

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 people, some wearing red and blue gear, are standing on a grassy slope in the middle ground. The sky is overcast and hazy.

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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.

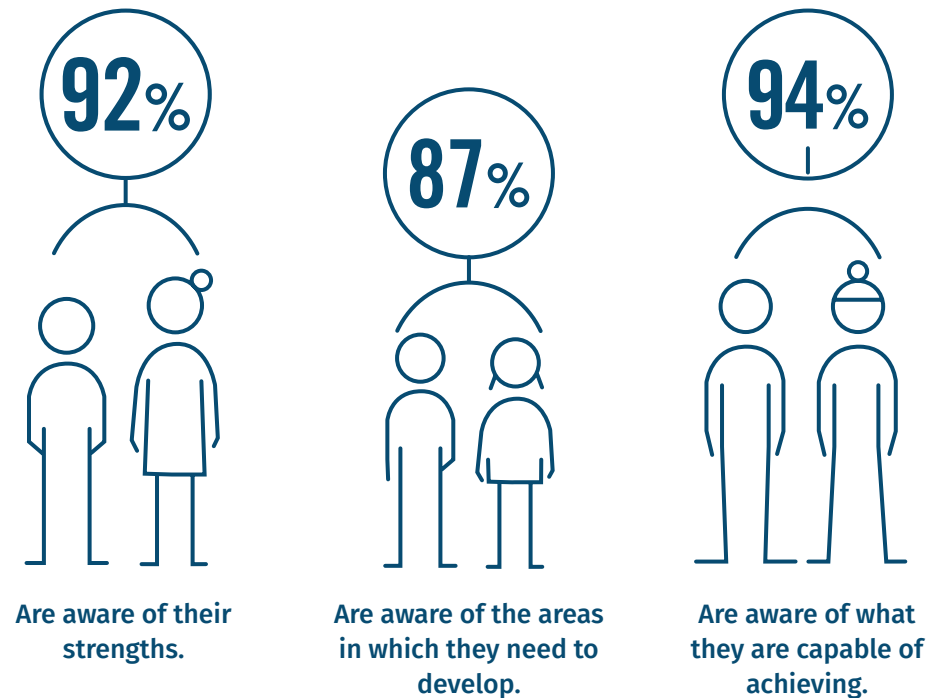
Lasting impact in the classroom

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.



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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.

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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.

