



**THE
OUTWARD
BOUND TRUST**

OUR SOCIAL IMPACT 2024

Supporting young people:
now and into their futures





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FOREWORD

*Get good grades, but no matter how hard you try, it may not be enough.
Constantly post about your life, but beware every mistake is recorded forever.
Spend hours in front of the mirror, but don't be too high maintenance.
Take care of yourself, but don't be selfish.
Stay constantly connected to everyone and everything, but also keep it together.
Stay informed, but don't have an opinion. Never harp on about issues that matter to you.
Be perfect. Succeed. At all costs.*

**These are the everyday pressures I experienced as a young person.
The 'cost' was losing pieces of me along the way...**

Thinking too much made my throat constrict so I could barely breathe, so I chose to not think. I receded into a world of social media, binge-watching and YouTube while my teenage years slipped away, one 10-minute clip at a time. I felt like I was wasting my life.

Until one day, in my final year of school, I met Steve from Outward Bound. He was calming, with a quiet demeanour – something I resonated with as a painfully shy person.

He told me about Outward Bound and all I could think about was how it might help me get into a competitive university – that's where my journey began.

As a city girl, it was more than I bargained for. We were jumping into a cold lake as soon as we arrived! The physical challenge reflected how I felt, plunging into new social situations, meeting new people, and making friends.

Away from the distractions of city life and being very focused on tasks like rock climbing helped us bond together as a group in ways I'd never experienced before. But I still felt self-doubt for not being loud, funny,



or bold enough. I was anxious to use my voice and found having conversations tough, while self-criticism ran rampant in my head.

In my Outward Bound course, after the residential came our community project, this was where I truly found my place. I discovered self-esteem and a sense of belonging by realising my quiet, attentive skills translated perfectly into research, planning, and keeping my extroverted team on track.

I finally felt part of the team, working with people I barely knew a few months ago. I was also so proud of our project, successfully impacting over 100 primary and secondary students with self-growth workshops.

When it all came to an end, I was asked to deliver the opening speech for the ceremony. A terrifying thought for anyone, let alone an introvert like myself. But it helped me come into my own and I did well, really well.

For someone with a highly introspective personality, I found it empowering to make a speech about my experience as a young person. I couldn't have been prouder of my 17-year-old self speaking to hundreds of people.

Outward Bound helped me understand my place in the world and gave me compassion for myself and others. I went from doing the best I could with the coping mechanisms I had, to a much broader toolkit. From binge-watching and doom-scrolling to taking walks, going to the gym, seeing my friends, and going indoor and outdoor rock climbing.

From being told the world is our oyster, to believing it really is.

The thing is though, that pressure to be perfect has never gone away, but that wee critical voice in my head is now much smaller. And as the lakeside air fills my lungs, I feel like I can finally breathe again.

Iqra

Former Outward Bound participant, 2024, reflecting on her Outward Bound courses in 2018 and 2019.



EXECUTIVE SUMMARY

For over 80 years, Outward Bound has been led by the belief that regardless of their starting point, every young person should be able to thrive in all aspects of their lives: socially, throughout their education to employment and into adulthood.

By creating moments through adventures in the outdoors at Outward Bound, young people develop social, emotional skills that lay the foundations for positive behaviours and attitudes, enabling them to flourish at every stage, regardless of their background or economic circumstance.



The world in which young people are growing up today.

For a young person, finding their place in today's fast-moving, uncertain world is daunting. Their mental health, confidence, happiness, and sense of belonging continue to be negatively compounded. Challenges of the digital world in which they live, the continuing national and global issues such as the cost-of-living crisis, together with concerning environmental and humanitarian situations, present a unique set of social, financial and health challenges to our young people not experienced by previous generations¹.

Many young people continue to feel unheard, overwhelmed, fearful and anxious in many aspects of their lives, resulting in their disengagement socially, impacting their education and in the long-term, leading to poorer employment prospects and wellbeing.

These feelings are experienced to a larger extent by young people from low-income families, from ethnic minority backgrounds or those with special educational needs or disabilities. They face several additional barriers - educationally, in terms of physical and mental health and in terms of the opportunities available to them that enable them to experience success and feel fulfilled.





OUR CORE VALUES

Our work is guided by our five core values.

We believe...

1. That we all have undiscovered potential.

2. In the power and intensity of learning through adventure.

3. In the balance between risk, reward and responsibility.

4. In compassion and respect for each other, and for our environment.

5. That all staff and participants should always feel valued and encouraged to be themselves.

Outward Bound understanding and supporting young people.

We seek to put young people at the heart of what we do and are guided by our core values. By listening to and working closely with schools, youth groups and employers, we tailor experiences that are appropriate to the contexts and needs of young people, ensuring they have opportunities to believe they are capable of more than they thought possible. Our courses in inspiring, wild, natural environments, provide young people from all backgrounds with physical and emotional challenges which develop understanding, curiosity, and compassion: for themselves, others, and the world around them.

This is only possible thanks to the generosity of our donors who provide charitable funding for the majority of young people. This support enables opportunities for individuals who otherwise wouldn't have access to a transformational Outward Bound course.

We see our young people as a future generation who are compassionate, responsible and proactive, and who are able to stand up for themselves and those around them. In order to achieve this:

- We support young people in becoming sure and proud of themselves as individuals - individuals who are confident, independent and who believe in themselves and are able to cope with the changes and setbacks of life.
- We support young people in feeling secure and understood in their relationships with others and to feel accepted within their communities and connected to the places around them.

OUR CENTRE LOCATIONS

Our six centres are situated in some of the most inspiring, wild locations of the UK - the highlands of Scotland, the Lake District and Wales. The variety of environments on our doorstep gives us the flexibility to tailor immersive experiences according to young people's needs and abilities.

ENGLAND

- 1 Ullswater
- 2 Howtown
- 3 Eskdale

WALES

- 4 Ogwen
- 5 Aberdovey

SCOTLAND

- 6 Loch Eil



Ben Nevis and
Glen Coe, Scotland
▲ Ben Nevis,
1,345 metres

The Lake District
National Park, England
▲ Scafell Pike
978 metres

Snowdon,
North Wales
▲ Snowdon
1,085 metres



Loch Eil

THE OUTWARD BOUND EXPERIENCE

An Outward Bound course provides adventure and deliberate learning in the natural environment. We use the term *authentic adventure* to describe the activities and experiences we offer to young people^{2,7}. For many, an Outward Bound course will bring a significant ‘first’ – the first night away from home, the first opportunity to go rock climbing and gorge scrambling, or the first chance to see themselves as leaders.

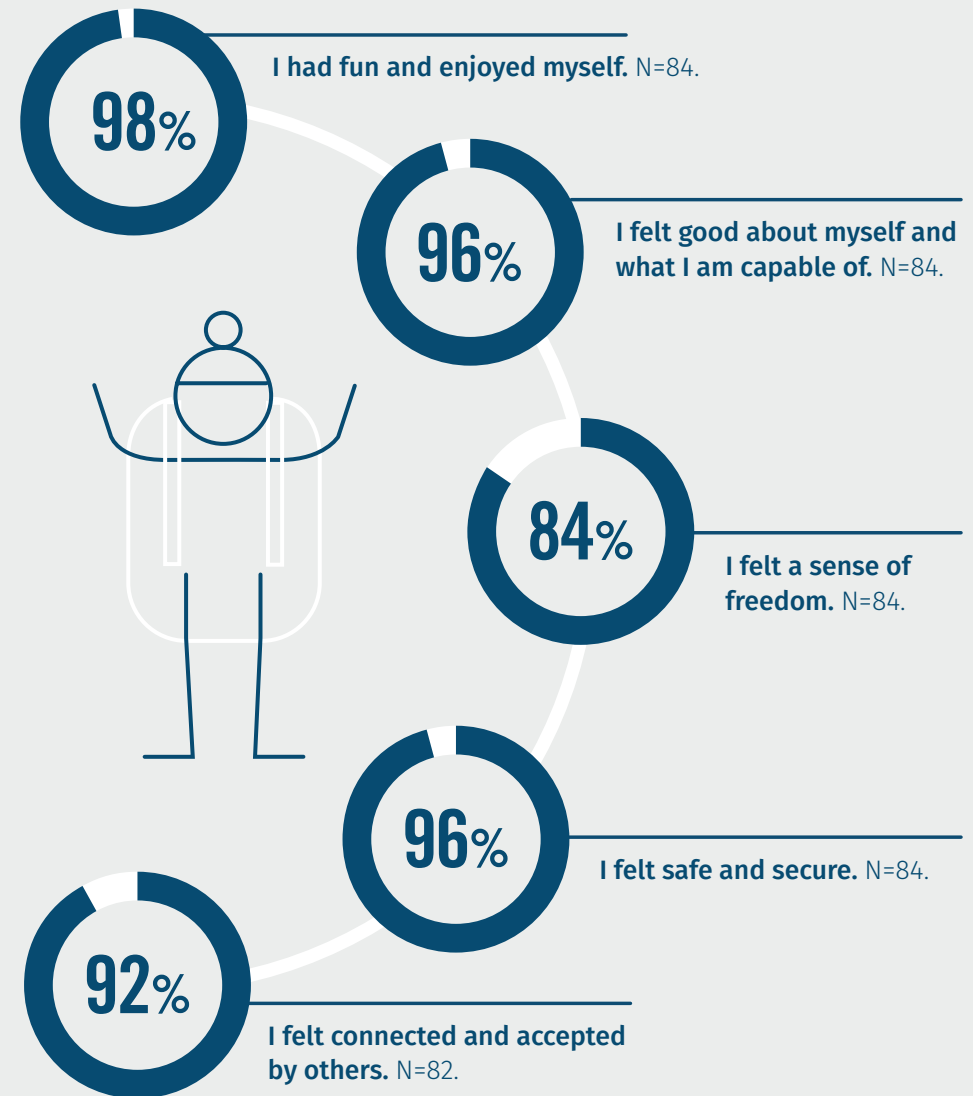
Away from their everyday surroundings, screens and social pressures, young people are encouraged to step outside their comfort zones. For some, that might be the residential aspect - living alongside peers, making decisions and being independent. For others, it might be out in the wild, natural environments where they face uncertainty and overcome physical and emotional challenges. Research confirms the benefits that outdoor adventures can have on feelings of happiness, self-efficacy and wellbeing⁸. Every element of their experience is designed to give each individual the opportunity to discover the true extent of their capabilities.

AT OUTWARD BOUND, YOUNG PEOPLE CAN EXPECT:

- 24-hour pastoral care in all centres.
- Flexible and inclusive adventures - designed to suit the needs of the group, individual and conditions.
- To feel welcomed and understood.
- To be engaged in a range of adventurous activities and to build on their strengths.

Young people on our 2023 summer courses reported how they felt when at Outward Bound:

Figure 1.



MEASURING OUR IMPACT

We carry out evaluations to understand a young person's experience at Outward Bound and the impact their course has had both in the short and long-term. We measure the skills, attitudes and behaviours developed on our courses using a variety of surveys and interviews.

Our evaluations show that young people leave Outward Bound with increased resilience, confidence and improved communication and interpersonal skills. These are shown to have a lasting, positive impact on their general wellbeing in the weeks, months and years after participating on an Outward Bound course. The stage at which impact is felt or 'realised' varies for each individual, for some it might be immediately during their course, or when they are back in their home or school environment and for others it might not be until later in life. Our evaluations are designed to capture and understand the impact at the different stages along that time continuum.

Our Theory of Change² underpins the key principles behind what we do at Outward Bound and the steps that lead to the outcomes discussed in this report.

We evaluate what we do at three different levels:

- The Outward Bound Outcome Survey (OBOS) developed by Outward Bound International and the OBI Research Advisory Committee is a statistically validated and reliable measure used to evidence growth in five broad outcome areas: Resilience, Self-Confidence, Environmental Responsibility, Social Competence and Compassion. These outcomes align with and support the UN Sustainable Development Goals³. We use this tool to measure outcomes across all of our different courses at an organisational level.
- For our education, early careers and summer courses, we use validated scales so we can be confident that the questions we ask have been tested to measure a particular skill accurately. For other early careers courses, our 'Understanding Young People' and Equity, Diversity and Inclusion (EDI) work, we have developed bespoke surveys.
- Interviews are used to understand in more depth the impact a course experience has on an individual in the weeks and up to decades afterwards.

The material presented in this report has been collected between 2019 and 2023. The majority of participant data and quotes have been drawn from surveys carried out at the end or at specific time periods since their course. Retrospective pre-course measures* have been used where noted. Quotes from teachers and our early careers participants have been drawn from interviews carried out up to six months after their course**.

IN ADDITION TO OUR ON-GOING EVALUATION, WE WORK WITH ACADEMICS

who research specific elements of our approach and practice. In the last few years we have supported research by:

- Dr. Jo Hickmann Dunne, who looked at the social and physical geographies - our People, Place and Processes at Outward Bound and the role each plays in a young person's experience⁴.
- Dr. Jack Reed, who looked at how young people's Outward Bound experiences are affected by the presence or absence of mobile technologies and social media⁵.
- Dr. Alice Mees, who explored how Outward Bound instructors make decisions in the field, and how the development of this decision-making can be intentionally supported to deliver learning and adventure in the wild⁶.

*Retrospective pre-course score' enables students to re-rate themselves against each of the items at the end of the course, allowing for changes in self-awareness to be taken into account. Students have a strong tendency to re-rate themselves lower than their initial pre-course score, which may give a more accurate measure of personal growth experienced during the course.

**Pseudonyms have been used throughout this report to protect young people's identity. For school staff and those over 16, names, school names and job titles have been quoted where we have permission to do so.

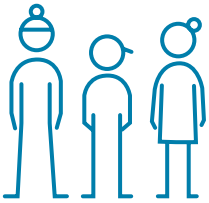
OUTWARD BOUND IN NUMBERS

2022/23

In 2022-2023, Outward Bound partnered and worked with



387
SCHOOLS AND
YOUTH GROUPS



24,232
YOUNG
PEOPLE
in the UK

Courses participated on

18,793
EDUCATION

4,113
EARLY CAREERS

1,326
SUMMER

EXPERIENCES



that have helped to build their resilience, confidence, relationships, and future aspirations.

WE PROVIDE COURSES FOR YOUNG PEOPLE TO DEVELOP THEIR SOCIAL AND EMOTIONAL SKILLS



Supporting them at key points of their education and as they transition from primary to secondary school, through further education, and onto the early stages of their careers.



IN 2022-2023, WE CONTINUED TO PROVIDE CHARITABLE FUNDING

for many of our young people to ensure that their financial situation was not a barrier to them taking part.



Many come from deprived urban or rural areas, or whose situations or backgrounds mean they face barriers to access opportunities, including but not limited to: young carers, young people from ethnic minority backgrounds and young people from low-income households.



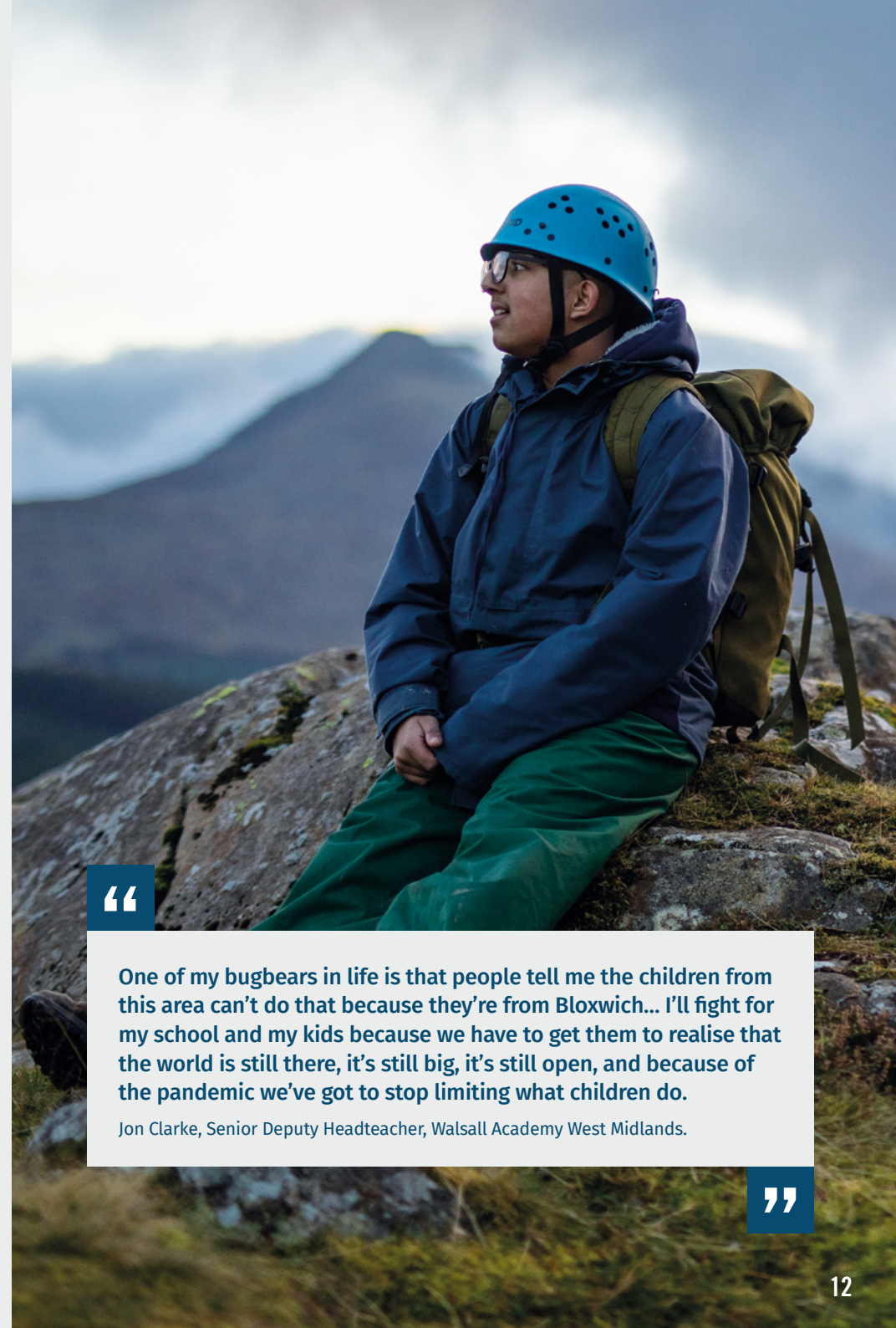
YOUNG PEOPLE FINDING THEIR WAY IN THE WORLD TODAY

For every young person, the way in which they see, think about themselves and find their place in the world is shaped by their upbringing and the context in which they live. The expectations placed on an individual and the path they're expected to lead in life can often be prescribed based on where, how and by whom they were raised.

At Outward Bound, we like to challenge that and believe that regardless of a young person's background, with some support, each individual should be given the chance to thrive in whatever they choose to do.

Growing up today, finding their place in our fast-moving digital and often uncertain world can be daunting for a young person. In addition to the expectations placed on them by others, the constant exposure to news, images, choices, and distractions can feel noisy, and can leave many young people feeling lost, overwhelmed and anxious about the future⁹. Rates of mental health, anxiety and feelings of loneliness amongst young people remain high^{10,11}, with many continuing to report low levels of confidence and happiness*. Their poor mental health and feelings of social isolation are negatively impacting their daily lives, their attendance and motivation at school¹², their social confidence and their ambitions, resulting in poor overall wellbeing.

*Young people's confidence and happiness remains lower than a peak recorded in 2012¹⁰.



“

One of my bugbears in life is that people tell me the children from this area can't do that because they're from Bloxwich... I'll fight for my school and my kids because we have to get them to realise that the world is still there, it's still big, it's still open, and because of the pandemic we've got to stop limiting what children do.

Jon Clarke, Senior Deputy Headteacher, Walsall Academy West Midlands.

”



SUPPORTING YOUNG PEOPLE INTO THEIR FUTURES

We understand that every young person's context and the experiences they have before they come to Outward Bound shape how they think and feel about themselves, others and the world around them.

During an Outward Bound course, a young person is provided with experiences tailored to their needs which are designed to develop specific social and emotional skills.

Whether it be travelling away from home, making decisions and being independent for the first time, or working with their peers to sail across a lake, traverse mountains or abseil down a rockface safely, the young people can see first-hand what they are truly capable of.

After their course, they can feel more sure of themselves, more confident in their relationships and feel empowered to face future challenges head on.



2

SUPPORTING YOUNG PEOPLE

**TO BE CONFIDENT,
INDEPENDENT, AND SECURE
IN THEMSELVES**





A young person who is sure of themselves and their capabilities, who feels able to face and overcome feelings of stress, overwhelm and anxiety, will be more likely to be able to navigate through the daily noise and pressures. They will feel empowered to choose their own path, become who they want to be, and achieve their potential.



