



Interesting Practice in Skills (3-18) – Developing the Young Workforce context

The Outward Bound Trust

Here are the key headings we intend to use to capture and display your information:

1. Introduction

Establishment	The Outward Bound Trust
Contact name and details	<p>FREDA FALLON EDUCATION DEVELOPMENT MANAGER – SCOTLAND</p> <p>The Outward Bound Trust Loch Eil Centre, PH33 7NN T 07919 887716 W outwardbound.org.uk  @FredaFallon_OBT  FredaFallon</p>
About the establishment/ programme	<p>Since 1941, the Outward Bound Trust has been supporting young people on their future pathways by equipping them with the necessary tools to fulfil their potential. We hope this information will give you a snapshot of the Trust's work and a glimpse of the potential a partnership with the Outward Bound Trust could mean for your young people.</p> <p>The Outward Bound Trust is an educational charity that works in partnership with learning providers to plan and deliver impactful, residential outdoor programmes for young people aged 10-24 years old.</p> <p>All Outward Bound programmes have clear, well researched learning outcomes.</p> <p>The Trust has six centres throughout the UK with the Scottish centre based in the Outdoor Capital of the UK, near Fort William.</p> <p>In Scotland, the Outward Bound Trust works with over 5,000 young people annually and helps support them to the tune of half a million pounds each year.</p> <p>As a charity, the Trust also works alongside corporate sponsors who go on to support education partners in a</p>

	<p>variety of ways. Through donations corporate sponsors can help the Outward Bound Trust to create equity. As a result of their support we are able to help young people to access Outward Bound experiences. Some corporate partners have also provided an employee ambassador on programmes or have been known to work alongside the school in a deeper way relevant to their business.</p>
<p>Main tags (please delete / add)</p>	<p>Primary Secondary, Employability Employer engagement Training provider 3rd sector Equalities and inclusion Senior phase</p>

2. Current developments:

<p>What are you doing just now? (title and key information related to DYW, possibly bulleted)</p>	<p>At Outward Bound we help young people to:</p> <ul style="list-style-type: none"> • Experience a curriculum through which they learn about the world of work and job possibilities and which make clear the strengths and skills needed to take advantage of these opportunities <p>Our processes are clear on how we develop a learner's skills and where we contribute: supporting-young-people-to-and-within-employment.pdf (outwardbound.org.uk)</p> <p>Employers share in this clip how Outward Bound can benefit: standing out from the Crowd</p> <ul style="list-style-type: none"> • Develop skills for learning, life and work as an integral part of their education and be clear about how all their achievements relate to these. <p>We promote equity, by making Outward Bound available to all young people through our charitable funding and therefore all participants, regardless of their social or financial background can get involved.</p> <p>We listen to our partners and try to address challenges together. We evaluate our outcomes to make sure what we are doing works. The Outward Bound Trust as a context for learning is incredibly powerful and we design courses on multiple themes to help educators deliver on their ambitions for their young people. From Leadership, Resilience, Transition, for example, we can tailor the learning on our adventures to make sure the experience does not stand alone.</p>
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	<p>Through my conversations with school leaders in 2022-23 academic year, I have become acutely aware there is a group of pupils in many schools, who have not yet fully engaged back following the pandemic. They are not persistently absent; they might miss days here and there and it is affecting their education.</p> <p>Our experience tells us, these young people have thrived at Outward Bound, developing strong relationships with peers and staff has enabled them to feel more connected to their school community again and re-engage more fully in other aspects of their education. Overcoming a challenge in a learning context, like Outward Bound has helped young people become more resilient to setbacks. Please see recent quote from Teresa Little, Head Teacher St Paul’s RC Academy,</p> <p>“It’s one of the activities and interventions that we do that has the biggest impact – particularly on the youngsters involved but that permeates through the ethos of the school when they’re back. They talk about it. Then other pupils want to get involved with Outward Bound or school council or ‘eco schools’ or the climate change group. It spreads. We have these youngsters who know that they have to build resilience and they will face challenges in life – but they can do it.”</p> <p>Many of this cohort have taken part in the Adventure & Challenge Award (SCQF level 5) which has formally connected them with their attainment and boosted their confidence which has transferred back to school. For more on our impact see this link or read our 2022-23 Scotland report here or our wider impact pages - Our Impact (outwardbound.org.uk)</p>
How was this done?	This outlines our process - how we develop young people: Microsoft Word - The Outward Bound Trust - how we develop emotional competencies
What is the (intended) impact of your initiative/programme?	This is what we aim for – a life changing experience for Scotland’s young people see the clip – Building Skills for My Future
What have you learnt from your journey so far (any evaluative comments etc.)	We are constantly reviewing and researching the impact of our programmes so we understand what we do. For the latest on our Impact and Evaluation – See reports here
Best piece of advice (what others would really benefit from knowing)	<p>As a learning context, how Outward Bound can link to your educational aspirations is only limited by imagination. We understand what can be achieved in our context (through experience and evaluation), why not share your ambition to see what is possible.</p> <p>The common language might be educational theory, school values & ethos or specific learning outcomes that work for a targeted group of individuals. For example, in</p>

