



Outward Bound

I N T E R N A T I O N A L

Journal

2014 Edition

Social Impact in the United Kingdom

Outward Bound
on the Danube Delta

Summit to Sea

Journey-based
programming
in Hong Kong

Staff Adventure in the Land of Genghis Kahn



www.outwardbound.net

Hurricane
Island's 50th
pg 22

EDUCATION FOR LIFE



**OUTWARD
BOUND**

LEARN MORE. CALL 866.467.7651 OR VISIT WWW.OUTWARDBOUND.ORG

From the Editor



If you were to judge Outward Bound simply by looking at the covers of our brochures or the homepages of our websites, you could be forgiven for mistaking our work for that of any number of outdoor programs that serve youth. But look beneath the surface, even just for a moment, a different kind of organization comes into focus. What can be seen is a unique international organization of incredible richness, diversity,

and depth, and one with a singular devotion to its mission: "To help people discover and develop their potential to care for themselves, others, and the world around them through challenging experiences in unfamiliar settings." We are, in a word, an organization defined much more by our mission than by our choice of classrooms, be they in the wilderness or in the city.

There are several clues that that we're not just another outdoor program. The first can be found in our trade name, Outward Bound. The phrase "outward bound" evokes a sense of departure or journey—perhaps a journey with a clear purpose, but without the confining condition of a prescribed destination. Another clue is that we embrace other classrooms than those exclusive to the wilderness. A third is our motto: "To Serve, to Strive and Not to Yield." Adapted from the final line of Tennyson's 1833 poem *Ulysses*, the motto was selected to embody the spirit of Outward Bound's mission. A mission that privileges developing the character of the learner regardless of the learning environment.

Additional clues can be found within this issue of OBI Journal. The UK-based Outward Bound Trust, for example, has undertaken to measure the social impact (page 45) of its courses. As chief executive Nick Barrett puts it: "Does what you do actually make a difference for the better?" And on page 28, read about Outward Bound Hong Kong's revitalization of its curriculum from supporting mostly center-based courses to emphasizing expeditionary or journey-based programming. Or, consider NYC Outward Bound Schools' 18-meter climbing wall, the tallest in New York City. Backdropped by the skyscrapers of Midtown Manhattan, the impressive five-story wall is not just another climbing wall, but is one more "arrow" in the educational quiver of this vibrant Outward Bound organization. Find out more on page 11.

Lastly, many other stories from international Outward Bound are reproduced on the pages of OBI Journal, and we invite readers to discover more about schools such as Outward Bound Australia through its account of a 26-day journey from Australia's highest peak to the south coast of the state of Victoria (page 9). And of Outward Bound Germany-Pro that brought together Outward Bound trainers from nine European countries to deliver a program to a Hannover-based multinational corporation (page 42). Or learn of Romania's Danube Delta Exchange, a project that brought staff from nine Outward Bound schools together to participate in an intercultural knowledge-sharing event. And discover the importance of staff development—in Mongolia—through a testimonial to Outward Bound Hong Kong's innovative staff adventure grant on page 35.

We hope you enjoy looking beneath the surface of Outward Bound in the pages that follow!

Rob Chatfield
robchatfield@outwardbound.net

Outward Bound INTERNATIONAL Journal

EDITOR IN CHIEF

Rob Chatfield

CONTRIBUTING EDITOR

Iain Peter

PHOTO, ART AND DESIGN

Dan Hill, Paper Plane Productions

COPY EDITING AND PROOFREADING

Anassa Rhenisch, Erin Moore

CONTRIBUTING PHOTOGRAPHERS

Alex Federov pp. 11-13, Ashish Samuel Jonathan (pp 32-34), OB Hurricane Island (pp. 22-23), OB New York City (pp. 20-21), OB Australia (pp. 8-10) OB Germany-Pro (pp. 42-43), OB Hong Kong (pp. 28-31), OB Romania (pp. 35-39), OB United Kingdom (pp. 15-18)

Front cover photo: (Pulling Boat) Hurricane Island Outward Bound School
Back cover photo (Hiking above Bundi Plain, Chimanimani National Park, Zimbabwe) Rob Chatfield.

CORPORATE OFFICE

85 Grampian Road
Aviemore PH22 1RH
United Kingdom
Phone: +44 (0)1479 812544
info@outwardbound.net

OUTWARD BOUND INTERNATIONAL

Mary Thomson CHAIRMAN OF THE BOARD
Iain Peter EXECUTIVE DIRECTOR

© 2014 Outward Bound International Journal (ISSN 2161-8860 (print), ISSN 2161-8879 (online)) is published annually by Outward Bound International. All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the written permission of Outward Bound International®

Copyrighted material in OBI Journal, 2014 Edition, was reproduced from the following periodicals and sources:

"Three Ways to Ensure Underserved High School Students Graduate" by Richard Stopol and Mike Slocum, NYC Outward Bound Schools & Capital One. Used with permission. "Real skills for real life" by Natalie Harling, The Outward Bound Trust. Reprinted from Conference and Common Room - Summer 2014. Used with permission of The Outward Bound Trust.

Features

14 **Real Skills for Real Life**

By Natalie Harling

28 **Outward Bound Hong Kong: A Revitalization of Journey-Based Programming**

By Patrick Harmon & Aaron Funnell

35 **Extraordinary Outward Bound Course on the Danube Delta**

by Mariya Georgieva

Outward Bound INTERNATIONAL *Journal*

Contributors Wanted

Outward Bound International Journal is an annual publication that aims to showcase the worldwide organization through a mixture of feature-length and sidebar articles that have a strong global emphasis, and that reflect on the social impact and innovative nature of Outward Bound's programming.

Writers interested in submitting articles, especially those that illuminate Outward Bound's philosophy, central figures, and historical roots, may do so by contacting the editor at office@outwardbound.net with a proposal for an article.

Unsolicited material will not be returned.

Outward Bound Magazine is published annually in August, and the deadline for contributors is March 15.



Contents

Encompass-

22 HIOBS 50th Anniversary
By Amanda Murphy

24 Summit to Sea
By Nick Kingston

**40 27 Outward Bound Trainers
from 9 Countries in Action**
By Dieter Reinig

Classrooms-

9 Innovative Internship Program
By Nick Kingstone

11 Power of Contrast
By Jeff Grinnell

Philanthropia-

**8 Australia Looks to the
Future of Philanthropy**
By Nick Kingstone

Adventure-

**32 Granting a Staff Adventure
in the Land of Genghis Khan**
By Ashish Samuel Jonathan

Outlook-

38 Just Another Day
By Pat Jordan

Mission Critical-

**20 Three Ways to Ensure
Underserved Students Graduate**
By Richard Stopol and Mike Slocum

43 Social Impact Report 2014

Readings-

42 Transformational Literacy
By Ron Berger and Libby Woodfin

Annapurna
By Maurice Herzog

By The Numbers-

45 OBI 2013 Annual Report

Outward Bound

INTERNATIONAL

Journal

24



9



32



35



*Gear
Review: pg 19*

*New Originals by
Crazy Creek
and Pacsafe*

40



Contributors



Aaron Funnell **OB Hong Kong: A Revitalization of Journey-Based Programming**

Aaron commenced full-time employment with Outward Bound Australia in 1998 and has been based at Outward Bound Hong Kong for the past ten years with over 1000 contact days instructing courses and staff training. At OBHK he was the team leader for the initial application for Association for Experiential Education accreditation, which was

achieved in 2011, making OBHK the first organization outside North America to achieve this milestone. Aaron has recently completed a Master's in Education with a dissertation on risk in outdoor education.

Jeff Grinnell **The Power of Contrast**

Jeff Grinnell currently serves as Climbing Program Manager for NYC Outward Bound Schools. Jeff has been with Outward Bound for nine years, and has worked for 12 years as a trekking and adventure travel guide in Mongolia and several Himalayan countries. He taught for a year at Francis Lewis High School in New York City, and was art director at the French Woods Festival of the Performing Arts for 20 years. In addition Jeff has traveled, climbed, and worked in over 80 countries.



Nick Kingstone **Summit to Sea**

Until September 2014, Nick Kingstone was Marketing Coordinator at Outward Bound Australia. Nick has also served as a Certificate IV in Outdoor Recreation trainer at OB Australia. Nick is an avid photographer, hiker, cyclist, climber, and windsurfer. He holds diplomas from The Photography Institute, the University

of Auckland, and Manukau Institute of Technology. He now serves as a Marketing Executive for Colliers International.

Pat Jordan **Just Another Day**

Pat Jordan is a former director of Outward Bound Atlanta. Prior to joining Outward Bound, Pat enjoyed careers with the U.S. Air Force as an aviator, officer, and jet instructor pilot; and at Delta Air Lines in several leadership positions, including General Manager of International Alliance Operations, General Manager of Finance and Administration, and Chief Pilot at the Cincinnati hub. He retired from Delta as a captain flying a Boeing 767. During the past eight years, Pat has served as President of Patric Jordan & Associates, a consulting firm specializing in airline quality assurance, operations cost management, and fuel efficiency.



Patrick Harmon **OB Hong Kong: A Revitalization of Journey-Based Programming**

Patrick Harmon joined the team at Outward Bound Hong Kong in 2012 in the role of Safety Coordinator, where he has been impressed with the professionalism and dedication to continuous improvement. In addition he appreciates the school's wide range of international staff, its against-the-grain drive for longer expeditionary-style courses, and the service ethic that the school represents with its numerous community-based courses for low income and at-risk youth. He has been with Outward Bound more or less full time as a trainee, instructor, and manager working a wide range of course areas, populations, and countries since the fall of 1999. Prior to Hong Kong he dedicated six years of his life to founding Outward Bound Mexico, along with a core team of Julian Nihill and Heather Linhardt. Patrick is a firm believer that the Outward Bound mission can be used as a powerful tool to bridge divisions, promote environmental conservation, and foster the qualities necessary for a just and sustainable future. As the Outward Bound brand must strive to maintain similar high standards with all of its schools worldwide, he hopes that his feature on the Safety Committee of Outward Bound Hong Kong will offer valuable insight to new schools whose Safety Committees may still be in the forming stages.



Ashish Samuel Jonathan **Granting a Staff Adventure in the Land of Genghis Khan**

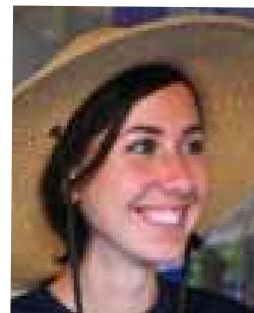
Ashish Samuel Jonathan is an In-Field Supervisor and has been with Outward Bound for two years. He previously worked with the US-based National Outdoor Leadership School (NOLS), was the Operations Head for NOLS-India, and was also a mountain guide in India and Nepal. He is part of the Indian Rescue team. He has climbed peaks in



India, Nepal, China, Mongolia and USA, including Denali, in Alaska, this year. Ashish makes his home in Hong Kong. His future plans include attempting the north face of the Eiger via the classic route next year and circumnavigating the island of Sri Lanka on a sea kayak.

Amanda Murphy **The Hurricane Island Outward Bound School: 50 Years on Course**

Amanda Murphy is the Marketing Director for Hurricane Island Outward Bound School in the United States. Amanda also serves as an adjunct faculty member at Husson University in Bangor, Maine. Prior to working for Outward Bound she was eMarketing Manager at The Jackson Laboratory in Bar Harbor, Maine. She enjoys spending time with her family, playing with her two dogs, traveling, writing, and producing videos. She currently lives in Camden, Maine.







The Trust Company is an Australian financial administrator that takes care of individual and corporate accounts as well as overseeing 850 charitable funds. In recent years, they have developed an Engaged Philanthropy model for distributing grants from these funds to not-for-profit organisations. The customised structure of this model enables The Trust Company to work with not-for-profits to identify the goals and audiences of their programs and then to help the organisations establish the strategies and resources needed to reach those outcomes and people most effectively. The Engaged Philanthropy model also has a strong focus on bringing together multiple organisations with similar aims in order to arrive at mutually beneficial solutions and programs.

In 2012, Outward Bound Australia was invited by The Trust Company to be part of this Engaged Philanthropy model. We have since seen marked improvement within our organisation, especially with regards to renewing and reevaluating our goals and our position within the greater social education community.

The Trust Company's Engaged Philanthropy model has been incredibly important for Outward Bound Australia. It has opened our eyes to the importance of understanding what we do, why we do it, and the results and impact we are currently having with our programs. The model has also allowed us to hypothesise about our desired and expected medium- to long-term outcomes, which inevitably leads to our goals for increasing Outward Bound's social impact. The language of the model and the conversations it has generated have given OB Australia a new way to think about ourselves, which has resulted in us becoming more strategic and focused in our approach to philanthropy and our program offerings. Further, the Engaged Philanthropy model has exposed Outward Bound to many new organisations that are doing wonderful work, some

of whom we are now allied with. These partnerships have enabled Outward Bound to increase its national footprint and provide opportunities to disadvantaged young people, and have generally contributed to the success of our overarching programs.

Outward Bound is now pushing itself to challenge internal assumptions and, consequently, embarking on our own journey of self-evaluation and strategic change. The Engaged Philanthropy model has forced us to examine our own relevance in today's fast-changing environment and enabled us to engage with a broader range of stakeholders

than we would have previously. Involvement with The Trust Company has been the catalyst for change that we needed.

To date, we have engaged Social Ventures Australia (SVA), a consulting organisation that brings the best of the business world to the not-for-profit sector. SVA has been helping us develop a framework for measuring and evaluating the effectiveness of our courses, which we are now close to finishing. We have revamped the post course survey that is administered to participants so that it more accurately reflects the outputs that we want to measure. Soon we expect to partner with an independent university so

we can collect the necessary data to prove (or disprove) that our programs are having a long-term impact on our participants. This will be more akin to a longitudinal study of Outward Bound participants.

In late 2014 we will roll out the first trial of this long-term survey, with the view to expand it to many more courses in 2015. Data like this will help us understand the effects that an Outward Bound program has not just on the individual but on the broader community that they live in, and will really help shape the organisation as it moves forward.

This is an exciting time for Outward Bound Australia. 



AUSTRALIA'S

Classrooms-

Innovative Internship Program

By Nick Kingstone



companies, tradespeople, and educators who have seen many more than 18 summers. Outward Bound Australia has two intakes of 15 participants each year in January and July. The 15 participants are selected from a large pool of applicants range in age from 18 – 40 with the average age at around 22.

There is a selection weekend held prior to enrolments where a two-way induction process takes place. Participants decide if Outward Bound is the right place for them to learn and Outward Bound checks to see if potential candidates have the required skills and attitude. Each participant chosen for our program brings a fiery passion, evident throughout their journey to Outward Bound. Most have a passion to educate and inspire the next generation through outdoor experiences. Some wish to develop “hard skills” in rock climbing, abseiling, rafting,

Outward Bound Australia offers a unique training programme which not only trains up potential guides and instructors but enables participants to obtain nationally recognized qualifications in a range of outdoor activities. Situated in Tharwa, Australian Capital Territory, our intensive eight-month “live-in” internship attracts passionate and inspiring people from all over Australia who wish to acquire the skills and qualifications to become nationally recognised outdoor leaders.

