score indicates a higher level of capability.



“I feel now I am **slowly starting to trust others**. I have gained **more confidence** and feel that I am now **better at working in a team**. I now have the **tools to better not only my community but myself too**.” **Yvonne, from Cumbernauld (SIMD decile 3) - Cumbernauld Academy**

“Being part of the Award has **boosted my confidence** and **team working skills**, it has helped me to learn **how to compromise** and work together better as a team **trying different approaches** and planning things out in detail. It has also taught me the importance of working to a deadline, planning, communication and compromising.” **Mike, from Shettleston, Glasgow (SIMD decile 2) - St. Andrew’s RC Secondary School**

“Taking part in the project has allowed me to **meet many new friends** that I probably would **never have met before** which has **helped my communication with others** and my **confidence around them too**. My **teamwork** and **commitment** have been pushed way beyond their boundaries and this has **helped me so much with school life**.” **Dawn, from Dennistoun, Glasgow (SIMD decile 1) - Whitehill Secondary School**



A group from Cumbernauld learn to make decisions together as a team

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

Introduction

The evaluation used a range 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. Three additional measures were included in this programme year to assess confidence in a wider set of social situations, from interacting with people who are **elderly or much older** than them to those who **identify as LGBTI**⁹. Including a measure around interacting with people who identify as LGBTI was included as an issue of particular interest to the Scottish Government, given the rise in hate crime and discrimination towards this group in recent years.

Overall, the scores increased to a greater extent for all items both at the end of the residential course and the end of the programme. The most significant increases were observed in relation to those who are **from a different religious background** and **from a different race or ethnicity**. This may be explained by the increased level of diversity of participants, with a higher proportion of Muslim young people taking part, and 1 in 4 young people from an ethnic minority background. See Figures 8, 9 & 10 below for further details.



54%
INCREASED IN SOCIAL
CONFIDENCE BY THE
END OF THE
PROGRAMME

“

“I was told sometimes I can lack empathy towards others. This is something I have been working on very hard since then. It has come in very useful because I **am able to resolve conflict much quicker now.**”
(feedback provided through online logbook)

”

Figure 8: % of participants who recorded a higher score for confidence when interacting with others 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	Who identifies as LGBTI
At the end of the residential:	54%	45%	40%	40%	37%
At the end of the programme:	45%	42%	35%	35%	35%

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

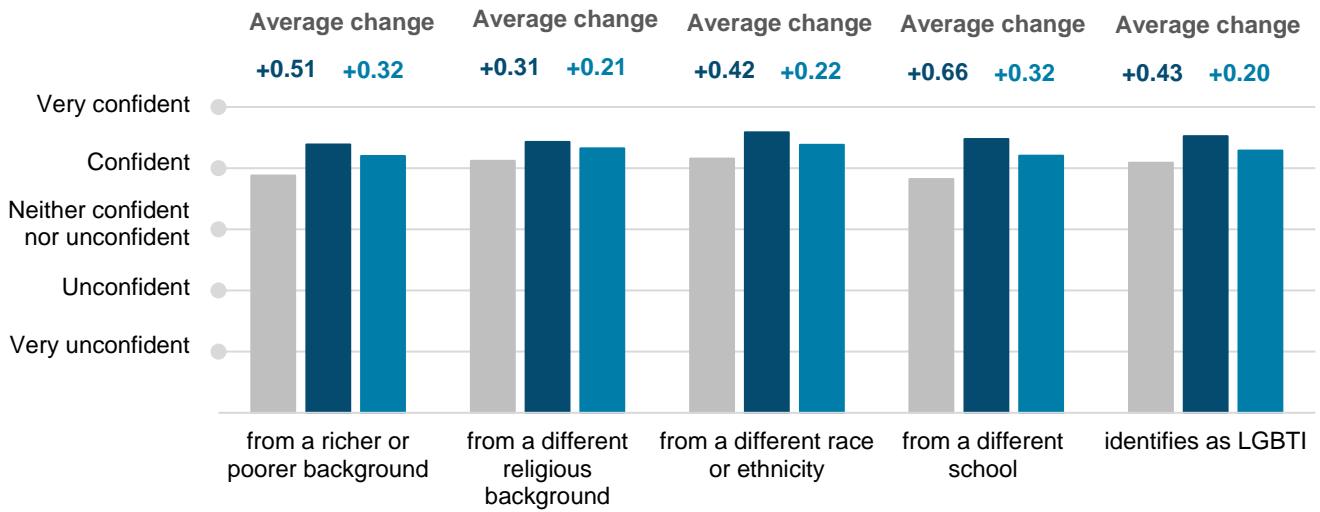
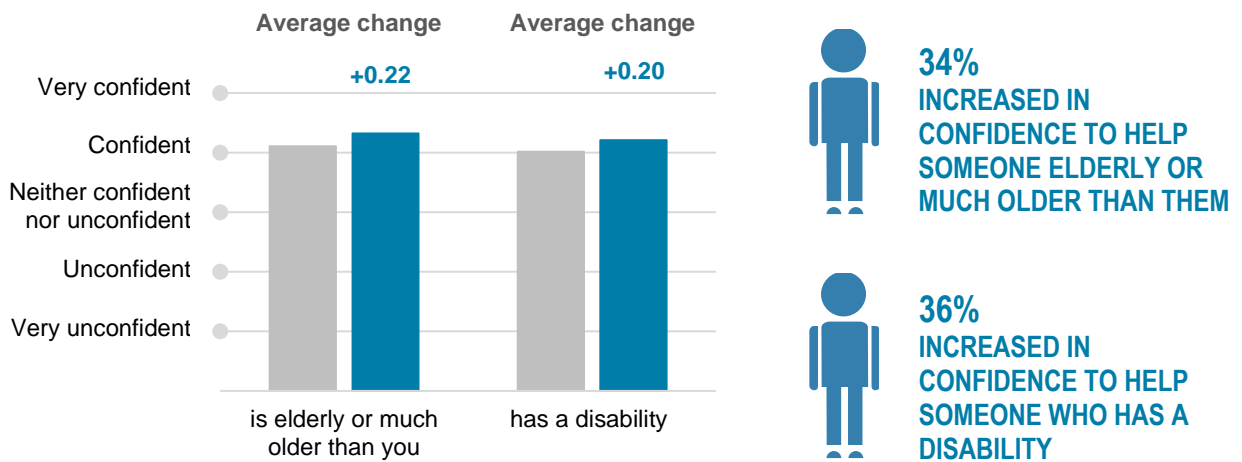


