



Outward Bound

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

Journal

2015 Edition

Tufts University's Institute for Global Leadership

Police and Youth
in Baltimore

The Impact of
Gratitude

The Crossing of the
Rub Al Khali Desert

Developing Rugged,
Resilient Youths



www.outwardbound.net

Sky-high
fundraising
pg 34



EDUCATION FOR LIFE



**OUTWARD
BOUND**

CALL 866.467.7651 OR VISIT WWW.OUTWARDBOUND.ORG

From the Editor



As former Yale University chaplain, William Sloane Coffin Jr. said during his keynote speech to the 1988 Outward Bound International Conference in Cooperstown, New York, "No outfit that I know of is more naturally international than [Outward Bound] . . . you transcend national boundaries." Coffin, later the senior minister at the historic Riverside Church in New York City from 1977 to 1987, was involved with Outward Bound USA in the early 1960s during the training of Peace Corps volunteers in Arecibo, Puerto Rico.

Coffin, who died in 2006 at the age of 81, was not mistaken about Outward Bound being a "naturally international" organization. Unlike traditional multinational organizations with central control and far-flung subsidiary operations, Outward Bound is a highly decentralized network. By and large, once fully licensed, Outward Bound schools are encouraged to cultivate their own sense of purpose relative to Outward Bound's mission and the needs of the societies in which they operate. Another difference is that Outward Bound's worldwide growth is not the product of a centralized effort to expand the organization. There is no "next-country list" that guides expansion. Instead, interested groups typically approach OBI to be considered for an Exploratory License (see "Vietnam: A New Outward Bound School in the Making," page 30), the first step towards becoming a fully licensed member of OBI. As a result growth has been organic, usually by word of mouth.

While strongly guided by Outward Bound's mission, each member school is principally accountable to its own local governance arrangements, and strongly reflects the contemporary culture of its home country. Consequently, OBI focuses most of its efforts on overseeing the licensing of new OB schools, the periodic monitoring of risk management and quality efforts for existing schools, and the promotion of communications and networking among members. This has resulted in a rich diversity of programming, the direct result of local visions and innovations—not the output of central planning.

For example, initiatives, such as OB USA's Expeditionary Learning (EL), emerged to address local needs—in the case of EL, the future of US public education—not the dictates of an overarching agenda (see "No Longer the 'Strange Girl,'" page 8). Historically, an important role for international Outward Bound has been that of convener. It was Paul Yvisaker, a former dean of the Harvard Graduate School of Education, whose address to the 1988 Outward Bound International Conference encouraged Outward Bound in the US to take a more active role in school reform, which eventually led to the funding in 1991 of Expeditionary Learning Outward Bound. Today, there are more than 160 EL schools in the United States.

In this issue of OBI Journal, you can read how Outward Bound has also been instrumental in helping other organizations transcend their own boundaries. Learn how for decades Outward Bound has worked with Tufts University's Institute for Global Leadership to help enhance the efforts of its Education for Public Inquiry and Citizenship program (see "An Intellectual Outward Bound," page 16). Discover how Outward Bound has worked with Singapore's National Institute of Education to help prepare physical education trainee teachers for their careers (see "Outward Bound Singapore Uplifts . . .," page 37). Finally, in "From Bush to Boardroom," (page 14) Outward Bound Oman explores the learning potential of traditional societies through "Territory Mapping."

We hope this issue of OBI Journal helps illustrate the scope and diversity of Outward Bound—from philanthropists abseiling down London's skyscrapers to instructors inspiring Singapore's youth toward community service. Enjoy!

A handwritten signature in black ink, reading "Rob Chatfield".

Rob Chatfield

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

Eamonn McCormack/Getty Images (p. 35); Brendan Foster Photography (p. 36) bottom; Anthony Harvey/Getty Images inset (p. 34), (p. 36) middle, (p. 5) lower left; Stuart C. Wilson/Getty Images top (p. 36); Heather Barry (pp. 16-19), (p. 4), lower right; Gino Inocentes top photo (p. 33); OB Baltimore (p. 32-33), bottom (p. 5); Ron Berger (p. 8); Francois Burman (pp. 10-11); Simon Mitchell (p. 4) top left; OB Australia (p. 7), (p. 41); OB Northwest (pp. 22-23), (p. 5) upper right; OB Oman (pp. 20-21) (p. 5) upper left; Mark Evans (pp. 14-15); OB United Kingdom top image (p. 34); OB Singapore (pp. 28-29), (pp. 42-43), (pp. 37-38); Kevin Long (pp. 24-26); Steven See (pp. 30-31), (p. 5); Alonzo Nichols (p. 6); Mark Zelinski (p. 44), (p. 4) MarkZelinski.com; John Smith (p. 44); Rob Chatfield (pp. 45-54), (p. 22-23) (p. 39-40); Manuel Wenzel (p. 39) top, (p. 47) top.