SUPPORTING YOUNG PEOPLE

TO BE CONFIDENT, INDEPENDENT, AND SECURE IN THEMSELVES

For young people, especially those who have had a tough start in life, the opportunity to develop fundamental social and emotional skills positively influences their outlook on life, and means they are more likely to be able to face and overcome uncertainty and fear during the hardest of times.

Social and emotional skills are learned and developed through experiences that challenge, provide contrast and which give an opportunity to experience a sense of achievement.

Finances, culture, health and social factors can prevent young people who are not in education, employment or training (NEET), have additional support needs or who are from an ethnic minority background from accessing opportunities. They often find themselves in a cycle of low educational and employment outcomes*, low aspiration, low levels of confidence and happiness⁹ and ultimately, poor wellbeing.

*By the age of 40, the average UK employee with a degree earns twice as much as someone qualified to GCSE level or below, as highlighted by the Institute for Fiscal Studies^[13].



Here in the North West, we lack social mobility, and what Outward Bound helps to do is widen aspirations. What it does more explicitly is provide the opportunity to see things and experiences that pupils didn't know existed, whether that's seeing a specific career path through an interaction with one of the instructors, or from the environment itself – they recognise places where they might want to go.

Secondary School Assistant Headteacher, North West.



The wild, natural environments at Outward Bound provide a contrast to a young person's norm. This captures their attention, inspires a curiosity, a sense of adventure and provides them with tangible learning experiences.

Whilst on their course, young people think for themselves, take on responsibility and make decisions. Being trusted to lead their team, look after kit or paddle their own canoe provides young people with a feeling of control which is important for developing independence, responsibility and agency. These experiences help shape how a young person, regardless of their age or background, begins to think about themselves and their capabilities. It nurtures a different mindset, outlook and sense of what is possible for them.

Our evaluations carried out at an organisational level using Outward Bound International's Outcome Survey³ indicate that young people improve their self-confidence after taking part in one of our courses.

Figure 12.



I have learnt that I am more capable and resilient than I thought because I have done things I never thought I could do. In only a few days I have climbed three mountains, been gorge walking and done so much more. I now have more confidence and will try new things. The expedition contributed to this learning because I had never done anything like it before, but I had so much fun and tried so many things. It showed me I can do anything I put my mind to, and I am very proud of myself.

Female student, 14, Howard of Effingham School, Surrey.



Transition from primary school to secondary school

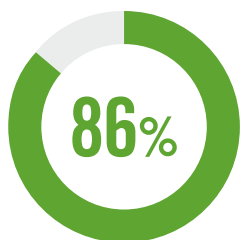
For a young person about to transition from primary to secondary school, to new places, with new people and heightened expectations placed upon them by others, the move can feel unsettling and often stressful with many unknowns.

Travelling away from home, being responsible for their belongings and making decisions are among many of the first-time experiences a young person will have at Outward Bound. It builds an individual's sense of independence and confidence. They return to school from Outward Bound with a new awareness of what they are capable of and feel more self-assured. They can think and make decisions by themselves, find it easier to express their feelings and feel more prepared and excited to try new things as they transition to the next stage in their education.

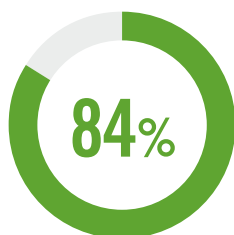


At the end of their course. **PRIMARY PUPILS...**

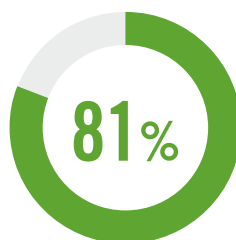
Figure 3.



Had learned to look after themselves.
N=2190.



Had achieved things they thought they couldn't do. N=2168.



Had found they could do things on their own. N=2170.



“

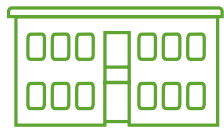
When they've got to dress themselves, get the kit organised and make sure things go back, get checked off. Those things, I think, are quite a difficult thing for them to do. Because they're not independent, everything is done for them at home for the large majority. So that is a real thing to learn and they have no choice – if you have to do it yourself, you'll get on with it.

Joanne Ramsbottom, Headteacher, Daisyfield Primary School, Blackburn.

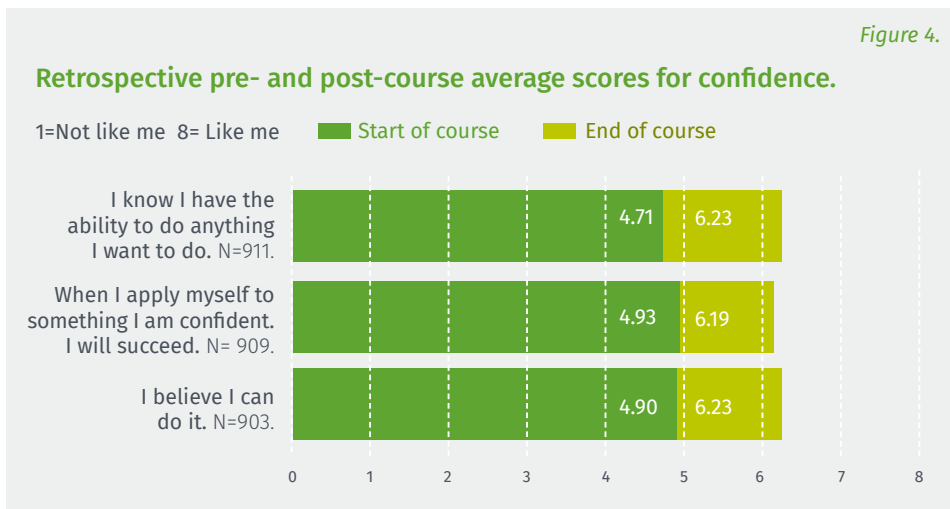
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Through secondary school and onto further education

As a young person progresses through their secondary education, each encounter and experience influences their sense of identity – who they are and what they can do and how they think others perceive them. Being exposed to situations at Outward Bound that encourage them to step outside their comfort zones and social circles challenges their sense of self and builds an awareness of their capabilities. They learn what it feels like to face a difficult situation, experience failure, pick themselves up, try again and succeed. This shifts their mindsets, and instead of fearing new situations, they become more motivated to set goals for themselves and develop a more positive approach to the unknown. Through tangible experiences, they learn what it means to be responsible and develop organisation and time-management skills. This prepares them for future decisions and their transition to further education and into their careers.



At the end of their course. SECONDARY PUPILS...



[At Outward Bound] I developed my organisational skills and learnt about self-responsibility. As my exams are coming up, I need to be self-motivated and responsible for my own revision which I struggle with.

Five-day course participant, 15, North West of England.



At the end of their course, young people reported feeling more motivated to:

Figure 6.



Stepping up from education and into the workplace

For a young person starting out in their career, the workplace can feel intimidating and unfamiliar. Under the demands of an employer, an individual may easily begin to doubt their capabilities, lack confidence or feel overwhelmed at the responsibility of challenging tasks or situations. At Outward Bound, we work with over 4,000 apprentices and graduates every year, helping them to develop the skills and behaviours to set them up for a fulfilling career.

Participating in an Outward Bound apprentice or graduate programme helps bridge the gap between education and work. Through teamwork, problem solving and physical challenges, their self-confidence and sense of belief develops. Company values, culture and working behaviours are applied to real circumstances and young people return to the workplace with an increased understanding of what is expected of them and sense of value that they can bring to the company. Investing in the development and wellbeing of employees early on in their career has been shown to not only help prepare the individual for the workplace, but positively impacts workforce engagement and performance overall¹⁴.



Outward Bound made me feel quite important, Dounreay sent us away on this course to develop us as people. It was to get us to where we needed to be, it made you feel like you're important, they're involving you in everything. Managers before and afterwards, they checked-in with you, to see how the course went, they take an interest in how you got on and how you found it. This just pushes me more to do my best and that they're proud of me, so I should make them proud.

Neave Anderson, 22, Dounreay, speaking in 2022, four years after her apprentice course.



The programme helps encourage you to take up leadership roles where I may have normally shied away. I think this helps people who aren't normally confident to take up these types of roles to gain experience and build an awareness of strengths and weakness, without it being in a situation with business consequences.

Male Participant, Airbus Graduate programme, 2023.



At the end of their course.
GRADUATES...

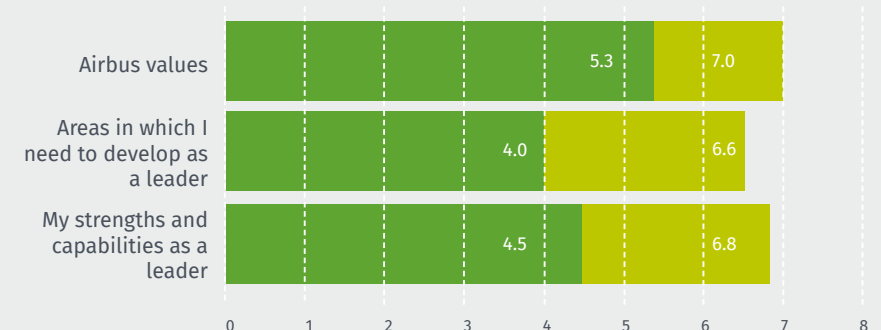
AIRBUS GRADUATES

Figure 7.

Average scores: Awareness of the following, at the start of Outward Bound, compared to after the course. N=41.

1 = poor 8 = excellent

Start of course End of course



CASE STUDY - ROLLS-ROYCE

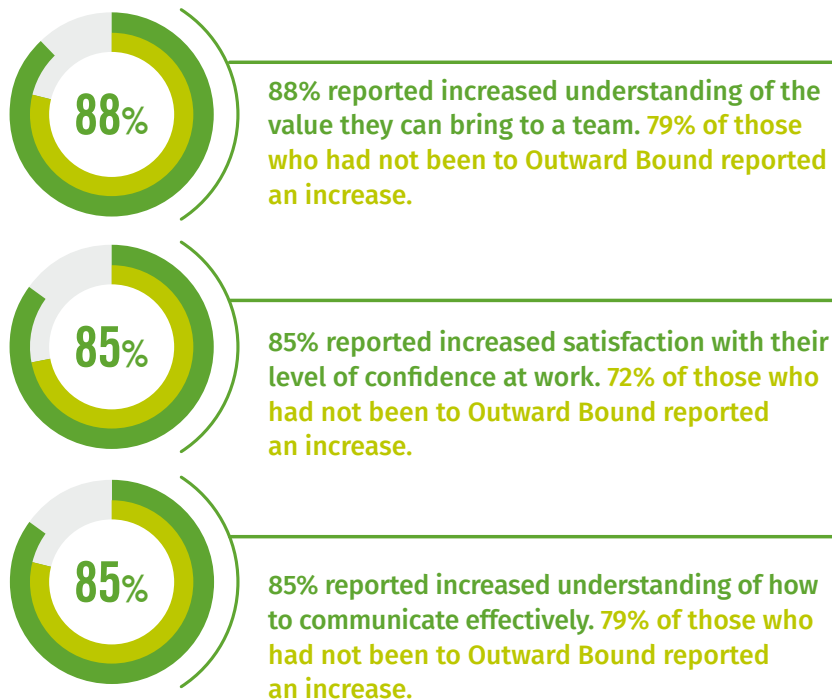
| APPRENTICES | FIVE-DAY COURSE | LAKE DISTRICT



Rolls-Royce and Outward Bound have worked in partnership to develop workplace skills and behaviours in Rolls-Royce apprentices since 2004.

Results from an evaluation showed that apprentices who had been to Outward Bound were more likely to report an increase in their understanding and satisfaction with their skills at work, than those who had not been to Outward Bound. N=72*.

Figure 8.



"Outward Bound allowed me to collaborate with others and use problem solving skills to master the art of simplicity. I wasn't in control of what was happening all of the time and I had to adapt to new situations allowing me to be agile. I had to take a leadership position and be bold by speaking up and taking responsibility for my actions and those of the team."

Female participant, Rolls-Royce, commenting in 2022, three years after her Outward Bound apprentice course.

*Percentages reflect those who reported an increased score up to 4 years on from the beginning of their apprenticeship, compared to before their apprenticeship (retrospective pre-apprenticeship scores). Full results of pre/post scores provided in research appendix.

A photograph of two young women walking in a field. They are wearing green jackets and backpacks. The woman in the foreground is seen from the back, and the woman behind her is smiling and looking to the right. The background is a blurred green field.

3

SUPPORTING YOUNG PEOPLE

**IN FEELING SECURE WITHIN
THEIR SOCIAL GROUPS
AND NETWORKS**



The extent to which a young person feels connected to, accepted and understood by those around them, be that in their social lives, at school or in the workplace, has a large impact on their mental health and overall general wellbeing.

Fear of being judged, labelled or feeling different can leave many young people fearing social situations and feeling anxious. With the concept of a young person's community constantly changing and expanding, the need for a young person to feel safe and confident in the multitude of networks in which they find themselves interacting with others, is vital.



SUPPORTING YOUNG PEOPLE

IN FEELING SECURE WITHIN THEIR SOCIAL GROUPS AND NETWORKS

Each Outward Bound course is underpinned by an understanding of the basic needs young people have in order for them to feel, safe, valued and understood by those around them. In 2022 we incorporated a fifth value, *a belief that all staff and participants should always feel valued and encouraged to be themselves*. We are committed to ensuring the outdoors is a space for everyone, and over the past five years, we have made considerable progress towards our Equity, Diversity and Inclusion (EDI) strategic goals.

As a charity, remaining relevant and living our values is paramount for our continued success. Our primary mission is positive impact for young people.



I didn't feel the difference between the adult that my instructor was and myself - he was like a friend.

Summer Adventures participant, 19, 2023.



Our belief is in developing human potential. As we strive to become bigger, to continue doing impactful work with an ever-increasing number of young people in an ever more diverse world, the need to continue recruiting and retaining the best staff from the widest pool will become greater. We also want all of our staff to have a deep understanding of the wide variety of backgrounds our young people come from, so that they are enabled and empowered to recognise the opportunities for influencing inclusive culture through leadership, decision making and process planning.

Equity, Diversity and Inclusion milestones achieved at Outward Bound since 2022

- Led and delivered a range of events and initiatives to raise awareness of young people from diverse ethnic minority backgrounds in the outdoors.
- Delivered three Women's Outdoor Leadership courses, providing training to 26 prospective female outdoor leaders.
- Recruited and trained 25 EDI Champions across Outward Bound.
- Made changes to our HR policies and procedures to ensure they are inclusive of people from a range of different backgrounds.
- Delivered training to ensure we are able to understand and deliver the most impactful experiences possible for young people from all backgrounds.
- Collaborated with our partners in the Access Unlimited coalition* to facilitate a series of sessions sharing best practice with EDI in the outdoor sector.

“

We believe that the outdoors should be accessible, and a place where everyone, regardless of background, identity or where they come from, can feel accepted and inspired. We want to ensure that Outward Bound reflects this, and we strive to be somewhere where every young person can see themselves represented so that they feel seen and understood. We believe, by making changes to our visual identity, our actions and approach, that our courses have potential to be even more impactful for young people. This is a key focus for us moving forwards and is expressed in our fifth value - the belief that our staff and participants should always feel valued and encouraged to be themselves.

Kate O'Brien, Equity, Diversity & Inclusion Strategic Lead, Outward Bound.

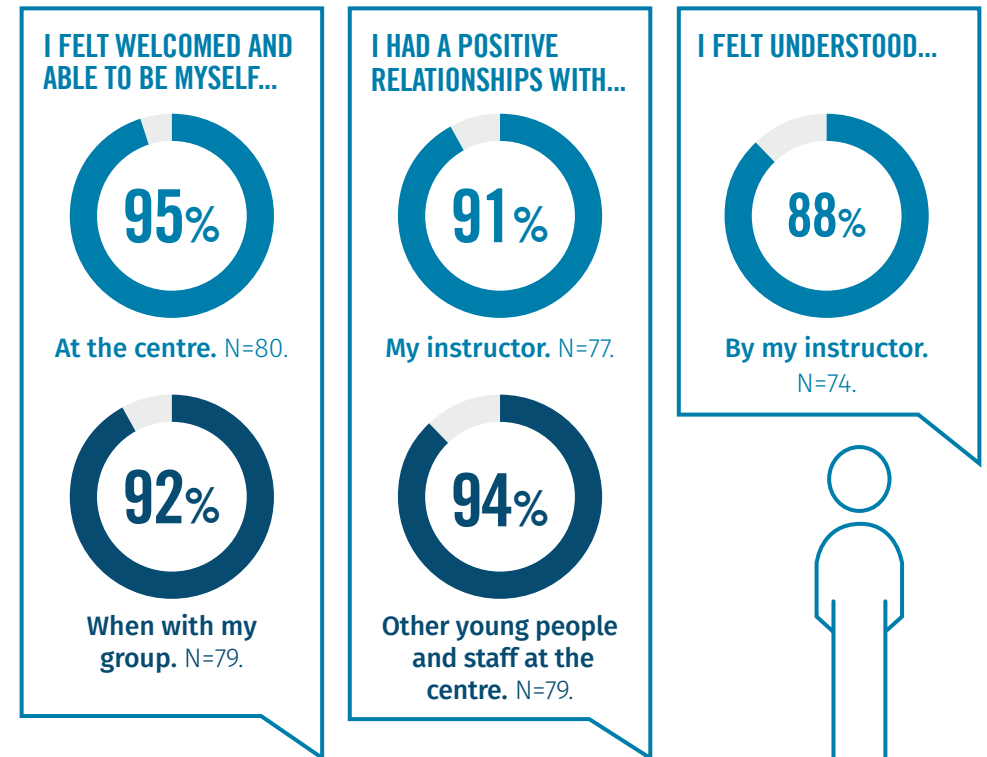
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At the start of 2023, influenced by our EDI strategy, we worked together with Developing Youth Practice on an 'Understanding Young People' initiative. This involved trust-wide training underpinned by Choice Theory developed by Dr. William Glasser¹⁵. The theory uses five basic psychological needs (including love and belonging, self-worth and power) to explain an individual's behaviours, emotions and thoughts.

Guided by an understanding of these basic needs and a young person's context, we aim to provide a setting where each individual can feel valued, able to be themselves and ready to take part in experiences that have potential to positively impact their self-perception, mindsets and future ambitions.

The percentage of young people reporting they experienced feeling welcomed, positive relationships and felt understood 'often' or 'always' whilst at Outward Bound.

Figure 2.



*(YHA (England & Wales), Scouts, Girlguiding, Field Studies Council and the 10 English National Parks).

During an adventure in the outdoors, teamworking skills such as communication, problem solving and leadership are put into practice. Each face-to-face interaction, be that out on the water, in the mountains or during social time on the course, are key in developing rapport and a connection. Spending time with others, getting to know each other, sharing unique and often emotional experiences away from social labels that may exist in their home, school or work lives allow a young person to deepen their relationships with those around them. Regardless of the stage they are at in their education and careers, it provides opportunities to develop an understanding of one another, respect and sense of support that they may not have felt before.

Figure 10.



“

I used to feel embarrassed when I was wrong, but now because I've gotten closer with my team, I feel confident no matter what. My favourite moment on the course was when we made it to the top of the mountain and reached the summit together. It shows we are equal and care about each other strongly.

Abdullah, 12, Dixon's Trinity Academy, Bradford.

”



Over a ten year period, October 2012 to September 2022, we evaluated our early careers courses to understand how apprentices and graduates benefit from an Outward Bound programme. Results were analysed based on the participants' ability to demonstrate key competencies. Working with others was one of several key standout requirements highlighted by our clients and instructional teams.

Following the Outward Bound programme, apprentices and graduates reported increases in their ability to work with others. Average percentage of respondents (between 2012 and 2022) who agreed they were able to 'fully' or 'mostly' meet the 'working with others' learning objective.

Figure 11.



“

Outward Bound has helped me to be more confident with new people when working collaboratively in a group, this helped me to be more vocal when expressing an opinion. The main benefit from Outward Bound was understanding that different personalities of people mean adapting personally to achieve better results.

Male Participant, Rolls-Royce, commenting in 2022, six years after his course.

”

Young people feeling understood, and understanding others

At Outward Bound, there is an emphasis on seeking to understand one another - to understand an individual's story and, with it, their behaviour. This approach increases empathy on many levels. Young people leave Outward Bound feeling safer and more supported in their relationships and more connected with their peers and teachers. With a heightened sense of belonging and security, an individual feels more confident, willing to try new things and more comfortable expressing their emotions. Belonging is a key component to resilience and an individual's ability to adapt to changing situations and overcome challenges.

Results from Outward Bound International's Outcome Survey³ indicate that young people improve their resilience, their social competence and their compassion for others after taking part in one of our courses.