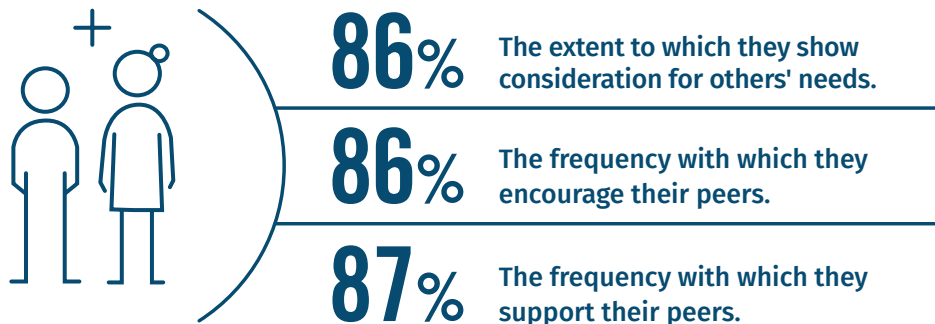
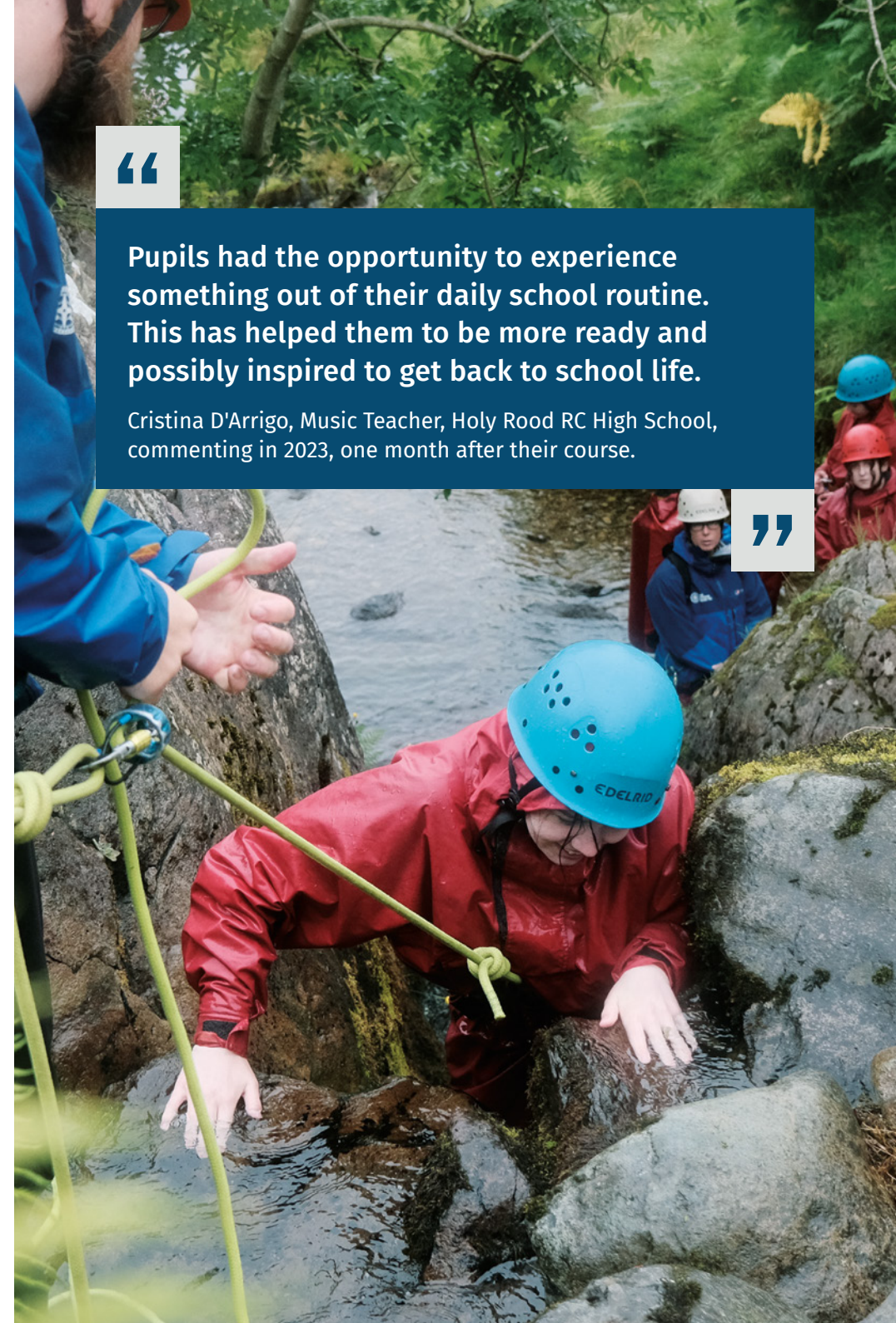
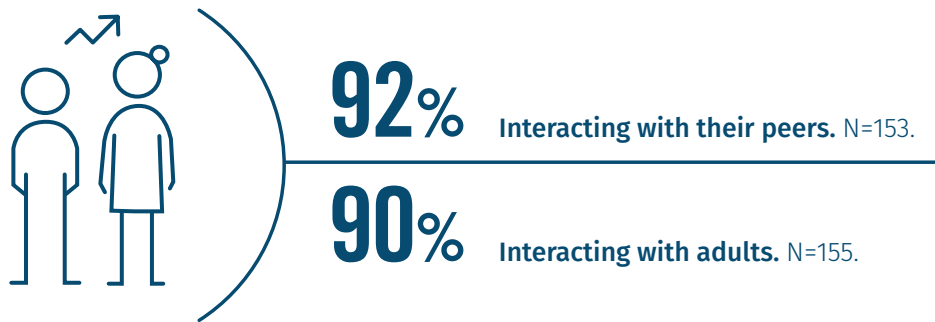


Figure 20.