Some of these participants start out with minimal outdoor experience (with the exception of some previous guided trips) and some have extensive personal outdoors experience. Some are young, and at our minimum age of 18, have scarcely left high school. Others have had careers ranging from managers of



and so on. Others are here because they intuitively know they need to give back to their communities, and are unsure how to do that. The internship gives them the knowledge and skills to conduct programs for a wide range of community groups including people with disabilities, disadvantaged community groups, or refugees.

Outward Bound Australia aims to build stronger communities by inspiring Australians to discover, develop and achieve their potential. Every participant who sets out on our internship is changed and molded by the journey. We often speak of the internship as the longest course Outward Bound Australia delivers, and that certainly seems to line up with the feedback we get from our graduates.



"I feel so fortunate to be a part of the Charlie Internship here at Outward Bound. Each day I am learning new skills with an amazing bunch of people and being challenged by a variety of activities in the outdoors. It is certainly an experience like no other."

Lauren Sinclair
Charlie Participant

"Self-development at Outward Bound Australia only seems limited by a closed mind."

Lewis Munro
Charlie Participant

"I came looking for white water rafting qualifications and discovered the complete package. It was too good to pass up! The fact that it was an organisation with bases all around the world and with the opportunity to potentially work in these bases...I couldn't get my application in quickly enough."

Alex Brown
Charlie Participant

In Australia the standard for Outdoor Leaders is a nationally recognised Certificate in Outdoor Recreation (Certificate III or VI). Our Certificate IV in Outdoor Recreation internship course consists of core modules which include, but are not limited to, communication skills, outdoor program development, compliance, resource management, weather interpretation, risk management, navigation skills, and then a large range of specialist skill sets within the areas of bushwalking, abseiling, climbing, safe leadership, canoeing, white water rafting, caving, and search and rescue. In all we deliver over 160 days of training. The time that the participants spend observing, assisting, or conducting training with actual participants is generally around a minimum of 28 days. These observations might be run in Tharwa, the Australian National Base of Outward Bound; down in the lower Snowy River region of Victoria in Walpole, Western Australia; or in many other locations around the country.



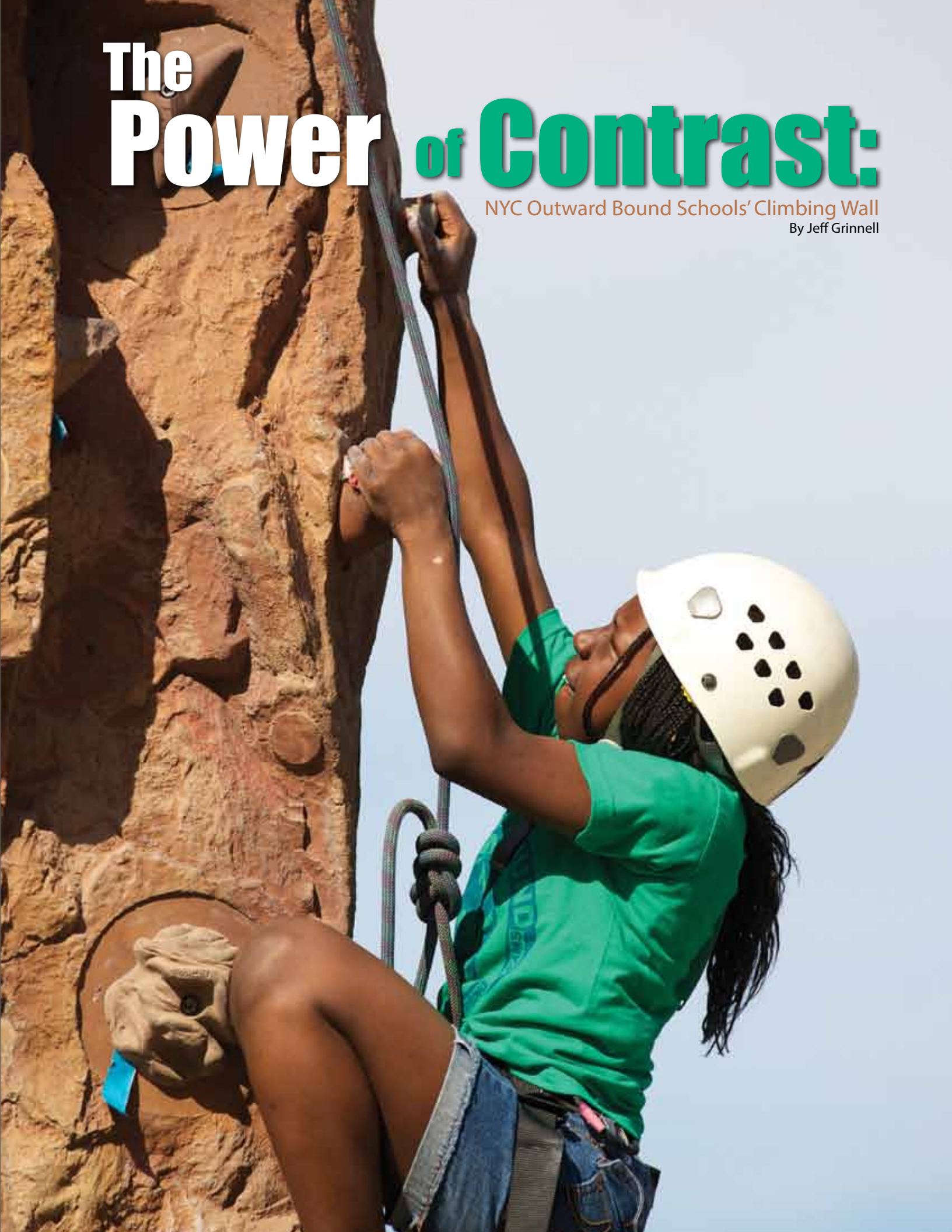
The internship also provides participants with other external certification, such as a seven-day intensive Leaders' Wilderness First Aid course, a water rescue certificate, and Outward Bound driving qualifications.

At the end of their intensive internship, most of the participant will take up a career in the outdoor industry, instructing in outdoor skills, running school outdoor education programs, and guiding trips around Australia and overseas. After graduating, our participants are sought Australia-wide in the outdoor recreation/education industry as quality, skills, professionalism, and all-round level of expertise are second to none. Many of these participants stay on and find jobs with Outward Bound Australia and have been known to go on to become Heads of Operation Managers, Learning Development Managers, General Managers, Risk and Quality Managers, and even the CEO. 🌟

The Power of Contrast:

NYC Outward Bound Schools' Climbing Wall

By Jeff Grinnell





The headquarters for NYC Outward Bound Schools rises from an industrial mass of warehouse spaces, fast-rise discount hotels, chaotic traffic crossings, and elevated subway tracks. A sign on our front door directs new climbers to the back of the building, rather than through the comforting halls of 29-46 Northern Boulevard, further adding to the first-time visitor's growing sense of disorientation. Though not by design, one of the major strengths of our neighborhood is its ability to knock would-be climbers out of their comfort zones before ever laying eyes on a harness. I've seen the looks on thousands of approaching faces: is it possible that a significant outdoor experience could really happen *here*?

And then it happens. They round the back corner. The faces change. The wall wows. Sixty feet of outcrop rises five stories into the sky, covering the entire back side of our building. It is the tallest climbing wall in all of New York City, and the looming overhang at the top makes it difficult for any climber to scale. The skeptical faces morph into utter zeal or sheer terror.

As the Climbing Program Manager and an original climbing instructor, I have witnessed countless transformations here. We erected the wall in 2007 as a teaching tool for the thousands of students we serve annually from across New York City's vast neighborhoods and public schools. We also open the wall during the warm season to the public and the fees we collect circle back to support the climbing work we do with our students.



The only thing better than watching those skeptical adventure-seekers take in our wall for the first time is helping each of them do their personal best in scaling it. Although NYC Outward Bound Schools is unique in that we operate a network of public Expeditionary Learning schools and have a clear focus on the City's public school students, we are still Outward Bound to the core. We teach that if you can give the wall complete effort regardless of physical abilities and fears, doing so will empower you to face challenges in many aspects of your life.

When students belay each other we address trust issues while providing a shared experience that eclipses most others accessible by the New York City subway. I've worked with hundreds of groups on the wall since it was built, and it never fails to inspire me when students express support for each other, as they know it will eventually be them on the wall or holding the belay rope.



The challenges we provide go far beyond height and route difficulty. We are surrounded on two sides by New York City's largest construction project: the \$8.4 billion East Side Access tunnel project, which will eventually connect the Long Island Railroad with Grand Central Station. The tunnel dig is deafening as cranes swing their loads near the wall and trucks transport and drop debris throughout the day. The cacophony creates communication problems as instruction and encouragement from the ground is often lost. Overcoming these technical and auditory challenges makes the accomplishment all the greater for those who reach their goal height.

We also have a rappel anchor on the roof of our building, and I began using it more frequently after a successful team-building program with the New Jersey Avalanche hockey team. As Hurricane Irene approached, all but one of the players



successfully rappelled down the building. Their program evaluations expressed that this experience made them closer as a team than any other. I realized then what a powerful equalizer it could become, particularly for students who are not physically able to climb the wall or who need direct encouragement and instruction to move past their fears.

By starting at the top of the wall, rather than the bottom, students are offered yet another study in breathtaking contrasts. In one direction is a view of Midtown Manhattan, the Chrysler building, and 1 World Trade Center, which was erected in the wake of the Twin Towers and now stands as the highest building in the Western hemisphere. In the other direction is the tunnel dig, which adds an additional drop of thirty feet below our ground-level deck. Looking down, the drop is almost a hundred feet—the equivalent of an eight-story building.

To successfully rappel this requires no physical strength or agility. The first step backward is a mental challenge that allows the most unathletic student the same opportunity as those who excel physically. Instructors working the rappel are face to face with students on the edge of the wall for the most difficult part: going from standing upright on the edge to dropping into an L shape with feet pressed against the wall, legs horizontal to the ground. As commuters look on from the N train that always races by, we engage in a series of supportive conversations that are normally reserved for an intimate teacher's conference. I still love seeing the quiet bookish student achieve what many others find impossible.

Listening to students discuss their fears, and why they want to overcome them, will never get old for me as it expresses the purpose of NYC Outward Bound Schools. We are here to show students that if they can step off a building backwards, they can bravely face their fears head on; can take the exhilaration of risk, turn it into trust, and discover their own wellspring of confidence. 🌟

Real Skills for Real Life

By Natalie Harling

What are the key skills and qualities needed for success in the 21st century? The answer has proved a slippery one amongst educationalists in recent years. In the past, academic achievement was regarded as a given and so fundamental that its predominance has rarely been questioned. But there is a growing feeling, embraced by many leading schools worldwide, that for young people to really shine as they go into the world, they must be able to offer a far more comprehensive set of skills than those defined by exam results.

They must show themselves as mature, resilient people who can adopt a positive and flexible approach to whatever their new context throws at them. In other words, they must learn to think and act creatively.

Eton College recently formed a partnership with Windsor Boys' School to pilot a unique scheme, Eton+plus, aimed at developing just these qualities and its success has been remarkable. In the summer of 2013, 25 boys from Eton and 25 from Windsor Boys', accompanied by masters and teachers, attended a two-week bespoke course with The Outward Bound Trust.

The students undertook the programme during an important period of transition between Years 11 and 12, as they prepared to take on an increasing level of responsibility and independence in their education. The course took place immediately following their GCSEs, at the start of the summer holidays and prior to beginning sixth form. It was delivered at The Trust's Loch Eil centre in the Scottish Highlands, and combined 'skills days' such as rock climbing and abseiling, overnight expeditions and a 'service' day with indoor reflective and theory-based sessions that focused on both individual and group development.

The Outward Bound Trust has a solid track record in running adventure courses in the wild outdoors; indeed its history dates back to 1941 when the pioneering founder, renowned educationalist Kurt Hahn, set out to help merchant seamen develop essential survival skills like resilience, teamwork and leadership. Since then, The Trust has helped over a million young people from all backgrounds by placing them in challenging, adventurous situations, stretching them to achieve their potential.

Eton College is no stranger to innovative thinking. It offers a wide range of extra-curricular activities, as well as the opportunity

for its students to get involved in community projects such as helping at local schools, so the concept of 'service' has been built in to its ethos for many years. Equally, Eton is not the first public school to think about incorporating out-of-classroom learning into its curriculum. Leading schools worldwide, such as Wesley College in Australia, The Mountain School in Vermont and St Alban's College in Pretoria offer a range of experiences from running an organic farm to living in the bush without adults.

But Eton wanted to push their own boundaries further and envisaged a customised course that would produce outstanding preparation for students' next stage. Before embarking on this initiative, Eton College engaged in extensive internal and external research. It consulted with masters and students, educational specialists and potential partners and became *au fait* with the latest in education theory in order to determine precisely what would benefit Eton students.

The research resulted in broad agreement about which key elements were already being taught at Eton and what needed to be enhanced for effective successful living in the 21st century. While Eton's students were well prepared to thrive in a competitive environment and were seen to strive for excellence, it was agreed that the focus of any new innovation should be on developing perseverance outside the boys' comfort zone, as well as working collaboratively with others.

Eton's rationale was confirmed by research from leading social academics, business leaders and educational practitioners that indicated a core set of skills and characteristics regarded as necessary for 21st century success. These include the three vital skills of creative leadership, resilience and respect. American educationalist Howard Gardner identified the 'creative mind' as key to 21st century success, while the ability to problem-solve in a creative way was ranked the most important quality in an IBM 2010 survey of 1500 CEOs. Crucially, Sir Ken Robinson, international education advisor, believes that creativity is as important as literacy. Applying creativity involves showing initiative, motivating others, decision making and risking failure.

Resilience incorporates such qualities as perseverance in adversity, taking responsibility and developing a competitive spirit. The Nobel Prize winner James Heckman has demonstrated that resilience



ultimately counts for more than just IQ in careers, while the Young Foundation study identified ‘strength of character/perseverance’ as the single biggest driver of academic success.

The third characteristic, respect, is more difficult to pin down but broadly refers to the importance of interdependency. As Howard Gardner comments on the importance of ‘respectful’ and ‘ethical’ minds in the 21st century: ‘Clearly we can no longer build a wall that isolates groups from one another indefinitely.’

Armed with solid background research and the commitment to innovate, Eton joined forces with local state school Windsor Boys’ and The Outward Bound Trust to design a bespoke course that would challenge the boys and provide a truly distinctive experience.

Tony Little, the Head Master of Eton, has commented: “Adventurous training programmes of one kind or another are familiar to many of our boys. What is different in Eton+plus is boys working collaboratively in an unfamiliar environment with people they do not know, and then reflecting individually and collectively on what they have learnt. Together, these boys have an opportunity to learn more about each other – and about themselves.”

A core design principle of the programme was introducing the students to an unfamiliar setting in which they were taken outside their physical, mental and emotional comfort zone, to work collaboratively with other students who were new to them. The goal was to expose them to a significant level of challenge that would enable them to face adversity and learn from failure, and to develop the skills needed to cope, recover and thrive despite setbacks.

Several objectives were agreed upon. These included improving students’ skills in setting and achieving personal goals, developing their resilience in overcoming setbacks, improving confidence and developing self-awareness. In addition, the programme was designed to teach students to make good decisions and take responsibility for their consequences, and to help them experience and understand leadership and develop a range of skills around improving communication, planning and problem solving.