At the end of their course, young people reported improved scores for resilience, their social competence and compassion for others compared to their retrospective pre-course score. % of participants reporting improved scores. N=1337.

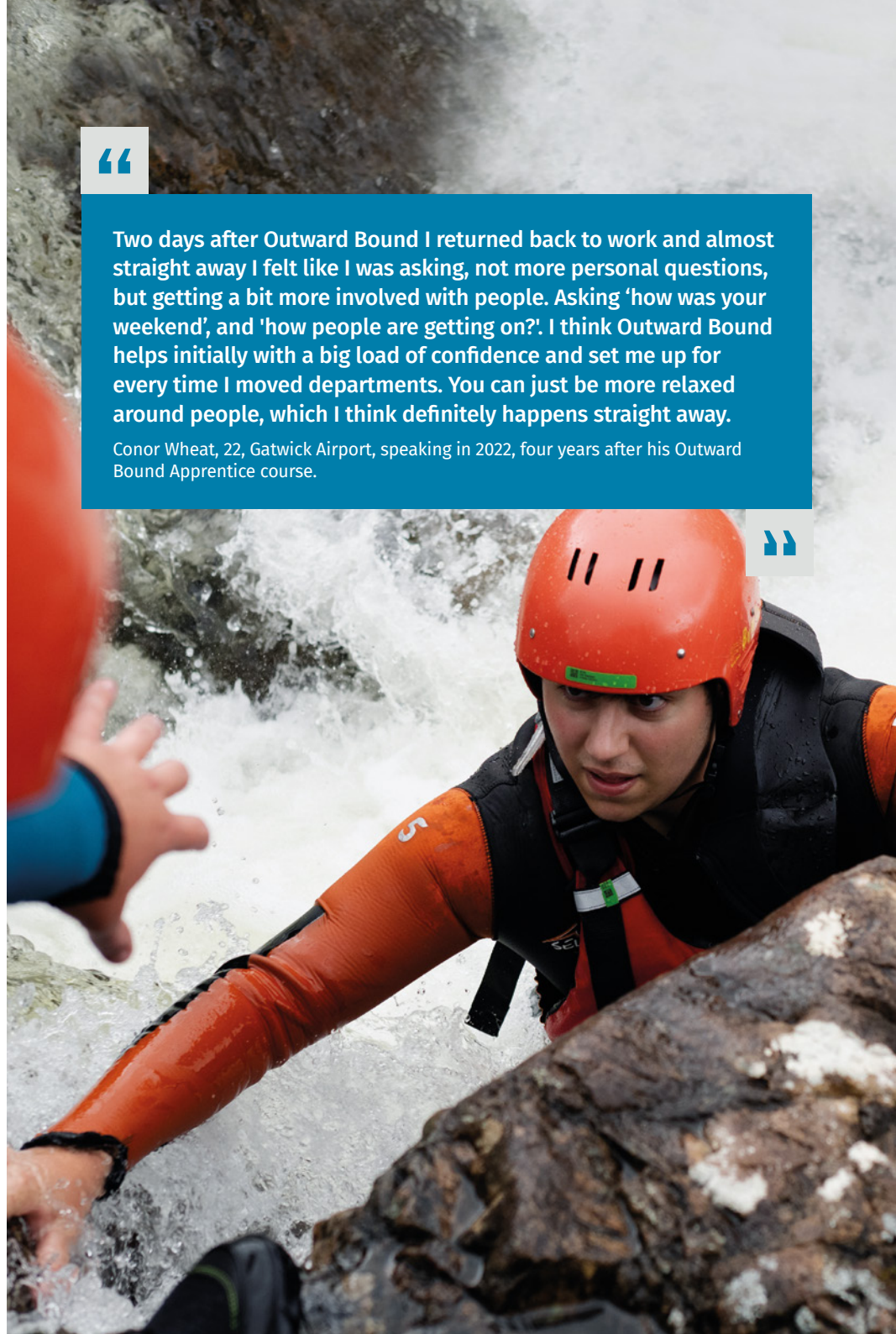
Figure 12.



73% ↗
RESILIENCE

69% 💬
SOCIAL COMPETENCE

76% ❤️
COMPASSION FOR OTHERS



“

Two days after Outward Bound I returned back to work and almost straight away I felt like I was asking, not more personal questions, but getting a bit more involved with people. Asking 'how was your weekend', and 'how people are getting on?'. I think Outward Bound helps initially with a big load of confidence and set me up for every time I moved departments. You can just be more relaxed around people, which I think definitely happens straight away.

Conor Wheat, 22, Gatwick Airport, speaking in 2022, four years after his Outward Bound Apprentice course.

”

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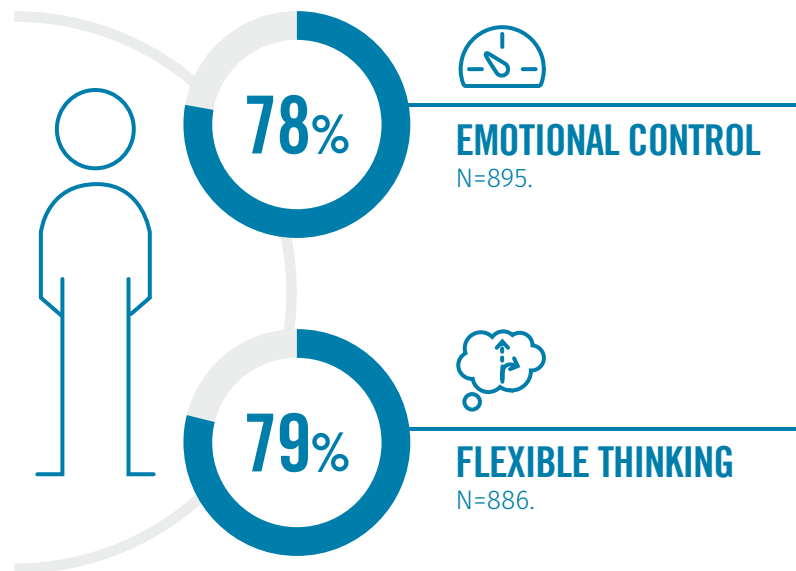
I usually tend to cry or have panic attacks at things I find scary – I learnt I can be independent if I want to be.

Sarah, 13, St. Margaret Ward Catholic Academy, Staffordshire.

”

At the end of their course, young people indicate feeling more able to express their emotions and adapt to changing situations. Percentages indicate those who reported an improved score at the end of their course compared to their retrospective pre-course score*.

Figure 5.



*Full results of pre/post scores provided in research appendix.

“

The main change in pupils' attitudes is their ability to interact positively with adults. Breaking down barriers and building rapport in the adventurous environment humanises us and enables the students to seek support and positively engage with us.

Miles Powell, Trainee Teacher, St Margaret Ward Catholic Academy, Staffordshire.

”





For young people with additional learning needs or for young people who, for other reasons such as caring responsibilities, may face barriers to integrating socially, an opportunity to strengthen bonds and create a common understanding and appreciation of one another's needs can be particularly powerful. It helps them feel they are not alone and in turn, increase their willingness to step into new situations and try new things.

Young people reported feeling more supported by others after their course.

Figure 14.



“

I used to feel overwhelmed in terms of my anxiety in groups, thinking how they'd perceive me and how I was acting. Being around people I didn't know and them helping and encouraging me means I can now see them as equals, so to speak. They're like me, just with different strengths and weaknesses. I didn't think I could do the course; I didn't think I'd be able to get through it, but I did, and it has shown me that I can get through anything.

I'm a lot happier. I'm willing to go and do things and just get up and go out. I'm more capable, I can do things I wasn't able to do before. I can cook more meals, go out to Tesco on my own. I think I can live on my own more now. I feel like I'm more capable of doing that and just being independent.

Oliver, 20, Summer Adventures participant, 2023.

”

*Full results of pre/post scores presented in research appendix.

“

None of the learners attending had ever attended an overnight school trip before or been away from home without a family member overnight. The relationships developed between the Outward Bound staff and our learners was incredible. Trust developed immediately from the initial school visit and from there, learners felt able to go and participate.

Since returning, our learners have formed bonds with each other. Despite being in different classes and year groups, firm friendships have developed. Friendships and social interactions can be challenging for our learners, and this opportunity has increased social skills, empathy, and communication abilities. It has been incredible to see the confidence developed in our learners.

Iona Mccroary, Principal Teacher and Specialist ASN Provision, Stirling Secondary Autism Provision at St Modan's High School, Stirling.

”

CASE STUDY - STAFFORDSHIRE SCHOOLS

294 YOUNG PEOPLE

FIVE-DAY COURSES

ABERDOVEY, ULLSWATER AND LOCH EIL CENTRES

Many children growing up in Stoke-on-Trent in Staffordshire are likely to suffer the effects of poverty and neglect, more so than those living in other regions in the UK. Many who came to Outward Bound had special educational needs or experienced low educational attainment. A lack of self-esteem, confidence and resilience typically characterises the young people, resulting in low aspirations; a lack of opportunity is one of the biggest challenges they face.

"One young boy in my group was really apprehensive about everything, to the point, where we had to have joint conversations each night about the next day's activities. He swore he would not go in the tunnels, gorge walking and did not want to do the overnight expedition. He managed to do all three. It's difficult to gauge but he certainly seems to walk a little taller around school and is not as shy in a classroom setting."

Teacher, Staffordshire school.



The aim of the Outward Bound course was to provide an opportunity for young people from disadvantaged backgrounds in the West Midlands to experience activities in wild, natural environments which will develop their confidence, their engagement with learning and improve their confidence in working with and building relationships with others.

Each course was tailored to the needs and abilities of the students and involved activities such as mountain walking, rowing and canoeing, culminating in an overnight camp.

Figure 16.

THREE MONTHS AFTER THEIR COURSE

Accompanying staff observed improvements in the young people's sense of capability, in their resilience and in their willingness to have a go at things they perceive to be difficult. N=15.

THE YOUNG PEOPLE ARE MORE:

100%

Aware of what they are capable of achieving.

Likely to keep going when they encounter difficulties and setbacks.

Aware of their strengths.

THE YOUNG PEOPLE ARE MORE LIKELY TO:

93% Attempt things that are difficult.

87% Seek out new opportunities to challenge themselves.

CASE STUDY - YOUNG CARERS

72 YOUNG CARERS

FIVE-DAY COURSE

LOCH EIL, HIGHLANDS

Eight different young carers organisations from Scotland wanted to make sure that carers are recognised, valued and given the support they need to give care with confidence. They also wanted to provide an opportunity to focus on and consider their own health and wellbeing outside of caring.

The purpose of the trip was for the young people aged 10 - 18 to have fun, build connections with other carers, increase their confidence and have a well-deserved break from their home lives. They took part in activities including gorge walking, canoeing and rock climbing.

"I want to be a social worker, this course has helped me overcome fears and will help me get there."

Rosie, 13, Dundee Carers Centre.



"The young people will benefit from this experience in a number of ways; more self-belief, being more aware of helping others, organisational skills and dealing with uncomfortable emotions."

Lorna Vinson, Support Worker, Crossroads Young Carers.

"The course has contributed to the young people's lives back at home because they have had an essential break. They now have the confidence to say 'yes' to more and try new things."

Sarah Parker, Young Persons Practitioner, Action for Children.

Through sharing experiences with others who are in a similar position to themselves and being supported to overcome challenges, their key workers hope they leave the course with an increased sense of belonging, a heightened confidence in and awareness of their own capabilities. They also hope the young people will have increased willingness to take on other opportunities in the future.

AT THE END OF THEIR COURSE

The young carers reported improvements in their relationships with others. N=70.

90%  Reported that they got to know other young carers better.

85%  Reported got to know their key worker better.

Figure 22.

Young people adapting and responding to changes in their world

Spending time, getting to know others who come from different backgrounds and life experiences to their own, especially for those who live in areas of low social mobility, is key for young people to feel comfortable in today's ever-changing, diverse society. This exposure expands a young person's awareness of others' values, needs and opinions and with it helps them feel less intimidated by difference and more able to adapt to the different social contexts in which they will inevitably find themselves.

As a young person progresses from the familiar setting of school, into the work environment, they will come into contact with people who hold different viewpoints and values to their own. The skills to be able to negotiate social situations, listen to, and challenge viewpoints in an appropriate, respectful way are key.



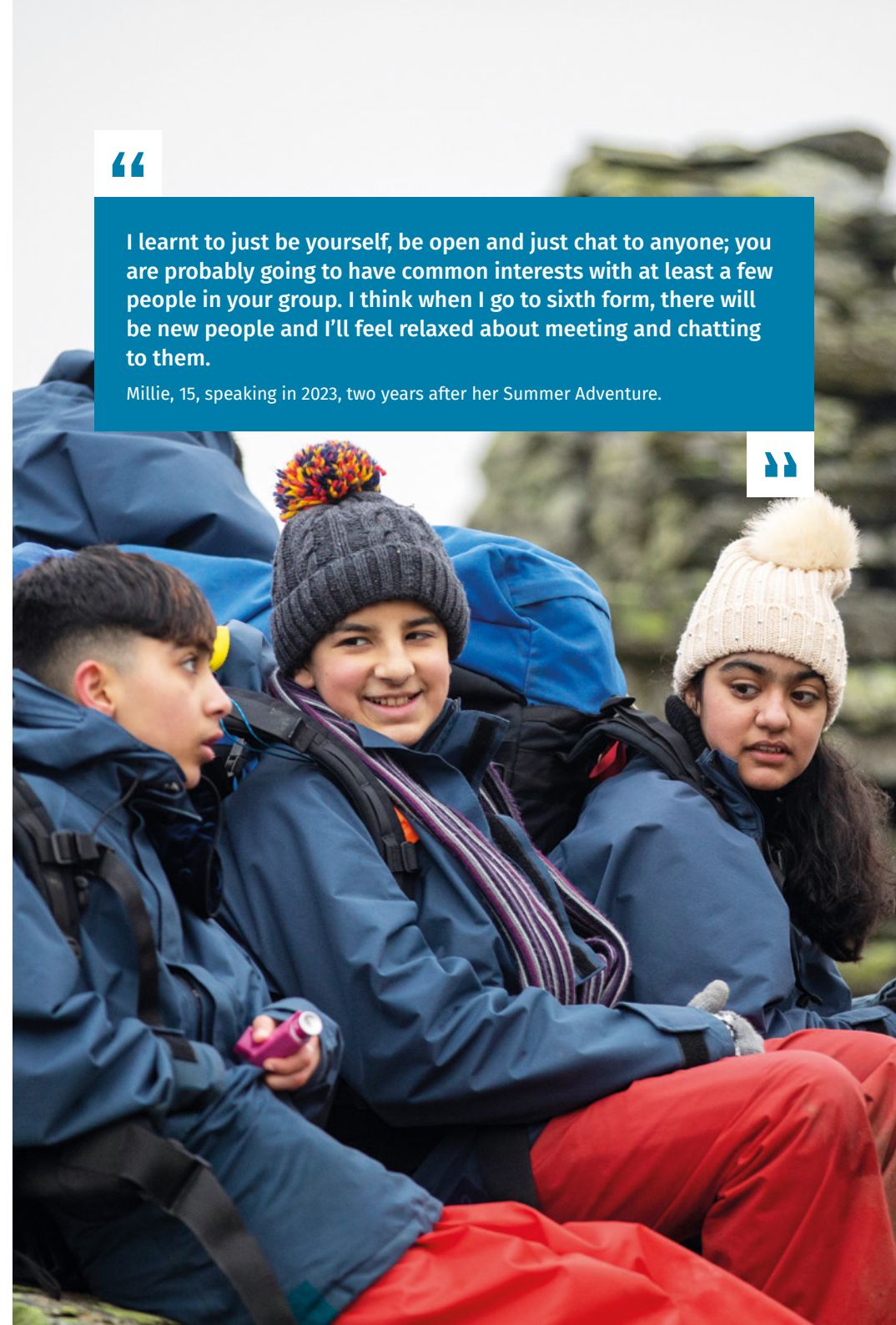
I will try to speak up more when I disagree with the group, I have had feedback from them that when I do this, it's useful and not taken the wrong way.

Graduate trainee, Skipton Building Society, commenting on their course in 2021.



I learnt to just be yourself, be open and just chat to anyone; you are probably going to have common interests with at least a few people in your group. I think when I go to sixth form, there will be new people and I'll feel relaxed about meeting and chatting to them.

Millie, 15, speaking in 2023, two years after her Summer Adventure.



CASE STUDY - THE MARK SCOTT LEADERSHIP FOR LIFE AWARD

141 YOUNG PEOPLE

SIX-MONTH BESPOKE COURSE

LOCH EIL, HIGHLANDS

Bringing together young people from diverse backgrounds is one of the aims of our bespoke programme in Scotland – the Mark Scott Leadership for Life Award.

The Mark Scott Leadership for Life Award was developed by The Mark Scott Foundation and Outward Bound following the unprovoked sectarian murder of Mark Scott in 1995. The aim of the Award was to bring together young people who were often separated by their backgrounds, sectarianism, racism or territorialism. The Award, delivered over a six-month period, starts with a five-day Outward Bound residential course designed to develop young people’s 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 Award 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.

"Some young people can attend the Award with quite a narrow viewpoint of others. This seems to be formed due to a lack of time spent with others with a different experience of life to their own. Time and space, shared experiences such as going on an expedition together, reviewing and reflecting, project planning and agreeing on issues that impact them within their communities. This can help those with previously fixed opinions of others from different backgrounds, upbringings, histories, and opportunities.

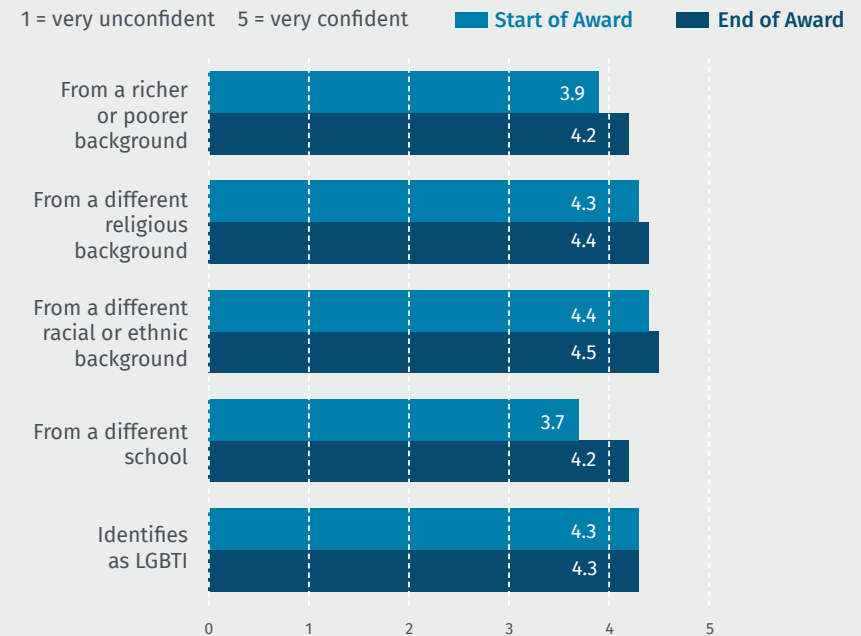
The Award creates this time, space, reflection and shared experience that can help challenge preconceived notions of others and find common ground and respect for difference."

Chris McGeown, Project Coordinator, Leadership for Life Award Team, Outward Bound.



Figure 23.

Young people reported an increase in their overall social confidence at the end of the Award compared to at the start: Average scores for participants' confidence in helping or asking for help from people from different backgrounds. N=33*.



*N=33 is a sample of the 141 young people who participated in the Award in 2022/23.

A scenic landscape featuring a lake, mountains, and a group of people on a hillside. The scene is set in a valley with a large body of water in the foreground. In the background, there are steep, rocky mountains with patches of green and brown vegetation. A group of about ten people, dressed in outdoor gear, are standing on a grassy slope in the middle ground, looking towards the lake. The sky is overcast and misty, creating a soft, atmospheric light. The overall color palette is dominated by blues, greys, and earthy tones, with some vibrant colors from the people's clothing.

4

SUPPORTING YOUNG PEOPLE

INTO THEIR FUTURES



We see young people in the future as a generation who are proactive, aspirational and compassionate. Young people who feel empowered to realise their ambitions and have the confidence to lead, advocate for others, and stand up for what they believe in.

We know that adventurous activities in nature that build a sense of confidence, resilience and social skills can have a lasting impact on a young person's wellbeing; their self-image, sense of place in society, on their connection to nature and their aspirations for the future.



SUPPORTING YOUNG PEOPLE

INTO THEIR FUTURES: LASTING IMPACT ON SOCIAL AND EMOTIONAL SKILLS

The skills, behaviours and attitudes developed on a course remain with an individual long after they leave Outward Bound. Their experiences and learning stay with them as they progress through their education, into their careers and have a lasting impact on a young person's sense of self, on their connections with people and their attitudes towards the natural world around them.