Figure 10: Average scores for confidence to interact with others who or much older than them or who have a disability ■ Pre-course ■ End-of-programme





“It has made me more **tolerant of different people**. It has also educated me in the **needs of communities in my city**.” **Charlie, St. Thomas of Aquin’s High School, Edinburgh**

“My confidence has grown greatly throughout this time with my **ability to empathise with others** and **consider the difficulties they may be having** in their lives before I jump to conclusions as to why they haven’t made effort as I expect them to.” **Rowena, from Whiteinch, Glasgow (SIMD decile 2) - St. Thomas Aquinas RC Secondary School**

“I have also become more **patient toward others** and I feel that I have become more **thoughtful of people and their feelings**.” **Aaliyah, from Shettleston, Glasgow (SIMD decile 3) - St. Andrew’s RC Secondary School**



Participants from Cumbernauld work with elderly community members within school and in care homes to bring young and old together through joint activity.

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

Introduction

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.

Enjoyment of the community project experience

Participants continue to enjoy the experience, gain a better understanding of the needs of their local community, and feel positive about continuing their involvement with the organisation they supported through their project. The results are very similar to the previous year: **96% of participants agreed** that they **enjoyed the opportunity to make a difference** to their local community; **85% agreed** that they have a **better understanding of their local community's needs** as a result; and **59% of the participants** expect to **stay involved with the community organisation(s)** in the future (see Figure 11).



“One [of the ways I benefited] was **learning more about homelessness** and it was a real eye opener of how most people became homeless and allowed me to realise it can happen to anyone throughout life at any age.”

Callum, Dumbarton Academy

“I felt **proud** of the end result of our project and **rewarded** in the fact that we could make such a **positive impact on our community.**” **Danielle, St.**

