

# THE MARK SCOTT LEADERSHIP FOR LIFE AWARD

2024-2025 Programme Report



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# EXECUTIVE SUMMARY

The Mark Scott Award brings together **young people from different socio-economic, religious and cultural backgrounds** during their final year of school. The Award, usually delivered over a six-month period, **starts with a challenging five-day Outward Bound residential** course designed to develop young people's personal skills, such as confidence, determination and the ability to work with others. Upon returning to school, they work in groups to **organise and deliver a project that benefits their local community**. The Award provides a unique opportunity for young people to **build relationships**, prepare for their **next steps into adulthood** and to **make a positive contribution** to society.

## KEY MILESTONES ACHIEVED IN 2024-25

- **145 young people** completed the Award
- **54%** of participants were from the **30% most deprived data zones in Scotland**
- **48 schools** were involved in the programme from across the central belt of Scotland
- **26 community projects** were delivered
- **64% of participants completed the SCQF Level 7 Community Leadership Award** alongside The Mark Scott Award; an option introduced within the Award this year
- The Award ceremony was held on 23<sup>rd</sup> April 2025

“

At the start, I remember being so, so terrified, so anxious. I remember getting on the bus in Glasgow and having to find a seat, when everyone seemed to have already become pally and I was just there on my own. My mind was going a hundred miles an hour, and I was really, really anxious.

But then I remember that first day at [Loch Eil], and when we went into the lake, and we were all together, we were united. We were holding [hands with] each other, and just sort of screaming and shivering in unison, but it made all those negative emotions leave me. I was like, “We’re all in the same boat right now, we’re all feeling the same way.” And we were all giggling together, and it was one big activity at the start to help bond us ... we then instantly had a link.

... And then, further on, while doing the community project, you’re next to someone that you have done a lot with and gone through several things together, and that does help to keep that united spirit.

**Casey, 2023-24 participant (speaking 6 months after the Award)**

”

# DELIVERY OF THE 2024-25 AWARD

## Residential Courses

Four residential courses were delivered at our Loch Eil centre between August-October 2024, with participants completing activities such as gorge scrambles, raft building and an overnight expedition. The 5-day residential experience brings young people together and provides an important opportunity for them to **break down social barriers, build trust** and **develop their confidence and resilience** in preparation for the community project.

This year the delivery team noted a high level of engagement from the cohort, with much enthusiasm for taking part and trying new things. Throughout the residential, the young people **explored their values**, learned to **understand each other's strengths and differences**, and in building their confidence and **self-belief** became more able to **work collaboratively with others** who were different to themselves to **overcome challenge** and achieve success.

“

The one thing that made the Mark Scott residential [so] impactful was that we had the time to build that trust with the group we had ... being able to build that trust with our instructor and with the group ... it just felt really good.

Adrian, 2024-25 participant, St. Andrew's RC Secondary (SIMD 1)

”



# DELIVERY OF THE 2024-25 AWARD

## Community Projects

Participants were asked to think about issues that they could address in their local area through their community projects. Project Forums provided participants with an opportunity to present their ideas to the delivery team and peers for feedback. Following this, community projects focused on areas such as:

- Tackling isolation and promoting social inclusion
- Setting up clothing banks
- Projects to support the improvement of local environments

## SCQF Level 7 Community Leadership Award

The introduction of the **Community Leadership Award** has been beneficial in recognising the importance of informal learning while also addressing the need for accreditation. Translating informal, experience-based learning into a formal qualification has added to participants' sense of achievement and given them a language to describe the impact of The Award on themselves and their communities. Accreditation of non-formal learning opportunities like The Award enables young people who are not completing formal academic Level 7 qualifications to demonstrate to higher education bodies and prospective employers that they can achieve the level required for entry. At the end of the programme, **83 participants (64%) completed the SCQF Level 7 Award**. Of those, 54% reside within the 30% most deprived data zones in Scotland.



“

One issue I care about is poverty as it's something I have lived around that often separates me from others but [The Award] has showed me it doesn't matter and helped me feel less worried about it and that no one will look at me differently due to this.

**A participant's reflection on issues they care about in their SCQF Level 7 Award written work**

”

# PARTICIPANT DEMOGRAPHICS

We continued to monitor the participants' gender, socio-economic background, religious background and ethnicity to assess the extent to which the Award is engaging with young people from a cross-section of Scottish society.

## Gender

The percentage of male and female participants this year differed slightly compared to the previous year's cohort, with a slight increase in the percentage of male participants.

Year	Female participants	Male participants	Non-binary participants
2024-25	67%	33%	0%
2023-25	73%	26%	1%

## Socio-Economic Background

In line with the Scottish Government's focus on raising attainment for all, **54% of the participants in this year's programme reside within the 30% most deprived data zones in Scotland.** Within this:

- **25% of participants reside within the 10% most deprived data zones in Scotland**
- **40% of participants reside within the 20% most deprived data zones in Scotland**

## Ethnicity

The ethnic group that the majority of this year's participants belong to is **White (69%)**. In terms of representation from other ethnic groups, **13%** of participants are of **Asian** origin, **10%** are of **Black African** origin, **4%** are **mixed origin** and **3%** are **Arab**, all of which have increased in comparison to last year's programme (11% Asian origin, 8% Black African origin, 2% mixed origin and 2% Arab). This suggests that the Award is maintaining a steady level of recruitment of young people from a wider range of ethnic backgrounds. The table below shows a breakdown of the demographic data for this year and last year's cohorts.

Ethnic group	2023-24 participants	2024-25 participants
White	77%	69%
Asian	11%	13%
Black African	8%	10%
Mixed origin	2%	4%
Arab	2%	3%
Other/Prefer not to say	0%	1%

# PARTICIPANT DEMOGRAPHICS

## Religious Background

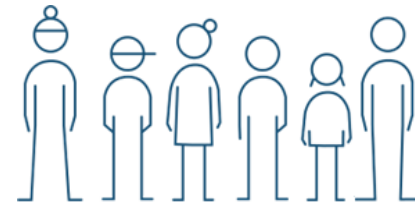
The Award continues to recruit young people with varying religious backgrounds. In 2024-25, **48%** of participants described themselves as having '**no religion**', **19%** were **Roman Catholic** (an increase compared to the 2023-24 cohort; 13%) and **14%** were of **other Christian** denominations or Christian but of no denomination.