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:

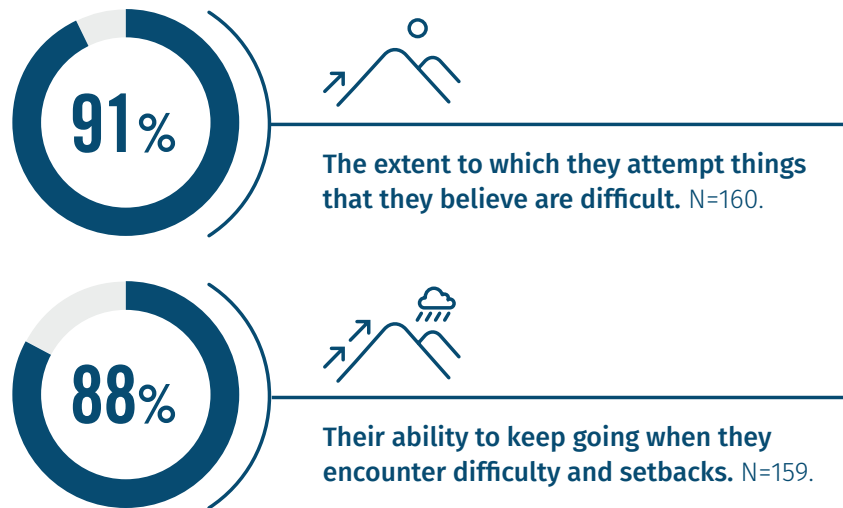


“ Pupils had the opportunity to experience something out of their daily school routine. This has helped them to be more ready and possibly inspired to get back to school life. ”

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.



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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.

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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.

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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.

SIX MONTHS AFTER THEIR COURSE,



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

Figure 15.



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

Lasting impact in the workplace

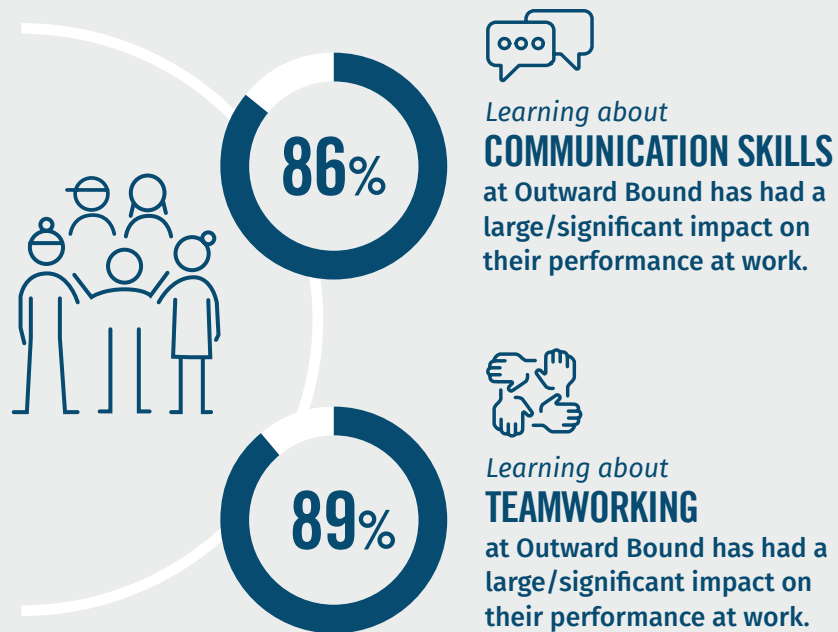
Young people who came to Outward Bound on an apprentice or graduate course up to four years ago reflect on how the course prepared them for the world of work. The practical tasks which developed their communication and teamwork, built the foundations for a collaborative, cohesive workforce culture.

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.



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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.

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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).

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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.