Andrew's Academy, Paisley

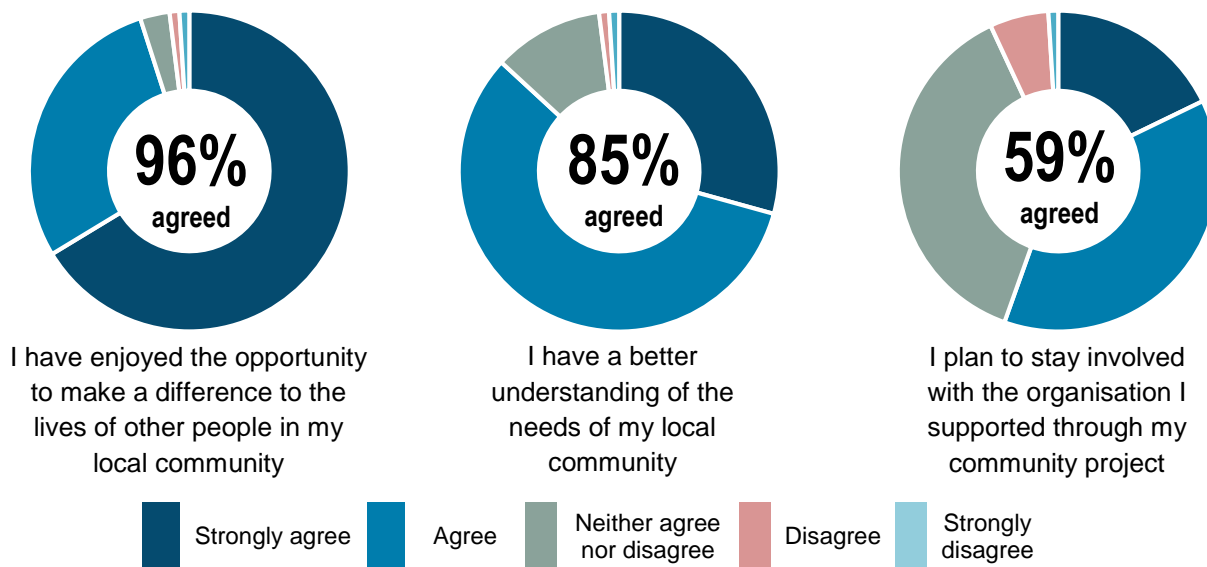
“It has helped me gain a greater, more realised understanding of **how my actions can impact my community.**” **Peter, from Carntyne, Glasgow (SIMD decile 1) - St. Andrew's RC Secondary School**

“I feel equipped to tackle any challenge that comes my way. I am also aware of the **change I can make on the community.**” **Emily, from Bellshill (SIMD decile 2) - Cardinal Newman High School**

“I feel more **in touch with my community** and have a greater knowledge of culture and different backgrounds to myself as a result of the project. I was also able to work with children in doing different activities and this benefits me as I learned that I am able to grasp their attention and be fun yet authoritative.” **Christopher, Shawlands Academy, Glasgow**



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



Social trust and social connectedness

Measures of social connectedness and trust were used again in 2018-19, 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.

Overall, **59%** scored higher for **social trust** and **connectedness** at the end of the programme. The **biggest changes** at the end of the course were observed in their **belief that most people can be trusted** (49% were more likely to agree) and their **belief that they can have an impact on the world around them** (also 49%). An increase was also observed in their **belief that they can make a difference when working with others** (42% were more likely to agree) (see Figures 12 & 13).