The stage at which outcomes are felt or realised vary considerably for each individual. For some, the learning from their course may not be realised until

they are back in their home, school or work environment and are faced with situations where they are able to draw back on strategies or mindsets they used on their course. For some this may be a very conscious process, for others, as we have learnt from talking to our alumni, the impact of their Outward Bound experience may be more of a subconscious influencing of values, outlook or attitudes and it is not until later on in life that individuals realise the impact it has had on themselves and their lives.

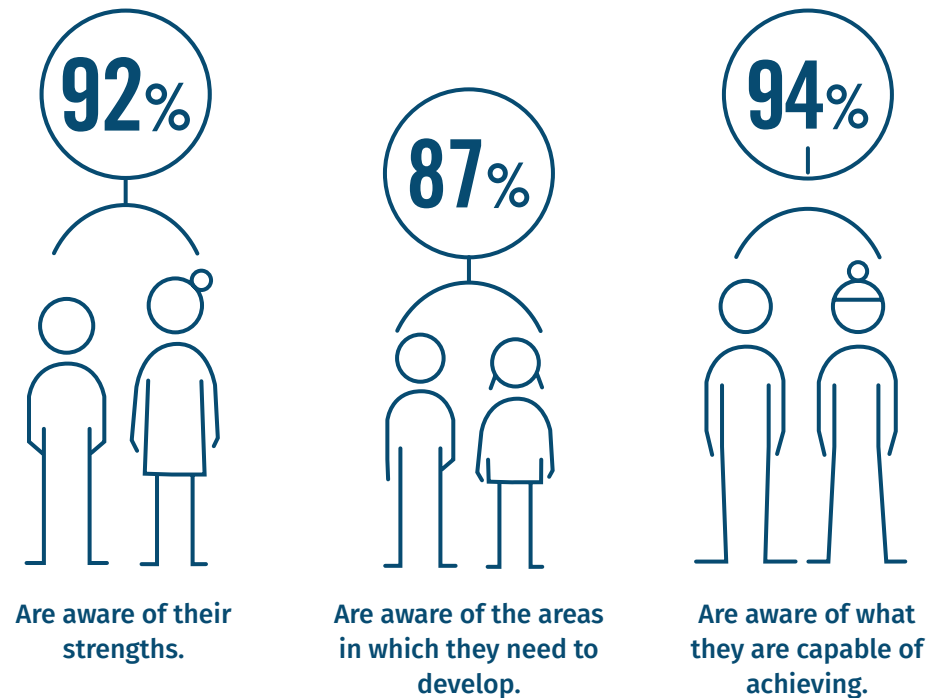
Lasting impact in the classroom

After they return back to school from their course, teachers report that they continue to see positive changes in young people's self-awareness, in their approach to challenge and change as well as in their relationships with their peers and teachers.

% of teachers reporting an increase in young people's self-awareness up to three months after their course.

N=164.

Figure 17.



“

They were pushed out of their comfort zones, achieved things they didn't think they could and made fantastic memories out of their experiences, and when you remind them to apply that back in their normal school environment, they are more resilient and feel they can.

Emily Hetherington, Biology Teacher, Galashiels Academy, commenting in 2023, six weeks after their course.

”

2-3 months after their Outward Bound course, school staff continue to observe positive changes in young people's interpersonal skills and relationships in the classroom.

Figure 18.

They report young people are more considerate, supportive and encouraging towards their peers. % of school staff reporting they have observed that young people do the following more often. N=156.

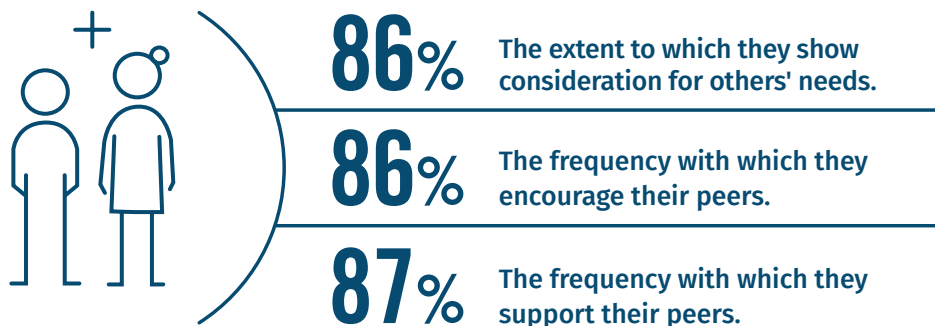
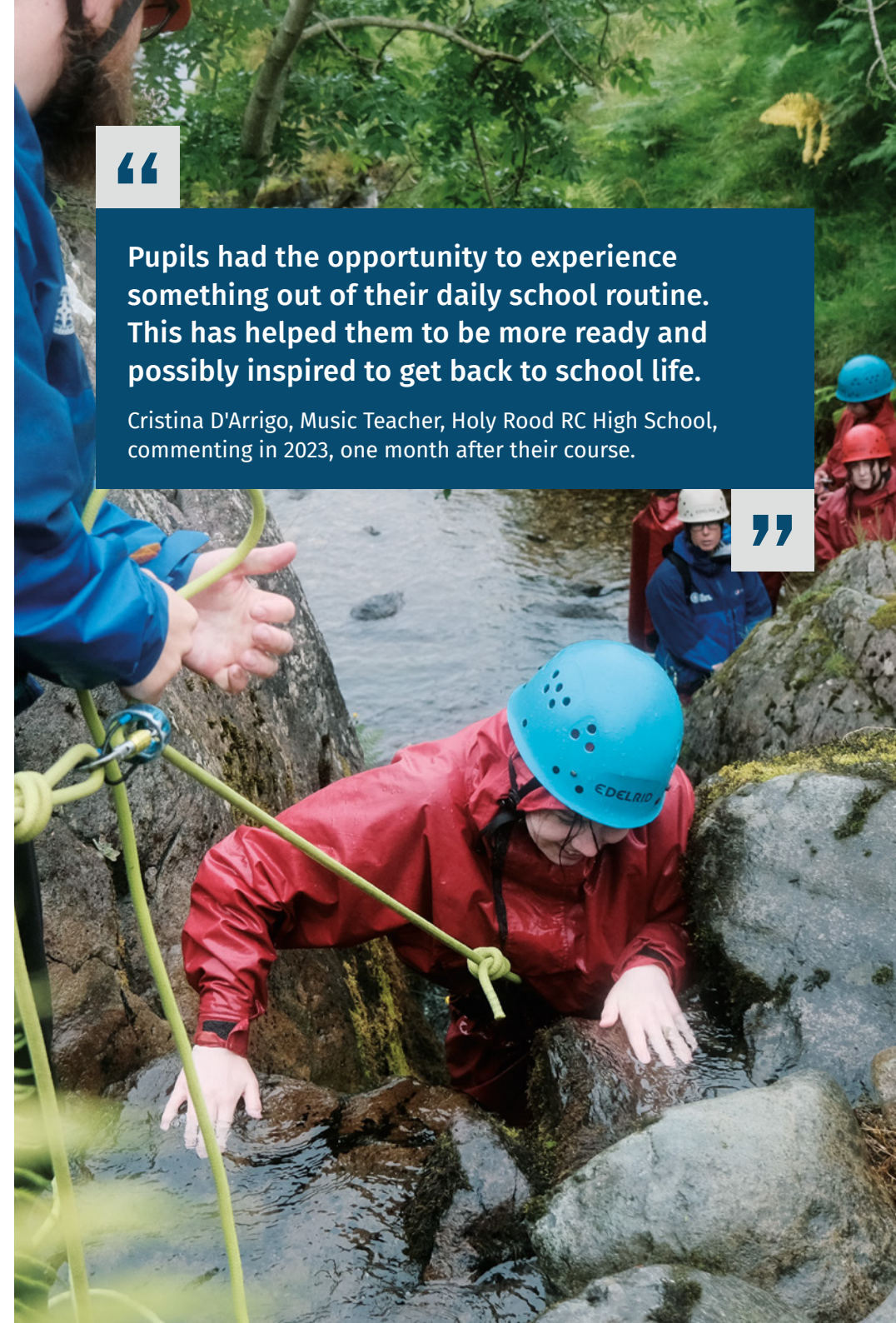
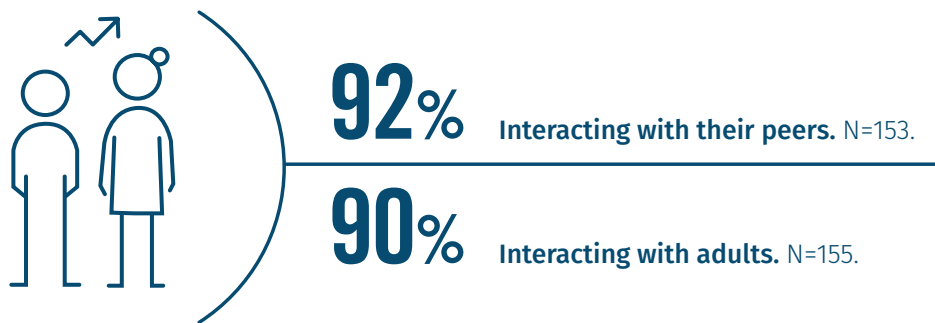


Figure 20.

They report an increase in young people's confidence when interacting with their peers and adults. % of school staff reporting they have observed an increase in the young people's confidence when:

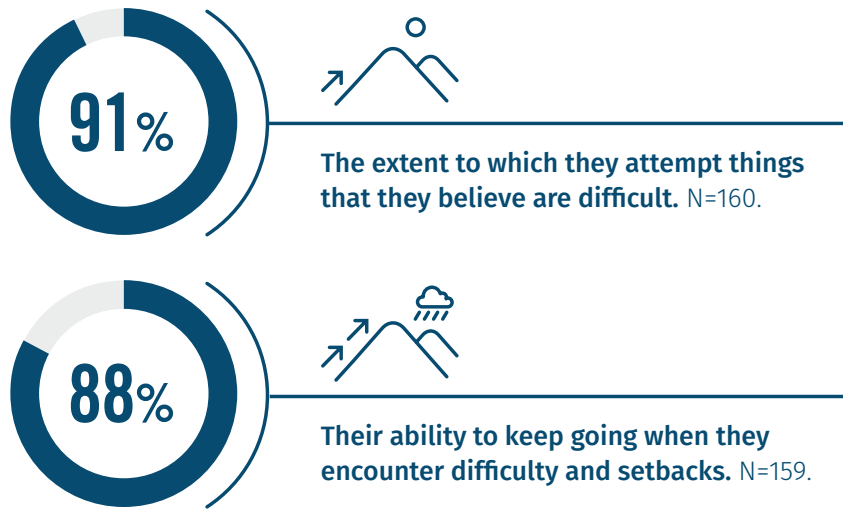


“ Pupils had the opportunity to experience something out of their daily school routine. This has helped them to be more ready and possibly inspired to get back to school life. ”

Cristina D'Arrigo, Music Teacher, Holy Rood RC High School, commenting in 2023, one month after their course.

Accompanying school staff report on positive changes they have observed in young people's resilience up to three months after their course.

Figure 19.



“

The lasting changes I have seen in learners is their willingness to try out new things and to really challenge themselves with stepping outside of their comfort zones.

Keeley Costello, Training Advisor, Futureworks, Manchester.

”

“

I used to think that I just needed to pass, and I couldn't do better than that. But I think I could actually work harder to do even better than that. So, that's my aim for this year.

Esther, Summer Adventures participant, speaking in 2019, one month after her course.

”



CASE STUDY - TOBERMORY HIGH SCHOOL

22 PUPILS
AGES 13-15

FIVE-DAY
COURSE

LOCH EIL,
THE HIGHLANDS

Tobermory High School is a small, rural, state secondary school serving towns and villages on the Isle of Mull.

Despite coming from a close-knit island community, teachers had noticed a particular lack of cohesion and co-operation between pupils on their return back to school after periods of lockdown and so teamworking, communication and strengthening of relationships became the focus for their course.

"Since coming to Outward Bound, teachers have seen them getting on better, they're more helpful to each other and the silly banter is disappearing as well, people are chatting more who I haven't seen chatting previously, helping each other out and finding each other more approachable."

Jonathon Marks, Teacher, Tobermory High School, Isle of Mull.

The pupils completed activities such as raft building, canoeing and abseiling and towards the end of their course, they enjoyed a cookout and star-gazing.



Figure 15.

SIX MONTHS AFTER THEIR COURSE,



of pupils reported an increased sense of belonging compared to before their course. N=19*.

*Full results of pre/post scores presented in research appendix.

Lasting impact in the workplace

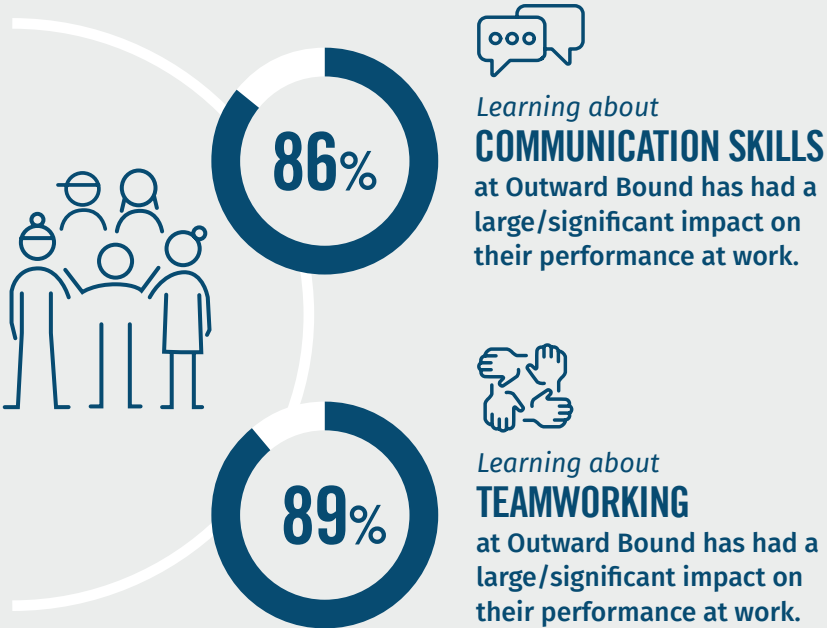
Young people who came to Outward Bound on an apprentice or graduate course up to four years ago reflect on how the course prepared them for the world of work. The practical tasks which developed their communication and teamwork, built the foundations for a collaborative, cohesive workforce culture.

Outward Bound developing collaborative, productive teams at Rolls-Royce.

Rolls-Royce employees who came to Outward Bound as part of their apprenticeship up to four years ago recognise the impact their learning has had on their teamworking and communication skills.

The percentages reflect those in agreement that their learning at Outward Bound contributed to their performance at work. N=63.

Figure 9.



Learning about **COMMUNICATION SKILLS** at Outward Bound has had a large/significant impact on their performance at work.

Learning about **TEAMWORKING** at Outward Bound has had a large/significant impact on their performance at work.



“

Two of the three apprentices I shared a room with are now life-long friends and we share a house together. We may not have been as close had we not shared that experience in the first week of knowing each other. It also gave me an opportunity to build relationships with people in other areas of the business. Having a network like this to call upon has been useful throughout my career.

Male Participant, Rolls-Royce, attended Outward Bound as an apprentice.

”

A lasting respect and appreciation for the natural world

The varied natural environments in which Outward Bound courses happen feature heavily in young people's learning and memories from their course. The mental health and wellbeing benefits of young people spending time in nature have been widely reported*, particularly for those from deprived backgrounds¹⁷. However, with adolescence being recognised as a time in an individual's life where connection with nature falls^{18,19} and with large inequities in access to the outdoors still present for those from ethnic minority backgrounds and lower socio-economic groups^{20,21}, the need for supporting young people in visiting the outdoors and developing a sense of connection with nature, remains significant.

Recent evaluations and research^{4, 22, 23} highlight the importance of the places in which our Outward Bound courses happen, one of the key component 'three Ps' in our pedagogical approach (people, place, process)^{4,7}. At Outward Bound, young people are given the time and space to immerse themselves in nature fully. By experiencing sights, sounds and sensations that are new to them, they develop a heightened interest and engagement in their surroundings – things they may have previously only seen on a video or in a textbook truly come to life, and their awareness and understanding of the world around them increases.

Figure 12.



*YouGov poll commissioned by The Woodland Trust stating 86% of people reporting nature had a positive effect on their mental health¹⁶.

**Environmental Responsibility is defined as 'awareness of connection to nature and sense of consciousness and stewardship for the natural world' (Outward Bound International's Outcome Survey OBOS).

“

There's not that many people from ethnic minority backgrounds who do go into the countryside. There's a barrier that our parents didn't really go to the countryside and they've not got the equipment to go there or because they've not been taught. They're not going to learn it so then they're not going to take us and it's just like a cycle that will keep going.

Male, Right to Explore Young Leader's Programme participant from Lindley Educational Trust (Sheffield) – group interview 2022.

”

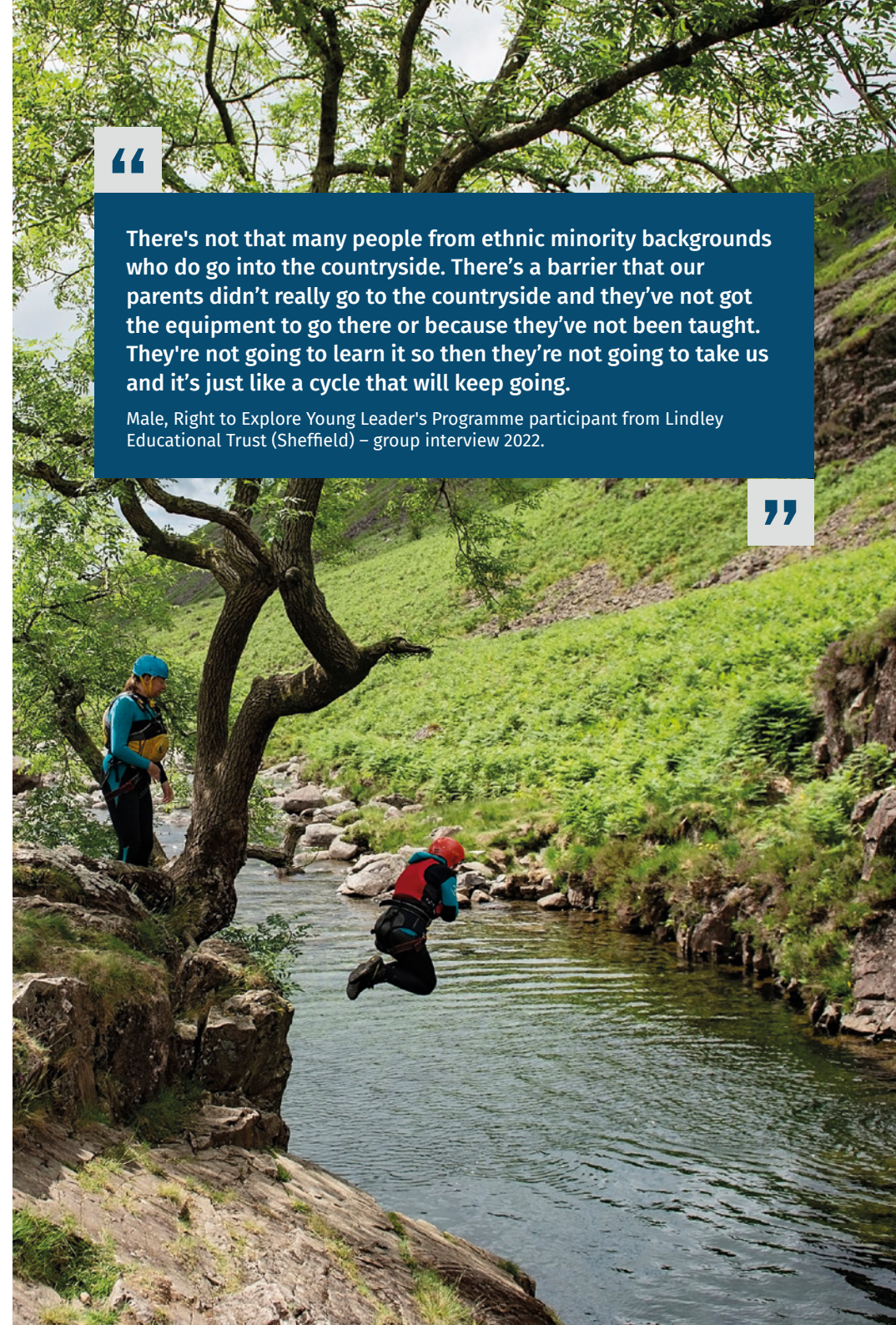
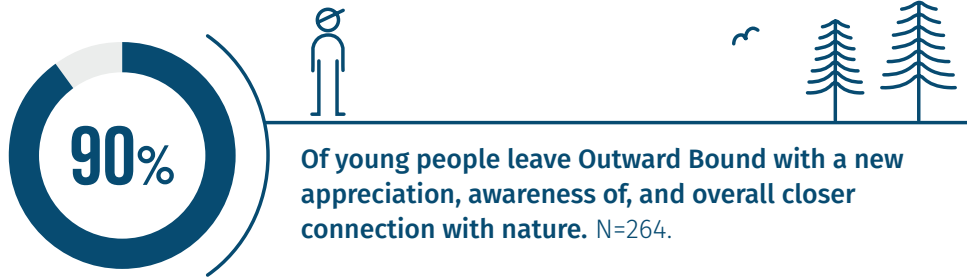


Figure 13.