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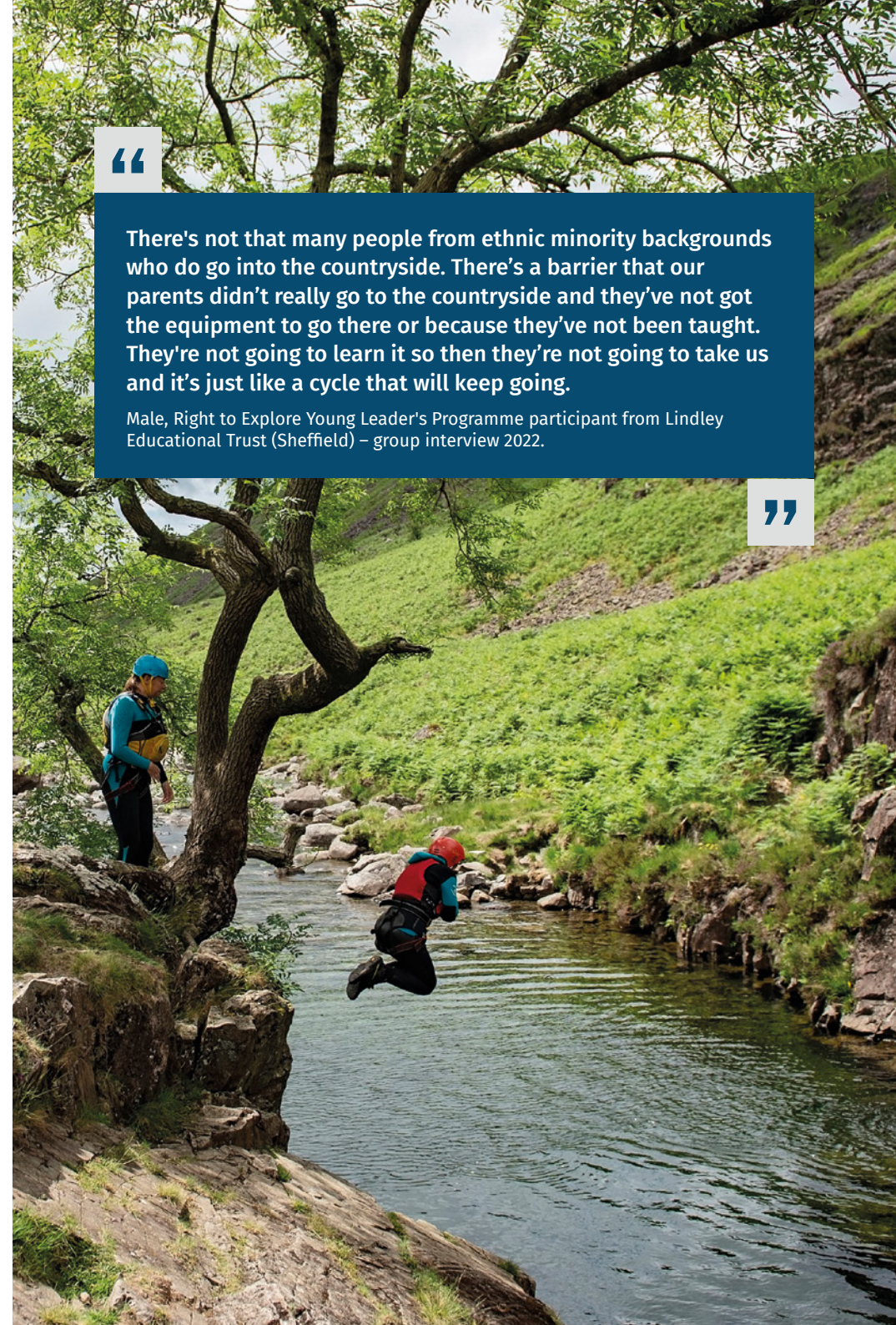
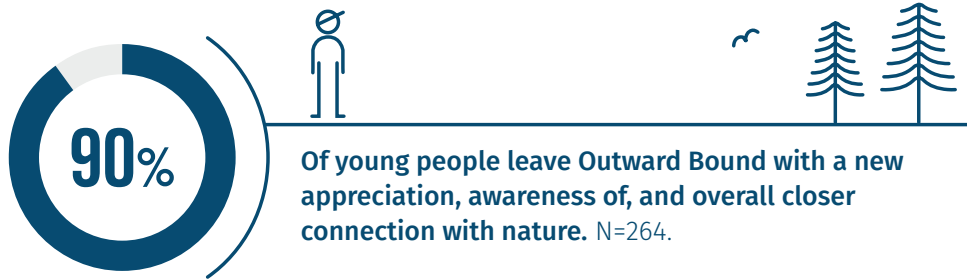


Figure 13.