The largest non-Christian group continues to be **Muslim (9%)** which is a slight increase compared to the previous year (7%). The Award has also seen a slight increase in those from **Hindu** backgrounds (**3%**, compared to 1% in 2023-24) and **1%** of participants described themselves as **Sikh**, or '**other**', similar to last year's cohort. The table on this page shows a breakdown of the demographic data for this year and last year's cohorts.

Religious affiliation	2023-24 participants	2024-25 participants
No religion	52%	48%
Roman Catholic	13%	19%
Other Christian	17%	14%
Muslim	7%	9%
Hindu	1%	3%
Sikh	1%	1%
Other	2%	1%
Prefer not to say	7%	4%

## Religious Profile Of Participating Schools

Similar to last year, a third of the schools involved in the 2024-25 Award were Roman Catholic.



# EVALUATION METHODOLOGY

The evaluation of the 2024-25 Award followed a similar format to that of previous years using pre- and post-programme questionnaires, together with six in-depth interviews carried out with participants after completing the Award<sup>1</sup>.

Lasting impact online questionnaires were also used to collect outcome data from participants 6 months, 18 months and 30 months after completing the Award, with four in-depth interviews carried out.

Our analysis shows that The Mark Scott Award continues to contribute towards the development of young people's **confidence, aspirations, social and emotional skills, wellbeing** and **sense of social responsibility**.

Additionally, a highlight observed in the analysis of this year's programme has been the strong development of young people's **connection with each other and with their community**.



“

It has been a really valuable experience overall as I've realised that reaching out to others is not that scary. I've also seen how much great work is going on in our community, and we only scratched the surface! This experience has also inspired me to make a more regular contribution to the community, and now I volunteer at the Foodbank every Friday.

**Michelle, 2024-25 participant, Falkirk High School (SIMD 9)**

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1. Participants names have been changed throughout the report to protect their anonymity.

# KEY LEARNING OUTCOMES

## Building Confidence

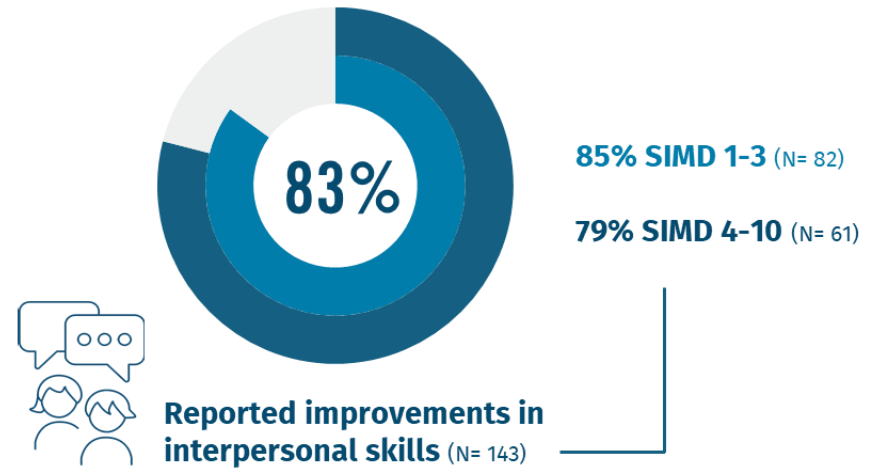
Evaluation of The Mark Scott Award continues to show that **participants become more confident individuals and independent learners.**

Interpersonal skills; such as having the confidence to meet new people and put forward ideas, forms a part of a young person's ability to live confidently and independently as they move into adulthood. This year, **83% of young people improved their interpersonal skills at the end of The Mark Scott Award.**

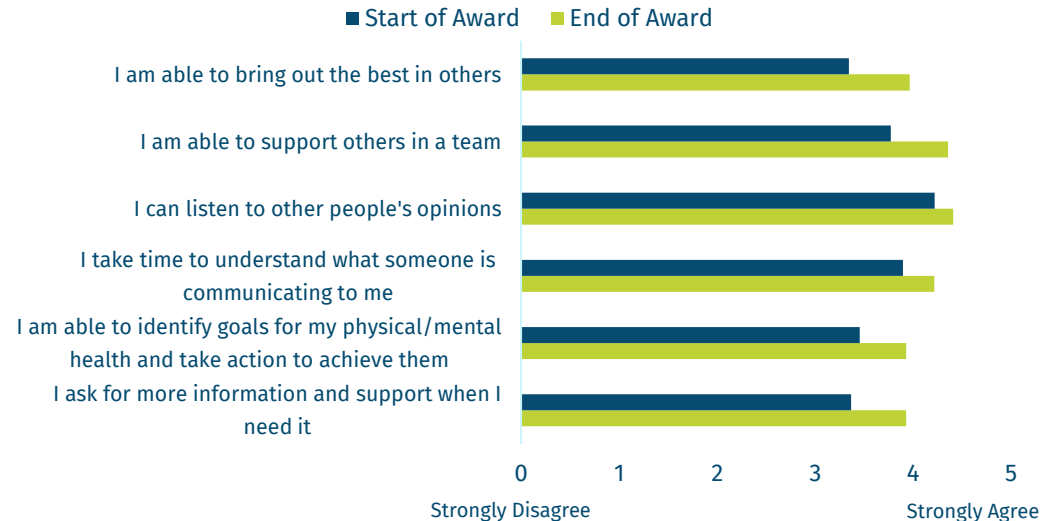
A comparison of the data between different SIMD deciles shows that a higher percentage of young people from SIMD deciles 1-3 improved their interpersonal skills compared to peers from SIMD deciles 4-10, who started the programme with slightly higher scores. This highlights the importance of engaging young people from lower socio-economic backgrounds with this programme, which they may not seek out as proactively as their peers from more affluent backgrounds.

Our analysis of outcomes drawn from the National Youth Work Outcomes and Skills Framework also demonstrates that young people become more confident learners, with average improvements across all skills areas evaluated this year.

At the end of the Award...