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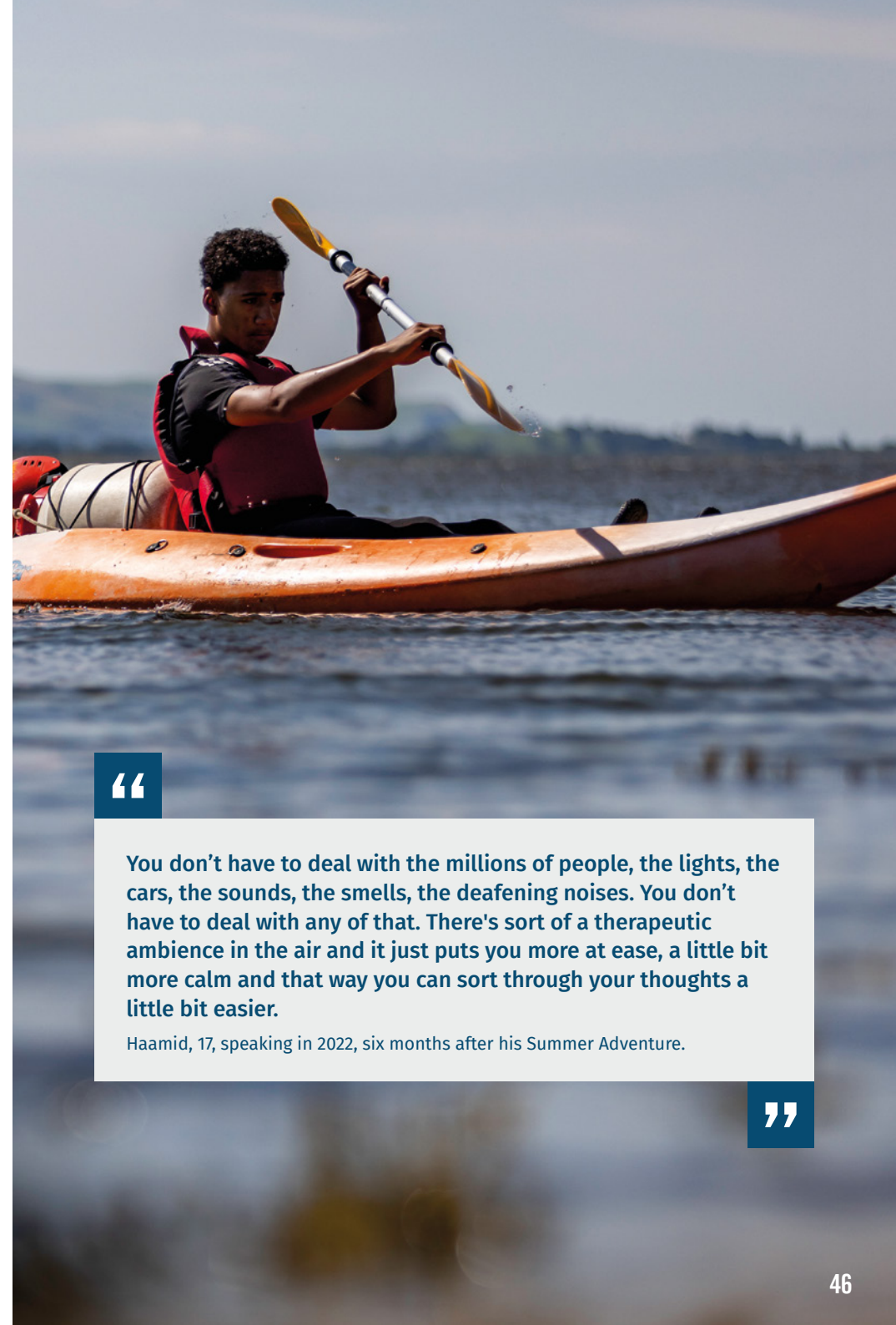
It's the difference between a simulation and reality. It's the reality of them being there and seeing the water, behaving on the water, going up into the mountains, first-hand experience of the change in the weather. You could simulate as much as you want but you can't replicate the real thing, and that's why the impact is so important.

Bob Clark, Behaviour and Alternative Curriculum Manager, John Mason School, Oxfordshire.

”

Away from the distractions and pressures in their home lives, young people appreciate what it feels like to pause, be 'in the moment' and reflect. Emotional experiences in nature at Outward Bound reinforce a positive connection with the places they visit on their course – connections which, as our alumni tell us, stay with them as they progress through their lives.

Figure 21.



“

You don't have to deal with the millions of people, the lights, the cars, the sounds, the smells, the deafening noises. You don't have to deal with any of that. There's sort of a therapeutic ambience in the air and it just puts you more at ease, a little bit more calm and that way you can sort through your thoughts a little bit easier.

Haamid, 17, speaking in 2022, six months after his Summer Adventure.

”

GENERATION GREEN

In 2021, Outward Bound worked together with other partners from the Access Unlimited coalition* to deliver the Generation Green project.

The project enabled Outward Bound to deliver; a Women's Outdoor Leadership Course, a BAME Young Leaders' Programme, Summer Adventures, Adventure Days and In-School Adventures.



*Access Unlimited coalition formed of the YHA (England & Wales), Scouts, Girlguiding, Field Studies Council and the 10 English National Parks. This project has been funded by the government's Green Recovery Challenge Fund. The fund is being delivered by The National Lottery Heritage Fund in partnership with Natural England and the Environment Agency.

16 MONTH PERIOD

115,000 OPPORTUNITIES ENABLED

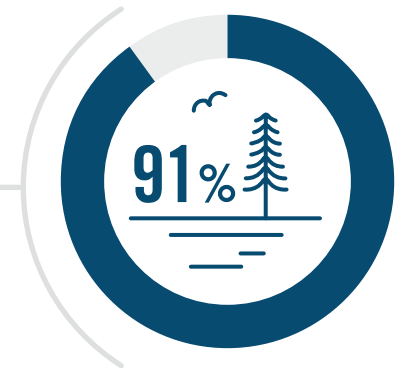


39,476 YOUNG PEOPLE

to have an experience in the outdoors where they were able to connect to nature.

767

professionals or skilled volunteer outdoor leaders were trained.



91% of young people reached through Generation Green said that they felt *more connected to nature*²².



A lasting connection to places and nature

Today we have an active community of 6,000 Outward Bound Alumni who connect with each other, share memories and continue to support our work. The environment and nature remain central to their memories and many have developed a lifelong respect and appreciation for the natural world. They recognise that their emotional, physical and often spiritual connection to nature began for them while at Outward Bound.

“

Being exposed to the landscape, the elements, all sorts of conditions that we were in for four weeks at Outward Bound. It makes you aware of the world we live in, the importance of it and the beauty of it and how we need to take care of it.

Mary Levison, 74, course in 1965 at Rhowmiar.

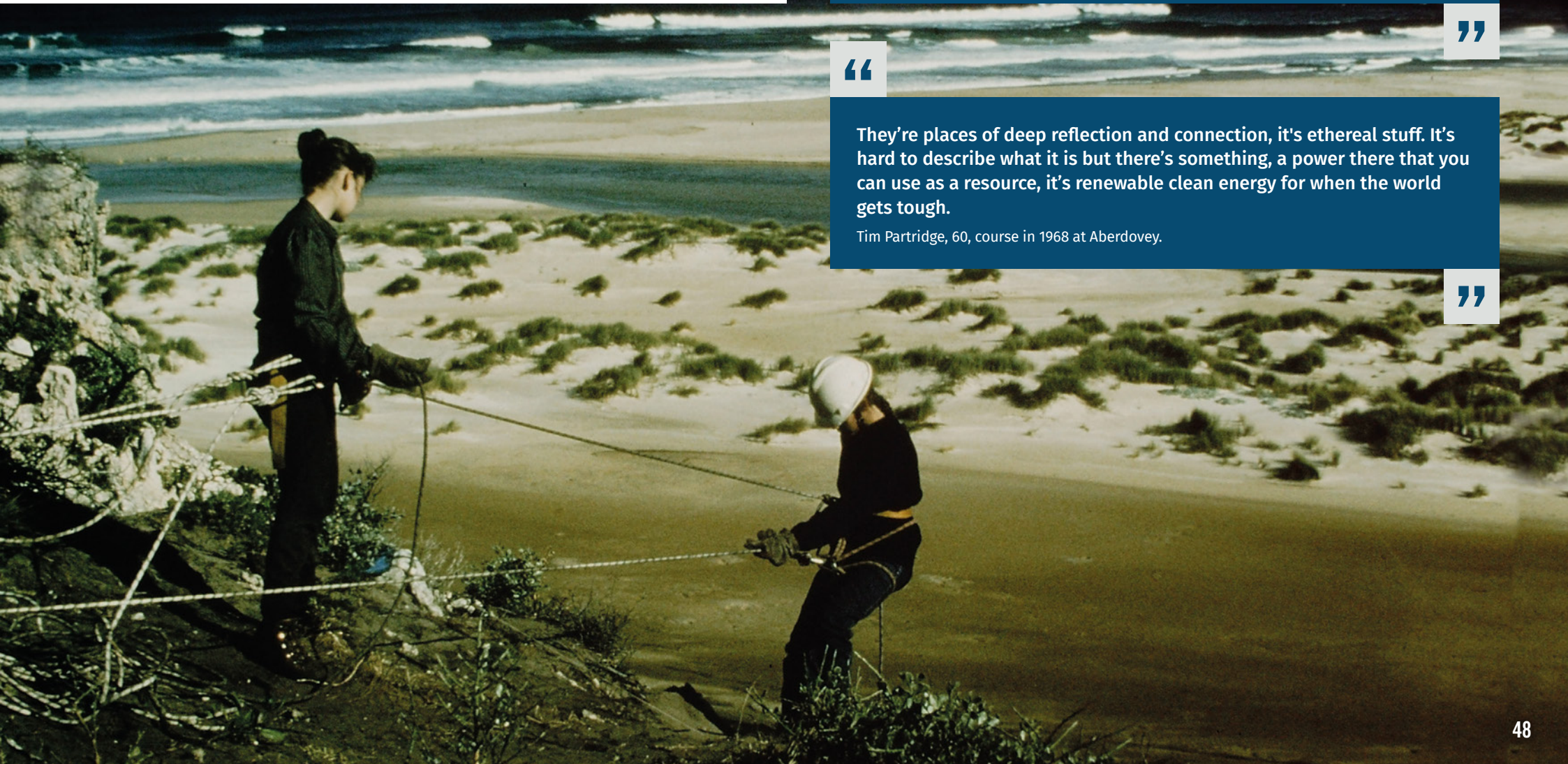
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“

They're places of deep reflection and connection, it's ethereal stuff. It's hard to describe what it is but there's something, a power there that you can use as a resource, it's renewable clean energy for when the world gets tough.

Tim Partridge, 60, course in 1968 at Aberdovey.

”



A lasting impact into adulthood

An Outward Bound experience not only develops fundamental social and emotional skills in young people, but provides an opportunity from which life-long connections, values and appreciation of people and places grow, leaving an imprint for years and even decades after their course. When Outward Bound turned 80, we took the opportunity to invite some of our alumni to share their memories and experiences and to hear how their Outward Bound experience has changed in relevance and meaning as they have progressed through different stages of their lives.²⁴

“

Had I not been to Outward Bound and it having shifted me, I could have potentially ended up in the care system myself, and I know that. I think it is one of the reasons why I have always wanted to work with children from deprived areas and I have gone on to get my degree.

Lauren Kallides, 37, course in 2000 at Ullswater.

”

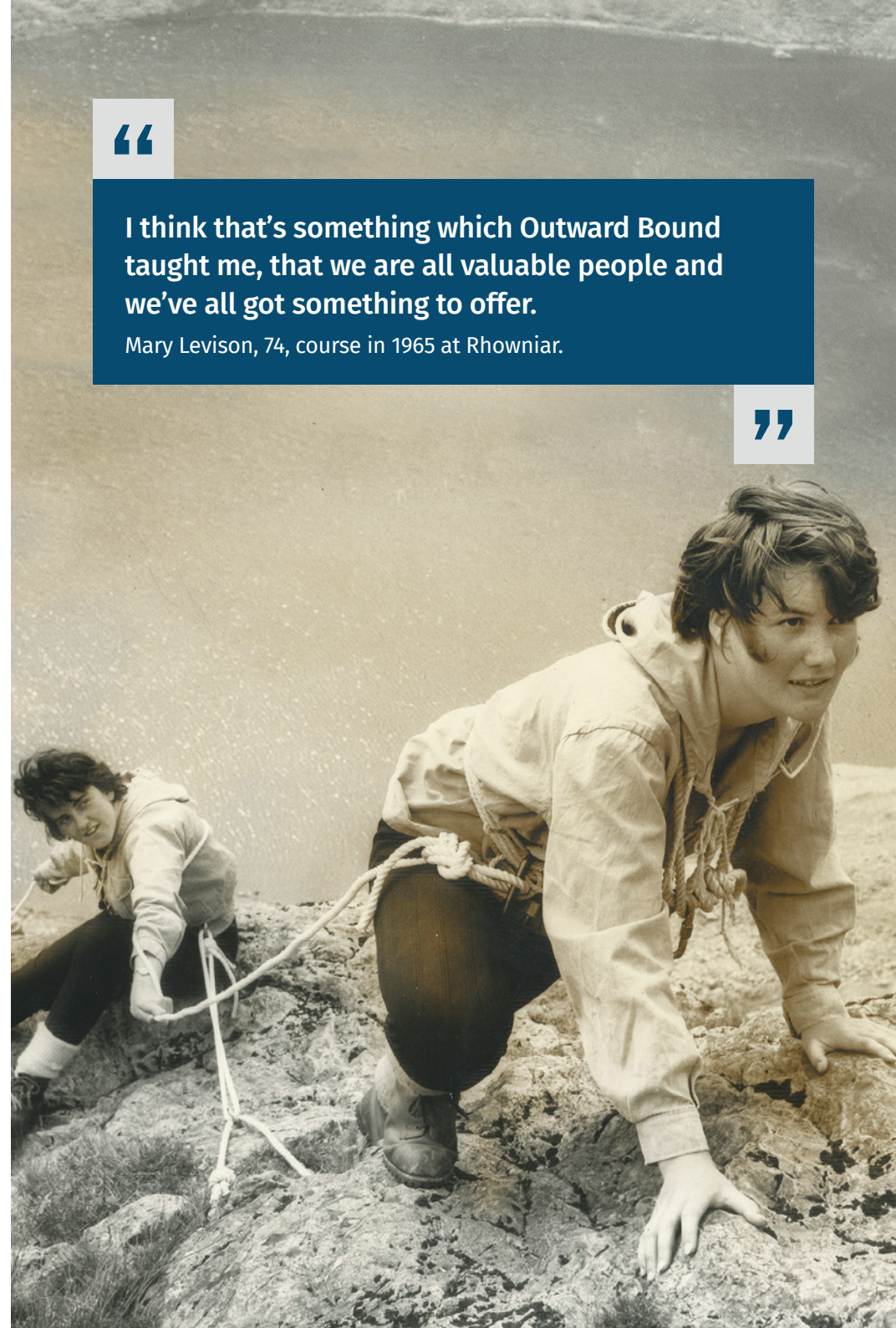
Outward Bound has shaped and influenced the trajectory of many of our alumni's lives. The confidence they developed at Outward Bound has enabled them to take steps in their careers that perhaps they would never have taken or has allowed them to overcome challenging relationships and situations in their home lives. For some, their experience has enabled them to step out of a cycle of deprivation and thrive in a fulfilling career. Many agreed it has influenced their mindset, their values and outlook on life.

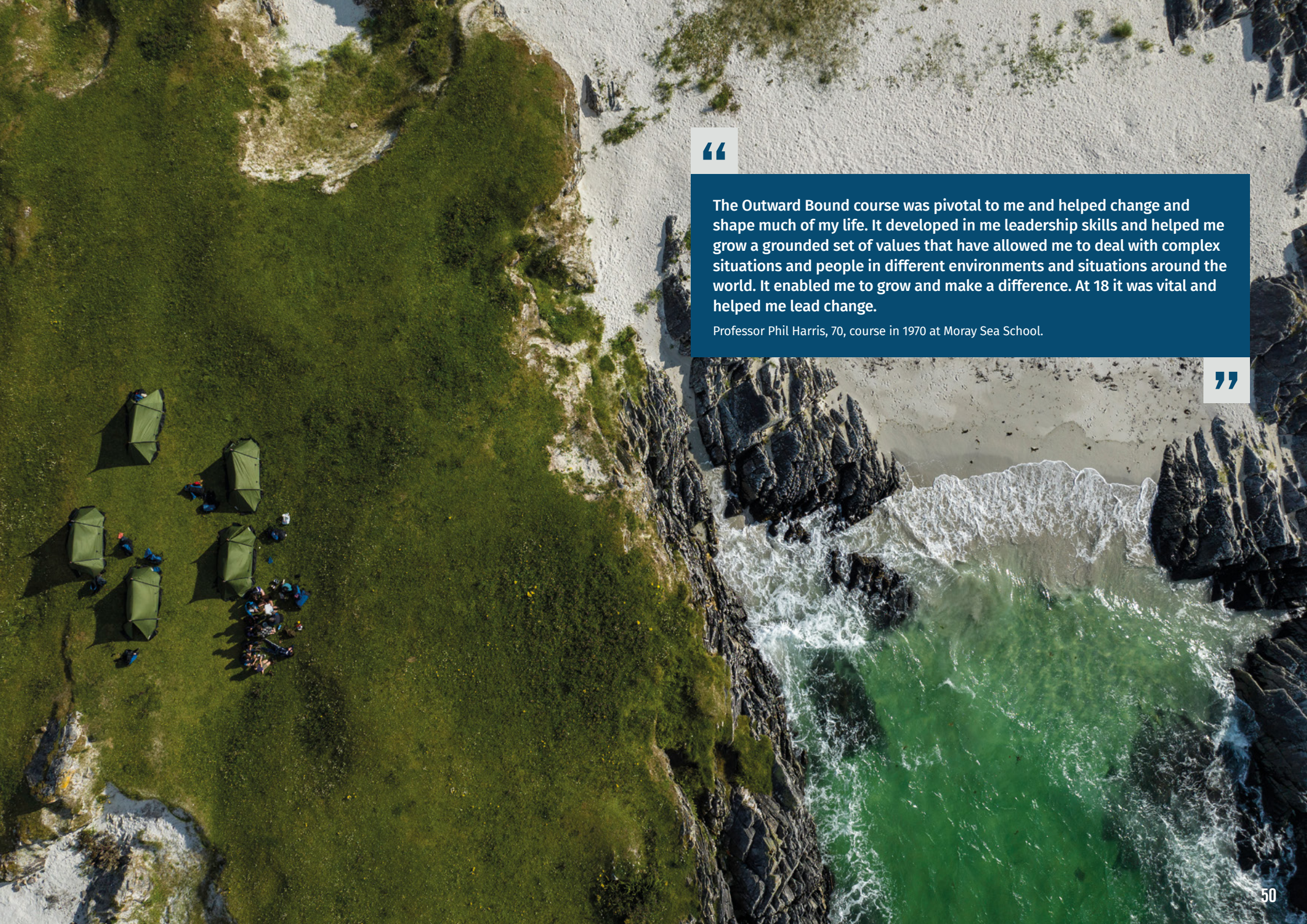
“

I think that's something which Outward Bound taught me, that we are all valuable people and we've all got something to offer.

Mary Levison, 74, course in 1965 at Rhowniar.

”





“

The Outward Bound course was pivotal to me and helped change and shape much of my life. It developed in me leadership skills and helped me grow a grounded set of values that have allowed me to deal with complex situations and people in different environments and situations around the world. It enabled me to grow and make a difference. At 18 it was vital and helped me lead change.

Professor Phil Harris, 70, course in 1970 at Moray Sea School.