Front Cover photo: (122 Leadenhall Street: "The Cheesegrater") Mary Turner/Getty Images, Back Cover Photo: (Hiking in the Rooierand Mountains above OB South Africa base) 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

© 2015 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, 2015 Edition, was reproduced from the following periodicals and sources:

No Longer the "Strange Girl" by Ashley Morales-Garcia, first appeared in Education Week's Learning Deeply blog on July 9, 2015. Reprinted with permission from the authors. | "How Do Teachers Benefit From Accompanying Their Pupils On An Outward Bound® Course?" Used with permission of The Outward Bound Trust

Features

10 Hazard Identification & Risk Assessment

By Francois Burman

14 From Bush to Boardroom

By Mark Evans

16 An Intellectual Outward Bound

By Sherman Teichman



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 International Journal is published annually in November, and the deadline for contributors is June 15.



Contents



Adventure-

- 20 The Crossing of the Rub Al Khali Desert**
By Mark Evans

#By The Numbers-

- 12 How Teachers Benefit from Accompanying Outward Bound**
- 45 OBI 2014 Annual Report**



Circa-

- 22 NWOBS - 50th Anniversary**
By Mitsu Iwasaki



Classrooms-

- 8 No Longer the "Strange Girl"**
By Ashley N. Morales-Garcia
- 30 Vietnam: A New Outward Bound School in the Making**



Mission Critical-

- 32 Closing the Gap: Police and Youth in Baltimore**
By Ginger Mihalik
- 37 Outward Bound Singapore Uplifts the Outdoor Adventure**



Outlook-

- 42 Developing Rugged, Resilient Youths**



Philanthropia-

- 24 The Impact of Gratitude**
By Kevin Long
- 34 Sky High Fundraising**
By Lucie Abberley



Readings-

- 27 Buried**
By Ken Wylie

An Outdoor Educator's Guide to Awe: Understanding High Impact Learning
By Kevin Long

Outward Bound

INTERNATIONAL

Journal

20



22



30



32



Gear Review:

Showering
Under Pressure
& X-Pot
-Page 9



34



Contributors



Sherman Teichman **An “Intellectual Outward Bound”**

Sherman Teichman is the founding director of the Institute for Global Leadership (IGL) at Tufts University in Medford, Massachusetts. He has also been a fellow and lecturer at Harvard’s Institute of Politics at the Kennedy School of Government, a faculty member at Emerson College and Boston University, a foreign policy analyst for WBUR National Public Radio, and a social science

editor of the Boston Review. After losing a fencing coach and friends during the 1972 Munich Olympics massacre, Teichman served as an adviser to the Israeli government on counterterrorism and long-range strategic planning, and was active with Amnesty International in the former Soviet Union and Central America. Teichman, who will retire from the Institute for Global Leadership in June 2016, after thirty years, will be awarded emeritus status at Tufts.

Lucie Abberley **Sky-high Fundraising**

Lucie Abberley is a development executive at The Outward Bound Trust in London, England. She worked as the event assistant for the recent City Three Peaks fundraising initiative. A new member of the OB UK staff, Lucie joined Outward Bound in 2013 as an intern. Before Outward Bound, she worked in the events field and graduated from Oxford Brookes University with a degree in International Hospitality Management. Her volunteer experience includes teaching English to children and adults in Zanzibar and Tanzania, and helping with animal conservation in Namibia.



Ginger Mihalik **Closing the Gap: Police and Youth in Baltimore**

Ginger Mihalik has been the executive director of the Baltimore Chesapeake Bay Outward Bound School since 2010. Ginger is committed to building strong communities and believes strongly in the value of raising all kids with grit and determination. She started with Outward Bound as a student on a one-day, high ropes

course, followed with a week-long dog sledding course in Boundary Waters, Minnesota. Ginger is the former Executive Director of The Natural History Society of Maryland and is the current Board Chair of the Family League of Baltimore. Her life-long love of the outdoors grew from parents who encouraged adventure and a little sister who was happy to tag along.