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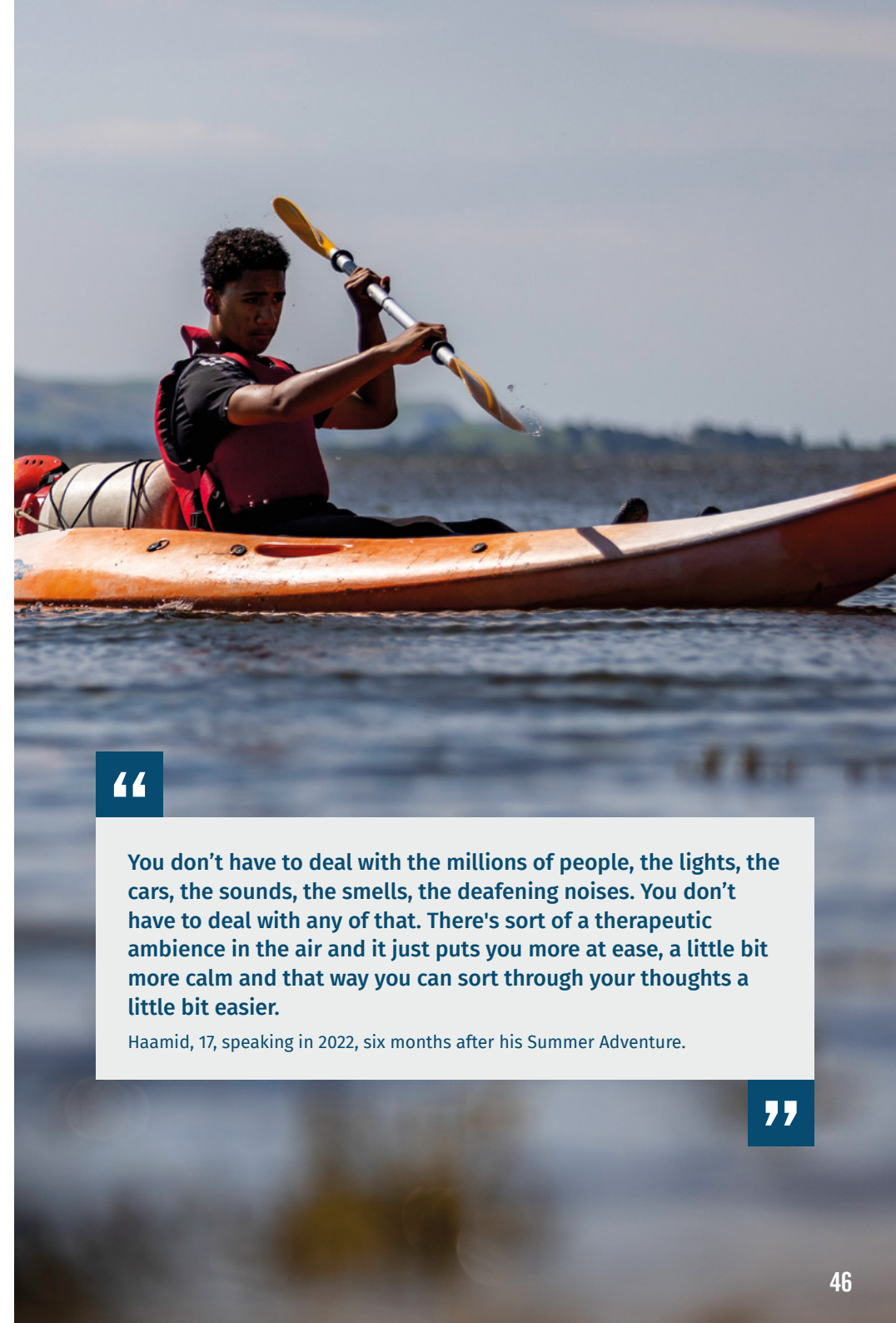
It's the difference between a simulation and reality. It's the reality of them being there and seeing the water, behaving on the water, going up into the mountains, first-hand experience of the change in the weather. You could simulate as much as you want but you can't replicate the real thing, and that's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

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

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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.



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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.