In striving towards these objectives, it was intended that students would also recognise more keenly the importance of considering and appreciating others, becoming more environmentally aware and developing their experience of service. Overall, the programme was designed to develop skills that cannot be gained in a classroom setting.



The pilot group set off for their fortnight in Scotland, full of trepidation, excitement and curiosity. On site, students were split into five groups of ten, with five boys from each school making up each group. Each student received three 1:1 sessions with their instructor, and also took part in group reflective sessions, involving journaling and coaching techniques, which helped to facilitate their learning and promote their self-awareness. Briggy Kiddle, an independent performance coach, attended the course as a key member of staff and made a significant contribution towards the theory-based and reflective sessions.

The students experienced different types and levels of learning on the course. Practical learning included outdoor overnight activities that became increasingly difficult throughout the fortnight. This type of learning was the most challenging on an individual and group level. Secondly the group engaged in a number of social tasks on the course, associated with the deliberate mixing of students from Eton College and The Windsor Boys' School.

This provided a significant additional dimension to the programme, and facilitated extensive learning opportunities for all students. They were required to get to know new people in an unfamiliar environment, and to work together in their groups, often under pressure, to achieve shared goals. Indeed, the social mixing and strong relationship between the two schools were recognised as pivotal to the success of the programme and achievement of the outcomes.

How effective was the programme in terms of the goals set? The Trust and Eton designed their own research to evaluate the programme and included both quantitative and qualitative methods, such as questionnaires and group interviews. All key stakeholders were involved and the evaluation looked at short term behaviour changes. Longer term changes are to be monitored as the programme progresses.

The evaluation indicated a shared view that the pilot is an impressive programme that provided students with a unique and enriching

opportunity to develop valuable life skills. Students, teachers and parents all attested to the programme's effectiveness in developing and accelerating the students' maturity, both in how they interact with others and in how they manage themselves, especially in the most challenging of circumstances. The experience enabled students to test and hone skills that cannot be developed in a classroom, and has thus provided a valuable addition to the education provided by both participating schools.

There was also clear evidence from all stakeholders involved in the evaluation that the programme enabled students to develop self-awareness, the ability to persevere, the ability to work effectively with others, and an improved understanding of leadership. These results are supported by quantitative data collected through a pre- and post-course survey, which demonstrated increases to the students' perseverance of effort, self-efficacy, and aspects of their social competence.

For example, 98% of students agreed at the end of the course that they had developed their ability to persevere when outside their comfort zone; 96% of students agreed that they became more aware of how their behaviour affects those around them; and 94% of students agreed that they developed their ability to work collaboratively with others.

The programme constituted a rich and varied set of experiences that contributed towards the students' learning throughout the course, as one Eton College student commented: "I don't think the course's

value can really be put down to one specific thing – it is the many different experiences and environments that, together, combine to form a very enriching experience."

Parents were also confident that their sons showed a number of significant changes following the course. 88% of parents agreed that their son had shown or begun to show increased confidence; 81% of parents agreed that their son had shown or begun to show increased awareness of other people's feelings; and 81% of parents agreed that their son had shown or begun to show increased willingness to take responsibility for himself and his actions.

The observation made most frequently by parents following the course was an increased level of maturity in their son, which is reflected in the following comment provided by one Eton College parent: "He has courage, ambition and deep spiritual understanding but what Eton+plus has given him are some invaluable tools and methodologies to build an inner framework that has the potential to be a castle not a house of cards."

Whilst the evaluation focused on understanding the outcomes of the programme, many of the strengths of the pilot emerged through the interviews with teachers and students. The wilderness location and length of the course, the use of learning models, the emphasis on skills days and overnight expeditions, and the social mix created through the involvement of a partner school were all considered to be integral to the success of the programme.



Jonnie Noakes and Mark Fielker, the course developers at Eton, comment: “It was clear from the feedback we received that the boys found the course enjoyable but stretching. They discovered that the coping strategies they habitually use in their home and school environments no longer worked when they were under pressure, with new people, in an unfamiliar environment. They had to develop better strategies, based on a deeper, more accurate understanding of themselves and of others; and this new awareness greatly enhanced their ability to contribute towards the success of the group.”

Importantly, the feedback suggests that the programme was effective in meeting the needs of the majority of students, whether as a transformative experience or one that has facilitated the further development of existing tendencies and capabilities. As the course created a level playing field amongst students, those with less confidence prior to the course have benefited from the opportunity to rise to the challenge and excel in ways that are new to them.

One teacher from The Windsor Boys’ School described how he observed this change within his particular group: “A few individuals have really found their resilience tested and they’ve really embraced the course and excelled. That’s just in one group, ten individuals, but those three or four, especially after the evaluations, some boys have said that ‘before I couldn’t do that, I wouldn’t have had the confidence in myself to do that’ ... And they are small guys, yet

these small guys have outshone the much bigger, dominant leaders, they’ve outshone them.”

With any innovative programme, short-term outcomes are easier to measure than longer-term effects. Nevertheless, there was a strong sense from all stakeholders involved that the course will continue to benefit the participating students in a number of different ways.

Students reported feeling stronger, more resourceful and more self-aware, and having a clear belief that they will be able to cope when challenges arise in the future. As one Eton student put it: “The course will equip you with the skills needed to maximise your potential both at school and beyond. You will learn through experiences in an exciting environment with a great mix of people. The experience will be immensely rewarding – hard work but good fun.”

What of the future for the Eton+plus initiative? According to Noakes and Fielker, the intention is to roll the programme out to more boys from both schools. “The skills that the course teaches the boys – resourcefulness, resilience, reciprocity, self-confidence, self-reliance and respect for themselves and others – are central to their education as fully rounded people who will have the confidence to take their place and make their contribution in the world. We would like to see as many boys as possible take the course, and we are now looking at how we can make this happen.”





REFINING A CLASSIC

Frank Lloyd Wright, the renowned American architect and educator, is quoted as saying, "Give me the luxuries of life and I will willingly do without the necessities." A luxury when it was first introduced in the 1980s, the Crazy Creek chair was born of a desire to be comfortable while working in a wilderness setting. In the mid-1980s, Rob Hart, a Colorado Outward Bound School instructor, often wondered why it was necessary to sit uncomfortably while working OB courses in the backcountry. Constantly searching for a log, a tree stump, or a rock upon which to sit simply wasn't optimal for an outdoor educator who must occasionally sit to teach. Recalling an old canoe chair used by his grandfather during camping trips, Hart went to work developing a practical alternative.

After a months-long prototyping process, Hart was finally ready to release the original Crazy Creek Chair. The Crazy Creek Chair quickly became popular among US Outward Bound instructors and other outdoor educators who spent much of their working lives far from the everyday comforts of life. To the outdoor educator, the Crazy Creek Chair was a truly revolutionary creature comfort. But every comfort of the wilderness classroom must be prudently eked out from among competing priorities.



A point of deliberation among outdoor educators who carry their creature comforts on their backs is how much weight to carry in order to be comfortable. Ultimately, choices have to be made: a thicker sleeping pad, a warmer sleeping bag, a bigger tent, an extra jacket, a wider selection of food, and so on. The ability to sit comfortably might get traded off against another priority. Next to weight, bulk is also a concern. Almost everything must fit inside a backpack or duffel. The original Crazy Creek, while clearly comfortable, wasn't light, and didn't roll up into a compact form.



Enter the Hex 2.0 Original Chair, Crazy Creek Products' lightest and most packable chair. The Hex 2.0 is approximately 20 percent lighter (595 g vs. 745 g) than its contemporary, the Original Chair, and rolls up to a compact 10 cm diameter. Weight savings are realized through the use of carbon fiber stays, cored EVA closed-cell foam, and ditching the carrying straps. With its lighter and less bulky Hex 2.0, Crazy Creek has helped level the playing field between luxury and necessity.

Hex 2.0 Original Chair, \$51.50 US

www.crazycreek.com

Pacsafe Stashsafe 100 GII Hip Pack

For many, a waist pack is an indispensable travel tool: it's an easy way to keep important items accessible, and if worn across your belt buckle it can be kept in view as you wind and wend your way through the crowds. It's also a tempting target for thieves. A quick snatch and grab (or slash and grab) and you could find yourself standing in line at your country's embassy or consulate, waiting to obtain replacement travel documents.

For those who love the convenience of a waist pack, but loathe its vulnerability to thieves, the 2.2 L Stashsafe 100 offers some clever security solutions. First, the pack can



be secured to a fixed object using the padlockable waist strap that integrates slash-proof stainless steel wire. Second, exposed areas of the pack are protected with steel wire mesh to prevent access to your valuables using a knife or box cutter. Third, if you're concerned about your

chip-enabled passport or credit cards being "skimmed" without your knowledge, the Stashsafe 100 includes an RFID pocket that shields these items from RFID readers. Lastly, one or both of the main zippered compartments can be locked with the included padlock. Pro tip: make sure to remove the two padlock keys from their thick plastic protective sleeve before you leave home, and then remember not to lose the keys!

Pacsafe Stashsafe 100 GII, \$60.00 US

www.pacsafe.com



Three Ways to Ensure Underserved High School Students Graduate



Washington Heights Expeditionary Learning School (WHEELS), was acknowledged by President Obama in the State of the Union.

By Richard Stopol, President and CEO of NYC Outward Bound Schools and Mike Slocum, President, Commercial Banking and Northeast Regional President at Capital One

Earlier this year President Obama announced “My Brother’s Keeper,” an initiative aimed at helping boys and young men of color who currently lag in terms of opportunity, education and employment. The President is looking to collaborate with existing community, corporate and non-profit programs that are successful in supporting young men of color, and adopt best practices in communities across the nation.

NYC Outward Bound Schools operates a network of public Expeditionary Learning Schools in New York City and educates the very students that the President is trying to reach: the students are predominantly Hispanic (43 percent) and African-American (30 percent), and 72 percent receive free/reduced lunch. The non-profit serves this population well: across its school network, the graduation rate for African-American students (79 percent) and Hispanic students (73 percent) is comparable to the citywide graduation rate for white students (78 percent), who typically graduate at higher rates than minorities.

Even President Obama has taken note of this success. In his 2014 State of the Union Address, he featured Estiven Rodriguez, a student at the non-profit’s Washington Heights Expeditionary Learning Schools (WHEELS), as an example of how an

outstanding school and its non-profit partners can launch a young man from a very academically challenged background into a future of promise. This fall, Estiven is on his way to Dickinson College on a full scholarship – and there are dozens of other students just like him across the NYC Outward Bound Schools network.

Estiven’s success story is inspiring, but in an educational system that is failing many students like him, it begs the question: how do we graduate more students like Estiven from our public schools?

By challenging the notion that innovation and success cannot be achieved at public schools.

All students, regardless of background or circumstance, can achieve at high levels. If schools, educators and partners focus on programs that address the following three educational objectives, even the most underserved students can graduate and succeed.

1. Ground learning in real world experiences

No student should ever ask the question: “Why am I learning this?” If educators can show students the relevance of what they are teaching and how it will be useful in life, it is more likely that students will connect the classroom with the real world and become lifelong learners.

According to research by Johannes Strobel and Angela van Barneveld, project-based learning leads to better long-term retention, skill development and satisfaction among students than traditional methods.

One way NYC Outward Bound Schools provides real world experiences is through Learning Expeditions, which are the primary means for organizing curriculum. Students learn through in-depth investigations of real-world topics that cross multiple disciplines. For example, they'll take a topic such as "playgrounds" and explore it through the lenses of literature, history, government, urban planning, design and engineering, community development and society. Students meet with design experts, city council members and the local community to develop a solution for the lack of local playgrounds. Because the learning expedition is relevant in their lives – not just "in theory" – students engage deeply and purposefully with the content.

2. Provide students with both academic AND character support

The development of character and the development of intellect are equally important for today's students – they go hand-in-hand. According to research by Dr. Angela Lee Duckworth, the best predictor of success in a person's life isn't their IQ, but their "grit."

NYC Outward Bound Schools has developed a culture of "grit" across its network of schools. One area in which this particularly stands out is the arena of college readiness. The schools don't just address the academics of college preparation, but also the character needs: it takes perseverance, discipline and resilience for students to overcome the challenges they face to get to and through college. It's important to make sure students envision themselves as scholars and that they have the tools to succeed.

Capital One Bank's model corporate partnership has been especially crucial in supporting the network's college-going culture. With the Bank's support, two schools in NYC Outward Bound Schools' network, WHEELS and Leaders, opened College Access Rooms that provide students with the resources necessary to get into college. Capital One Bank also supports both schools' College Application March, during which seniors march to the local post office to mail their college applications, while students and the community, including Capital One Bank volunteers, cheer on the applicants. This celebrates the students' accomplishments and helps spread the message that college is accessible in neighborhoods such as Washington Heights, where only 17 percent of residents are college graduates, and Bensonhurst, Brooklyn, where more than 21 languages are spoken at the school alone. The March also builds a college-going culture for the underclass students who cheer on their senior classmates.

3. Push students to step out of their comfort zones

It's crucial to provide students with the right mix of challenge and support. By pushing them out of their comfort zones in a supportive environment, where students aren't afraid to take risks or fail, students will typically achieve more than they thought was possible.

The idea of the comfort zone goes back to a classic experiment in psychology: in 1908, psychologists Robert M. Yerkes and John

D. Dodson explained that a state of relative comfort created a steady level of performance. In order to maximize performance, however, we need a state of relative anxiety—a space where our stress levels are slightly higher than normal. This space is called "Optimal Anxiety," and it's just outside our comfort zone. Too much anxiety and we're too stressed to be productive, and our performance drops off sharply.


NYC Outward Bound Schools utilizes a variety of structures across its school network to push students to this performance sweet spot. For example, students are required to create portfolios of their achievements and present them in formal reviews called Student-Led Conferences. These conferences are driven by the students, and they present to parents, educators, community members and working professionals. Students talk about their success, progress, challenges, and plans for improvement; for many, this format can be unfamiliar and outside their comfort zone. That said, by pushing students to be open in their self-reflection and assessment, they learn personal accountability for the habits of mind and behavior that created their work.

Across NYC Outward Bound Schools' network, establishing public-private partnerships that support the school's mission and following these three education objectives have been central to the member schools' successes. At both WHEELS and Leaders, the results speak to the power of these programs and partnerships: 100 percent of both schools' 2013 classes were accepted to college despite the reality that both schools have very high poverty rates.

For educators, it's more important than ever to embrace innovation in education and identify tailored solutions that work in your school and community. For partners who support education, it's crucial to invest in programs that achieve measurable results and prepare students for successful futures.

The challenges that we face aren't unique to these students, but if the end goal is graduating 100 percent of students regardless of their background or socioeconomic status, then we have some work to do. It's time, as educators and business leaders, to break out of our own comfort zones and come together to develop real-world education solutions that work.

NYC Outward Bound Schools operates New York City's network of Expeditionary Learning schools and delivers distinctive programming to public schools across the City. Both its schools and its programs teach the central lesson of Outward Bound: that with the right mix of challenge and support, we are all — regardless of background or circumstance — capable of more than we think possible.

Capital One has become one of NYC Outward Bound Schools' largest supporters, providing both financial and volunteer support that offers WHEELS an extensive package of services, including intensive professional development and high-impact student activities designed to foster a culture of high achievement and strong character. 

To learn more about NYC Outward Bound Schools, visit www.nycoutwardbound.org.