Kevin Long **The Impact of Gratitude**

Kevin Long was part of the instructional team at Outward Bound Ullswater. He is a qualified teacher, an accredited practitioner of the Institute of Outdoor Learning, and holds an MSc from the University of London. His current research is in applying Mindset Theory and using storytelling in education. His book, *An Outdoor Educators’ Guide to Awe*, is reviewed in this edition of OBI Journal.

Long currently works as an education account executive at The Outward Bound Trust, helping schools and educators across England to support and deepen the use of outdoor education. He is currently working on his second book, *Awe in Action*.



Mark Evans **Crossing the Empty Quarter & From Bush to Boardroom**

Mark Evans is the executive director of Outward Bound Oman, the first Outward Bound school in the Arab world. He is also the founder of Connecting Cultures, an educational initiative endorsed by UNESCO that uses the desert

wilderness to bring young people together on journeys of intercultural dialogue.

Evans has been travelling in wilderness environments for 36 years, and has, among other things, spent an entire year on Svalbard, which included four months of total darkness; crossed Greenland in 26 days by parachute and ski, on the trail of Nansen; and kayaked the entire 1,700-kilometer coastline of Oman. He is the author of two books, has lectured several times at the Royal Geographical Society and the Daily Telegraph Adventure Travel Show in London, and in 2002 was named a Pioneer of the Nation at Buckingham Palace for his services to the field of youth exploration. www.markevans.global

Francois Burman **Hazard Identification and Risk Assessment: Creating Safer Adventures**

Francois Burman was born in Cape Town, South Africa. After two years of conscripted service in the South African Navy, he started as a junior engineer with the Atomic Energy Corporation of South Africa and progressed rapidly to senior management. In 1994 he joined a Cape Town-based company that specialized in life-support and underwater engineering. In 1997 he joined Divers Alert Network Southern Africa as operations director and is now the executive director & CEO.

Francois has published two reference books on hyperbaric chamber safety assessment, several technical papers and chapters, and regularly presents lectures on hyperbaric facility safety- and chamber-related matters. He is a qualified ISO 9001 quality systems auditor, holds an MSc in Medical Sciences from the University of Stellenbosch, and currently serves as chairman of Outward Bound Trust of South Africa and chair of its Risk Management Committee. He is also the past chair of the Outward Bound International Risk Management Committee.



Outward-bound Executive: Jon D’Almeida is OB Australia’s New Chief Executive Officer



In an increasingly global world Outward Bound is uniquely well positioned to support the wanderlust of its staff. Since 1946, when The Outward Bound Trust was formed with the purpose of spreading the concept of Outward Bound and creating other schools, its instructors

have found ways to expand their horizons by traveling overseas to find work. Some have gone on to establish new OB schools, but most have been happy to spend a few months or years in the service of an existing school while enjoying the culture of another country.

Outward Bound’s administrators, by contrast, have not typically ranged far from home once appointed to the top spot. Most move on to careers outside of Outward Bound after they’ve served their appointments. There are, of course, notable exceptions: Derek



Pritchard, OBI’s first executive director served in the United Kingdom (Devon), USA (Minnesota), Kenya, and Hong Kong, and Bob Pieh, who founded Minnesota Outward Bound School and the Canadian Outward Bound Wilderness School, come to mind. More recently, Jon D’Almeida, the newly appointed CEO of OB Australia, has taken the mantle of peripatetic.



Jon is a New Zealander who has roamed the world in the service of Outward Bound. After working as school director in New Zealand, he left to take up the challenge of starting Outward Bound in post-apartheid South Africa. With that school well established Jon moved to Hong Kong where he served as executive director for 13 years. During his time at OB Hong Kong, he established a training school for incoming staff and built both a challenge course and a facility for professional training. He also established a journey-based program using sea kayaks, open ketches, and the 67-foot vessel, *Spirit of Outward Bound Hong Kong*. The introduction of a performance evaluation program to measure effectiveness of OB courses, and international accreditation from the Association of Experiential Education are also among his legacies at OB Hong Kong. Jon also serves on the board of Outward Bound International.

Prior to his ten-year stint as executive director at OB South Africa, Jon worked for a residential program that combined experiential learning principles with a victim-offender model of counselling to help participants with histories of violent and destructive behaviors. Trained as a secondary school teacher, Jon enjoys working within other cultures and is married with six great children.