”

5

OUTWARD BOUND IMPACTING AND INFLUENCING

INDIVIDUALS' PATHWAYS THROUGH LIFE





A young person's pathway through life can often be determined by their upbringing and the context in which they live. Significant efforts having been made to close the attainment and opportunities gap for young people in recent years. However, young people from areas of low social mobility, socio-economic deprivation, ethnic minority backgrounds, or those with additional learning needs, still face significantly more barriers to their learning, to gaining secure employment, and poorer health and wellbeing outcomes, than their more affluent peers.

Through our charitable funding we ensure that finances are not a barrier to an individual accessing an Outward Bound course. We believe that regardless of their background, and with support, every individual should be given the opportunity to develop skills and behaviours that enable them to make decisions and positively influence their own pathway and better their own wellbeing.



OUTWARD BOUND IMPACTING AND INFLUENCING INDIVIDUALS' PATHWAYS THROUGH LIFE

The lasting changes to an individual's sense of self, on their connections, and on their ability to deal with the unknown and change, are three key ways in which an Outward Bound course has been shown to support young people's wellbeing.²⁵ The changes in a young person's values and mindsets can influence the pathway they take as they progress through their education, career and into adulthood, regardless of their starting point or background.

“

It has reminded me that there is more in my control than I perhaps realise: I have to put myself out there, make opportunities for myself to go out with friends and believe in myself. I have regained a lot more self-confidence again, which makes me feel much better in myself.

Tasha, 16, Summer Adventures participant, 2022.

”

Impact on wellbeing

During 2022, we carried out research across different programmes using the Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS),²⁶ results indicate that young people's wellbeing increased at the end of their course.

Figure 25.



“

Before, I wouldn't really want to ever do school trips or go away, but now I do because I've realised it's fun. I didn't really like being away but I feel fine going away now, just going to different places. Then you can do more things, there are more experiences that you can do, more things set out for you.

Robert, 13, Kingston Academy, London.

”

Figure 26.



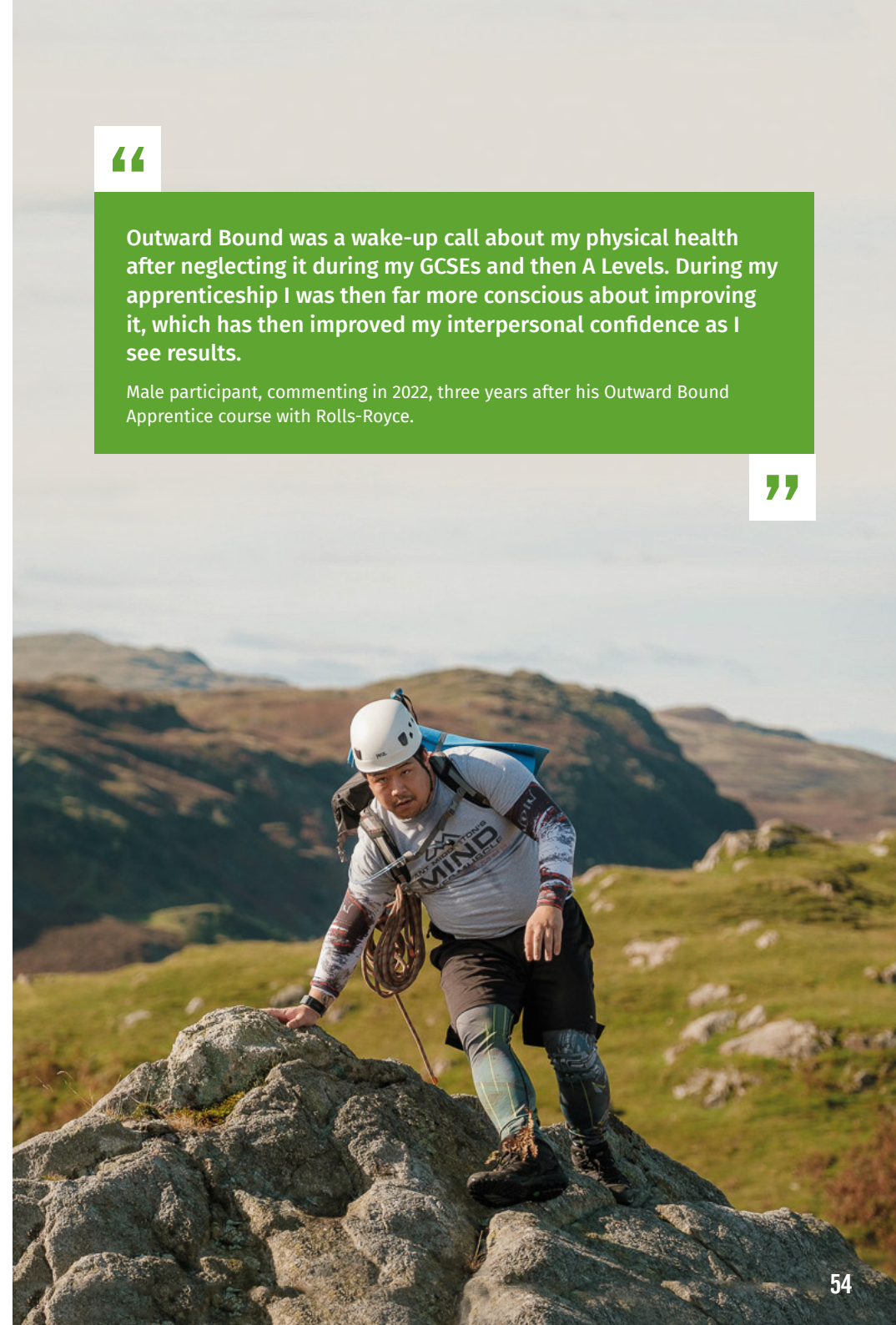
*A change of 3 points for groups of 30+ responses is considered a meaningful change in wellbeing; therefore these results suggest some positive improvement²⁶.

“

Outward Bound was a wake-up call about my physical health after neglecting it during my GCSEs and then A Levels. During my apprenticeship I was then far more conscious about improving it, which has then improved my interpersonal confidence as I see results.

Male participant, commenting in 2022, three years after his Outward Bound Apprentice course with Rolls-Royce.

”



The shifts in mindset, self-confidence and enthusiasm for challenges and adventure in nature go beyond the first few months of reflection post-Outward Bound. Memories of their experiences often stay with them well into adulthood, often resulting in positive changes to their lifestyle, values and overall wellbeing²⁴.

“

It feels brilliant, it's like a relief, you're coming away from your phone and you're really just getting peace and quiet and to think to yourself, I don't think many people experience that. When I went to Outward Bound, I found a new version of myself, which I would never think was possible because I used to think 'well this is my way and this is it', but no, there are other ways, there's other options, there's alternatives, there's compromise.

Bryony, 17, speaking one month after her Summer Adventure in 2019.

”

“

I absolutely just fell in love with the outdoors and the Lake District - the wilderness and the sense of just being outdoors. I think it must have been how it had an impact on my self-esteem and my confidence. Just that feeling of 'I can't do something'. For example kayaking, 'I can't do it, I'm too scared to do it,' but then actually going and doing it and overcoming it, it gives you the biggest sense of pride.

Lauren Kallides, 37, course in 2000 at Ullswater.

”

Supporting young people in finding their own way

An Outward Bound experience for some provides a pause, a chance to reset and reframe attitudes and motivations and positively influence what a young person believes is possible for them – their aspirations. Young people tell us how it has changed their attitudes and respect for other people who are different to them or how their course experience has influenced career choices. Teachers tell us how Outward Bound has resulted in individuals who were on the verge of exclusion, re-engaging with school.

Figure 24.



“

The feedback one pupil got from Outward Bound and the challenges that he overcame made a real difference for him in school. He is now set on becoming an English teacher. That was not something he talked about before.

Nobody in his family will have gone to university ever – even in his extended family – and so for him to have a clear path of how he was going to go to university, how he would then become an English teacher I think was a direct result of going.

John Robertson, Headteacher, Calderhead High School, North Lanarkshire.

”

“

In school and grades and things, I was never confident in myself at all, I'd go into exams thinking 'I'm going to fail, I'm going to do rubbish'. When I was at school, I was told 'university will never be on the cards for you'. Outward Bound really opened my eyes to what I was actually capable of. I don't think I'd be in university if it wasn't for Outward Bound switching that mindset for me.

Before, if I got a bad grade, that would be me, I wouldn't put more effort into it, I would almost just shut down. Nowadays, I would put more effort into it, it almost spurs me on to do better. Now, I'll do extra to better it.

Eilidh Canavan, 20, speaking in 2021, four years after her Summer Adventure course.

”



“

We had one boy in particular a couple of years ago who was close to permanent exclusion. At Outward Bound he talked a lot about how he was perceived in school and what he wanted to be perceived as when he came back. He successfully made it through to year 11 and he got some great results; he's even gone on and done some talks for Outward Bound about his experience.

Jo Doyle, Deputy Headteacher, Rokeby School, East London.

”

“

At Outward Bound you were mixed with other year groups so you heard about their experiences throughout their apprenticeship. For me that was a really good insight that makes you think 'yeah, this is exactly what I want to do, I'll really enjoy this'. I qualified recently as a new engineer, just last week I just finished my HNC, for me now, I just want to buckle down and learn the job well. There's quite a few in-house qualifications which I want to get on with as quickly as possible.

Conor Wheat, 22, Gatwick Airport, speaking in 2022, four years after his Outward Bound apprentice course.

”

“

On my summer adventure I was with 14 other people from all corners of the world, who didn't know me. They didn't have any pre-disposed notions of who I am, and I was able to be myself, with no pressure of school kids, playground bravado of macho man and that was really refreshing.

It gave me that confidence and reassurance of actually you're not just some angry kid, you're an alright guy. That gave me the confidence so that when I went to sixth form I was like 'I don't have to be this person that everyone thinks I am', or who everyone thought I was at school, I can just change.

Yousuf Naeem, speaking in 2023, six years after his Summer Adventure.

”

“

If I could re-live any part of my life, it would be those three weeks at Outward Bound. It changed me as a person, changed my life. I went from not having any confidence to do anything to by the end of it, feeling like I could conquer the world. It was that extreme.

Johanne Parsons, 51, speaking about her course in 1990 at Eskdale.

”



LOOKING FORWARD

While this report concludes what has undoubtedly been an unsettling and turbulent period, it is at the same time a celebration and testament to the passion and resilience of the entire Outward Bound community. Underpinning the testimonies, data and insights in this report, is the unwavering commitment of our staff, donors and partners in their support for young people; providing them with experiences from which life-long skills, connections, values and mindsets grow.

While 2023 has seen Outward Bound return to pre-covid operations, there always remains more to be done. Increasingly, young people continue to grow up faced with decisions, challenges and pressures that few generations before them have had to face. With big issues such as climate change, divided communities and an increasingly fractious world, I believe that Outward Bound is needed now, more urgently than ever.

Outward Bound's new six year strategy outlines plans and intentions through to 2030. With young people continuing to be at the heart of what we do, the next six years see growth and collaboration as key vehicles to Outward Bound being a leading voice for the value of outdoor learning, and understanding and addressing the needs of young people.

Martin Davidson
Chief Executive





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RESEARCH APPENDIX

UNDERSTANDING YOUNG PEOPLE

A bespoke ten statement survey comprising five positively worded statements relating to feeling welcomed, understood and relationships with others and five statements relating to the five basic needs underpinned by Choice Theory developed by Dr. William Glasser¹⁵. Participants indicated how often they

reported feeling the below whilst at Outward Bound.

The percentages reflect the young people who reported they experienced feeling the below 'often' or 'always' whilst on an Outward Bound Summer Adventure 2023. N=41.

Figure 1. Page 9.

N=82-84.

Scored 1-5: 1 = Never 5 = Always

Legend: Never (grey), Rarely (dark grey), Sometimes (light blue), Often (medium blue), Always (dark blue)

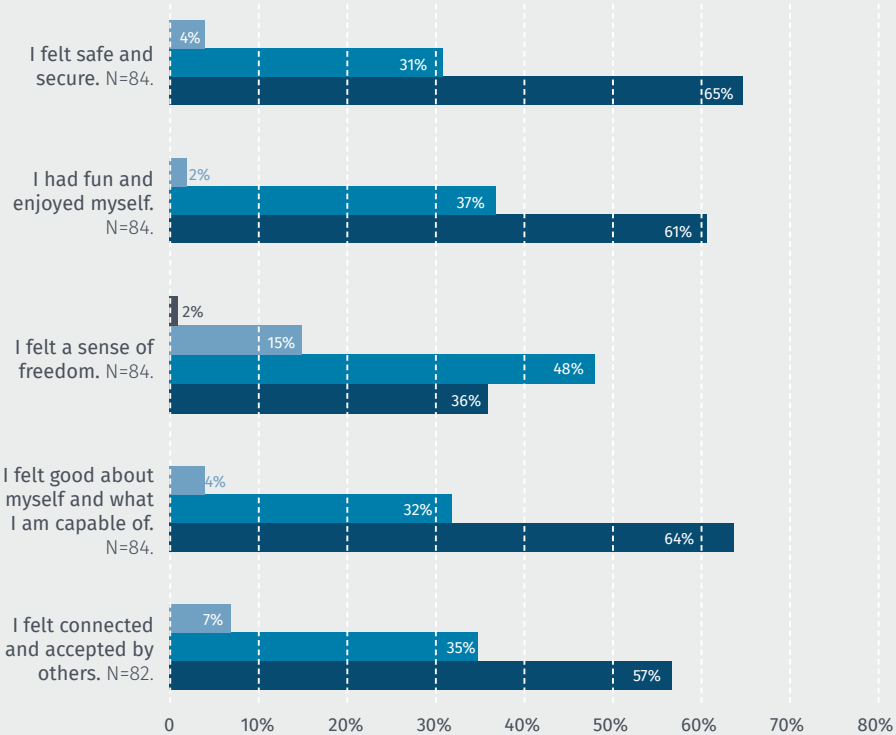
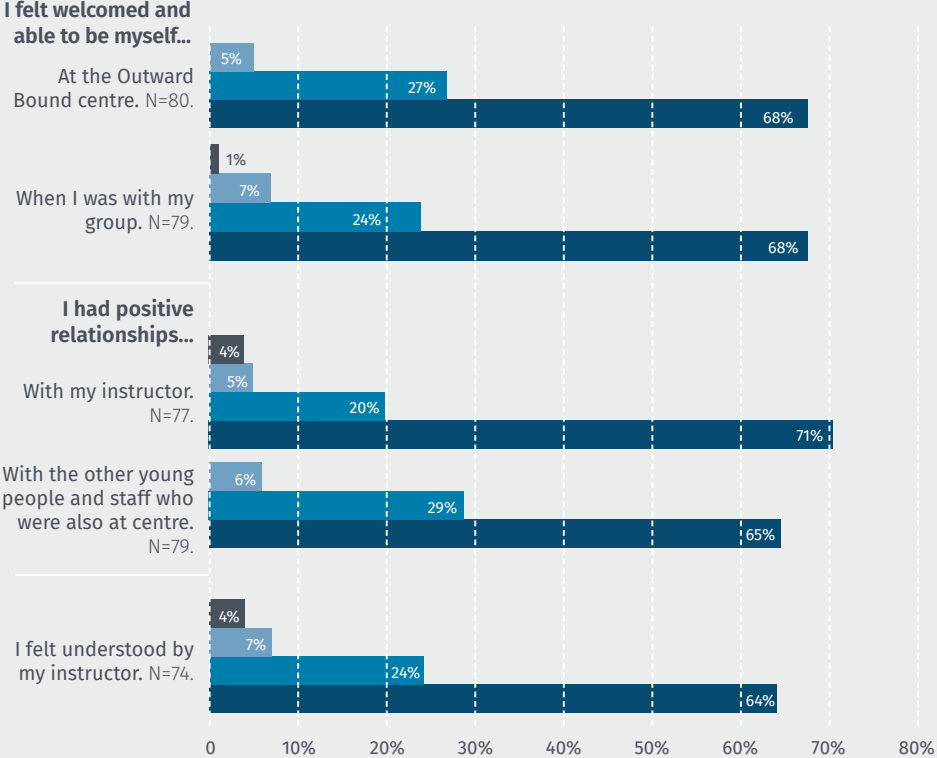


Figure 2. Page 26.

N=74-80.

Scored 1-5: 1 = Never 5 = Always (For colour key, see Figure 1)



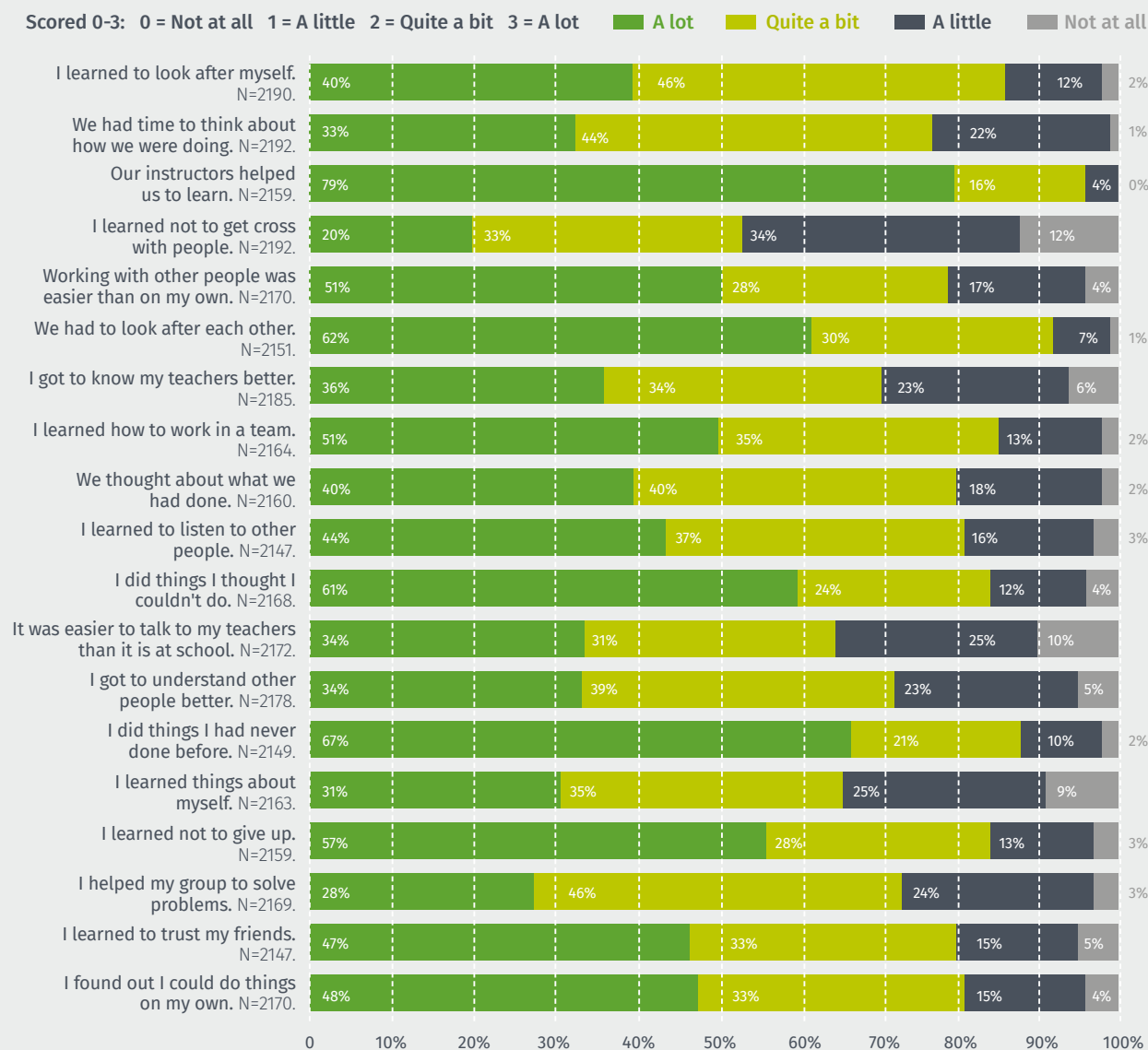
PUPIL IMPACT SURVEY

A 19 - statement survey for primary school aged pupils*.

End of education (five-day) course average scores.

Figure 3. Page 19.

N=2147-2192



*Williams, R. (2012) The impact of residential adventure education on primary school pupils. A thesis submitted for the degree of Doctor of Education, University of Exeter, UK. Cited at: <https://ore.exeter.ac.uk/repository/bitstream/handle/10036/3518/WilliamsR.pdf?sequence=1>

LIFE EFFECTIVENESS QUESTIONNAIRE

The life effectiveness questionnaire is a psychometric questionnaire used to measure the effectiveness of outdoor learning programmes. It measures the extent to which a person's actions/behaviour/feelings are effective in managing and succeeding at life*.