Figure 12: Average scores for participants' social trust and connectedness

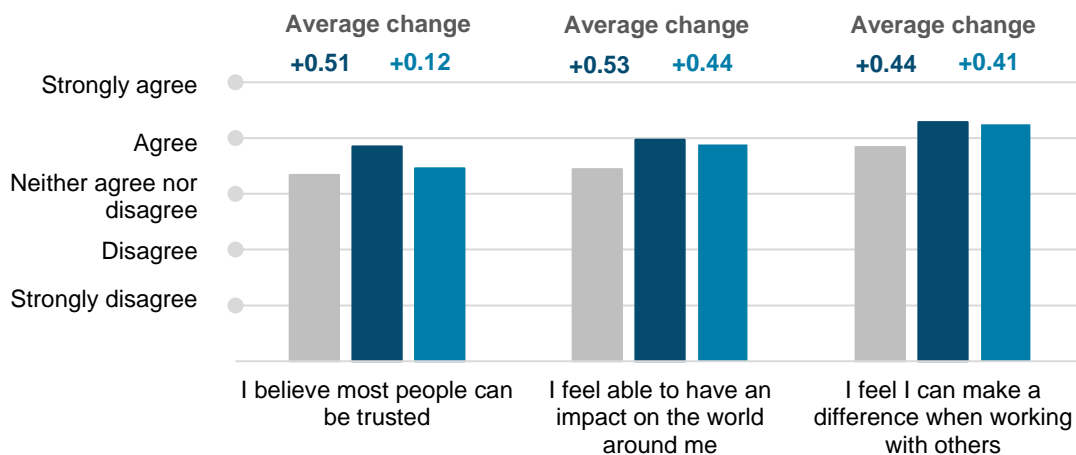


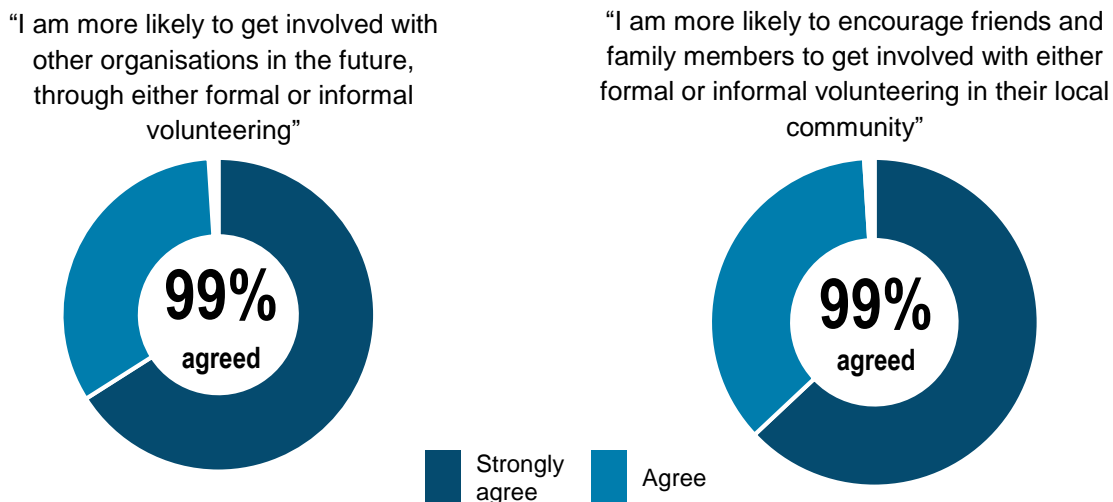
Figure 13: Improvements recorded in participants' social trust and social connectedness at the end of the residential course and the end of the programme

	“I can have an impact on the world around me”	“Most people can be trusted”	“I can make a difference when working with others”
At the end of the residential:	49%	49%	42%
At the end of the programme:	43%	32%	39%

Expectations around future volunteering

A very high percentage of participants reported positive engagement in future volunteering: 99% of participants agreed that they would be more likely to get involved in volunteering in the future (same as previous 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 (same as last year) (see Figure 14).

Figure 14: Changes to participants' attitudes towards volunteering



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

Introduction

Through the projects that the young people deliver, local community members, from school pupils to more vulnerable groups, benefit in a range of different ways. This year, the largest beneficiary group continued to be children and young people, through improved outdoor play areas and facilities and workshops on issues ranging from mental health and well-being to supporting the transition from primary school into secondary school. The next largest group was more vulnerable community members, such as refugees, those who are homeless or in crisis. Practical support was provided to these groups in the form of care parcels as well as the opportunity for social interaction. See Figures 15 & 16 for further details.

Figure 15: Analysis of community beneficiaries

<i>Target group</i>	<i>Percentage of community projects working with this target group*</i>
Nursery / primary school children	64% (16)
People who are homeless, ill or vulnerable in society	28% (7)
Elderly people	12% (3)
Wider local community members	4% (1)

* Number totals more than 25 because more than one target group was identified for some projects.

Figure 16: Analysis of benefits

<i>Intended benefit</i>	<i>Percentage of community projects with a particular intended benefit*</i>
Quality of local environment (e.g. clearing & renovating community or outdoor play areas)	48% (12)
Education and Awareness (e.g. around social issues such as homelessness or local charities)	32% (8)
Health & well-being (e.g. sports activities or mental health)	12% (3)
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)	20% (5)

* Number totals more than 25 because more than one benefit was identified for some projects.

Community project: refit of local charity shop

The project team arranged 3 days with the shop manager in which they closed the shop, stripped it down, cleaned and re-painted it, restocked and re-opened the shop. This took a lot of organisation and co-ordination between the group and the charity and also some level of flexibility as the charity had engaged professional painters to provide a coat of white paint within the project who changed dates at the last minute requiring some last minute re-planning.

The impact on the community was that the refit, redesign and re-stocking as per the plan developed by the team enhanced the footfall in the shop immediately. The manager confirmed that in the first weekend of opening the shop took £120 for the first time in years.



Pupils from Cumbernauld & Kilsyth renovated and relaunched a local Strathcarron Hospice shop, helping the charity to increase the turnover in the shop.