	<p>this DYW context, it could be the common entitlements and expectations outlined in the career standard and delivering the “I can” statements for the right stage of development.</p>
<p>Wider DYW context? (eg. links to wider activities, projects, plans)</p>	<p>Robertson Trust Scholars – Widening access to Further Education - http://www.scotsman.com/news/opinion/life-starts-where-your-comfort-zone-ends-so-take-a-step-into-the-unknown-1-4331613</p> <p>Corporates & Young People – Hear more on Corporate partnerships here</p> <p>Evidence for Educational Outcomes - evidence-improved-outcomes.pdf (outwardbound.org.uk)</p> <p>Summer programmes to support individuals – Stephanie’s story</p>
<p>Partnerships (employers, industry, organisations etc.)</p>	<ul style="list-style-type: none"> • Our corporate clients - who ask us to develop their apprentices and graduates. • What we ask of our corporate partnerships • We work with all sectors of education: for example, Scottish Government support the Mark Scott Leadership for Life Award, LEAs, Primary, Secondary, Independent & Special schools, Universities & Colleges and other charities for young people such as young carers, the Robertson Trust scholars.
<p>Standards and guidance materials</p>	<p>Did you use any of the following documents in preparation or alongside the development of this project:</p> <p>Career Education Standard <input checked="" type="checkbox"/></p> <p>Work Placements Standard <input type="checkbox"/></p> <p>School/Employer Partnership Guidance <input type="checkbox"/></p>
<p>Watch this space! (where we are going next!)</p>	<p>We have most recently been supporting schools with Meta Skills. We are learning and developing our work in this area. Such as the work we started with St Pauls Academy highlighted on Skills Development Scotland</p> <p>Join us for a free taste of Outward Bound on a staff course 1/2nd March 2024 at Loch Eil</p> <p>We are also working on our latest strategy and evaluation reports. Keep an eye on these here - Our strategy (outwardbound.org.uk)</p>

<p>Quotation(s) (eg. head of establishments, Local authority representative, young person, parent etc.)</p>	<p>As already in the above text. These two short clips are useful.</p> <p>What employers say – https://www.youtube.com/watch?v=NTDVyLiKu_U</p> <p>Listen to Harriet’s story - https://www.youtube.com/watch?v=PDv3EVCV-A0</p> <p>Case study, Calderhead HS, John Robertson (Head Teacher Quotes)</p> <p>“When they come back from Outward Bound, they see more possibilities about career choices they could make, or [question] why they could not go and do something. They’ve gone [to Outward Bound] and they’ve done [different activities], so, for example, why could [they] not go to university? Other people on the course [had been] to university so why could [they] not? I think it's that idea of opening up possibilities for youngsters within their own minds.”</p> <p>“There was a young man who had lost both his parents to drug deaths, and he was at a low point. As a school, we were quite concerned about him. We went [to Outward Bound] with him in sixth year. One of the activities was canoeing across Loch Eil, and the instructor said to him: ‘This is about life. You’ve picked a nice beach on the far side where you want to have your picnic this afternoon, but the current and the wind are taking us downstream. But if you want to do something and you think it’s important, you have to work at it. You have to put effort in and you have to steer the course.’ The young man came back, and that’s something that stuck with him – that physical metaphor of steering the course, that you have to work hard, and that there’ll be strong winds that’ll take you away from what you want to do. But [that] if you really want to do it, you make the effort. That stayed with him a long time.”</p> <p>“The feedback [one pupil] got from Outward Bound and the challenges that he overcame made a real difference for him [back] in school. He is now set on becoming an English teacher. That was not something he talked about before Outward Bound, [...] 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 [to Outward Bound], and [his] confidence.”</p> <p>“A young lady who has left us now but was in really difficult circumstances at school, she was sofa-surfing and coming to school and nobody, nobody in her family was taking ownership of her and looking after her needs. She went on Outward Bound and we as a school paid for her to go through a donation that we’d had, she was fully involved in it and she did [the cliff jump] and the teacher has to catch her because ‘I</p>
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	can't swim miss, can you catch me'. That moment where 'if I jump will you catch me?' probably wasn't in that young woman's life – there wasn't anybody else that was able to catch her, and it was staff at school that she trusted more than anybody. It was about young staff seeing pupils not as problems, but as teenagers who were having to navigate a difficult world without much support at times”.
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3. Added value

Resources	Free Education taster courses to find out more
Web links	www.outwardbound.org.uk
Contacts (in case people want to find out more)	enquiries@outwardbound.org.uk 01931 740 000

Please pass on any images, materials, video clips you wish to share to Klaus.Mayer@educationscotland.gsi.gov.uk . If you do please ensure that you provide us with the necessary consent forms .