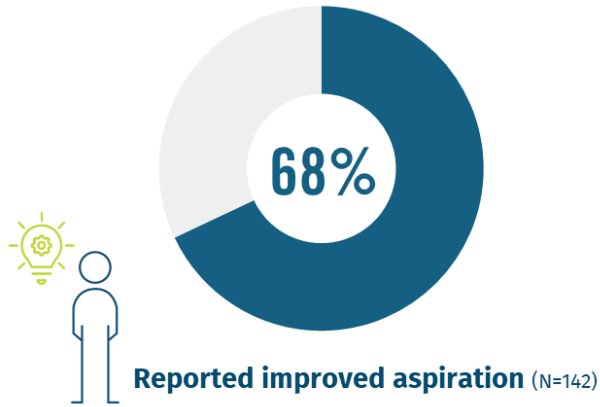
## Average scores for outcome areas drawn from the National Youth Work Outcomes and Skills Framework<sup>2</sup> (N=142)



## Raising Aspirations

The Award has continued to build the aspiration of the young people who participated, with opportunities to take risks and experience success; allowing participants to broaden their horizons as to what's possible for them and build their self-belief. Overall, **68% of participants recorded an increase in their aspiration** at the end of the Award.

At the end of the Award...



“

I am not as scared to take risks that I will regret not taking in the future.

Hannah, Bishopbriggs Academy (SIMD 3)

”



“

I feel like the Award has aided me in feeling more confident in myself and my abilities in communicating with others and has made me feel like what I do can make a difference. It's made me more open to take new opportunities which I wouldn't have considered otherwise.

Erin, Smithycroft Secondary School (SIMD 1)

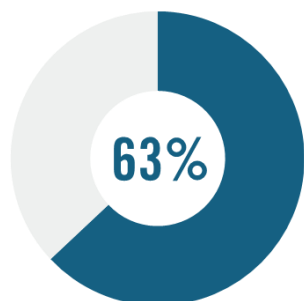
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## Improving Wellbeing And Emotional Control

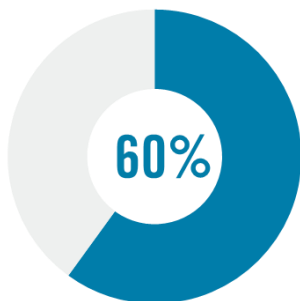
Throughout the Award, participants were provided with opportunities to take on challenge and develop strategies to overcome difficulties. By meeting new people, they built friendships and formed connections that add to overall wellbeing and happiness. Our evaluation shows that at the end of the Award, young people come away with improved ability to handle difficult situations and improved wellbeing. **63% of participants reported improved emotional control** at the end of the Award. As a skill area that has been evaluated for the last 5 years, The Mark Scott Award consistently improves young people’s ability to manage their emotions in challenging situations.

Our evaluation of wellbeing using the Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS) and the Personal Wellbeing Scale<sup>3</sup> showed that on both scales, **60% of participants reported improved wellbeing** at the end of the Award.

### At the end of the Award...

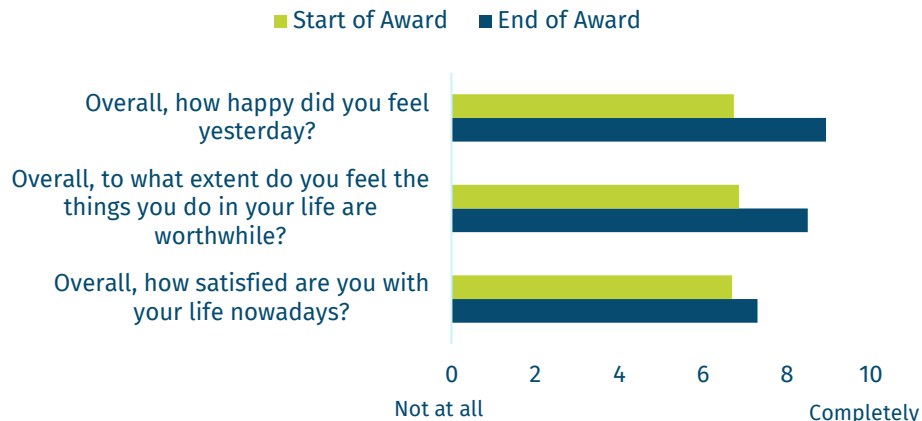


**Reported improved ability to manage their emotions in difficult situations** (N=143)



**Reporting improved wellbeing** (N=131)

## Average scores in areas of Personal Wellbeing<sup>3</sup> (N=131)



### % of participants reporting improved emotional control at the end of the Award, results from cohorts from 2020-21 to 2024-25

2020-2021	2021-2022	2022 -2023	2023 -2024	2024 -2025
55%	62%	58%	64%	63%

“

It brought me closer to some people that have really helped me and benefitted my life, it has brought me some really secure relationships that I’m sure will last a lifetime, this has impacted my wellbeing so significantly it has given me someone to trust and turn to.

**Ciara, Dumbarton Academy (SIMD 2)**

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3. [Personal wellbeing harmonised standard](#)

# FROM STRENGTH TO STRENGTH: JACOB'S STORY

Jacob lives in Castlemilk, Glasgow (SIMD 1) and told us how The Award was a chance for him to experience something new:

**"[I live in] quite an underdeveloped area, not many fun places to go. I think that the Mark Scott Award sort of took me out of the area and like gave me a fun place to be."**

He found that the bonds he formed with his peers during the residential were stronger than the friendships he'd made during school, which he attributed to the outdoor adventures they experienced together:

**"It was more of a fun [way to develop a] connection because in school, obviously it's more like work connections, you do work [together] ... and then on the residential it's developed through fun, not through work. So I'd say it's a bit better."**

The Award was an opportunity to learn how to work better in a team, developing his interpersonal skills and ability to communicate with and support others:

**"I feel like it's definitely helped me see other people's strengths and what they're good at ... and I'd say my communication definitely improved as well."**

**Before I was sort of, all on my own, like a solo worker. But now I feel that I could work in a group, and I feel more comfortable in a group environment."**

After observing strengths in others, Jacob began to discover his own strengths and found that working on the community project with his team was instrumental in developing self-awareness and self-belief:

**"[The group work] allowed me realise my strengths, like I'm good at communication, I'm good at supporting others. I feel like that's what really brought it out for me."**

Jacob plans to go to university to study civil engineering and will be the first person in his family to do so. He told us about the excitement and anxiety he feels with this:

**"It's quite good [to be the first in my family to go to uni], but at the same time, you don't have that sort of insider knowledge. So it's kind of scary at times as well."**

Reflecting on how The Mark Scott Award will support him as he begins the next phase of his education, he believes the communication skills and improved confidence in meeting new people will support him. Additionally, he now also has a greater awareness of how being in outdoors supports his overall wellbeing:

**"I've heard a lot that communication is important in uni, and also [the Award] has given me a sort of drive to go outdoors and relieve my mind [which will help]."**

**The people that I've met, some of them will maybe go to my uni, but it also opens the horizon, and I feel more comfortable making friends now."**

## Creating Connection

Our evaluation shows that participants continue to develop **improved awareness of, and respect for others from different backgrounds**. The young people commented on how the Award provided them with the opportunity to spend time with those who were different to them, **learning to understand new perspectives and how to work together in a team**. Strong friendships were formed, and groups were brought together by their different life experiences and a common goal to make a positive change in their community. Examples of this feedback are provided on this page and in the case study on page 15.