Community project: to rejuvenate school support for elderly members of the local community

The project team chose to re-establish a pre-existing relationship between a local school and residential care home for the elderly, with the intention of providing entertainment and practical refurbishment of facilities. They ran a launch event, where local elderly residents and those in the care homes were invited for tea, coffee, craft activity and entertainment provided by pupils. Bird feeders were chosen for the craft activity as they were simple to make and would attract birds into gardens, providing entertainment for residents and supporting local wildlife.

The group then spent time tidying the outdoor spaces immediately outside the windows to the 'day rooms' and hanging the bird feeders to enhance the stimulation of the residents and provide nicer outdoor areas. Since then, the school have agreed to allow ex-pupils back into the school to ensure that the relationships with the care home, support agency, and school are maintained and to recruit pupils to visit the care home in the future. They also raised funds to help fund the transport of residents to the school for future events.



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

Introduction

The evaluation continued to measure changes in the participants' aspirations using a scale drawn from the **Educational and employment aspirations**¹⁰ 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. Overall, 69% of participants scored higher for educational and employment aspirations at the end of the programme. Of those:

- **66%** 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 54% in 2017-18 and 70% in 2016-17).
- **46%** scored higher for confidence that they would **find a job in their field** at the end of the programme (compared to 36% in 2017-18 and 41% in 2016-17) (see Figure 17).

The increases recorded in the participants' aspiration were higher in 2018-19 than in previous years. These differences can be explained by the greater level of impact recorded for young people from SIMD deciles 1-3, who scored higher than those from deciles 4-10 across all measures used (see Figure 18).

- 79% scored higher by the end of the programme for educational and employment aspirations overall, compared with 59% from deciles 4-10.
- the largest differences within the scale were for the statements “being successful and getting ahead” and “finding a job in your chosen field” where, analysing the percentage who increased their score, a difference of 16% for each was recorded.

“

“I have gotten more confident in working as a team and have discovered more about myself that I can **bring forward in university and future work placements.**” **Faye, from Wishaw (SIMD decile 1) - Coltness High School**

“I have become more confident, organised, and I am much better at working in teams. I feel **more prepared to move onto the next stage of my life which is university.**” **Mary, St Thomas of Aquin's RC High School, Edinburgh**

“I have developed a better understanding of my own personality, of what to improve and get better at. Especially being more confident and reach out for opportunities to develop myself further. Also to voice my ideas and thoughts more openly too. I also developed a better understanding of teamwork and leadership roles and how to be effective at having both skills too which will hopefully be useful for later life.” **Jo, from Ruchill, Glasgow (SIMD decile 3) - Boclair Academy**

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Figure 17: Educational and Employment aspirations