The Hurricane Island Outward Bound School: *50 Years on Course*

By Amanda Murphy

The Hurricane Island Outward Bound School (HIOBS) has been changing lives through challenge and discovery since 1964, when it was established on the coast of Maine as the first sea-based Outward Bound school in the U.S. It now runs sailing, backpacking, and canoeing courses in Maine and Florida for students ages 14 and up. On Friday, August 22, 2014, a group of 400 current and former staff, board members, students, and other Hurricane Island Outward Bound School supporters attended the school's 50th Anniversary Bash dinner and art auction at Point Lookout Resort in Lincolnville, Maine, followed by a day and night on Hurricane Island.

The Point Lookout events began with a silent art auction which was endorsed by renowned art critic and writer Carl Little and featured artwork from more than 30 notable artists with ties to Maine and HIOBS. Artists included Eric Hopkins, one of Maine's most renowned artists, whose work graces collections around the world, and who is also an alumnus of Outward Bound; Kevin Beers, named one of the 60 most important artists in Maine; Joyce Tenneson, considered among the 10 most influential women photographers in the history of photography; Lois Dodd, an elected member of the American Academy and Institute of Arts and Letters and of the National Academy of Design; and T. Allen Lawson, a master landscape artist acknowledged by *Plein Air Magazine* as an artist certain to show up near the top of lists of "the painters most admired by other painters." The night continued with opening remarks by Senator George Mitchell and a keynote address over dinner by Phil Powers, Executive Director of the American Alpine Club. After the live auction portion of the evening, HIOBS paid tribute to founder Peter O. Willauer.

Peter Willauer, educator and sailor, had the great fortune of finding his life's work in prophetic conversations with one man: Josh Miner. Josh, who brought Outward Bound to the United States and served as the first president of OBUSA, introduced Peter to the educational philosophy of Kurt

Hahn, Outward Bound's founder. After graduating from Princeton and serving a stint teaching sailing to midshipmen at the U.S. Naval Academy, Peter met Josh during a teaching fellowship at Phillips Andover Academy. Josh encouraged Peter to start an Outward Bound school. Peter agreed. Then, on three separate occasions, Peter met with Kurt Hahn, who reinforced his decision that the time was right to create a new Outward Bound sea school.

In 1963, while searching for possible sites for a new Outward Bound school, Peter came ashore on Hurricane Island. He had already earned his master's in teaching from the Harvard Graduate School of Education and was a full-time math instructor at Groton School in Massachusetts. Peter recognized immediately that Hurricane Island provided everything he needed to instill in his students — the Outward Bound values of curiosity, tenacity, sensible self-denial and compassion. Outward Bound transformed Peter's life and the lives of more than 100,000 alumni who, for 50 years, have experienced the challenge and discovery of a Hurricane Island Outward Bound program.

Eric Denny, Executive Director for the Hurricane Island Outward Bound School, states: "After nearly nine

months of planning and preparation for this event, I was most looking forward to just being a part of the community coming together to celebrate 50 years of amazing and remarkable education. I was also looking forward to having that focused moment at the Friday night bash to honor and celebrate HIOBS founder Peter Willauer for having the vision to start an Outward Bound sea school on an island off the coast of Maine. I had imagined the type of amazing ovation he would receive from the community when his moment came but the real ovation he received was so much louder





and stronger than I had ever anticipated!”

Willauer, who made the journey to the Anniversary Bash by boat, explains: “On my way there, I got a salute from students that were on a final sailing expedition for Tuck Business School. We passed each other in a cove. It was very emotional and I felt very thankful. The whole weekend was amazing. Senator Mitchell’s speech was fantastic. He talked about Outward Bound values of compassion and service. I saw people I hadn’t seen in decades. It was just amazing.”

The next day on Hurricane Island was filled with friends, food, laughter, and dancing. People who hadn’t seen each other in years tightly embraced and recounted their HIOBS memories. Many attendees stayed overnight in tents and some even participated in the traditional morning dip off the pier. Just like old times, a morning meeting was held which consisted of fellowship time and singing. Denny describes: “At one point during the meeting when David Willauer was playing his guitar and singing I closed my eyes and was transported back nearly 25 years to when I was a watch officer and had students on the island. All I needed was the smell of bread baking from the galley wafting up the meeting rock to completely drop me back in time.”



Leaving the island the next day was just as emotional as the arrival, with HIOBS supporters scattering back across the US and the globe. All left with the feeling that the next 50 years look just as bright for the school as the first 50. Funds raised during the weekend events have guaranteed a strong start to the coming years and will help HIOBS put students on life-changing courses. Today, over 2,200 students are served by the school each

year through open enrollment, group education, and Outward Bound professional programs. Students come from all walks of life and HIOBS is proud to commit more than \$300,000 each year to support scholarship and financial aid so no student will be turned away from participating in an Outward Bound course due to an inability to pay.

While reflecting on the future of HIOBS, Denny states: “I don’t think HIOBS has transformed as much as it has persevered and stood the test of time. There are actually more similarities than difference in the ways we taught courses in the ‘60s and ‘70s to the way we teach courses now. The pedagogical roots have pretty much remained the same, which is testament to the endurance and relevance of Hahn’s original educational vision for Outward Bound. We are still changing lives and helping students discover in themselves a strength of character, an ability to lead, and a desire to serve.”

SUMMIT TO SEA

26 Days of Adventure

By Nick Kingston

In early January 2014 two groups of adults began an adventure into the high country of Australia. Starting at the national OB Australia base in Tharwa, Australia Capital Territory, this journey would take the groups onto the highest peak in Australia, Kosciusko, and then all the way to the coast via the mighty Snowy River, home to the legend of Banjo Patterson, a famous Australian bush poet who wrote “Waltzing Matilda”, “The Man from Snowy River”, and “Clancy of the Overflow”.

Naturally, we call this mighty adventure “Summit to Sea”.

This year’s Summit to Sea course challenged participants in new ways. Australia has a natural cycle of fires and regrowth,

and local fire authorities work hard to preempt dangerous, dry conditions by controlled burns to minimize the fuel load on the ground. Bushfires threatened to block the route, requiring some swift thinking from the course coordinators and backup staff to ensure the safety of the participants.

Undeterred and exhilarated, the teams and support staff in true Outward Bound style found a way to continue the course. Solo was pushed forward, and the programmed slot for the white water rafting trip needed to be rescheduled. Although the challenge was great, the program was largely unaffected and by all accounts delivered the desired outcomes—challenge, reflection, leadership and adventure.







Guided by very experienced instructors, the teams moved well through the “training”, “main”, and “final” sections of the course, divisions which Outward Bound Australia has found effective in helping participants to understand how they are progressing along the group development path. While completing their journey together, the groups of participants were put to the test physically, emotionally, socially and mentally. And in spite of the hot dry conditions, there was some snow left in the hills, requiring that the students slog through it. Yes, it snows in Australia.

This year, the final leg culminated in an exhilarating group hike into the final staff checkpoint. Teams were asked to find specific six-figure grid locations (e.g., 654 321) well into the night and confirm by VHF radio that they were on the spot. For the three days on their final section, the groups used the skills they had developed earlier in the trek to navigate, cook, and look after the group as they worked toward their ultimate reward of a swim in the ocean. Tracked at all times by Global Positioning System and with a range of communications available, the autonomy of the final leg is always a highlight of the course. The teams finished up on the south coast of the state of Victoria, near a small town called Newmarella, where the ocean after several weeks of toil and trial is always a welcome sight. This wild and largely untouched stretch of coastline is the final exit to the ocean of the Snowy River, and a fitting ending to the teams’ long and arduous journey. Exhilarated, many participants are now seeking the next challenge, setting goals even bigger than they believed possible.

Run annually, Outward Bound’s Summit to Sea program proves a popular adventure for university graduates as well as those seeking a new direction, and often has a waiting list. 🗺️



Outward Bound Hong Kong:

A Revitalization of Journey-Based Programming

By Patrick Harmon & Aaron Funnell

Over the past decade Outward Bound Hong Kong has been engaged in an extensive enhancement of its curriculum and programming. This revitalization can be observed through the shift from largely center-based courses to expeditionary or journey-based programming. The majority of OBHK courses are now conducted entirely off base and away from the comforts of facilities. Groups depart on the first day of the course and return on the final morning. OBHK has also made an intentional shift to expeditionary learning using one primary element of transportation for courses, rather than juggling sailing, sea-kayaking and hiking during the same course. This change has occurred to ensure that OBHK moves away from using ‘activities’ as a main client focus and back towards the central and vital importance of achieving learning outcomes through skills mastery and progression.

Outward Bound Hong Kong was established in 1970, making it the first outdoor education organization in greater China and one of the longer running Outward Bound Schools in Asia. Hong Kong is a bilingual Special Administrative Region of China and Outward Bound Hong Kong conducts approximately 30,000 participant days per year in Cantonese, English, and occasionally Mandarin.

OBHK has well-established staffing systems and intentionally maintains approximately 25 percent of instructors as internationals to keep new ideas circulating through the organization. To an outsider it may seem that OBHK’s long-standing stability is itself a source of success; however, from an internal perspective the OBHK journey has not always been an easy one.

Among the principal strengths of Outward Bound Hong Kong is the school’s Executive Committee, which is comprised completely of volunteers and bound by articles of association. While there is a place for founding members to remain active, the core of the committee is governed by members with term limits. Executive Committee members are active, transparent, committed, and as professionals are used to continuous improvement. In essence OBHK has matched a professional, results-driven culture from the private sector with the understanding and track record of traditional Outward Bound programming. Approximately 12 years ago the Executive Committee became concerned with the possibility that after operating for so long OBHK had perhaps drifted away from its roots running transformational Outward Bound courses.

This current story of ongoing development began in 2002 when OBHK's Executive Committee sought out Jon D'Almeida from OB South Africa to build a fresh business model and bring OBHK to a "purist" type of OB course. Upon his arrival, John Hasell sent Jon D'Almeida a strategic report that he had written for the school after spending just over a month visiting OBHK as a voluntary program reviewer the year before. Mr. Hasell, a former Canadian Outward Bound Mountain School Executive Director, had at this point traveled globally to many Outward Bound centers offering his services. Among other findings Hasell's report cautioned that short, multi-element residential Outward Bound programs which catered to the market had little time for an educational progression and that therefore Outward Bound Hong Kong was at risk of mission drift and might become comparable to a North American summer camp. Jon D'Almeida used much of Hasell's findings as motivation for steering the school back to the "purist" type of OB courses.

Most Outward Bound schools are familiar with market pressure and the trend towards shorter activity-based courses rather than longer programming, it is well known that the average length of

Outward Bound courses has been in steady decline for decades. At the time of Hasell's report, Outward Bound Hong Kong's course length was no different than international trends. Many factors contributed to this, not the least of which being the Asian financial crisis of 1997, which gutted corporate and other revenue streams. To keep the school open during this time OBHK capitalized on its facilities and turned to a high volume of residential primary school programs. The common format for such programs became a five-day residential course with just one or two nights camping and a mixture of half-day activities. This format had eventually spread to cover many other demographics as well, so groups of all ages were experiencing similar programming.

In 2002 there was an intentional decision by the OBHK Executive Committee to actively respond to the findings of Hasell's report. A large part of this response included bringing in an Executive Director capable of developing a robust business model based on best practices as outlined in Hasell's report. Jon D'Almeida was given the post as he had a track record of success in Outward Bound New Zealand as well as Outward Bound South Africa, both





The new course structure emerged using single modes of transportation.

Prior to the OBHK curriculum review, courses were a mix of half-day activities sailing, sea kayaking, hiking, and climbing to base each day for review and preparation for the next day's activities. Groups stayed in the relative comfort of dormitory accommodation with just one night in tents. In essence OBHK participants were spending valuable programming time introducing new skills while lacking the time to master any of them. It was quite a transition to move to full expeditionary courses, which were implemented for all groups except primary schools and corporate teams, and it is no exaggeration to claim this shift to journeys changed the appearance and culture of OBHK.

The transition between leadership plus the decision to make program changes on such a scale was extremely difficult for many staff who had become attached to the way programming was run. Changes were by no means easily accepted and during the initial years many staff departed. While the journey has not always been easy for OBHK, it has been seen through and great improvements have been won.

OBHK now uses one single means of transportation for eight-day courses. Courses still incorporate service, solo, and vertical elements do not return to the comforts of base until the final morning of their course.

OBHK looked at other ways to reinforce the shift to journeys and realized that aligning with an external accreditation scheme would support the operations. After a review of accreditation options, OBHK turned to the Association of Experiential Education (AEE) as the one which would challenge and extend OBHK the most while encouraging OBHK to excel. All Outward Bound schools engage in an international review of safety every two years, but the initial AEE Accreditation application included a comprehensive external review of all course curriculum and educational aspects, and this certainly moved OBHK far beyond its own organizational comfort zone. Standards for curriculum and pedagogy were in some respects the most difficult to achieve and develop for staff training, educational philosophy of experiential education, debriefing and facilitation. OBHK shifted from 'aims and objectives' to 'learning outcomes' which aided us greatly in this external review of the curriculum and pedagogy.

In preparing for accreditation OBHK had to gain compliance with 235 standards and so introduced numerous measures beyond curriculum and pedagogy, including a biannual Major Incident Scenario; externally approved medical protocols; annual driver checks done by police; written equipment standards for all gear; staff training in Supervision Strategies, Lost Person Response, and Leave No Trace; Instructor Judgment Training using the Harvard Business School Case Method model; and monthly rescue refresher assessments amongst many other areas of improvement.

being schools with the tradition of longer-journey programming. While many changes were to be made at the school to implement the plan, the Executive Director trusted that while initial change is often the most difficult, once the 'wheel started turning' it would be progressively easier as it gained momentum.

The Executive Director introduced a wide range of professional enhancements including smaller group ratios, the creation of a dedicated instructor Training School, the purchase of a 67-foot offshore sailing vessel, the building of a corporate training center and staff training facilities, and a turn from land-based programming to sea-based programming. The initial phase of revitalization culminated in an extensive internal curriculum review which confirmed that Outward Bound Hong Kong was correct to turn away from activity-based programming.

Gaining accreditation with AEE was not a destination; rather it has provided OBHK a new starting point and springboard into the future.

OBHK continues to be concerned with the quality of courses and has grappled with designing and implementing a programme evaluation system that accurately measures program quality. While there are several existing tools that measure course effectiveness, these were invariably designed outside Asia with Western populations in mind OBHK engaged an educational consultant to develop valid evaluation tools that include local cultural sensitivities.

While OBHK's evaluation tools help to identify what is successful in achieving and what it can improve on, also provide OBHK with important data to reinforce our program in the eyes of clients. An example would be that OBHK now has data that shorter courses are simply not as effective as longer programs and that sailing journeys currently have more impact than land-based courses. In Hong Kong, the program evaluation also suggests that the style of learning at OBHK is so fundamentally different from the

regular education system that the experiential learning style itself is extremely effective. Right now OBHK is using the programme evaluation system to test the effectiveness of alternative debriefing and mid-course review methods, as well as designing poster presentations to inform parents and teachers during pre-course briefings of the gains of our Outward Bound courses.