Their end-of-course score is compared with the retrospective pre-course score.

The percentages reporting increased scores on page 30 have been generated from these results.

Figure 4. Page 18 and 20.

N=903-911.

Scored: 1-8 1 = Not like me, 8 = Like me

Pre course Post course

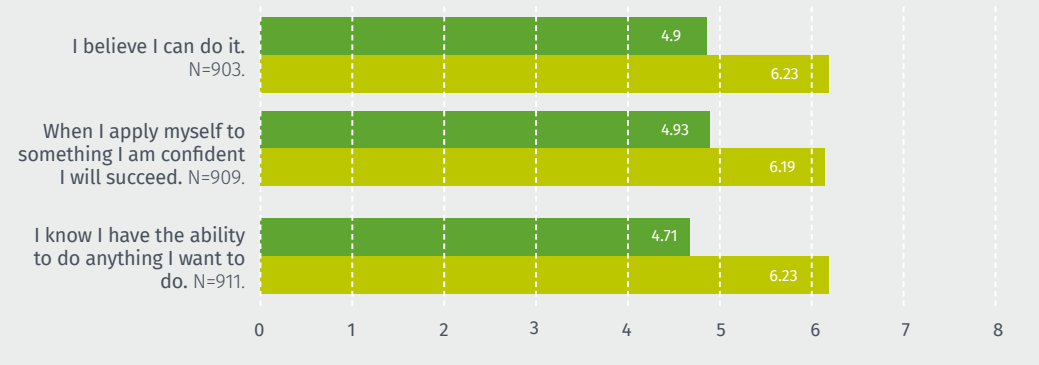
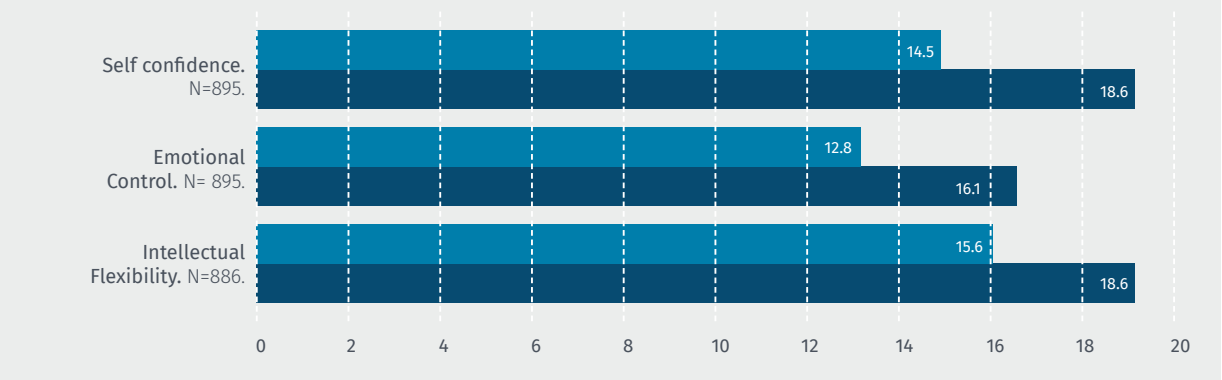


Figure 5. Page 30.

N=886-895.

3 statements are summed to give a total score out of 24 for each of the broad outcome areas (Detail of individual statements comprising 'self confidence' and scoring scale shown in Figure 4).

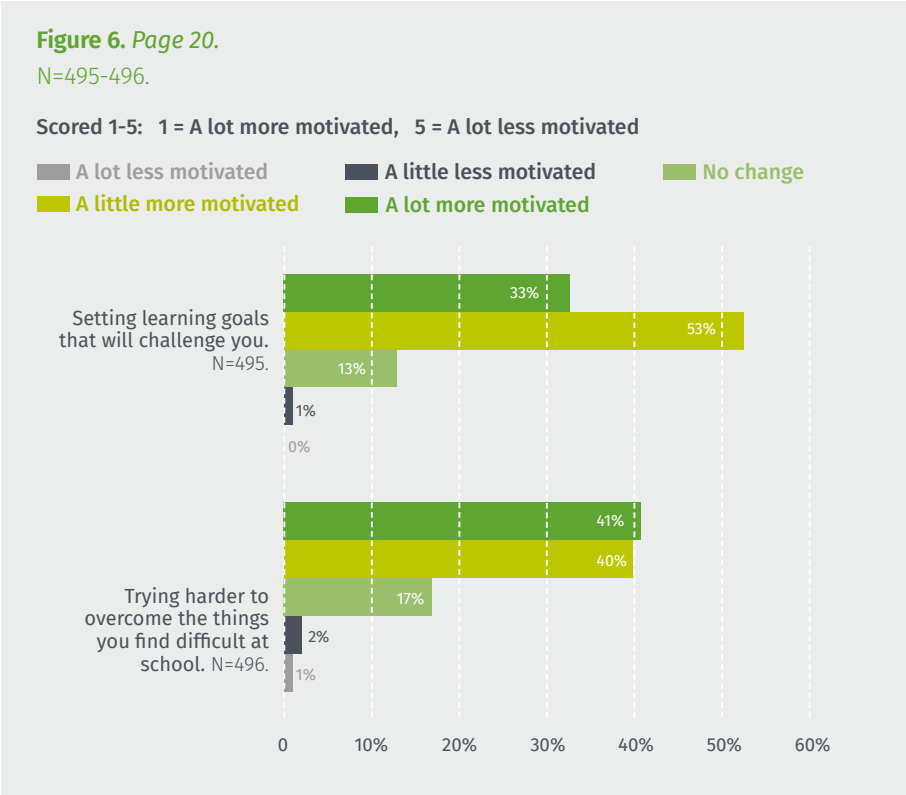
Pre course Post course



*Neill, J. T. (2008) Enhancing Life Effectiveness: The Impacts of Outdoor Education Programs, Volume I&II. A thesis submitted for the degree of Doctor of Philosophy. University of Western Sydney.

MOTIVATION QUESTIONNAIRE

End of education course (three and five-day). The percentage of participants reporting how motivated they felt.



BESPOKE EARLY CAREERS COURSE SURVEYS

Figure 7. Page 21.
N=41.

End of bespoke 5-day Airbus Graduate course survey (2023): Participants' average scores indicating their understanding/awareness at the start of their Outward Bound course compared to at the end.

Scored 1-8: 1 = Poor, 8 = Excellent

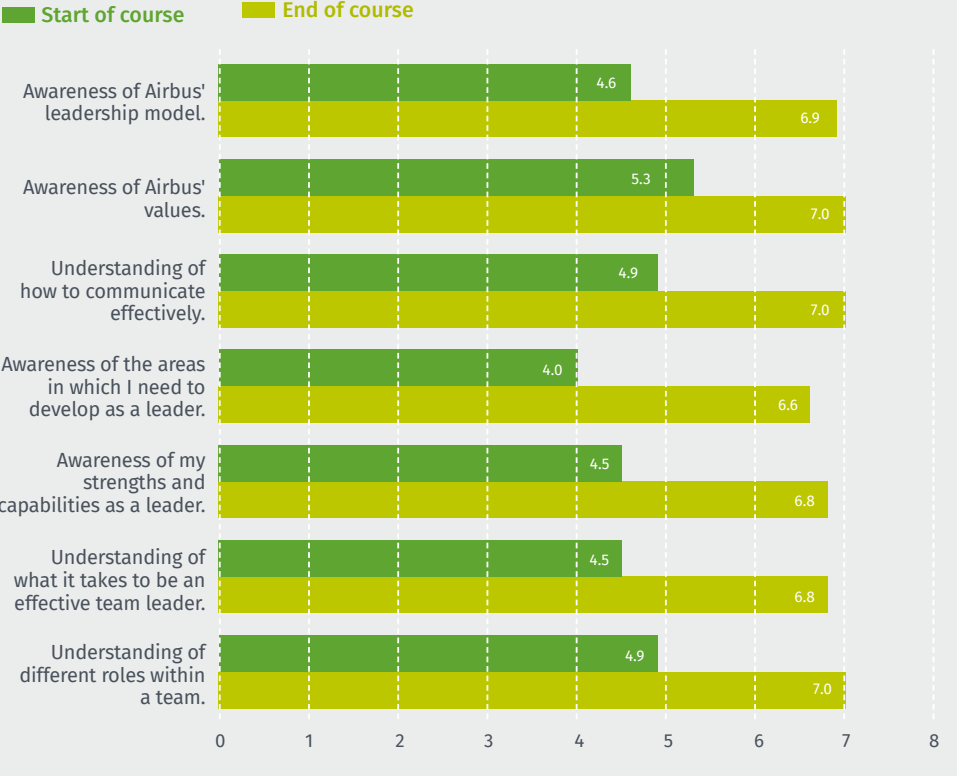


Figure 8. Rolls-Royce case study. Page 22.

N=72 – those who had been to Outward Bound.
 N=29 – those who had never been to Outward Bound.

Bespoke Rolls-Royce apprentice course: A comparison of outcomes for Rolls-Royce apprentices who had been to Outward Bound, compared to those who had not been to Outward Bound as part of their Rolls-Royce apprenticeship. Average retrospective pre-apprenticeship scores and scores now (up to four years on from the beginning of their apprenticeship).

The percentages reporting increased scores on page 22 have been generated from these results.

Scored 1-8: 1 = Very unsatisfied or poor 8 = Very satisfied or excellent

■ Before Apprenticeship
 ■ Now (up to four years on since the beginning of their apprenticeship)

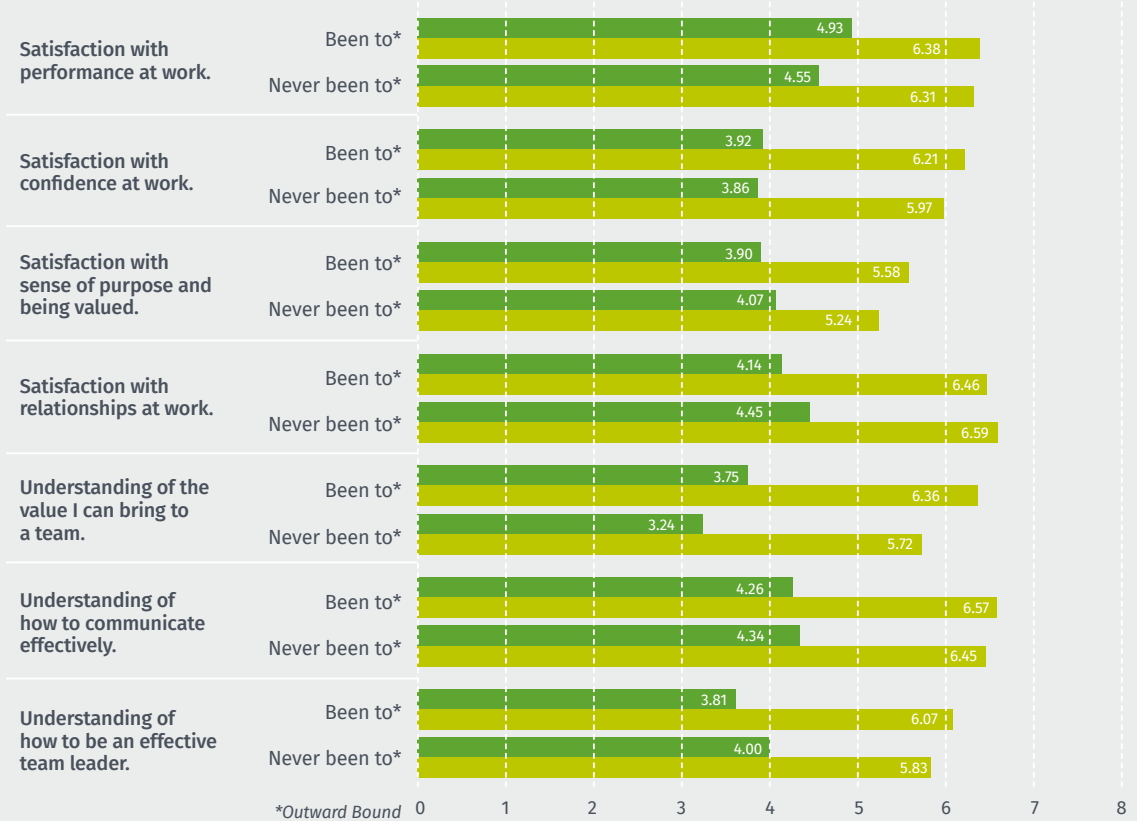


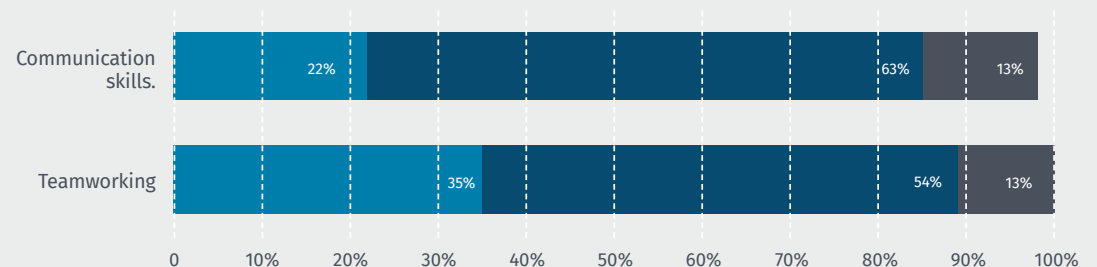
Figure 9. Rolls-Royce case study. Page 44.

N=63.

End of bespoke Rolls-Royce apprentice course: Frequency of apprentice responses to the question "To what extent do you feel your learning in the following areas from your Outward Bound programme has positively impacted your performance in your role?" Percentages of participants and their response.

Scored 1-4: 1 = to a significant extent 4 = not at all

■ Not at all ■ To a limited extent ■ To a large extent
 ■ To a significant extent



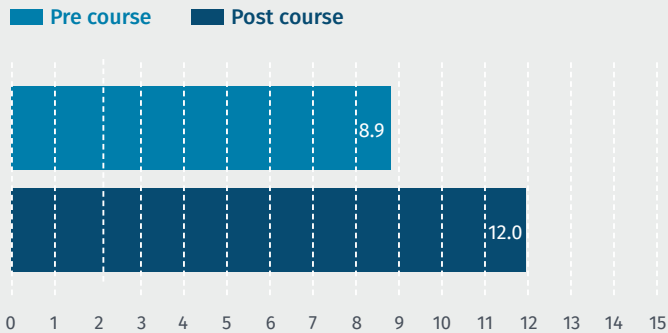
PERSONAL DEVELOPMENT SCALE

The personal development scale is a questionnaire developed to evaluate a wide range of skills relating to working, communicating and interacting with others.

Figure 10. Education course (3 and 5-day) average scores. Page 27.
N=1126.

Their end-of-course score is paired with their retrospective pre-course score. 3 statements summed to give a total score out of 15 for interpersonal skills: (meeting new people, working with other people in a team and putting forward my ideas).

Scored 1-5: 1 = Very unconfident 5 = Very confident.



EARLY CAREERS COURSES 10 YEAR EVALUATION

Over a ten-year period, October 2012 to September 2022, we evaluated our courses to understand how Apprentices and Graduates benefit from an Outward Bound programme.

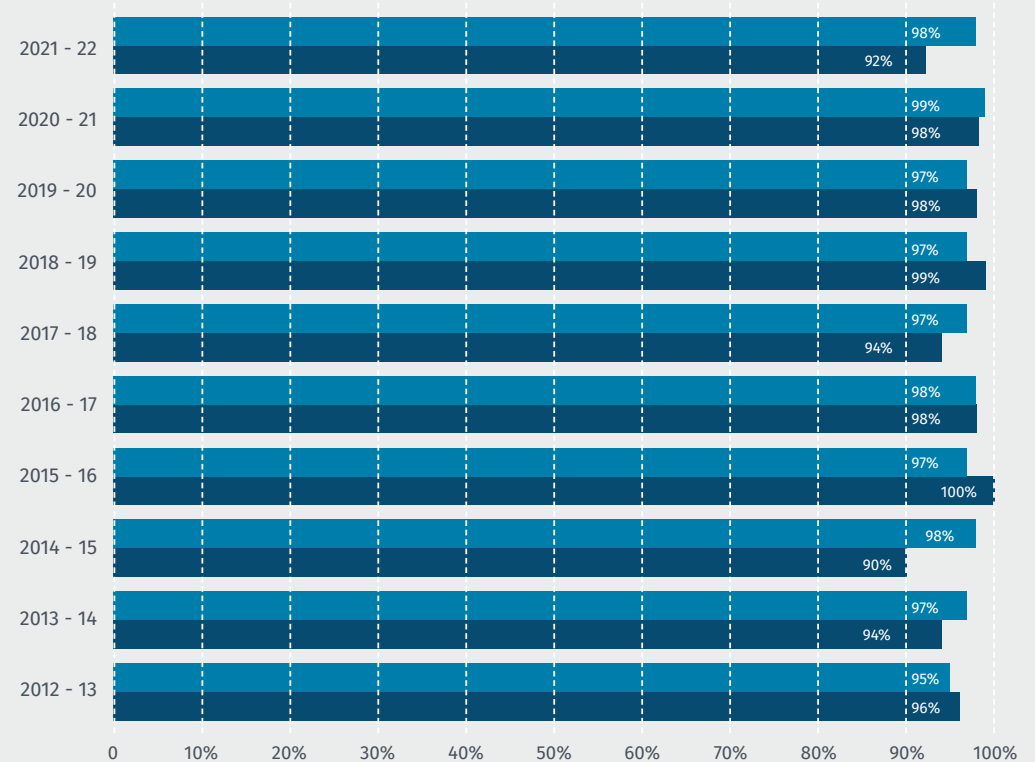
Figure 11. Page 28.

Average sample sizes: Apprentices N=1356 and Graduates N=167.

The extent to which Early Careers delegates felt learning objectives for 'Working with Others' had been met on Early Careers courses between 2012 and 2022*.

Scored 1-4: 1 = Not at all 4 = Fully met

■ Apprentices working with others. Average = 97% ■ Graduates working with others. Average = 96%



*Percentages reflect the delegates who agreed that they were able to "fully" or "mostly" meet a learning objective, those who agreed that they were able to meet a learning objective, "partly" or "not at all" are not reported.

OUTWARD BOUND INTERNATIONAL'S OUTCOME SURVEY (OBOS)

The Outward Bound Outcome Survey (OBOS) developed by Outward Bound International and the OBI Research Advisory Committee is a statistically validated and reliable measure used to evidence growth in five broad outcome areas: resilience, self-confidence, environmental responsibility, social competence and compassion for others. The OBOS has been validated and found reliable by researchers from Penn State University.

Outcomes measured across education, early careers and summer courses during 2022/23. Participants indicate their agreement to a series of 21 statements, their end-of-course score is paired with their retrospective pre-course score.

Percentages represent those who reported an improvement in skill areas when pre/post scores were compared.

Figure 12. Pages 18, 29 and 45.

N=1337.

Retrospective pre and post-course scores are paired and statements are summed to give a total for each of the five broad outcome areas; five statements combine to give a score for compassion for others, for environmental responsibility and resilience, three statements for social confidence and for social competence.

Scored 1-8: 1 = False, not like me, 8 = True, like me

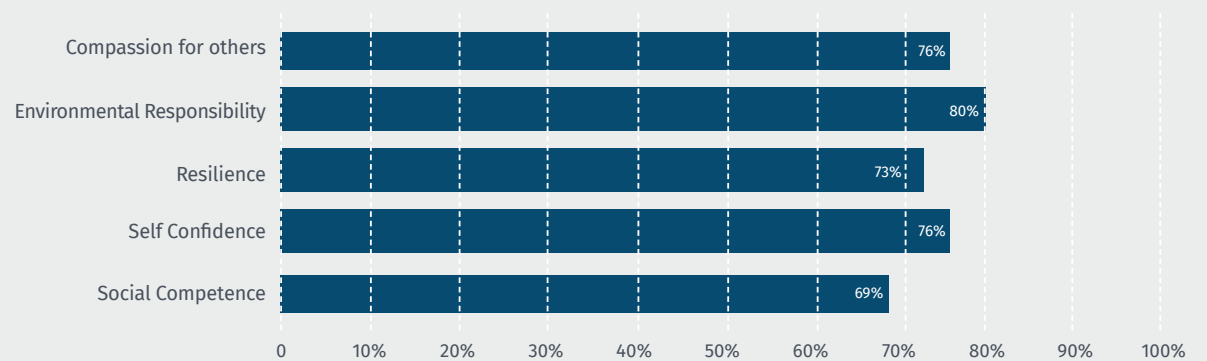


Figure 13. Page 46.