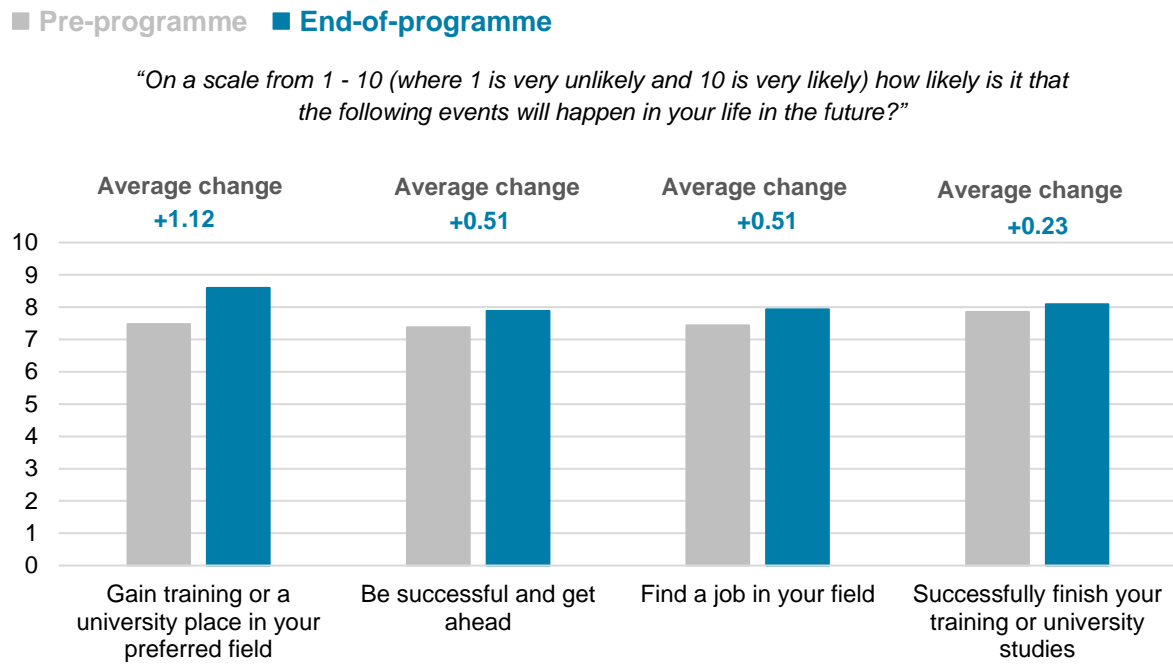
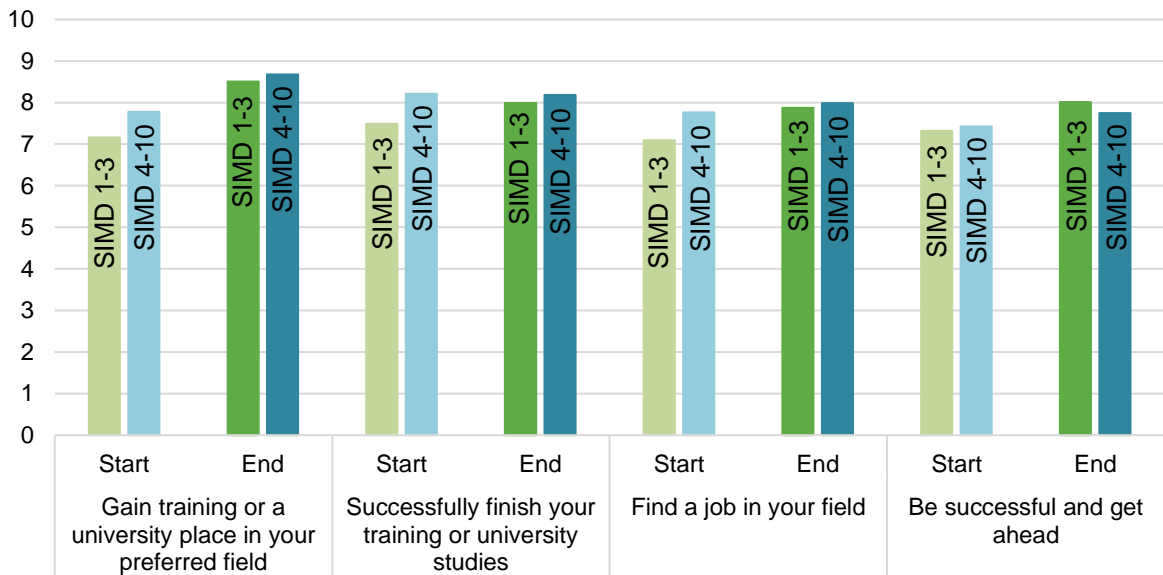


Figure 18: Educational and employment aspirations by SIMD decile grouping



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 2018 from questionnaires completed by 85 participants six months on from finishing the Award in April 2018, and 41 young people 18 months on from finishing the Award in April 2017.

Table 2: Education / employment status of participants

Status	6 months on	18 months on
	% of respondents (n=85)	% of respondents (n=41)
University	64%	69%
College	24%	26%
Employment	5%	2%
Gap year	4%	0%
Apprenticeship	2%	2%
Not in education or training	2%	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 continues to give strong indication that the Award is relevant to young people's lives both at the point of taking part and in the months and years that follow.



94%
HAVE SUCCESSFULLY
APPLIED WHAT THEY
LEARNT DURING THE
AWARD



91%
EXPECT TO SEE
POSITIVE RESULTS
FROM APPLYING WHAT
THEY LEARNT IN THE
FUTURE

“

“Due to the Mark Scott Leadership Award I have seen many positive changes in my life. What I learned in the residential course two years ago has aided me in being a more complete individual. For example, I am currently volunteering with a charity called Human Appeal. The skills I have learned from this award have helped me apply them in my volunteering. For example, the leadership skills I learned from the Mark Scott Award I have been able to transfer to my volunteering by leading other volunteers and working as a team.” **Nadim, Shawlands Academy, Glasgow**

”

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. At both six and eighteen 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. The most notable impacts were seen in their ability to **adapt to changing situations**, ability to **take responsibility**, to **problem-solve**, **communicate their ideas** and take on a **leadership role**. Eighteen months on:



61%
CONTINUED TO
SCORE HIGHER
FOR CONFIDENCE
TO LEAD A TEAM



58%
CONTINUED TO
SCORE HIGHER FOR
INTELLECTUAL
FLEXIBILITY



56%
CONTINUED TO
SCORE HIGHER
FOR TAKING
RESPONSIBILITY

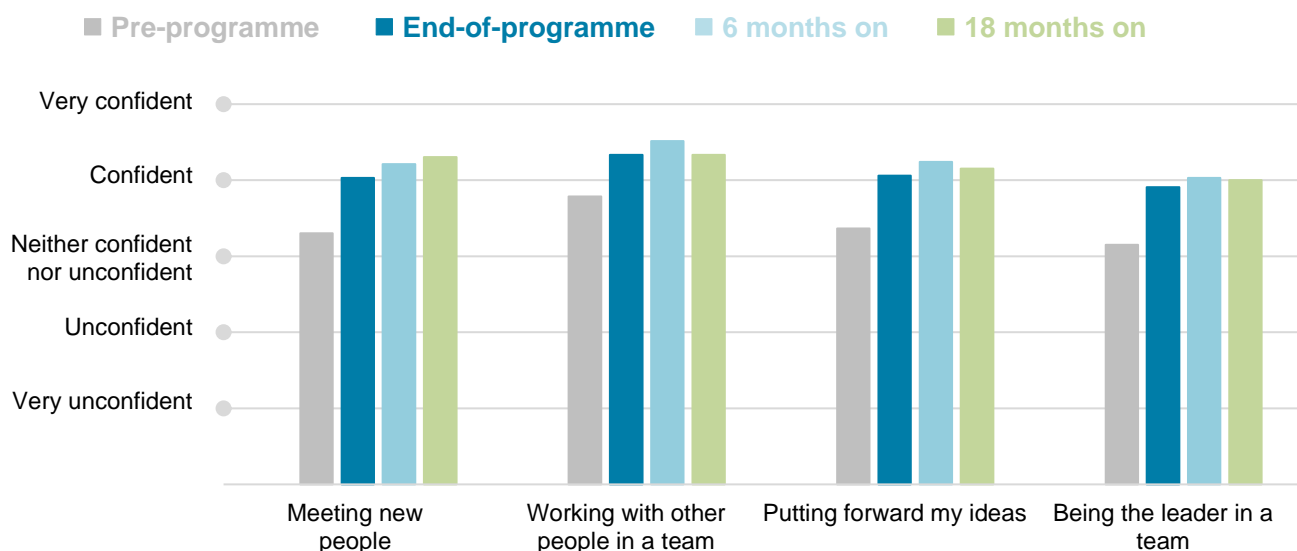


“I can definitely say my **confidence levels have risen an extraordinary amount**. I was able to easily adapt and meet new people in college and work without issue and if you asked me to do that before Mark Scott, I would've told you no way.” **David, All Saints RC Secondary School, Glasgow, 18 months on**

“I believe that since taking part in the award, my **teamwork skills have massively developed**, and I have become much better at working alongside others to **create** and **collaborate**, always looking at the **'bigger picture'**. This is by far the most rewarding thing that I took from the award.” **Thomas, St. Maurice's High School, Cumbernauld, 18 months on**



Figure 19: Effect of the Award on participants' communication, leadership and interaction with others eighteen months on (n=36)



CONCLUSION & ONGOING DEVELOPMENT OF THE AWARD

The evidence collected through the evaluation of the 2018-19 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. The young people develop and improve their skills during the residential course and build on them further during the community project phase. **In the months and years that follow, as they move onto higher education, employment or training, they are able to apply what they have learnt in many different ways, reporting that the experience helps them to adapt more confidently to new situations and surroundings, to make new social connections, to plan and organise themselves better and to take on leadership roles.**

A number of new insights were identified through the evaluation regarding the effectiveness and impact of the programme. A larger number of young people from different religious and ethnic backgrounds took part, as well as those who identify as non-binary or LGBTI, which led to stronger outcomes related to social confidence when interacting with people who are different to them. In addition to this, a significantly higher proportion of young people from the most deprived and challenging communities in Scotland were recruited to take part. An analysis of outcomes achieved for this group in particular showed that they made more gains related to educational and employment aspiration than the remainder of the group. This indicates that the programme is making an important contribution to improving the life chances of disadvantaged young people in Scotland.

Looking ahead to next year's programme, recruitment is going well, and a more staggered approach has been taken in order to help reduce the number of young people who drop out and are replaced in the programme at the last minute. The team intend to use the online version of the logbook for a third year, whilst making some changes to its structure and length so that it remains accessible to participants throughout the full length of the programme.