“You get to see a different side of people that you normally wouldn't in school ... I feel like it's a much deeper-rooted bond that you have with someone because you've seen them in loads of different situations ... [now] I feel much more able to go up and talk to someone and comfortably bond with someone which I wouldn't have been able to [do] before.” **Petra, Notre Dame High School (SIMD 1)**

“I think it will help me in the future as it gives me much more of an open mind on lots of different aspects of life.” **Ellie, Cumbernauld Academy (SIMD 5)**

“I now know how to deal with conflict and when to ask for help.” **Zain, Hyndland Secondary School (SIMD 5)**

“The Award has helped me make great friends that I most likely otherwise never would have even met ... It made me realise that there are lots of things you might not know about that are a big part of people's lives and can affect people in different ways.” **Sara, Bearsden Academy (SIMD 2)**

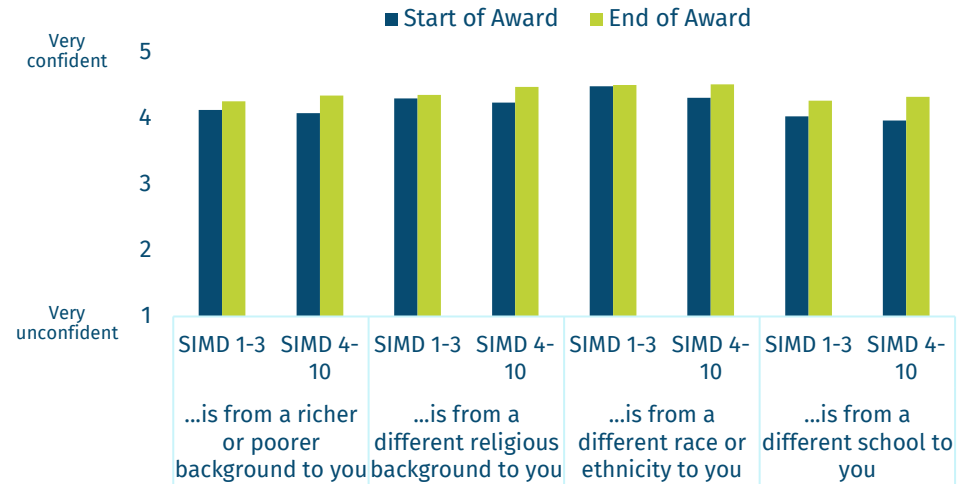
“I feel like it's helped me developed richer and more meaningful relationships with my peers.” **Erin, Smithycroft Secondary School (SIMD 1)**

As part of the quantitative evaluation of respect for others, participants' social capital, social confidence, teamwork, and leadership skills were analysed. By the end of the Award, improvements in social capital and confidence varied slightly by SIMD deciles:

Young people from higher SIMD deciles showed greater gains in confidence to seek or offer help to people from different religious or ethnic backgrounds to themselves, while those from SIMD deciles 1-3 started with higher scores and showed more improvement in supporting others in a team and overall confidence meeting new people.

These results suggest that **the Award continues to benefit young people across all socio-economic backgrounds**, by bringing together young people with different contexts and starting points, and who can all be impacted in a positive way by the connections they form with their peers and others in their communities during the programme.

**Social confidence - average scores for confidence in helping, or asking for help from different backgrounds separated by SIMD deciles 1-3 and 4-10 ( N=143)**



**At the end of the Award...**



# BUILDING TRUST AND SUPPORT: MARIA'S STORY

Originally from Sardinia, Maria moved to Glasgow with her family in 2018 and settled into life in Scotland, where she gradually adjusted to a new city and culture.

**“When I first moved to Scotland, it was quite hard settling in because of such different norms and just general life... but I feel like I fell in love with Glasgow at the end.”**

Part of the Award that had a big impact on Maria was the opportunity to develop friendships with new people she met from the different schools, who she connected with and still stays in touch with now thanks to the strong bonds they formed.

**“I feel like through all these activities, you got to know people more and you managed to build that bond of trust ... When you’re [on the] residential, you rely on each other, when you’re [working on] the project, you have to build that trust with each person [knowing] they will support the group.”**

Maria’s group included peers with a similar experiences to her own but from different countries and cultures, and they found that by getting to understand each others' experiences and perspectives they shared a common passion that they could pursue for their community project:

**“We wanted to create something that would help people have the support they need to settle down in Scotland ... we knew that we would have taken that opportunity because when we first moved here, we didn't have that kind of support. We didn't know what was going on, kind of like it was a feeling of being lost because it's a completely new place and country. So, we wanted to create something that was gonna help people not be in the same situation that we were in when we first moved here.”**

Maria found the project challenging as she learned to tolerate different ways of working, and became more self-aware and understanding in the process:

**“I guess I learned how to tolerate more because as a person I know that at times I can get mad a bit easily ... in that group setting, I tried to tone down, to approach this in a mature way ... and I guess that helped. It was more of building up the maturity to approach that kind of issue.”**

As a result, the strong friendships she formed during the Award are built on a foundation of trust, understanding and tolerance that provides support which extends beyond her school community:

**“Having a bond outside of the school feels like a support outside of the environment that you're stuck in ... knowing that you have that support from someone outside of school, that you can just talk to about maybe something that happened in school that you can't talk to as much to the people in school ... I've got that person who's got my back and obviously I've got their back.”**

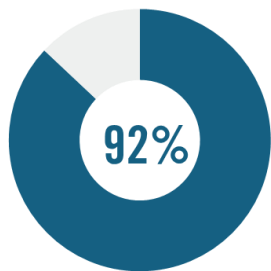
# COMMUNITY PROJECT IMPACT

The intended benefits of the 26 community projects covered a broad range of themes ranging from those with an environmental focus to education, wellbeing and social inclusion. The projects provided opportunity for the young people to build their planning and organisational skills, to engage with issues in their local area and to better understand and support their community.