While the OBHK journey has not been easy and there will certainly always be new challenges to face, the track record of recent years has set the center up to continue to grow, embrace meaning, and be competitive in a modern environment. The contributing factors have been firstly a strong, committed, and transparent Executive Committee; secondly the decision to return to expeditionary journey-based programming; thirdly seeking and benchmarking an external accreditation scheme; and finally the creation of an outcomes measurement tool specific to our multicultural population. It is OBHK's intention in sharing this story with the *OBI Journal* to offer support to readers from other centers who may find themselves on a similar journey. Should you wish to exchange information or to hear more about our transition, please feel free to contact us. 🌐





Granting a Staff Adventure in the Land of GENGHIS KHAN

By Ashish Samuel Jonathan

Mongolia is home to the world's last nomads and the homeland of Genghis Khan. Geographically it is a landlocked country bordering China in the south and Russia in the north, with an average altitude of 1580 meters above sea level. The capital, Ulan Bator, is well developed and replete with modern amenities, yet the country has not forgotten its ties to the past, as 30 percent of the people here are nomads. In them lives the fascinating heritage and rich culture of the land.

Ever since my youth guiding expeditions in India and Nepal, Mongolia was one of the countries I aspired to go to, to cycle its barren desserts and live among the nomads on vast green grasslands travelling through some of the last patches of unspoiled beauty left on the planet. This dream became a reality in August 2013 when the International Climbing and Mountaineering Federation (UIAA) organized a climbing festival in Mongolia, inviting climbers from around the world to work with local climbers, exchanging ideas and developing climbing in the country. This was followed by an international climbing competition as a finale to the climbing festival.

Representing Outward Bound Hong Kong at an international event was a great honor but this also meant that I needed to prepare for competition in the three months I had before the event. It was a challenge waking up early to go for a run and then a workout to get back in competition shape. I applied for the staff adventure grant—a great way to motivate staff to take up challenges and adventures in line with Outward Bound's motto. Although the grant did not cover my entire trip, the fact that I had access to a simple system which furthered my



dream pushed me to set high standards. The school's support both emotionally and monetarily motivated me as I prepared to give it my best shot.

My day of departure for Mongolia from Hong Kong coincided with a typhoon T8 warning which meant that all public transportation came to a standstill and I was lucky to get a taxi. The taxi cost me almost double the regular price but I made it to the airport and was on the way to an exciting adventure.

My plane landed on a small strip surrounded by grasslands. This was indeed the land of nomads. I was greeted by UIAA representatives and taken to the sleeping quarters organized for all competing participants. I met other participants from all over the globe who had come down for the event. Having so many climbers under one roof was indeed a dream come true. We talked about the routes each had climbed and the new gear that was currently being used.

Next morning we were taken to the opening ceremony in the capital, which was followed by a three-hour drive to the Terej National Park where we were scheduled to explore and open new routes, exchange best climbing practices, and work with the national climbing team of Mongolia on some difficult routes.

Our accommodation comprised of the traditional Gher camps which had changed little from the early days of their use by the nomads. Each morning I would wake up in the middle of vast grassland and then work on different routes and learn the nuances of bolting routes according to UIAA standards. The Mongol hospitality lived up to its reputation. The locals would usually ask me to have meals with them towards the end of the day and were really proud to invite me in for a traditional Mongol barbecue with heated rocks to cook the meat. It was a great experience.

Working with and mentoring young local climbers was tough as they had endless energy and wanted to try everything they could get their hands on. The week flew by and soon it was time for the competition. The routes were set and realizing that the event was televised on national TV did not help. Though I had given up competition climbing about ten years back, at the festival I represented





Outward Bound and it was the school's support that had really motivated me to do more than just participate—to win.

Well, I did not win the competition but was awarded the third prize for difficulty, which was an honor as the national team and professional climbers from around the world were competing on the same platform. The fact that I could challenge current climbers and still bag a third prize was a great moment to cherish. I donated my prize to an upcoming local climber who I had mentored. I couldn't wait to head back to OBHK and tell all my friends and colleagues about this great news. I took a picture of the score sheet as I knew friends back home would not believe me when I told them I got third place!

This trip not only helped me develop my skills and stay current, but also gave me the opportunity to challenge myself and my abilities the same way I request instructors to better their instructing skills and abilities. Back in Hong Kong, as an In-Field Supervisor, I have the task of maintaining standards out in the field and working continuously with instructors, mentoring them towards improved instructional skills. This requires me to

work with individuals from different parts of the world like the Philippines, UK, US, Israel, and Sweden. This trip to Mongolia, working with the local climbing community and spending a week living a nomadic lifestyle, further helped me develop my skills and ability to understand different cultures and ways to approach them.

Staff members work progressively towards creating value-forming experiences which inspire participants to challenge their own abilities in tough situations. This trip was truly an adventure as it took me from being in control, mentoring instructors and operational staff, to being a participant in a different and remote country where I needed to push myself and perform to the best of my abilities under pressure. The adventure grant facilitated my trip, providing me with more incentive to undertake this challenge. This trip has inspired me to plan and undertake further adventures that will allow me to develop as an individual, while improving the decision making and judgment skills required to help me uphold the high standards of Outward Bound Hong Kong. 🌟



By Mariya Georgieva

Extraordinary Outward Bound Course on the Danube Delta

In July 2013, nine Outward Bound schools from three continents—Europe, Asia, and South America—participated in the third phase of the Outward Bound Entrepreneurship project, financed by the Youth in Action program. The project, initiated by OB Romania, is the biggest international cooperation amongst OB schools that is not a conference or another event organized by OBI. As a part of the project the ten-day International Youth Exchange took place in the Danube Delta in Romania and was the continuation of a long-term cooperation between OB schools in Romania, Hong Kong, Bulgaria, Hungary, Slovakia, Ecuador, Brazil, Hungary, Germany, and Croatia.

The first step of the project took place in November 2012 when trainers, instructors and staff from the nine OB schools participated in water-based training organized by OB Hong Kong. After acquiring the skills, the participants made a commitment to bring their achieved knowledge back to their home countries and to use it in their work in their OB centers.

Naturally the Danube Delta Exchange continued the work of the trainers and instructors who participated in the Hong Kong training. Every center that participated in the program there had to choose one of the trainers who had been in Hong Kong to participate in the Youth Exchange in Romania as well. The other participants from the nine countries were young people interested in outdoor education—volunteers, assistants, young instructors for Outward Bound, and youngsters with difficult backgrounds. A notable part of the Youth Exchange was that the instructors who trained in Hong Kong took the role of trainers in the program, so that the goal of the transfer of knowledge from OB Hong Kong to the young participants in the Youth Exchange was achieved.

The program was special not only because it was a continuation and the last part of a long-term cooperation that aimed to transfer knowledge to young people, but also because of its intercultural character. The work, involving people from so many different countries, cultures, nationalities and backgrounds, was more than fruitful, but sometimes challenging as well.

“The most challenging part of the work as a trainer was the most beautiful part of it as well. The team involved people from nine nationalities, with so many different approaches of trainership, made the work to be tensioned, quick, and in the same time full of color. I enjoyed and in the same time it took a lot of energy to translate the different ways of thinking to myself.”

-Csaba Kis-Kopardi, Instructor from Hungary

The challenging character of the outdoor activities involved in the Exchange made it a strong and life-changing experience for the participants. One of the most important parts of the program was the five-day canoe expedition in the delta of the Danube. During the expedition the participants were able to discover not only their own abilities and characters in the context of the international group, but could touch the beauty of one of the biggest and best-preserved deltas on the continent. But the beauty hides its challenges too and the participants discovered and explored its real face. The international team faced rain, armies of mosquitoes, and confusion finding the way through the channels of the Danube. For some of the participants it was their first time paddling in a canoe, which made it even more challenging and, at the same time, a more memorable experience.



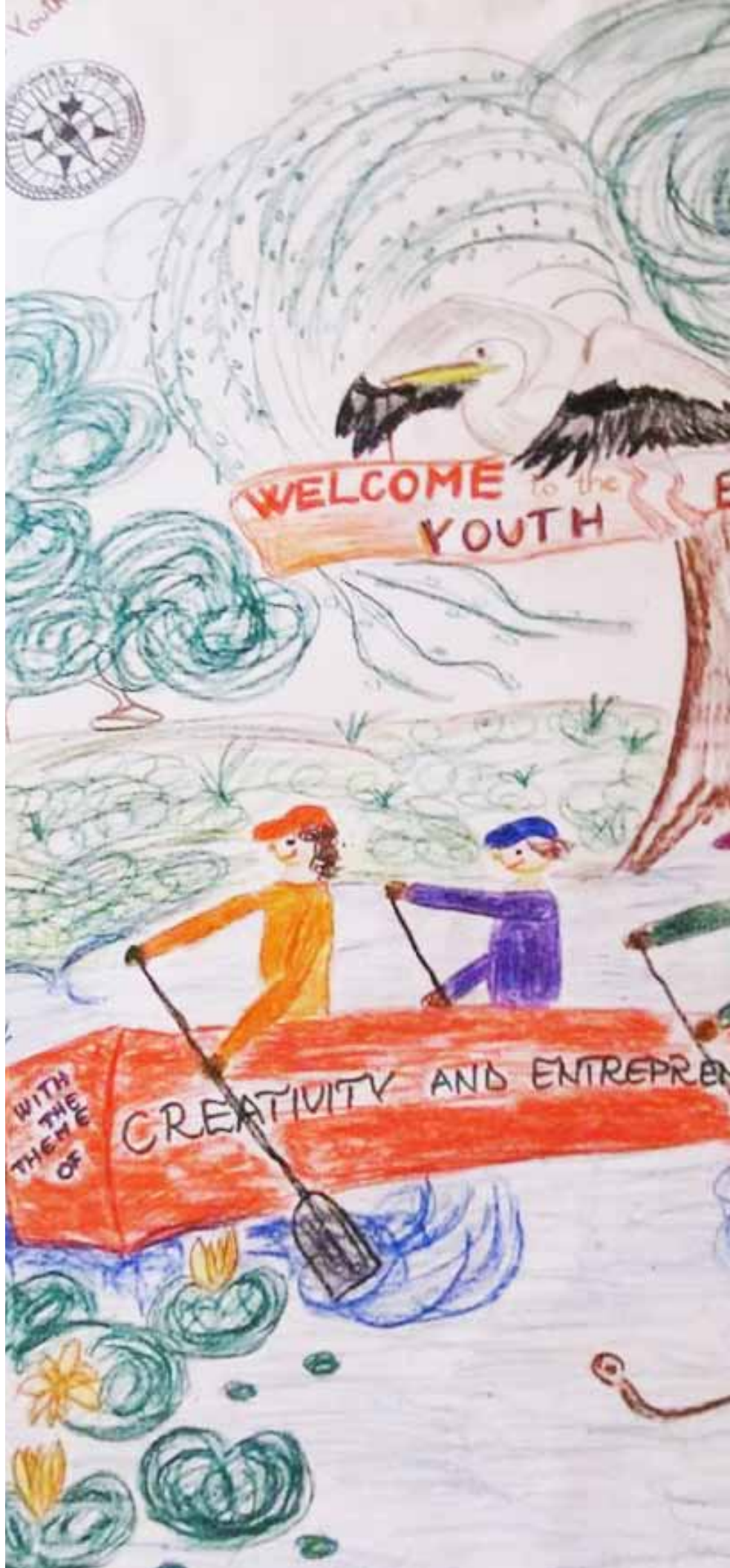
The whole expedition was built this way so that the participants learned and acquired skills in the wilderness through their own experience. This meant that they were responsible for the preparation and realization of the expedition—equipment, building campsites, cooking, navigation, and so on. The expedition generated a lot of self-knowledge, emotions, inputs, discoveries, and interactions between completely different cultures. For the team members, it meant overcoming themselves, and was full of striving, successes, and in the end satisfaction that all of them could finish the journey together.

“It was so challenging that sometimes I thought I would not make it. But we survived and now I can be really proud of myself. Thanks to all my new friends from all over the world who supported me there.”

-Katarina Michalikova, Participant from Slovakia

The participants learnt skills, not only outdoor and water skills, but were also given an opportunity to develop their project management skills. One focus of the Exchange was the development of creativity and entrepreneurship—the young people had a chance to learn to develop ideas and initiate projects, with the aim of solving social issues. The final workshops and activities, focused on these skills, were initiated and organized by the participants themselves. Led by their own initiative and ideas, they transformed garbage materials collected during the social service part of the program into recycled artworks.

The whole program was a discovery not just of the self, the group, and the nature, but a space for sharing social issues. It was a way of learning how to apply the acquired knowledge in their life and community. And last but not least it gave the participants the motivation to continue exploring, to stay in touch with the Outward Bound centers in their countries, and to follow their values. 🌀



Just Another Day



by Pat Jordan

My second cup of coffee tasted as good as the first and was just what I needed to clear some of the cobwebs from my mind after a restless night.

The sun had been warming the ground for several hours now as it peered over the snow-capped peaks. The cumulus clouds were just starting to pop and it looked like it was going to be a beautiful day. The winds were out of the southeast at about 10 knots, enough to bend the field grass but not enough to affect our operation.

My daydreaming of climbing the peaks was interrupted by Ryan's questioning me about running through the checklist. His eager voice jolted me back to reality.

Ryan was relatively new in his position, but had great skills and was eager to learn. While I had not worked with him before, we both shared a common training experience and operated with a standardized methodology that served us well. We were fortunate to have had challenging experiences during our careers, but all within a relatively benign environment that seemed rather well, routine. And today should be no exception.

Routine procedures and checklists contribute to safety, but can lead to complacency...

We completed the checklist, ensuring that all items were covered and we were ready to go. We called the tower for clearance to takeoff and taxied onto the runway. As we did, I flashed back over my 30 years as an aviator and reflected how, for the most part, every takeoff had been pretty much the same. The only things that had changed over the three decades were the improved technology of the aircraft systems and to some extent, our cockpit procedures.

Whether a pilot runs their thumb down a dog-eared *Before Takeoff Checklist* or scrolls and clicks with a mouse using an EFB (Electronic Flight Bag) checklist—the result is the same—a routine and standardized process to ensure required actions are taken prior to a critical phase of flight.

And for many years the procedures for takeoff or departure briefings followed a rote script – repeating almost verbatim the status of the weather and winds, abnormal procedures, runway condition, terrain and any special departure procedures for that airport. This rote briefing had the potential to lull some pilots into a zone of complacency, since nothing unique was mentioned – nothing to stimulate their thinking about the current situation and where Murphy might jump onboard.

As we accelerated to rotation speed and began our climb on course, we banked the airplane to the left and I stared into the valley below and could see clearly the jagged boulders and scree at the base of the mountain below the snowline. Again I thought back to an Outward Bound climbing expedition and the “routine” briefings to which I half-listened as a student, prior to beginning our climb. The climbs each day, while challenging, seemed routine – as were the briefings.

As we leveled off at 35,000 feet for the cruise portion of flight over the snowfields, another vivid memory came to mind. It was with a sense of sadness that I recalled standing on a high mountain glacier, with Rob Chatfield. We were trying to piece together the facts that precipitated a tragic accident where an Outward Bound instructor and team of students crossed a snow bridge, which collapsed, and took the life of the instructor and injured the students.

The results of our investigation confirmed that the instructor and team were appropriately trained and equipped and were following standard protocol in crossing the bridge. For them, it was to be a routine trek across the glacier – just another day.