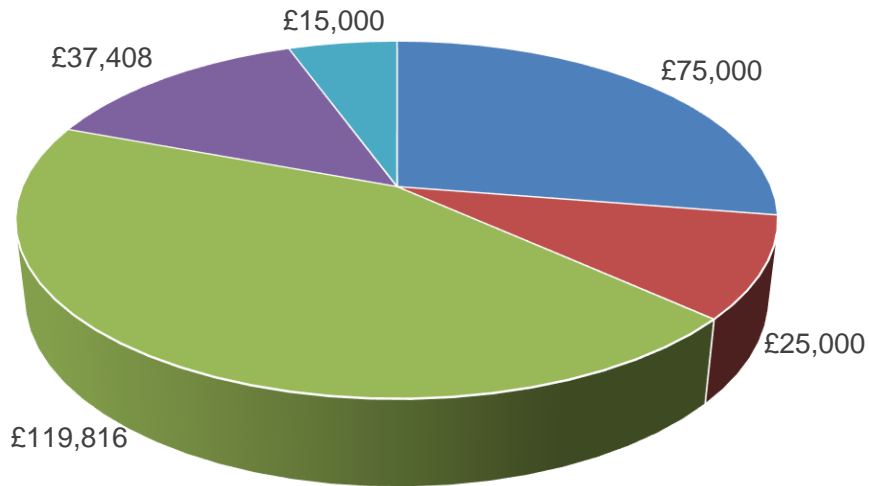
Young people from schools in Paisley become friends during their residential course.

End notes

1. Get the Data 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
8. http://www.hhpublishing.com/_assessments/WORKING/scales.html#TR
9. Measure used on two of the four courses.
10. Question adapted from the UK Government's Longitudinal Study of Young People in England.

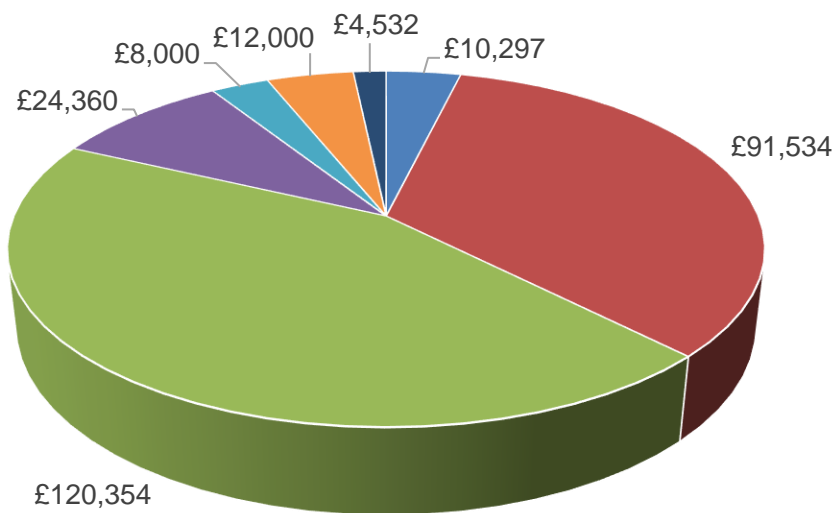
FINANCIAL INFORMATION

PROGRAMME FUNDING



- Scottish Government
- Charitable Trusts & Foundations
- Corporate
- Local Authority
- Events

PROGRAMME COSTS



- Recruitment
- Community Project
- Evaluation
- Awards Ceremony
- Residential
- Travel/Project Forum/Refresh Days
- Programme Management

LIST OF FUNDERS

Annual Golf Event

Cruden Foundation

First State Investments (Sponsor of Golf event)

Glasgow City Council

Gordon Fraser Charitable Trust

Inchcape Foundation

Mickel Fund

New York Celtic Supporters Club

Patersons of Greenoakhill

Robert Barr's Charitable Trust

Scottish Children's Lottery

Scottish Government

Souter Charitable Trust

STV Appeal

The Barcapel Charitable Trust

The Cruach Trust

The Hugh Fraser Foundation

The Khushi Foundation

The Liz and Terry Bramall Charitable Trust

W A Cargill Fund

William Grant Foundation

FURTHER INFORMATION AND RESOURCES

The Outward Bound Trust's Official Website

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

www.outwardbound.org.uk

The Mark Scott Leadership for Life Award Website

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

www.msfla.org

The Outward Bound Trust Alumni

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

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

Patron's Company Members

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

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

The Outward Bound Trust's Social Impact Report 2017

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

The Outward Bound Trust's Latest Annual Report and Accounts

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

The Outward Bound Trust Images on flickr

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

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

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