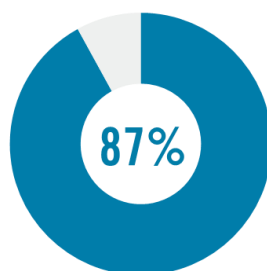
As a result of the community projects, **87% of participants had a better understanding of the needs of their local community** by the end of the Award, with **67% reporting that they were more likely to volunteer** in their community in the future as a result of the Award.

Examples of the community projects and the impact of these on the participants' sense of social responsibility are included on the following page.

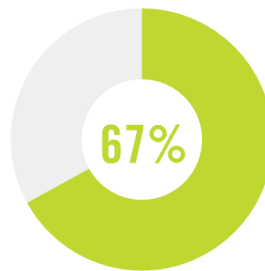
At the end of the Award...



Enjoyed the opportunity to make a difference to the lives of other people (N=143)



Have a better understanding of the needs of their local community (N=143)



Are more likely to volunteer on a regular basis in the future (N=143)



I'm most proud of the way the team have come together and created a project involving a range of people. Many underestimate how much it takes to bring together six young people, two primary classes, a care home, and a facilities management organisation to all be in the same place at the same time. These young people have proven to themselves and to their community that they can be agents of positive change.

**Steve MacKenzie, Head of Centre - Mark Scott Award Team, reflecting on the community project organised by the team from Drumchapel**



The tables below detail an analysis of the community project beneficiary groups, which benefitted a wide demographic of the local communities, as in previous years.

Participants were asked how the Award changed their attitude towards their community, with key themes emerging such as **improved awareness of the needs of others**, the desire to create **more cohesive communities**, and developing the **confidence to reach out** and help.

Target group	Percentage of projects
Wider local community members	42%
Primary school children	26%
Elderly community members	16%
People who are homeless, ill or vulnerable in society	13%
Secondary school pupils	3%

Intended benefit of community project	Percentage of projects
Quality of local environment (e.g. clearing & renovating a garden space)	31%
Education and Awareness (e.g. around social issues such as online safety, the climate crisis)	26%
Quality of Life (e.g. improving indoor spaces, clothing banks)	21%
Health & well-being (e.g. mental health workshops)	11%
Entertainment (e.g. social activities)	11%

“I think I was in a kind of bubble, and I didn't really think of anyone in different situations that much. But when I started thinking more deeply into things, I realised people have big issues that you can help and it's easy enough to help even just a little bit and it can make a really positive impact on someone's life.” **Petra, Notre Dame High School (SIMD 1)**

“I now feel more optimistic for the future of our community” **Fraser, Bearsden Academy (SIMD 10)**

“It has made me aware of so many things that go on that I didn't even know existed before; it has given me a new respect for so many members of my community.” **Ciara, Dumbarton Academy (SIMD 2)**

“It has changed my attitude significantly about connecting [with] my community. With my project, I saw how disconnected and alone the elderly community of Drumchapel is, and how changes can help this. I also saw how beneficial it is [for] primary children to engage with older people, and how it helps them to learn more.” **Joe, St Peter The Apostle High School (SIMD 4)**

“It has made me think about all the problems one community can have, and that there are solutions to these problems, which would make the community a better place.” **Tyler, Bearsden Academy (SIMD 4)**

“After the success of the community project, I have become more compassionate for people overall.” **Hassan, Springburn Academy (SIMD 1)**

# COMMUNITY PROJECTS IN ACTION



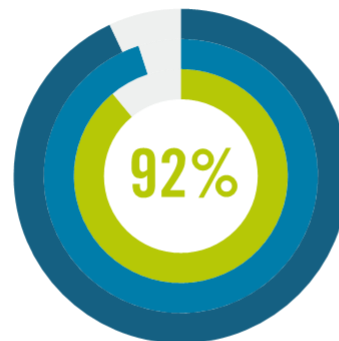
# LASTING IMPACT OF THE AWARD

Participants continue to see improvements in their social confidence, their social capital and interpersonal skills up to two and a half years after their course. Lasting impact data was collected from participants 6 months, 18 months and 30 months after completing the Award. **Participants from all three cohorts agreed they have seen positive results from applying their learning from the Award and expect to continue to do so**, with 93% from the 2021-22 cohort agreeing they continue to apply their learning 30 months on from the Award. Detailed analysis of the lasting impact on different skills areas is provided on the next page.



The results I saw after completing the [Award] were amazing. It gave me the confidence and motivation to set about being who I wanted to be and go for the things I wanted, no matter how tough they were. I applied and got into dentistry at university and used many of my experiences I gained while on the Award in my interviews. It had a great impact on me as a person, and I've not looked back since. Signing up was one of the best decisions of my life. I also made friends I still keep in contact with to this day, and it was the highlight of my particularly challenging final year of high school.

**Arron, 2023-24 participant (speaking 6 months after the Award)**



**89% 6 months on**  
(N=27)

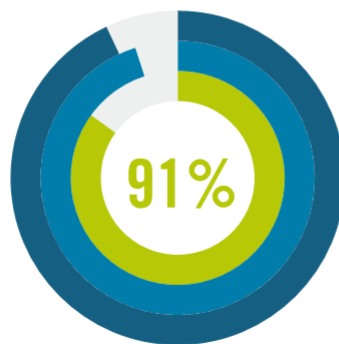
**95% 18 months on**  
(N=21)

**93% 30 months on**  
(N=14)

**I have successfully applied what I learnt during the Mark Scott Award** (N= 62)



**I have seen positive results from applying what I learnt during the Mark Scott Award** (N= 62)



**85% 6 months on**  
(N=27)

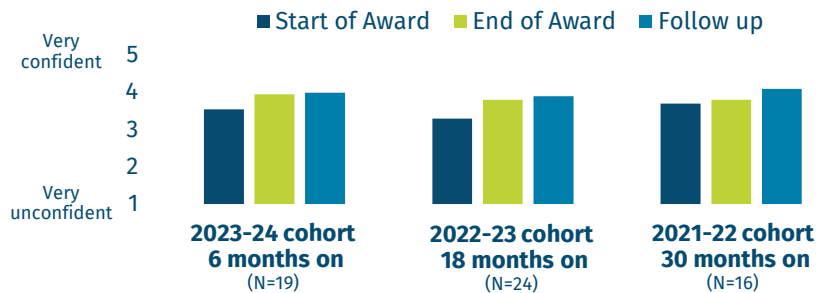
**95% 18 months on**  
(N=21)