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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

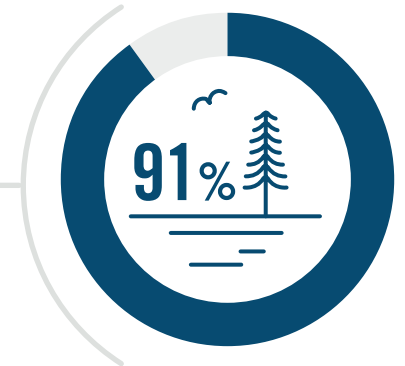


39,476 YOUNG PEOPLE

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.

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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.

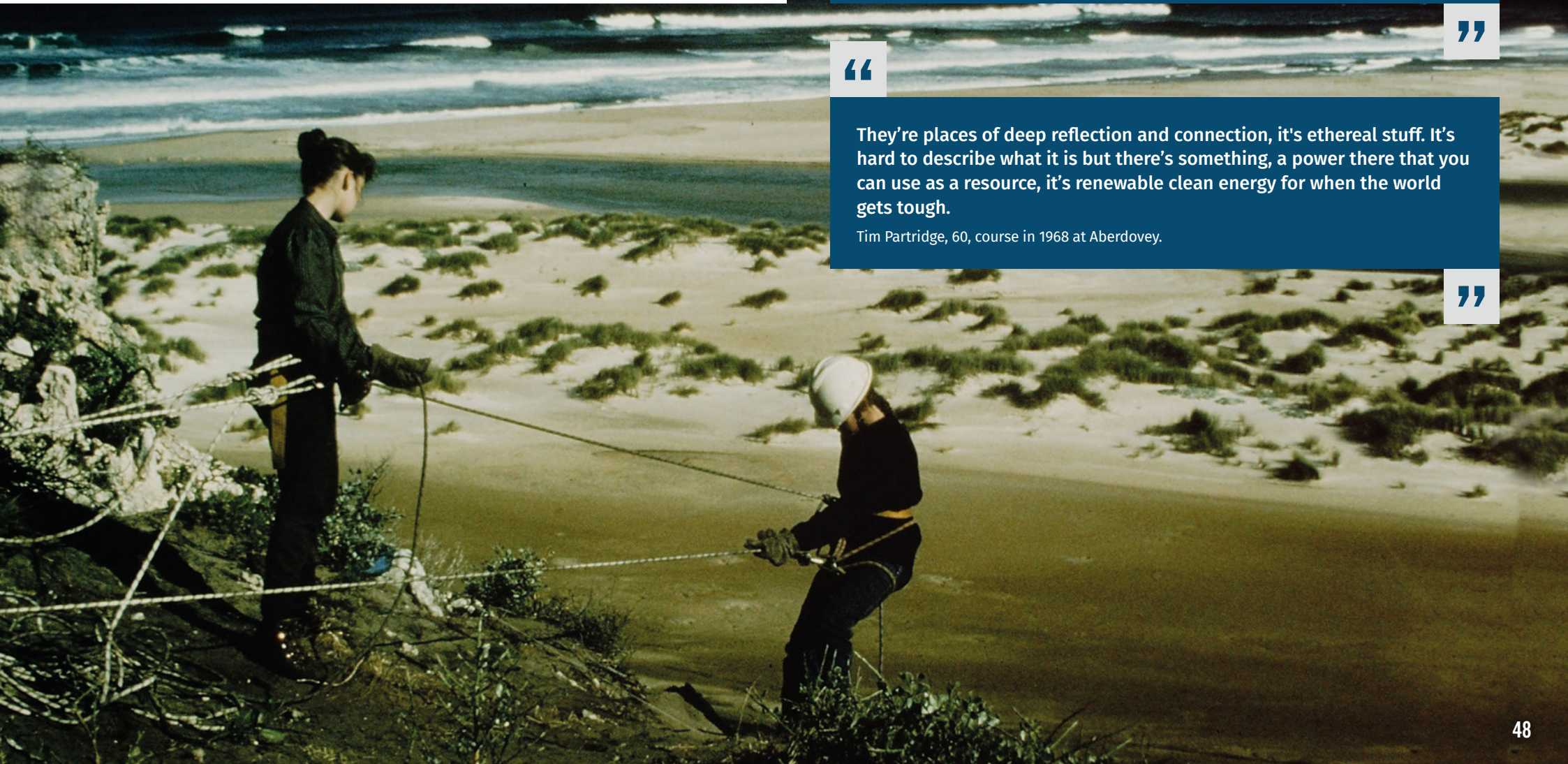
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They're places of deep reflection and connection, it's ethereal stuff. It's hard to describe what it is but there's something, a power there that you can use as a resource, it's renewable clean energy for when the world gets tough.