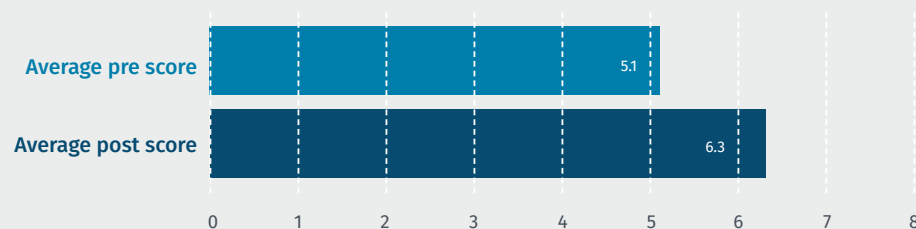
N=264.

End of education course retrospective pre-course measure for environmental responsibility.

Scores across five statements are summed and retrospective pre-course and post-course scores are compared.

The five statements are: *I think about the environment in my daily life, I take responsibility for caring for the environment, I have a connection to nature, spending time in nature is very important to me, I always treat nature with respect.*

Scored 1-8: 1 = Not like me, 8 = Like me



BELONGING QUESTIONNAIRE - ADAPTED FROM THE 'MULTIDIMENSIONAL SCALE OF PERCEIVED SOCIAL SUPPORT (MSPSS)'

A scale designed to measure the extent of an individual's perception of support, in this case from friends*.

The percentages reporting increased scores on pages 31 and 43 have been generated from these results.

Figure 14. Page 31.

N=638.

Education course (three and five-day) average scores for secondary school-aged pupils indicating the extent to which they feel supported by and able to rely on their friends. Their end-of-course score is compared with their retrospective pre-course score.

Four statements are summed to give a total score out of 28. The scoring scale for the individual statements is scored: 1-7 1 = Very strongly disagree, 7 = Very strongly agree.

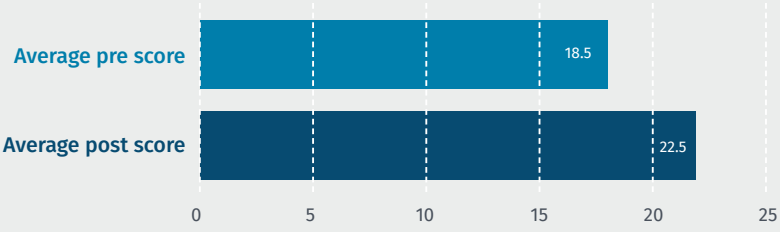
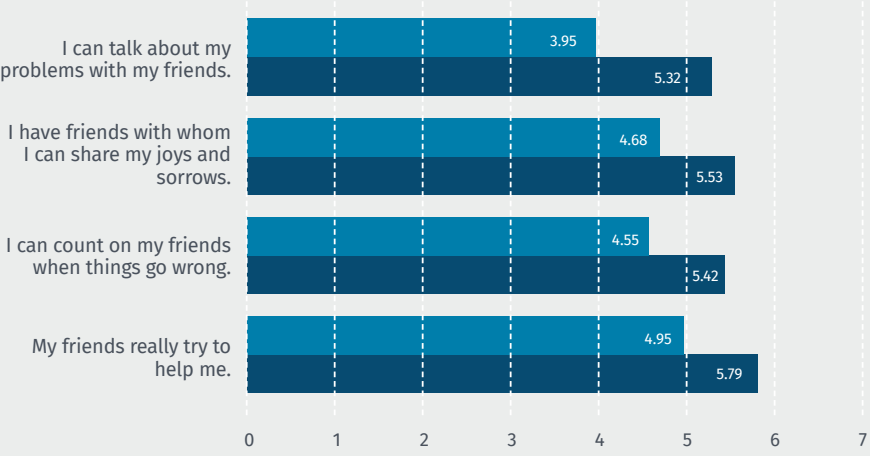


Figure 15. Page 43.

N=19.

Tobermory High School case study, education course (5-day) average scores. Their 6 month follow up score is compared with their retrospective pre-course score. (For scoring scale see figure 14).

■ Pre course ■ 6 month follow up



*<https://greenspacehealth.com/en-us/perceived-social-support-mspss/>

VISITING STAFF FEEDBACK

Visiting staff feedback is collected both at the end of the course and in a follow up survey 2-3 months after the course. Figures 16-20 present lasting impact data from the follow up survey and Figure 21 presents end-of-course data.

Lasting impact: Survey data collected from visiting staff members 2-3 months after the education course. Percentages indicate how visiting staff responded to each statement.

Figure 16. Visiting Staff feedback: case study Staffordshire schools. Page 33.

N=15.

Scored 1-6: 1 = The pupils do this a lot better/a lot more often 5 = the pupils for this a lot less well/less often
6 = I feel unable to comment

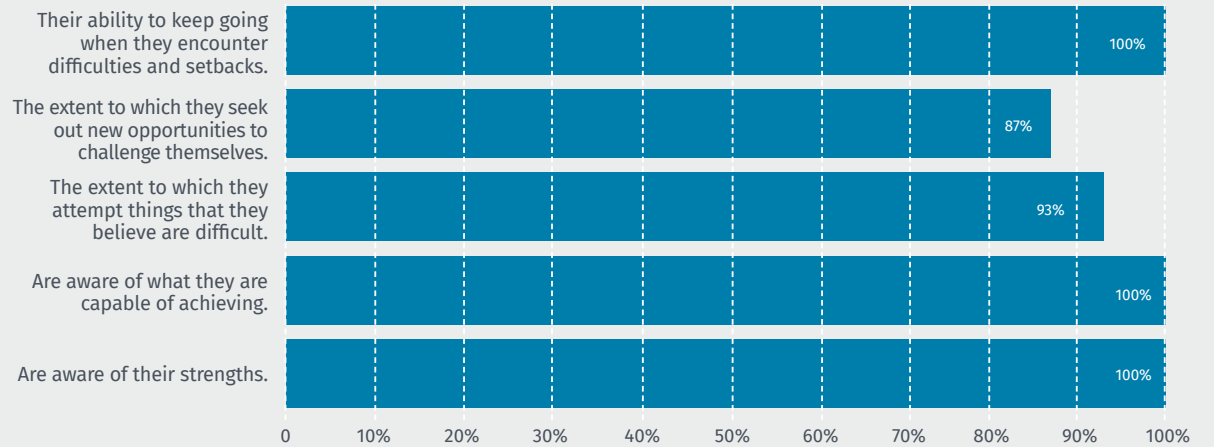


Figure 17. Page 40.

N=164.

Scored 1-6: 1 = the pupils do this a lot better/a lot more often 5 = The pupils for this a lot less well/less often
6 = I feel unable to comment

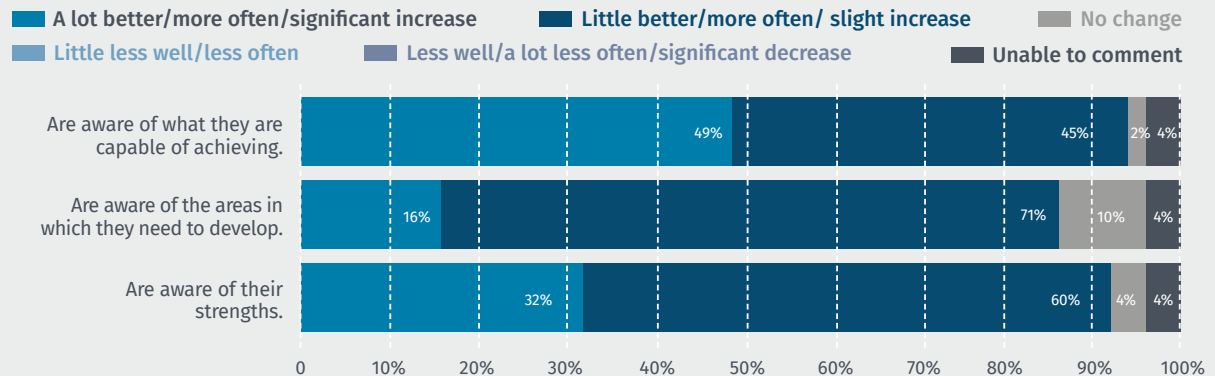


Figure 18. Page 41. And Figure 19. Page 42.

N=156-160.

Scored: 1-6 1 = The pupils do this a lot better/a lot more often 5 = The pupils for this a lot less well/less often
6 = I feel unable to comment

■ A lot better/more often
 ■ Little better/more often
 ■ No change
 ■ Little less well/less often
■ Lot less well/a lot less often
 ■ Unable to comment

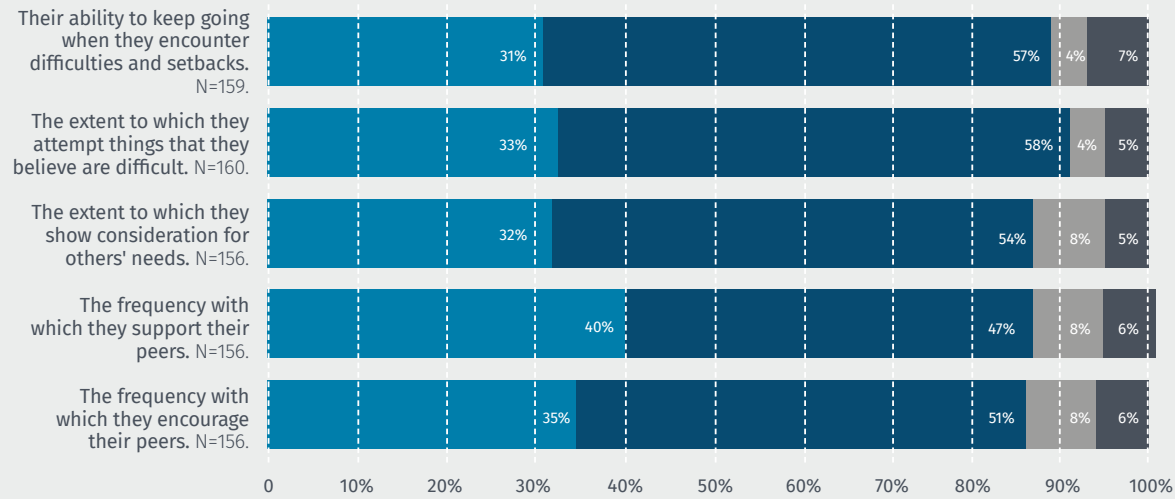


Figure 20. Page 41.

N =155-153.

Scored: 1-6 1 = Significant increase 5 = Significant decrease 6 = I feel unable to comment

■ Significant increase
 ■ Slight increase
 ■ No change
 ■ Slight decrease
■ Significant decrease
 ■ Unable to comment

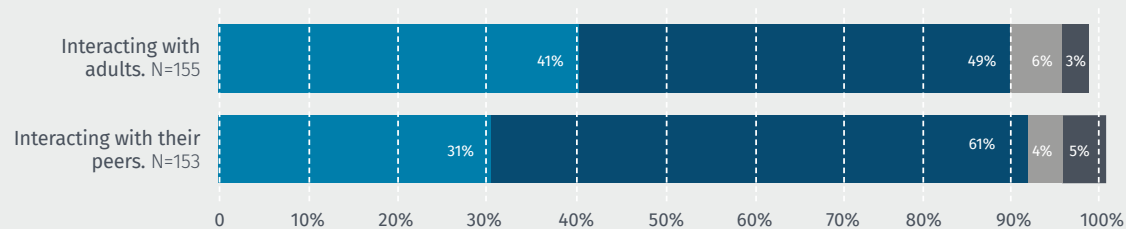
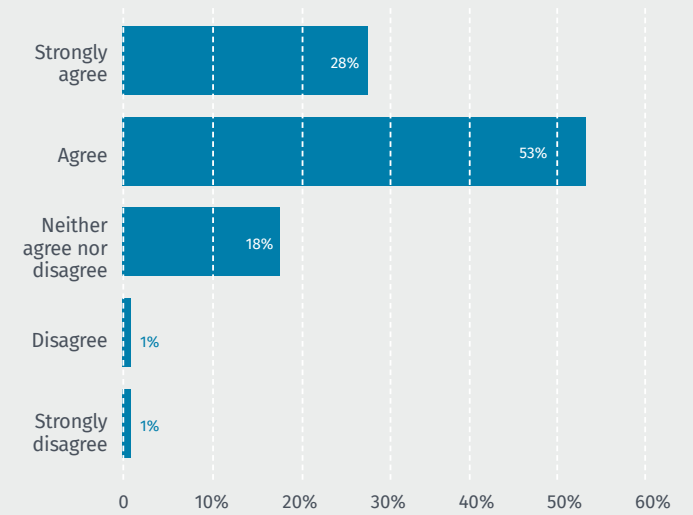


Figure 21. End of Education course accompanying staff member measure. Page 46.

N=108.

Scored: 1-5 1 = Strongly agree 5 = Strongly disagree.

Accompanying staff members rate their agreement with the statement "The young people are more aware of the impact of their actions and behaviour on the environment".



BESPOKE EDUCATION COURSE SURVEYS

Figure 22. Young Carers case study. Page 34.

N=70.

End of young carers course outcomes: frequency of responses by young carers at the end of their 5-day bespoke course.

Scored: 1-5 1 = Strongly disagree 5 = Strongly agree

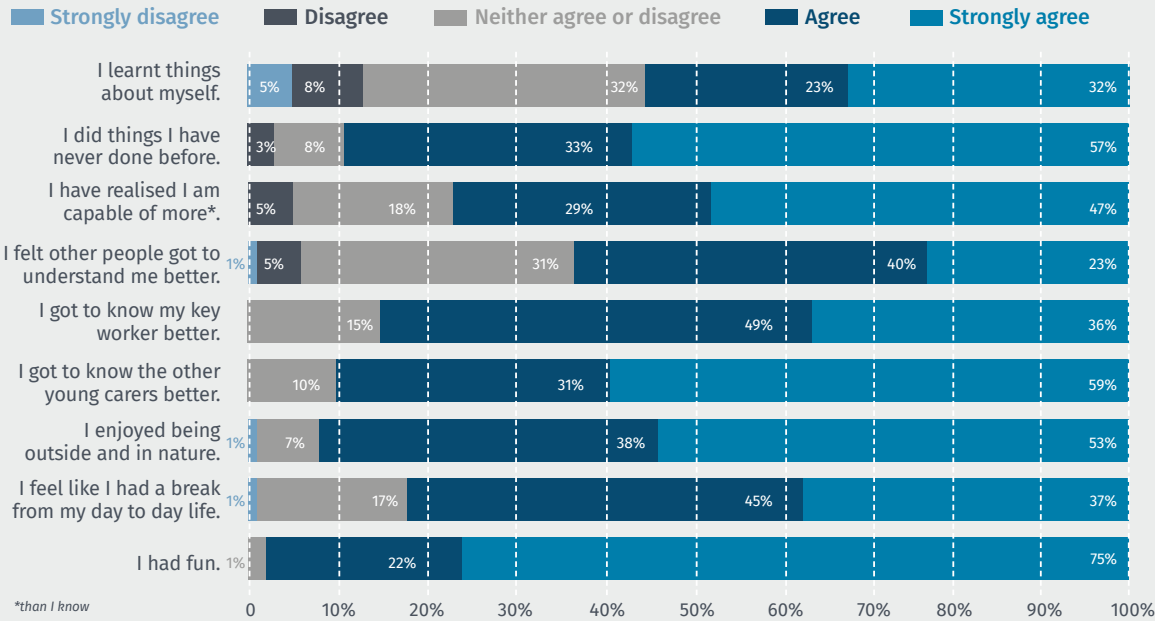


Figure 23. Mark Scott Leadership for Life Award case study. Page 36.

N=33.

Average scores for participants' confidence in asking for help from people from different backgrounds at the start and end of the Award.

Scored: 1-5 1 = Very unconfident 5 = Very confident

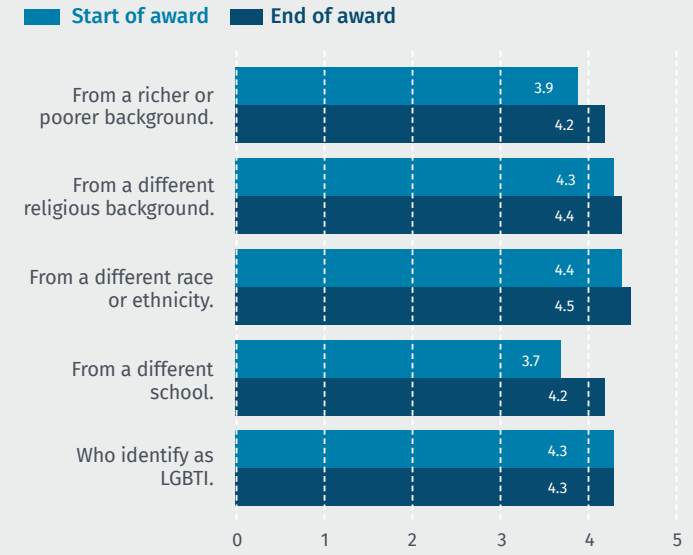
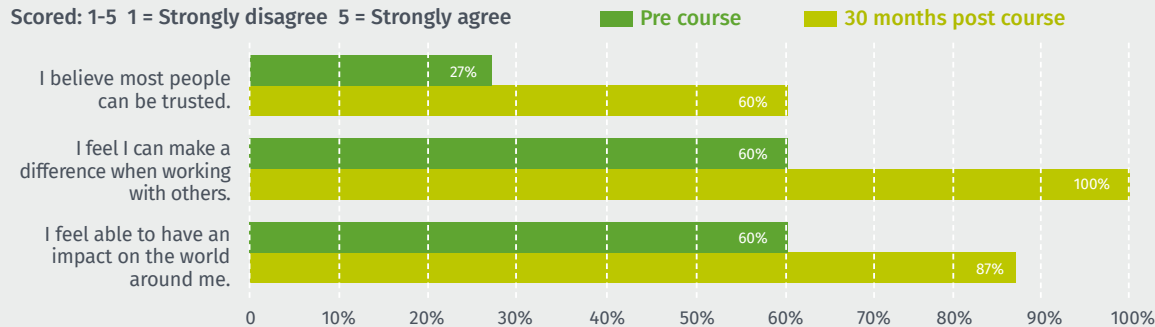


Figure 24. Mark Scott Leadership for Life Award: Lasting impact. Page 56.

N=15.

Scored: 1-5 1 = Strongly disagree 5 = Strongly agree



WELLBEING

The Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS)²⁶, a validated 14-point evaluation measure which asks for responses to a series of statements in order to generate a low, moderate or high wellbeing score.

Each of the 14 statement responses in WEMWBS are scored from 1 to 5, from 'none of the time' to 'all of the time'. A total score is calculated by summing the 14 individual statement scores. The minimum score is 14 and the maximum is 70.

Figure 25. Summer course wellbeing evaluation. Page 54.

N=29.

A sample of participants who took part in Basecamp, Summit and Ridge summer adventure courses in 2022 were asked to complete the WEMWBS questionnaire in the week before attending Outward Bound, and one-to-two weeks after their course.

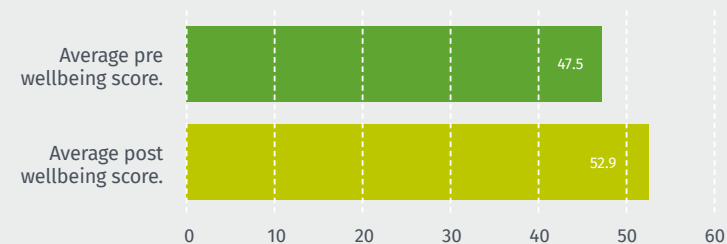
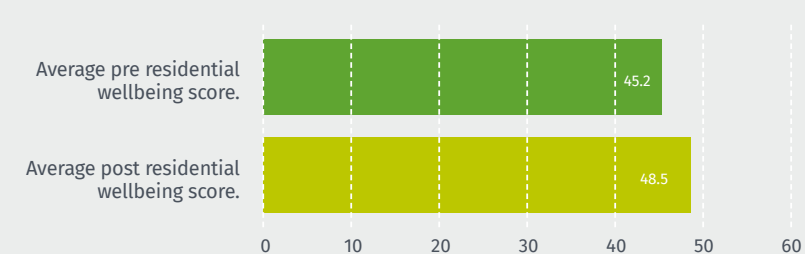


Figure 26. The Mark Scott Leadership for Life wellbeing evaluation pilot study. Page 54.

N=37.



* WEMWBS scores range from 14 to 70, a higher score indicates higher wellbeing. Low wellbeing: a score of 14-42, moderate wellbeing: a score of 43-60, high wellbeing: a score of 61-70).







OUR SOCIAL IMPACT 2024

Supporting young people:
now and into their futures

FOR FURTHER INFORMATION

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