**93% 30 months on**  
(N=14)

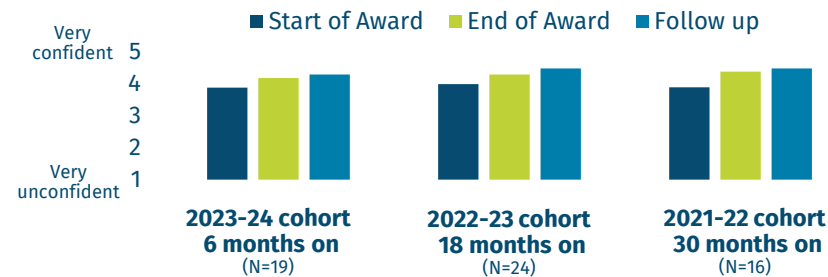
## Maintaining Confidence In The Long Term

Analysis of the responses 6, 18 and 30 months on from the Award shows that the impact of the programme on **young people’s confidence meeting and working with others from different backgrounds is maintained long after the end of the Award**. The results from the three different cohorts are presented and their 6, 18, 30 months scores respectively compared against their pre-programme and end of programme scores.

### Interpersonal skills – average overall scores for confidence meeting new people, explaining ideas and working in a team



### Social confidence - average overall scores for confidence in helping, or asking for help from different backgrounds



Participants’ comments illustrate how they have been able to apply some of the experiences from the Award to their lives.

“By doing [the Award] I have felt more confident to express my feelings and make new friends. [It] has also led me to attend university far from home.” **Faye, 2022-23 participant (speaking 6 months after the Award)**

“I have taken up much more volunteering with charities helping vulnerable people in the community.” **Amy, 2022-23 participant (speaking 6 months after the Award)**

“I think I have more patience ... I can tolerate people better instead of just jumping to a conclusion ... [at work] I always get involved [now] and I’ve made friends.” **Sam, 2022-23 participant (speaking 6 months after the Award)**

“[The] Award made me feel like I was able to do more ... I currently volunteer at a local charity [which] provides a safe space for disabled and vulnerable people in my community.” **Jo, 2021-22 participant (speaking 18 months after the Award)**

# A BRIGHTER FUTURE AHEAD: CASEY'S STORY

Casey took part in the 2023-24 Award. We spoke to her 6 months later while volunteering as a teacher in Honduras, before she begins university next year. When thinking back to why she applied for the Award, she remembers a desire to push herself out of her comfort zone and build new skills in preparation for the future:

**"I feel like I was quite aware that this was nearing the end of high school, where I was then going to be in the big world. And I was making an effort to try and develop myself, overcome some things, and I knew that it would definitely be a challenge, but that I would enjoy it."**

Before the Award, Casey's home life had been difficult as she was dealing with a family separation and was young carer for her brother. She suffered from anxiety and often struggled in social situations. She persevered with the Award and on reflection, was able to articulate the impact the programme had on developing her confidence and her ability to trust people, to open up more and enjoy helping others.

**"I feel like I come off as more confident, and more open with people, and more willing to help as well ... now, they do see that side of me ... [it's] a lot easier to speak to them, to help them, to enjoy being around them."**

As someone who is naturally introverted and often found that her social anxiety was holding her back, Casey now embraces the opportunity to put herself forward, meet new people and build strong and positive relationships:

**"I feel like it's definitely made [me] more present to others. I feel like I'd hold myself back quite a lot before, but I'm a bigger part in people's lives [now], and I have tried to also help as much as possible, and speak to them, to build these relationships. So, I feel like I have contributed to more people's lives in a positive way."**

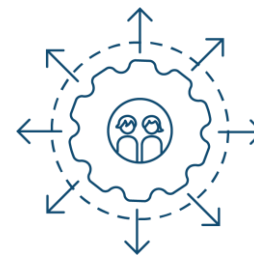
Making the decision to live and work abroad for a year was a big step for Casey in

pursuing her dream of becoming a teacher, hoping to build up experience in this field before attending university. She found that since completing the Award, she's not only discovered more confidence in herself to take part in activities and meet new people in Honduras, but her aspirations for her career have also been positively impacted:

**"I've always wanted to be a teacher. But I was, kind of, "Okay, a teacher, and that'll be it."**

**But more recently, I have been thinking, "Okay, I can be a teacher for a few years and see where that'll lead me to," whether a higher position or a different part linked to education.**

**I have really noticed that I've widened my spectrum of what I can do."**



# LOOKING FORWARD

In an ever-changing world, young people are looking for connection, belonging and purpose more than ever before, and The Mark Scott Award continues to provide these opportunities for its participants. In Spring 2025, a review of the existing programme outcomes was undertaken by key stakeholders including existing and past participants. The output of this was one vision, two outcomes and three priorities which will underpin the delivery of The Award as it moves forward into its 28th year. The 2025-26 programme will build on two decades of experience in developing participants' skills and attributes to thrive in adulthood and contribute to a just and caring society.

We will continue to evaluate the impact of the programme both for the programme's current cohort and the lasting impact of the Award; understanding the ways in which the Award enables young people to build their self-belief, self-awareness and aspirations, to build healthy and more respectful relationships and to contribute to creating stronger and more resilient communities.

“

[As a result of the Award] I am putting myself [forward] for things I wouldn't have dreamed of before and I feel assured that I will be okay no matter the experience, and [I know that] lessons will be learned either way ... thank you so much for this experience!