Tim Partridge, 60, course in 1968 at Aberdovey.

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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

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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.

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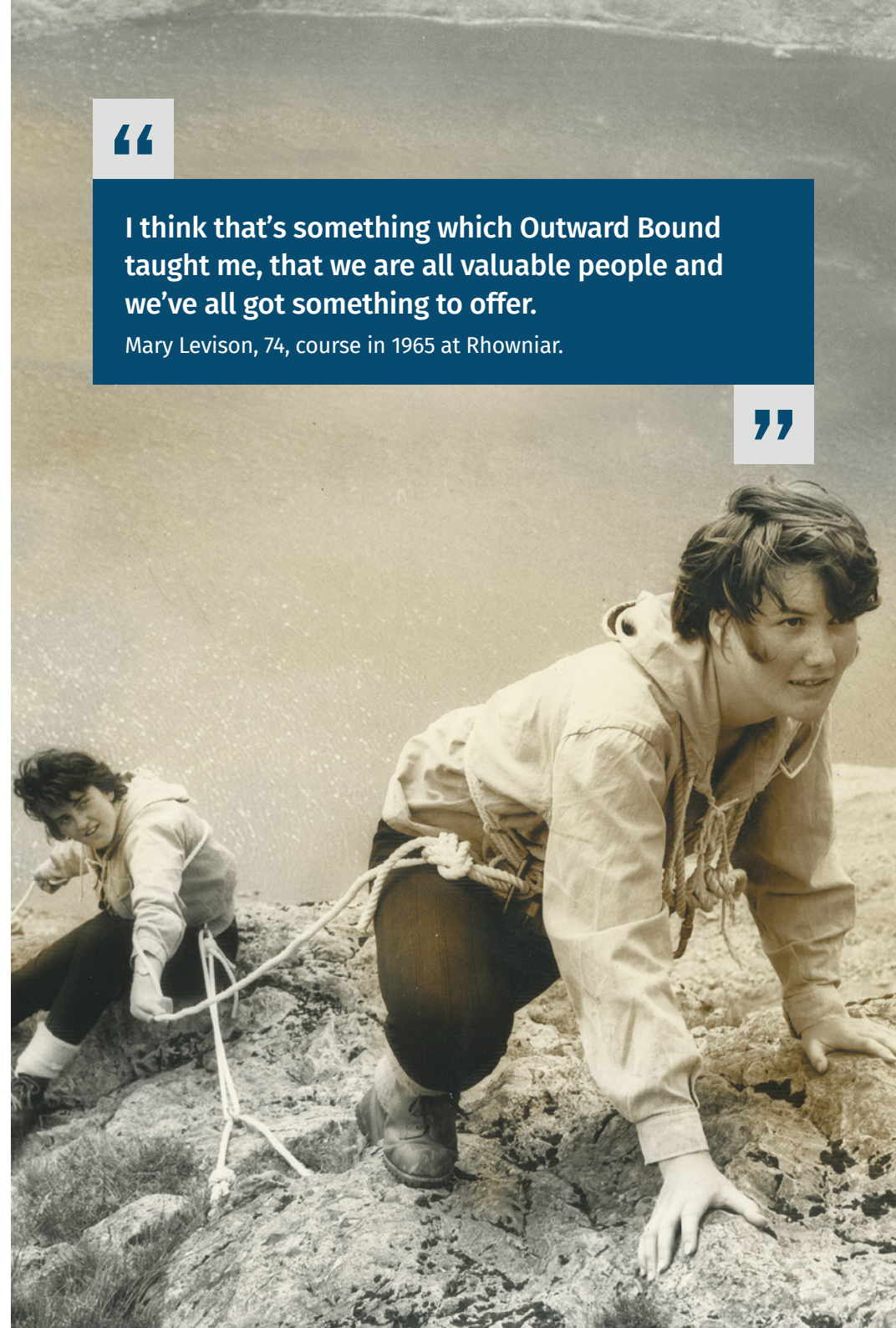
Outward Bound has shaped and influenced the trajectory of many of our alumni's lives. The confidence they developed at Outward Bound has enabled them to take steps in their careers that perhaps they would never have taken or has allowed them to overcome challenging relationships and situations in their 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.