How's your SA (Situational Awareness)?

While it is impossible, and unfair, to second-guess the actions of the team on the glacier, it did generate some thinking about the many factors that could have contributed to the accident. It etched in my mind, that anytime we step into an arena and engage in activities that have risk—at any level—we must take pause and recognize that this may not be “just another day”—and that today things may be different.

What is our greatest risk – today?

More than a decade ago, many airlines adopted a slight variation to their briefings, yet kept it significant enough to keep complacency at bay. A final briefing item was added: “For this takeoff, today, what is our greatest risk?” While this simple question may be easily answered, the main objective is to stimulate creative and proactive thinking about what is vitally important about today...about right now. The intent of this question is to “break” the routine and increase situational awareness. With a heightened level of situational awareness, we will be better prepared to handle that risk that is unique to the moment.

How full is your bag of luck?

As we approached top-of-descent for the flight, I thought back on the many adventures I have been fortunate to have – both in the air as an Air Force and commercial airline

pilot and on the ground stepping out of my comfort zone with Outward Bound, and how “lucky” I was to be alive and safe. This thought brought me back to my early days as a lieutenant in the U.S. Air Force where I started my flying career. During the first week of training, the Wing Commander addressed our group of fledgling pilots – all of us feeling like Maverick, the Tom Cruise character in Top Gun – invincible.

The commander was a well-decorated combat veteran, and stood tall as he spoke to us about what we were about to become and the responsibilities that came along with the privilege of slipping the surly bonds. I'll never forget his words that day:

Gentlemen, as you start your flying careers you are given two bags – a bag of luck, which is full to the brim; and a bag of experience, which is all but empty. Every flight you take, you will draw a piece from your bag of luck and put it in your bag of experience. As you complete each mission and accumulate your flying hours, your bag of experience will become increasingly full and your bag of luck nearly empty. The message here is clear. Use the experience you gain to keep yourself out of situations where you may need luck.

This philosophy has a direct application to Outward Bound and other activities we enjoy in life. When we first begin, we are unaware of many risks, but with some luck, make it through. As we become more aware, hopefully we will use our experience to avoid taking risks that we might otherwise have taken earlier in life.

Using your experience and a heightened sense of situational awareness may just save you when it's not “just another day.”





27 Outward Bound Trainers from Nine Countries in Action

By Dieter Reinig



In June 2014, the Talanx Insurance Group, which has 20,000 employees and is active in 150 countries, met in Hannover, Germany to shape their strategies for the upcoming business year. The Board and about 300 of their top managers from all over the world were in attendance. Talanx contracted Outward Bound Professional Germany to support this yearly executive meeting.

In the past these conferences were very conventional and too stiff. For two days, there would be more than 20 presentations in a dark conference hall. This allowed for little interaction and contact between the participants. However, the general aim of Talanx for their future is to foster openness, collaboration, know-how transfer, and innovation.

Here Outward Bound came in. We conducted three 90-minute activities, Blind Lego, Internet and Power Puzzle, in the park close to the conference hall. After each activity we debriefed: How was your teamwork? and What are your inspirations for

your daily work? The activities were designed as competition and at the end three winning teams were honored on stage.

Our contribution was a great success. The participants rated our work 1.5 (1 being the best rating; 5 being the lowest). The conference overall was rated 1.7.

Some remarks by participants, which were also published in Talanx's *Executive Meeting Journal*, included:

- * The new format of this year's Executive Meeting definitely mixes up the whole event as it offers team activities next to large plenary, because sitting in large group most of the time can sometimes be quite exhausting.

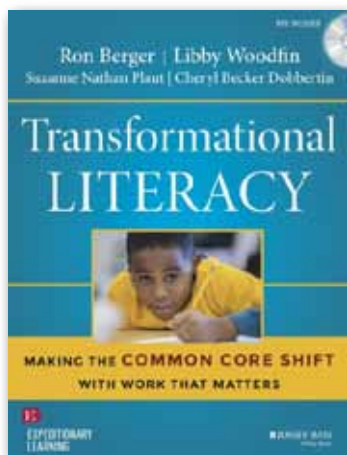
- * ...I am usually quite doubtful about team exercises, but it worked out quite well and I learned a lot from it.

- * The new format is great. The team activities were very helpful.

Outward Bound Professional Germany employed 27 Outward Bound trainers from nine European countries for this assignment—Germany, Austria, Czech, Slovakia, Scotland, Spain, Belgium, the Netherlands, and Romania.

Dieter Reinig, Managing Director of Outward Bound Professional Germany, commented, “Naturally, this was not a normal Outward Bound course, but it opens the door for us. Participants realize that our method works. They realize that they can develop and improve their leadership and teamwork skills through our trainings. All the participants are top managers and have access to training budgets. Also Talanx realizes that we are a world-class partner for their teamwork and leadership trainings. After our great performance I got an appointment with the HR department and I am confident that this was the start of a long-term and intense co-operation with the Talanx Group.”





TRANSFORMATIONAL LITERACY

Making the Common Core Shift with Work that Matters

By Ron Berger and Libby Woodfin

From Jossey-Bass, San Francisco, California, USA. 2014. \$20.72 US. Paperbound. 336 pages.

As the USA grapples with adopting higher academic standards in order to improve student achievement, Expeditionary Learning—an education leader with two decades of success transforming classrooms in order to achieve deeper student learning and performance—is launching a new resource for teachers, to help them leverage the higher-bar standards and engage, challenge, and inspire students with work that matters.

The stories, examples, and resources that permeate *Transformational Literacy* come from the more than 160 Expeditionary Learning schools around the USA. The book's authors, Ron Berger, Libby Woodfin, Suzanne Plaut, Cheryl Dobbertin, Anne Vilen, and Leah Rugen, also draw on Expeditionary Learning's open-source English Language Arts curriculum (often cited as one of the finest in the country) and professional development offered to thousands of teachers to implement that curriculum effectively.

As Scott Hartl, President and CEO of Expeditionary Learning, notes in the preface to *Transformational Learning*, "For more than twenty years, Expeditionary Learning has been engaged in transforming lives through supporting students and teachers to do more than they think possible. Because of our heritage with Outward Bound USA, sometimes this has literally meant hiking in the wilderness and working together to get everyone to the top of the mountain. We bring this same ethic of working together to overcome challenges into the daily work of schools, inspiring and guiding all students toward academic excellence." Written by teachers for teachers, the book and its accompanying videos combine the best of what Expeditionary Learning knows works for kids—purposeful, inquiry-based learning—and the new imperative of the higher-bar standards: higher and deeper expectations for all students.

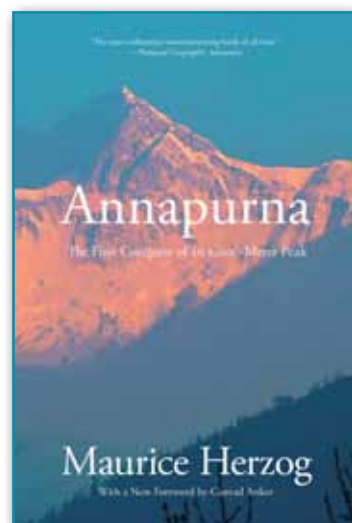
Annapurna

The First Conquest of an 8,000-Meter Peak

By Maurice Herzog (with new foreword by Conrad Anker)

Lyons Press, Guilford, Connecticut, USA. 2010. \$13.97 US. Paperbound. 240 pages.

Three years before Edmund Hillary and Tenzing Norgay reached the top of Mt. Everest, Maurice Herzog and Louis Lachenal ascended to the summit of Annapurna, the first 8,000-meter peak ever climbed. Herzog's account of this harrowing 1950 French expedition to the Nepal Himalayas, described by National Geographic Adventure magazine as "the most influential mountaineering book of all time," has sold more than 12 million copies since it was first published in 1951. Climbing an 8000-meter peak is still a significant event—Annapurna carries a notable death rate of one in three—but in 1950 it was remarkable. As Herzog notes in *Annapurna*, "Twenty-two expeditions of different nationalities have tried to conquer an 'eight-thousander.' Not one has succeeded." Annapurna was also the first 8,000-meter peak to be climbed on first attempt. The expedition's success was not lost on France's post-World War II population—the weekly magazine *Paris Match* reportedly sold out at the announcement.



Much of the book is dedicated to the expedition's attempts to reconnoiter Dhaulagiri (8,167 meters), a slightly higher peak that neighbors Annapurna. Dhaulagiri was what had initially attracted the French team's interest, but upon further consideration it was decided to be too difficult. As expedition member Lionel Terray puts it in *Annapurna*, "[Dhaulagiri is] absolutely unclimbable... It's fiendishly difficult!" So the team turned its attention to Annapurna. Ultimately successful in putting team members on the summit of an eight-thousander, the expedition suffered grave hardship on its five-week return from the summit to civilization. Running a gauntlet of avalanches, crevasses, and subzero conditions, the team was beset with snow blindness and severe frostbite—ultimately requiring that Sherpas and porters carry Herzog and Lachenal much of the way to the lowlands.

Annapurna has motivated several generations of mountaineers, including people such as Reinhold Messner, the first to climb all fourteen of the 8,000-meter mountains in the world, who is reported to have been inspired to climb after reading Herzog's book. Many other well-known climbers, including Ed Viesturs and Joe Simpson also credit *Annapurna* with inspiring their mountaineering careers. As Justice William O. Douglas nicely summarizes in the *New York Times Book Review*, "Those who have never seen the Himalayas, those who never care to risk an assault, will know when they finish this book that they have been a companion of greatness."

Student Benefit is reported in Results from The Outward Bound Trust's Social Impact Report

As OB UK's Nick Barrett says in the chief executive's welcome to The 2014 Social Impact report: "We are trying to answer the most important question that anyone can ask of a charity, namely 'Does what you do actually make a difference for the better?'" The answer, it would seem from reading this report, is "yes."

This social impact report, The Outward Bound Trust's third since 2009, covers a two-year period beginning in 2012. It reports on the information provided by students and teachers, evaluating outcomes from internally produced questionnaires, and independently evaluated surveys. Much of the data are self-reported, and relate to young people's perceptions of what they have learned. The basis for this report is the nearly 25,000 people, ranging in age 9-24, who took part in OB Trust courses during 2012 - 2013. Most (84 percent) came from the education sector (attending through their school, college, or youth group), the remainder attended as individuals (4 percent) or through their employer (12 percent). During the period of the study, the OB Trust worked with 386 schools and 52 employers, and over 2,000 teachers joined their students as participants.

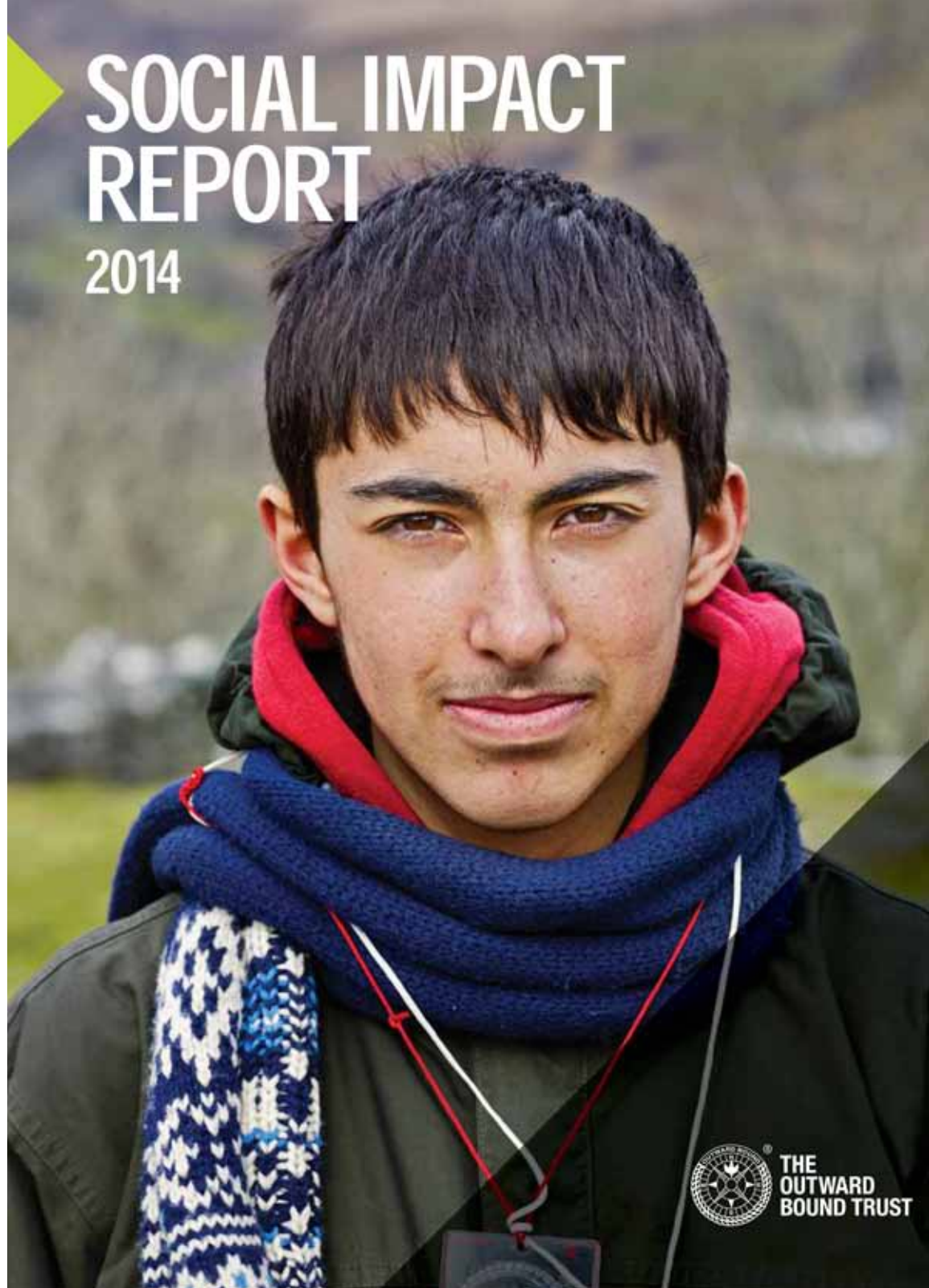
As is concluded by the report: Evaluation of our education and individuals courses shows that not only do young people gain new experiences, new skills and new ways to view themselves and the world around them, but this learning extends into their school and home lives where they become more confident and

effective learners. Evaluation of our courses for apprentices and graduates shows that they develop key employability skills that contribute towards enhanced workplace performance.


The Outward Bound Trust intends to continue its efforts to qualify and quantify its work with young people, including in the area of how Outward Bound courses can improve the employability of youth. Achieving a better understanding of how exposure to Outward Bound prepares youth for transition into

SOCIAL IMPACT REPORT

2014



the workplace, while improving their capacity for ongoing success throughout their working lives, is among the cornerstone efforts of The Outward Bound Trust in measures the impact of its work. Excerpts from the 2014 report are reproduced here. The complete report can be found at: www.outwardboundtrust.org.uk/social-impact-report-2014.

“I made new friends that I hope to continue speaking to for many years to come and I met two instructors that I will remember for the rest of my life, as they showed me that life is about working together. trusting each other, supporting each other, and most of all just being there for each other. The Outward Bound Trust is the most life-changing organisation that I have been to and I will never forget what I learnt and what I can still learn from it.” 