**Maryam, 2022-23 participant (speaking 18 months after the Award)**

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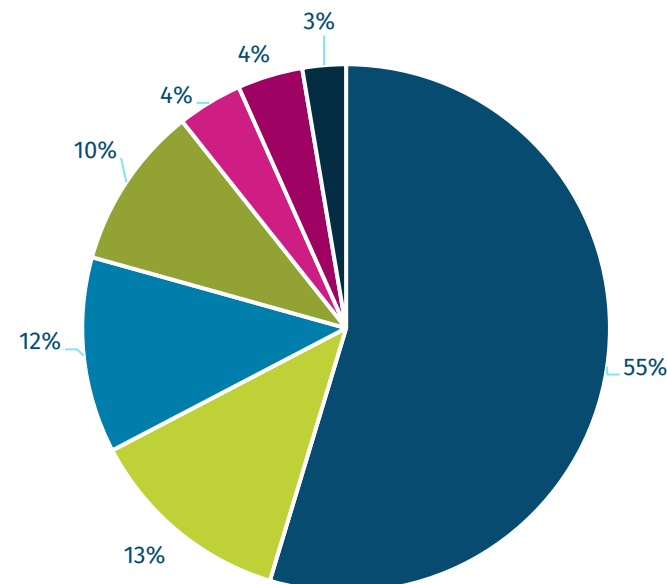
# APPENDIX

## Analysis of participants' socio-economic background by SIMD decile 2014-15 to 2024-25

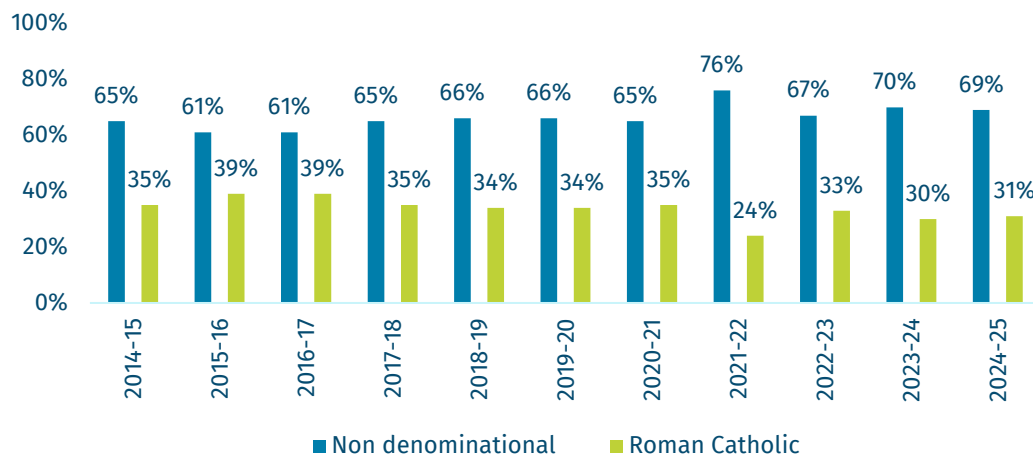
Decile	Most deprived								Least deprived	
	1	2	3	4	5	6	7	8	9	10
% of 2014-15 Award participants	13%	15%	11%	9%	12%	6%	6%	6%	12%	10%
% of 2015-16 Award participants	23%	15%	8%	7%	9%	4%	3%	4%	13%	14%
% of 2016-17 Award participants	19%	12%	11%	9%	9%	6%	3%	9%	12%	10%
% of 2017-18 Award participants	21%	10%	11%	8%	8%	10%	9%	8%	9%	5%
% of 2018-19 Award participants	21%	21%	11%	6%	8%	4%	7%	9%	6%	8%
% of 2019-20 Award participants	25%	13%	9%	9%	12%	4%	4%	10%	6%	9%
% of 2020-21 Award participants	18%	17%	9%	8%	6%	7%	9%	6%	8%	14%
% of 2021-22 Award participants	22%	17%	11%	10%	10%	4%	6%	7%	10%	4%
% of 2022-23 Award participants	23%	14%	13%	9%	8%	5%	6%	9%	9%	5%
% of 2023-24 Award participants	25%	13%	8%	8%	6%	4%	4%	10%	14%	4%
% of 2024-25 Award participants	25%	15%	14%	9%	4%	2%	4%	10%	8%	7%

## Location of participating schools 2024-25

- Glasgow City
- North Lanarkshire
- Falkirk
- Edinburgh City
- West Dunbartonshire
- East Dunbartonshire
- Renfrewshire