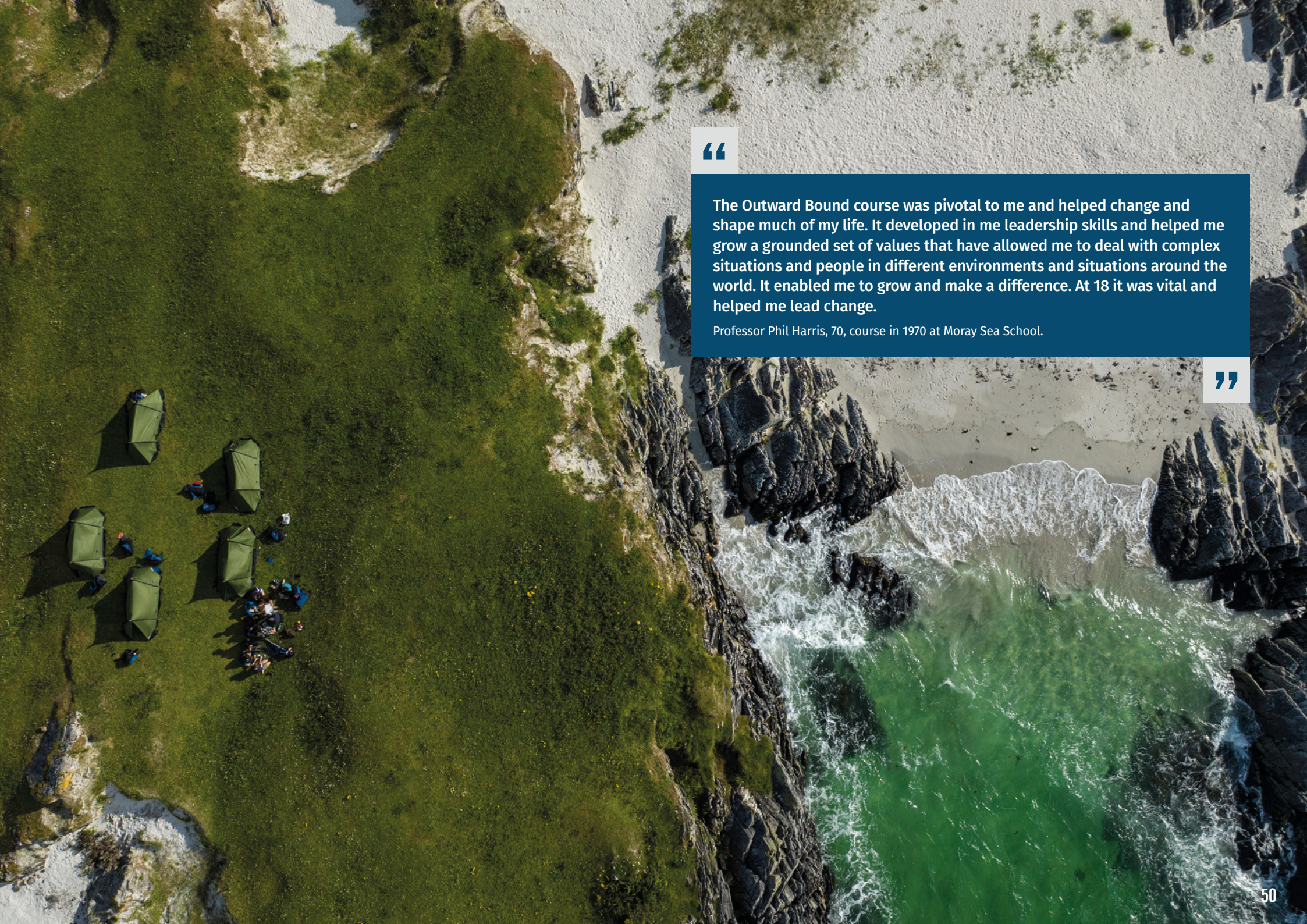
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I think that's something which Outward Bound taught me, that we are all valuable people and we've all got something to offer.

Mary Levison, 74, course in 1965 at Rhowniar.

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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.

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