UNLOCKING YOUNG PEOPLE’S POTENTIAL BY DEVELOPING THEIR ABILITY TO INTERACT AND WORK EFFECTIVELY WITH OTHERS.

The ability to work effectively with others is an essential part of successful learning in school and the ability to maintain positive relationships with others is central to young people’s social well-being. Employers are particularly keen to see evidence of these skills when recruiting new staff³⁷.

We provide unique, real-life situations for young people to develop the skills and attitudes needed to interact effectively with others. It may be as simple as learning to offer support, to actively listen or to communicate in appropriate ways. We also help young people to understand more about what makes a team successful, such as learning to recognise others’ strengths and weaknesses, how to lead and how to follow.

During their course, young people have a direct experience of cooperating and collaborating with others, often with people who are new to them. As the challenges we set them cannot be achieved alone, the experience helps to reinforce the value of working with others to achieve shared goals.

Figure 12
SKILLS OUR COURSES DEVELOP

Figure 12 provides some definitions of the skills we discuss in this section.

SKILL / QUALITY	WHAT IS IT AND WHY IS IT IMPORTANT?
Social skills, including cooperation and collaboration	Building and maintaining relationships, and solving problems. With strategies for forming and maintaining relationships, and for solving problems and conflicts with other people, young people are able to use their interactions with others to improve their learning experience.
Empathy	Understanding others’ thoughts and feelings, and valuing and supporting others. This is important for understanding how to relate to and lead others.

Outward Bound International

Annual Report 2013



Chairman's Letter

OBI Chair & Executive Director Letter for 2013 Annual Report



It is our privilege to report on behalf of the Board of Outward Bound International on activities worldwide in 2013.

Outward Bound International (OBI) is the organization formed to oversee licensing of new Outward Bound Centers, of risk management and quality standards for all Outward Bound Centers and to promote communications and networking amongst members. The Mission of OBI is:

To promote and protect the good name of Outward Bound throughout the world, and to assist in the establishment, development and support of Outward Bound Centers able to provide safe, high quality programs that fulfill the Mission of Outward Bound.

Some highlights of 2013:

- One quarter of a million participants
- The appointment of a new Executive Director
- The decision, by the Members, to incorporate OBI in Canada

Priorities of 2013

Our priorities this year have been to secure the future of OBI through:

- Maintaining the modest costs of OBI operations
- Managing the transition necessitated by staff changes together with incorporation
- Planning for a Senior Staff Symposium to be held in Germany 2014
- Refining an expanded risk management

system, which has matured to the point that quality improvement is included formally as part of a biennial review.

New Executive Director

At the Board meeting in Boston in April 2013, the Board of OBI said good bye and thank you to our outgoing Executive Director Ian Wade. Ian served Outward Bound International for 12 years. During that time, he helped to establish OBI as a mature, stable and efficient organization. Ian also introduced and developed our Program Review system, which has done much to improve both the quality and safety of Outward Bound programs around the world.

Iain Peter was named Outward Bound International's third Executive Director in May 2013. He assumed his responsibilities on July 1. Iain is an internationally certified (IFMGA) mountain guide with over 30 years of experience. He has climbed and explored in many of the world's key mountain ranges and has made many significant ascents, including Eiger North Face, Cerro Torre, Choy Oyu, and Gasherbrum II. In 2007, he led a successful commercial expedition to the summit of Mount Everest.

Iain has worked in the outdoors for most of his adult life. He first worked as a guide and instructor at Glenmore Lodge in Scotland and the International School of Mountaineering in Leysin, Switzerland. He was executive secretary of Mountain Leader Training UK with responsibility for all mountaineering training and qualifications in the United Kingdom for five years. From 1997 until 2006, he was chief executive of the Mountain Training Trust, a charity that manages the Wales-based Plas y Brenin National Mountain Centre on behalf of Sport England.

Over the past six years, Iain served on the boards of Outward Bound International, Outward Bound Global, and The Outward Bound Trust. He has worked across cultural boundaries including in India, Nepal, the former USSR, North and South America, and throughout Europe. Iain is well-versed in risk mitigation with experience that includes managing risks associated with outdoor adventure activities as well as corporate risks associated with

finance, governance, and reputation building.

Risk Management and Quality

The OBI system of Program Reviews that was established over a decade ago is unique in the industry and is well regarded by the outside consultants who are invited to be part of it. Teams of senior staff visit each school every two years to observe risk management practices. A systematic approach to assessing and upgrading risk management is used. Follow-up is undertaken on recommendations made.

In 2013, 16 reviews were conducted involving 24 different reviewers from eight different countries. They spent an average of 5 days each as part of this continuous improvement program.

OBI is working to develop and refine further the process for risk management assessments, with increased emphasis on self-assessment. Further refinements to the program review process in 2013 involved clarifying the criteria for leading a program review and improved consistency of standards for making recommendations that require a response from the Center.

Risk management efforts are overseen by an OBI Board committee, the Risk Management Committee. For the last six years, the Committee has been chaired by Francois Burman, South African OBI Board member and a global risk management expert in fields as diverse as nuclear engineering and





hyperbaric medicine. As Chair, Francois' practical experience from his own working life, together with his skills in managing meetings, have helped the Board develop the safety review systems upon which much of our work is based. Francois has played a key role in helping to foster safe practice around the Outward Bound network.

Francois' term as a Board member of OBI concluded in 2013 and he has decided that the time is right to refocus his energies back home with Outward Bound South Africa. At the AGM in Nagpur, Francois received the Distinguished Service Award in recognition of the countless hours of time, expertise and wisdom that he has given to Outward Bound International.

Francois has been succeeded by Tim Medhurst. Tim is a long-standing member of the OBI Board and brings very wide Outward Bound experience and excellent experience of risk management to the post.

Licensing Matters

New OB centers go through a 3-stage licensing process. After an exploratory status phase, a provisional license is given. It remains in place until the new centre can show that its business and educational model is sustainable. At that point, a full license is confirmed. OBI has been developing appropriate support and evaluation processes to assist new centers as they go through the licensing process. This approach makes use, more than ever,

of established, experienced Outward Bound centers to provide guidance.

Over 30 organizations from different countries have applied to be part of the Outward Bound network during the last decade and we currently have 3 applications under consideration. As the originator of the experiential learning category, OBI has developed a quality improvement process, which aligns with methods used in successful quality award programs worldwide. This quality improvement initiative has been helpful to many new centers.

We are also continuing to develop our "start up" package of advice and guidance for new centers and will be making proposals in 2014 regarding the duration of each stage of the licensing process.

Financial

Fees from OBI members account for much of OBI's operating revenue while the balance of funds comes from charitable contributions including financial gifts and in-kind from Board members and supporters. Some funds are raised from guest expeditions. Honoring the founding Chairman of OBI, the William E. Phillips Endowment Campaign continues to receive commitments, more than doubling OBI assets since being initiated by our Board Vice-Chair and philanthropist, Lorna Wendt.

The financial assets of OBI have risen during the last decade, under the careful stewardship of our Treasurer Bill Grabe. We have good reserves. Bill's service to the organization

has been remarkable and greatly appreciated. Bill has been succeeded as Treasurer by Mike Perlis.

Network Communications

The OBI Board is made up of volunteers from different parts of the globe. We have maintained a balanced representation of Board members from Asia, Europe, Africa, Australasia and the Americas.

OBI has made increasing use of websites and of a "wiki" to share resources and to communicate with other practitioners on all kinds of topics that improve the best practices of Outward Bound. Over 3,200 staff members have added 17,000 resource articles to the Wiki. These articles were viewed over 680,000 times since inception of the wiki. Use of the Wiki is now a fairly routine part of training and program operations for the larger centers. This tremendous resource has been funded by the foresight of several Outward Bound centers and Board members to whom OBI is most grateful.

OBI continued in 2013 to publish the annual Outward Bound Journal. Appearing in both online and print formats and distributed worldwide, this magazine-style journal focuses on the extraordinary people, ideas and programs within the Outward Bound network around the world.

The Board of OBI

Jon D'Almeida, Peter Briton, Francois Burman, Roy Chung, Bill Grabe, Kathleen

Outward Bound International Board of Directors



Mary Thomson
Chairman
Canada



Lorna Wendt
Vice Chairman
USA



Bill Grabe
Treasurer
USA



Eduardo Balarezo
Ecuador



Peter Britton
USA



Francois Burman
South Africa



Roy Chung
Hong Kong



Jon D'Almeida
Ops Com



Kathleen Healy
USA



Tim Medhurst
Australia



Nikhil Mundle
India



Mike Perlis
USA



Iain Peter
UK



Andrew Smith
New Zealand



Krassimir Yanev
Bulgaria



Ian Wade
Executive Director



G. Kelly O'Dea
Chairman
Emeritus



Peter Kyle
Chairman
Emeritus



Bill Phillips
Chairman
Emeritus



Healey, Iain Peter have all either come to the end of their term or have resigned from the Board.

Following a proposal from the Nominations and Governance Committee, the following new members were elected to the Board of OBI at the 2013 AGM:

David Kong (Hong Kong), Colin Maund (UK) Georgina Marten (At large) Trevor Taylor (Operations Committee)

At the 2013 AGM Nagur, it was unanimously agreed that the tremendous contributions of Peter Briton to OBI should be recognized through a Distinguished Service Award. Peter first attended an OBI Board meeting as a representative of the Global Advisory Council. In 2005, in New Zealand, he became a Board member in his own right. Peter has always been a tireless supporter of new schools and particularly, new schools in Africa. He continues to provide support to Rwanda and has always encouraged us to find greater traction in Africa. Peter played a key role in establishing

Outward Bound Oman. Peter and his wife, Bea, have been generous to the Outward Bound community throughout the world.

Peter's combination of common sense and a strong value-based analysis of all issues has pushed Outward Bound to "be bold". He has dared us to serve our members in the very best traditions of OB. Peter is a worthy recipient.

The Operations Committee

Jon D'Almeida has been Chair of the OBI Operations Committee since 2010. In that time "Ops Com" has become the key source of advice and guidance to the Board of OBI on all practical matters relating to the operation of Outward Bound. Jon decided to stand down as Chair in 2013 and has been replaced by Trevor Taylor (Executive Director, OB New Zealand). The full committee consists of: Jon D'Almeida (OB Hong Kong), Nicholas Conceicao (OB Singapore), Jacques De Jongh (OB South Africa), Steve Matous (OBUSA), Dieter Reinig (OB Germany Pro), William Ripley (OBT UK), Jim Rowe (OB Costa Rica), Trevor Taylor (OB New Zealand), Sarah Wiley (OB Canada) and Iain Peter (Secretary). The Chair of OBI is an ex officio member of the Committee.

Senior Staff Conference

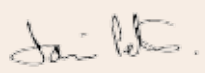
Plans are well advanced for the Senior Staff Conference to be held in Germany from the 3rd to the 6th of November 2014. The conference will focus on the challenges faced by Outward Bound around the globe and will

provide an opportunity for members to share innovative strategic solutions developed in response to these challenges. It will also be an opportunity for senior staff to provide input into the strategic thinking and development of OBI in service to its member centers. This will be the 20th in the series of staff symposia that began in Anakiwa, New Zealand in 1983. The Symposium's theme will be "Strategy, Support and Communication".

Finally, OBI progresses as a truly global, collaborative network of shared interest. In addition to a very lean and efficient headquarters staff (Iain Peter and Rob Chatfield), the network relies on many staff and Board volunteers around the world. It is only through their support and commitment that we prosper.

As we look ahead to 2014, we continue to enjoy good momentum together with significant opportunities and challenges. Appreciating opportunities and rising to challenges is the core of the Outward Bound philosophy. We are excited by the enthusiastic commitment of our colleagues around the world, all of those who work so hard to advance the mission of Outward Bound. It is a privilege to work with and for all of you. Thank you for your support for Outward Bound.


Mary Thomson
OBI Board Chair


Iain Peter
OBI Executive Director



Mission and Scope of Outward Bound

Mission statement of Outward Bound International:

"To help people discover and develop their potential to care for themselves, others and the world around them through challenging experiences in unfamiliar settings."

Outward Bound International is on a global mission to help improve the effectiveness and fitness of its network of centers through a variety of ongoing and special initiatives. The following five priorities guide the organization's efforts in supporting Outward Bound worldwide.

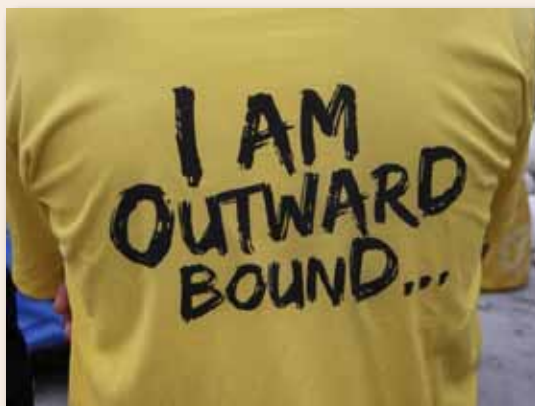
1. Protecting and promoting the Outward Bound brand.

Outward Bound International ensures registration of the trademark in any country with current or potential Outward Bound activity, and manages the organization's reputation by monitoring infringements on names, marks, logos, and designs related to Outward Bound. In recent years domain name protection has received increased focus. To strengthen brand visibility, a website is maintained that serves as a global portal for those seeking information about Outward Bound.

2. Maintaining a focus on quality and innovation.

In the last decade, Outward Bound International has developed Risk Management and Quality Review systems. Every two years a detailed risk management assessment is made in each country in which Outward Bound operates, by teams of experienced Outward Bound staff trained by Outward Bound International.

While this system is unparalleled in the adventure program field, Outward Bound International has developed a complementary process that systematically examines ways to improve the quality of service development and delivery processes.



3. Strengthening risk management standards.

Outward Bound International produces an annual Global Risk management Report on operations. Through its Program Review system, it also works with its member centers to continuously upgrade standards across the world.

4. Strengthening financial health.

Outward Bound International is continually trying to expand the number of sources from which charitable contributions are made to the organization. These efforts include offers of guest expeditions to interesting regions of the world for supporters who are willing to make a tax deductible contribution to Outward Bound, beyond the trip cost; and the establishment of an endowment campaign to ensure the future of Outward Bound worldwide.

5. Fostering free and open communication and collaboration.

In partnership with the centers, Outward Bound International hosts events such as world conferences and staff symposia. Additionally, an annual journal is offered electronically and in print, and an expanding internal website, which offers many resources and ways for sharing them, is available to Board members and the network of centers.

Every year numerous requests are made to Outward Bound International from individuals and organizations interested in bringing Outward Bound to their country. This is a clear tribute to Kurt Hahn and those who have pressed on in service of his bandwagon.

Serving Outward Bound



Serving on a nonprofit board has its rewards: Helping extend an organization's mission effectiveness, reaching out to underserved populations. The benefits, too, can be a powerful attraction: serving with a diversity of people toward a common goal, broadening your network of professional and social connections within your community. But what if your community is global? What if mission effectiveness means starting a school in another culture or on another continent? What if reaching out means crossing the international dateline? What if the underserved are school girls from the Sultanate of Oman, or street children from Johannesburg, or a group of corporate executives from Sri Lanka? What if your network includes people from every continent, except Antarctica? You'd be a board member at Outward Bound International, that's what.