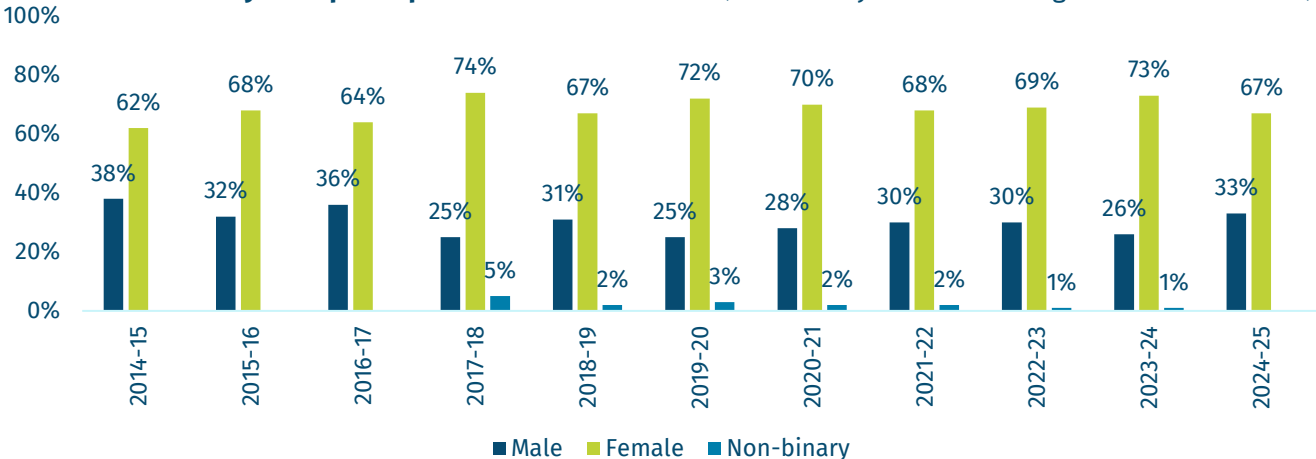


## Religious profile of participating schools 2014-15 to 2024-25

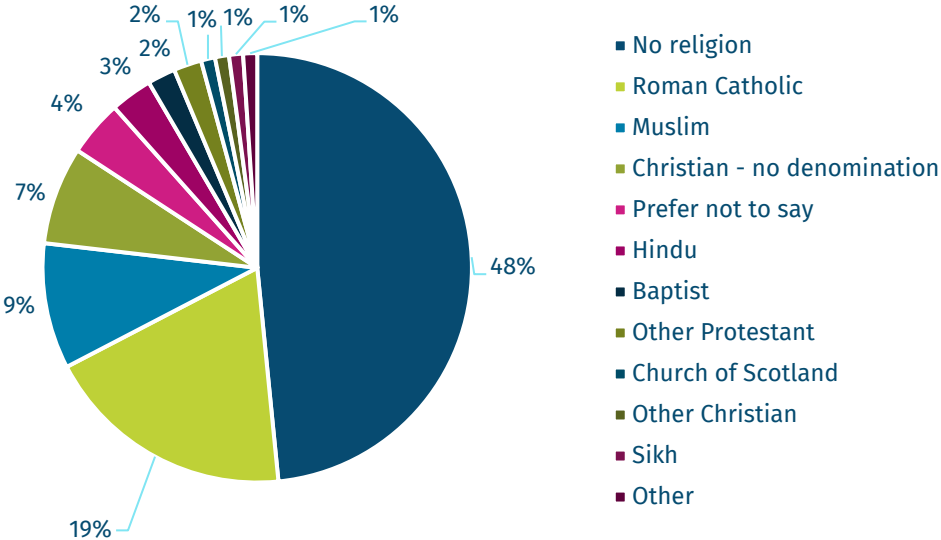


# APPENDIX

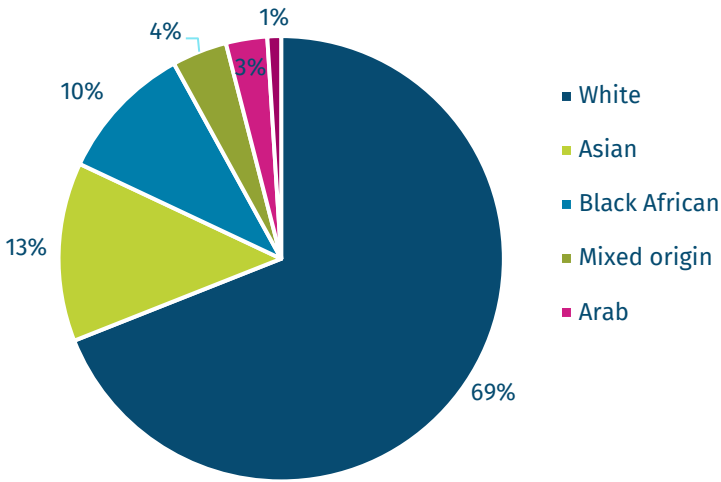
**Gender analysis of participants 2014-15 to 2024-25 ('non-binary' included as a gender from 2017-18)**



**Religious affiliation of participants 2024-25**

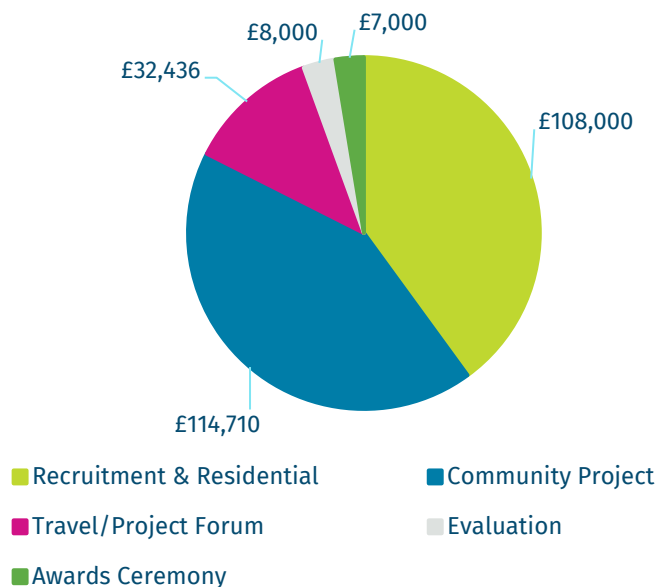


**Ethnicity of participants 2024-25**

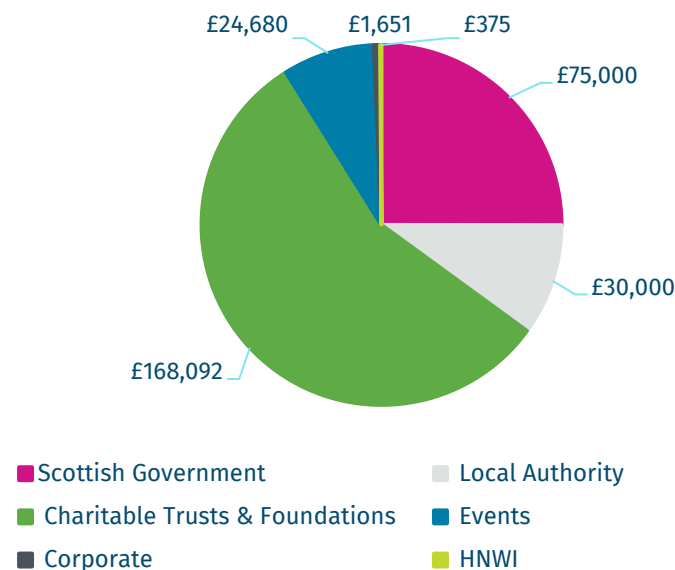


# APPENDIX

2024-25 Programme Costs



2024-25 Programme Funding



## The Mark Scott Award Funders

Annual Mark Scott Foundation Golf Event  
 Cantor Fitzgerald  
 CMS Charitable Trust  
 Cruden Foundation  
 First Sentier Investors (Sponsor of Golf event)  
 Gannochy Trust

Glasgow City Council  
 Gordon Fraser Charitable Trust  
 Hargreaves Foundation  
 Robert Barr Charitable Trust  
 Scottish Government  
 The Hugh Fraser Foundation

The Khushi Foundation  
 The Liz and Terry Bramall Charitable Trust  
 The Mark Scott Foundation  
 The Souter Charitable Trust  
 The Tillyloss Trust  
 W A Cargill Fund



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