Outward Bound International's 15-member board is responsible for ensuring OBI's mission and providing governance to its staff and volunteers. The mission of Outward Bound International is to help improve, promote, protect and extend the good name of Outward Bound, worldwide.

OBI BOARDS WORLDWIDE

Each country in which Outward Bound operates has a slightly different board structure depending on the cultural norms and government structure for charitable organizations. The essential element is that each Outward Bound school serves a diversity of young people with a governing board comprised of volunteer, non-paid community members that oversee its mission and operations.

GOVERNING BOARD

The Governing Board of Directors is given the legal corporate authority and responsibility for an organization's formation and operation, for its stability, and for providing links to other organizations and parts of the community. The board can mean the difference between public understanding and support of programs and public apathy or even antipathy. Boards that understand their role and fulfill their responsibility are essential to the well being of not-for-profit organizations such as Outward Bound.

ADVISORY BOARD

An advisory board is designed to assist the Executive Director and Board in making informed decisions for the organization and generally promoting the organization to a larger constituency. Some of its duties include: promoting better understanding of the purposes of Outward Bound and the objective of its programs. Maintaining standards consistent with accepted ones for similar agencies. Making useful recommendations on future direction to maintain the relevance of the organization.

BOARD ACTIVITIES: GUEST EXPEDITIONS

It has been reported that famed Antarctic explorer Ernest Shackleton placed the following ad in the London Times as part of a bid to recruit members for his 1914 expedition to transect Antarctica, via the South Pole: "Men wanted for hazardous journey. Low wages, bitter cold, long hours of complete darkness. Safe return doubtful. Honour and recognition in event of success."

Shackleton found his men alright, but his ad proved an optimistic assessment of the challenges his 28-member expedition would confront during their 22-month epic journey at the bottom of the world.

Fortunately, serving on Outward Bound International's board is a little less dramatic, but we do offer our board members an opportunity to engage in a little expeditioning now and then, to keep them attuned to the adventuresome nature and character of our organization. Guest expeditions, as we call them, offer adventure and renewal with congenial companions while supporting the worldwide Outward Bound mission. These trips are conducted by one of the licensed Outward Bound centers or a carefully selected outfitter.

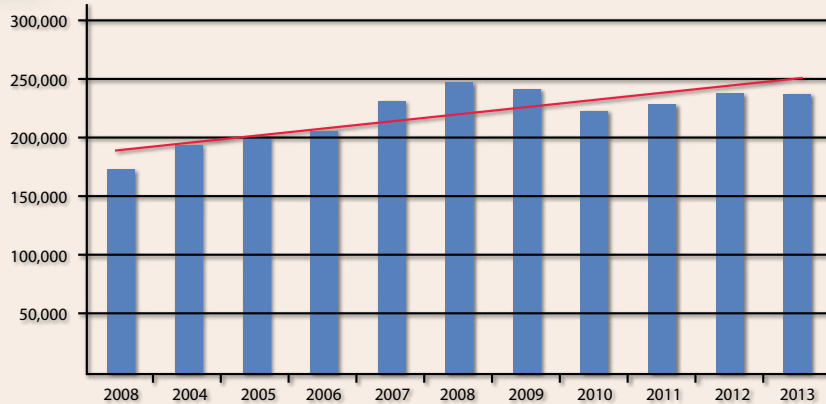
Unlike Shackleton's adventure, ours are shorter (usually less than one week), and almost always more comfortable. They are usually hosted by an OBI Board member, but may include individuals who aren't connected to Outward Bound. Most are journeys to exotic locales with a special purpose: to promote the understanding of the mission and programs of Outward Bound, to build support for the work of OBI, and to provide a "taste" of our programs in a unique and meaningful way. With Outward Bound centers on six continents, we are able to offer a wide variety of adventures.



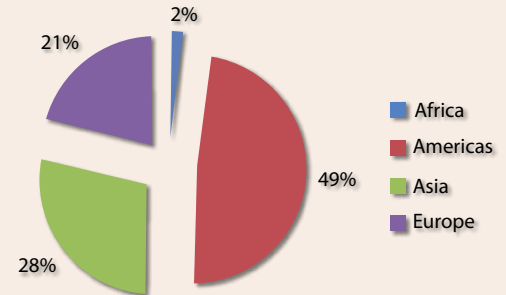
P

Participation

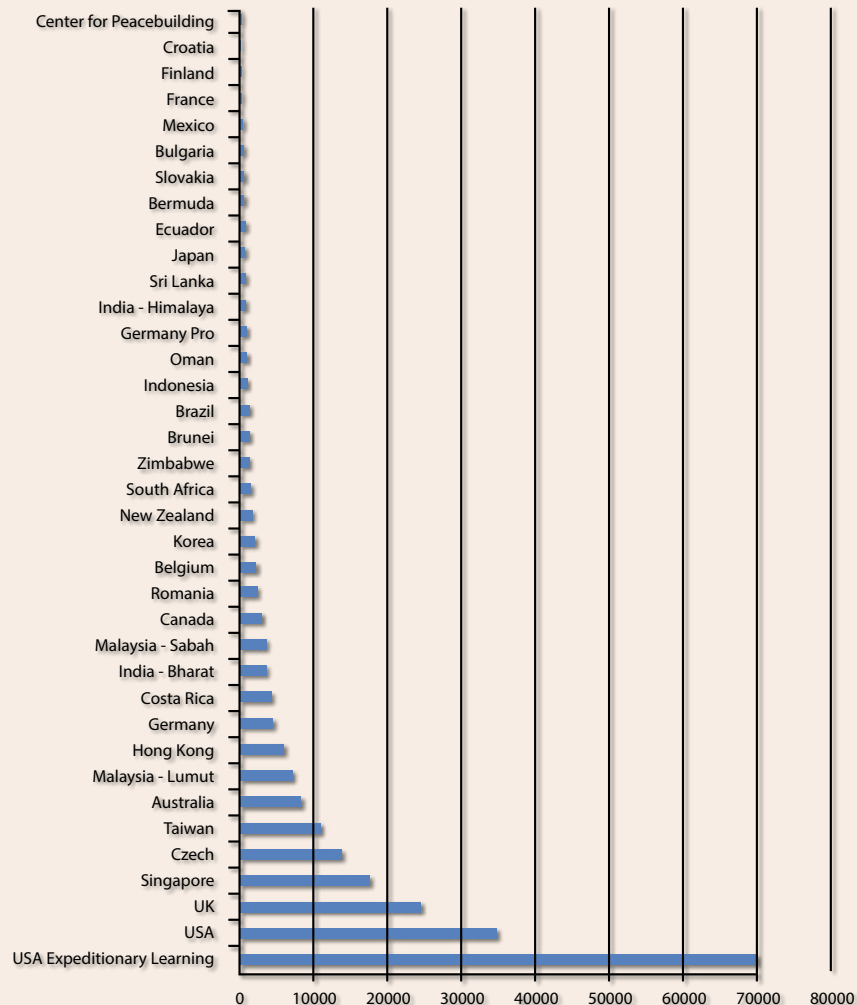
Outward Bound Participants Worldwide 2003 - 2013



Participants by Region 2013



Participants by Country 2013



T hanks To Our Supporters

Chairman's Club \$20,000 and above

Ian Slome
Lorna Wendt

Summit Climber \$10,000 and above

Mike Perlis
William Phillips
Andrew Smith

Mountaineer \$5,000 and above

William Grabe
Nikhil Mundle
Mary Thomson

Expeditioner \$2,500 and above

Peter Britton
Krassimir Yanev

Alpinist \$1,000 and above

Eduardo Balarezo
Francois Burman
Peter Kyle
Georgina Marten
Simon Mennell
Margaret Perlis
Jan Ruby

Other Gifts

Ian Wade
Rob Chatfield

Gifts In Kind

John Hasell
Gowlings
Humphreys & Co.

William E. Phillips

Endowment Campaign

Jamie Anderson
Francois Burman
Djoko Kusumowidagdo
Peter Kyle
Chien Lee
Kelly O'Dea
Bill Phillips
Charitha Ratwatte
Harald Seeberg
Ian Slome
Karen Watson
Lorna Wendt
Brooks Wilson



Treasurer's Report



The total revenues of the Outward Bound global network of 34 licensed countries were around \$100 million for the financial year ending in December 2013. Each licensed Outward Bound Center is financially independent and each accounts for its own financial operations. This report covers the operations of Outward Bound International Inc. (OBI) the coordinating organization to which each Center is a member.

OBI had essentially the same sources of revenue in 2013 as 2012. However, fees from licensed members accounted for 73% of operating revenue and contributions from Board and other sources accounted for 37%. Expenses were up this year as a result of an increase in personnel costs. This is a single, unique event and was agreed in advance by the Board. The increase in expenditure, accompanied by a decrease in donor contributions has resulted in a deficit on operations this year of \$44,592.

Restricted assets remain invested for long term growth in 70% stocks and 30% bonds. The total value of restricted assets increased this year from \$285,120 to \$326,740. Unrestricted assets remain fully protected from the risk of bank default.

OBI experienced a decrease in net assets of \$14,313 in 2013. This as a result of the operating deficit and the Boards decision to write off the value of the share holding in Outward Bound Germany Pro (\$19,703). Unrestricted Net Assets stand at \$305,329, a reserve equating to slightly less than a year of expenses. These assets have been generated from past surpluses and gifts. In addition, OBI has received contributions, pledges and interest income to the William E. Phillips Endowment Fund resulting in an additional \$326,740 of Permanently Restricted Assets. No distributions have yet been made to fund operations.

Noteworthy in this year's statements:

- OBI incurred significant one-off costs as a result of staffing changes this year.

The Statement of Financial Position as of December 31st 2013 was prepared by Clark & Clark, PC. In Salt Lake City.

Mike Perlis
OBI Treasurer

Financial Reports

Outward Bound International Inc. Comparative Statement of Financial Position As of December 31st, 2013

Expressed in US\$

	2013	2012
Assets		
Current Assets:		
Cash	\$286,442	\$341,178
Funds held for Outward Bound Centers	50,466	47,645
Receivables & Prepaid Expenses	43,151	27,466
Total Current Assets	<u>\$380,059</u>	<u>\$416,289</u>
Non-Current Assets:		
Permanently Restricted Cash	326,740	285,120
Investment in OB Germany	-	19,703
Total Noncurrent assets	<u>326,740</u>	<u>304,823</u>
TOTAL ASSETS	<u>\$706,799</u>	<u>\$721,112</u>
Liabilities & Net Assets		
Current Liabilities:		
Accounts Payable	24,264	\$787
Funds held for Others	<u>50,466</u>	<u>67,645</u>
Total Current Liabilities	<u>\$74,730</u>	<u>\$68,432</u>
Net Assets:		
Unrestricted	\$380,059	\$367,560
Permanently Restricted	<u>326,740</u>	<u>285,120</u>
Total Net Assets		<u>652,680</u>
TOTAL LIABILITIES & NET ASSETS	<u>\$706,799</u>	<u>\$721,112</u>

Outward Bound International Inc. Comparative Statement of Activities For the Year Ended December 31st, 2013

(Expressed in US\$)

	2013	2012
Revenue & Support:		
Fees from Centers	\$222,539	\$231,937
Charitable Donations	84,650	146,266
Other Income	7,731	18,613
Unrealized Gain/(Loss) on Investments	<u>(10,246)</u>	<u>17,802</u>
Total Revenue & Support	<u>307,189</u>	<u>414,618</u>
Expenses:		
Fundraising	760	895
Legal & Miscellaneous	55,428	54,083
Office	22,087	18,026
Publications	17,190	17,910
Personnel	228,097	192,275
Symposium	-	-
Meetings & Travel	<u>28,219</u>	<u>27,571</u>
Total Operating Expense	<u>351,781</u>	<u>310,760</u>
Net Surplus for the Year	(44,592)	103,858
Net assets, beginning of period	652,680	548,822
Change in net assets	(20,611)	103,858
Net assets, end of period	\$632,069	\$652,680



Outward Bound Centers Worldwide

Australia

Ben Farinazzo, Executive Director
www.outwardbound.com.au

Belgium

Yves Verraes, Executive Director
www.outwardbound.be

Bermuda

Mark Norman, Executive Director
www.outwardboundbermuda.org

Brazil

Rodrigo Bastos, Executive Director
www.obb.org.br

Brunei Darussalam

Mohammad bin Dollah, Operations Officer
obbd@brunei.bn

Bulgaria

Katusha Pavlova, Director
www.outwardbound-bg.org

Canada

Sarah Wiley, Executive Director
www.outwardbound.ca

Costa Rica

Jim Rowe, Director
www.crrobs.org

Croatia (Provisional)

Vladimir Mesaric, Executive Director
www.outwardbound.hr

Czech Republic

Jan Marek, Executive Director
www.outwardbound.cz

Ecuador

Jose Antonio Torres, Director
www.outwardbound.ec

Finland

Jyrki Hamalainen, Executive Director
www.outwardbound.fi

France (Provisional)

Philippe Marot, Executive Director
www.outwardbound.fr

Germany (Provisional)

Martin Hinterbrander, Executive Director
www.outwardbound.de

Germany Professional

Dieter Reinig, Executive Director
www.outwardbound-professional.de

Hong Kong

Jon D'Almeida, Executive Director
www.outwardbound.org.hk

India-Bharat

Nikhil Mundle, Chairman
www.outwardbound.org.in

India-Himalayan (Provisional)

Pavane Mann, Executive Director
www.outwardboundindia.org

Indonesia

Djoko Kusumowidagdo, Chairman
www.outwardboundindo.org

Japan

Koichi Inasawa, Chairman
www.obs-japan.org

Korea

Han-kyu Yoo, Director
www.outwardbound.co.kr

Malaysia

Ahmad Fadzil Samsudin, Executive Director
www.outwardbound.my

Mexico

Felipe Cervantes, Executive Director
www.obmexico.org

New Zealand

Trevor Taylor, Chief Executive Officer
www.outwardbound.co.nz

Oman

Mark Evans, Executive Director
www.outwardboundoman.com

Romania

Adam Horvath-Kovacs, Executive Director
www.outwardbound.ro

Sabah

Datuk Gabriel William, Executive Director
www.outwardbound.com.my

Singapore

Nicholas Conceicao, Director
www.obs.org.sg

Slovak Republic

Rado Dugat, Chairman
www.outwardbound.sk

South Africa

Jacques De Jongh, Executive Director
www.outwardbound.co.za

Sri Lanka

PMP Perera, Executive Director
www.obsl-lk.org

Taiwan

Ping-Huang Liao, Director
www.obtaiwan.org

UK

Nick Barrett, Chief Executive
www.outwardbound.org.uk

USA

Steve Matous, Executive Director
www.outwardbound.org

Zimbabwe

Dave Meikle, Director
www.outwardbound.org.zw



Australia • Belgium • Bermuda • Brazil • Brunei • Bulgaria • Canada • Costa Rica • Croatia
Czech Republic • Ecuador • Finland • France • Germany • Hong Kong • India • Indonesia
Japan • Korea • Malaysia • Mexico • New Zealand • Oman • Romania • Sabah • Singapore
Slovak Republic • South Africa • Sri Lanka • Taiwan • UK • USA • Zimbabwe