Outward Bound Australia, established in 1956, is one of the oldest OB schools in the world. More than 250,000 people have participated in its courses. The international Outward Bound community welcomes Jon to his latest adventure! 🧭





No Longer the “Strange Girl”

By Ashley N. Morales-Garcia, a 2015 graduate of Springfield Renaissance School in Springfield, Massachusetts.

As a fifth grader brand new to the United States, I felt... lost. But mostly scared. I hardly knew the basics of the English language. I couldn't understand all the words at school. If I spoke, other students would instantly be able to detect my Puerto Rican accent. I decided to move to the back of the classroom; that way no one would pay attention to the “strange girl.” That's how the kids in my fifth grade class referred to me. It was time I sat back and listened. In my opinion, it was the best choice, both for me and for those around me. But eventually things had to change. I couldn't be the “strange girl” in the back of the classroom forever.

I am thankful that for sixth grade I was able to attend a public school that was focused on more than just test scores. I was certainly not going to help any school's test scores. At least not right away. This school, the Springfield Renaissance School, was an Expeditionary Learning school, and it focused on Deeper Learning. That meant that we worked on more skills than a usual school: things like courage, respect, self-discipline, perseverance, and cultural sensitivity. It meant that I had a real place in this school. But that doesn't mean it was easy. The academic work at Renaissance was much harder than other schools in the city, and I was still a girl who didn't speak English.

It was a good thing for me that my school focused together on courage and perseverance. Every day. I had to try ten times harder


than those around me because I had a big obstacle in front of me. I used to carry around a notebook where I jotted down every new word I learned throughout the day. I would go home and research what part of speech it was, its definition, its synonyms, and its translation, and re-read it and re-read it until it was engraved in my brain. I expanded my vocabulary little by little. If I had an essay I had to turn in for English class I would write five and six drafts of it. Why? Because I wasn't going to be satisfied with the minimum or the passing grade; I was striving for the best grade. I knew I had to communicate with those around me and ask for help. I had to think critically about what I had done or written and how I could improve it.

The EL model means supporting each other to do more than we think we can. This was very clear to me when my classmates and I went together, as a team, on a school-sponsored Outward Bound trip. For a week, we carried heavy packs in the wilderness. I remember that at the beginning of that week the instructors said that after Wednesday the hike was going to be led by the students. By us. Students who had absolutely no knowledge of the forest or any previous experience hiking. To my surprise the first student leader chosen was... me.

I was so nervous. The entire group was relying on me to lead them to our destination and I had never even hiked a mountain before. That day, as I was leading the group, I got stuck hip-deep in the mud. For 20 minutes. I couldn't move either of my legs and as my teammates were attempting to pull me out, I wanted to give up. I was tired, embarrassed, and felt like I had let down the group. But I couldn't give up. Not when my peers needed me to be strong.

Looking back at the Outward Bound trip now, we laugh at the incident and reflect about the phenomenal experience. We learned to communicate with others, to listen and understand different points of view, to expand our problem-solving skills, and to persevere, even when it wasn't pleasant. It was an experience that helped me become the person that I am.

I am thankful that my school was devoted to focusing on things beyond the academic content because it made me who I am today: a successful, deep learner and a student with confidence. By high school, my grades grew to be excellent. Last month, I was honored to be the student speaker at my high school graduation. And, most important, this is not a story of one student's success. Every single student in my senior class graduated on time. Every single student was accepted to college. We did this together. Thanks to the power of teamwork and community, I am no longer the strange girl in the back of the class. I am a young woman with a promising future: ready to continue her journey at The College of Holy Cross this fall.

Reprinted from Education Week's blogs, Learning Deeply (July 9, 2015), with permission by Ashley N. Morales-Garcia and Education Week. 

Showering Under Pressure

Instructors working on the long mobile Outward Bound courses common in some parts of the world are occasionally envious of their center-based peers who can return to the comforts of running water and indoor plumbing after each day's work. For the long-course instructor, mountain streams or lake waters must make do. And when they reach a resupply location, time pressures can sometimes make a trip back to the center impossible. What to do?

The Nemo HELIO™ Pressure Shower offers an alternative. Different from the gravity-based showers that require a nearby tree, the HELIO can be positioned on the ground and pressurized to 10 PSI using a foot pump for a more usual shower experience. Like most gravity-feed shower systems, the welded polyester fabric HELIO can take advantage of solar energy to ensure a warm shower—and with its 11 liter capacity, showering for at least five minutes is assured!

At a packed weight and dimensions of 710 grams and 14 centimeters by 22 centimeters, respectively, the HELIO isn't likely to make inroads with weight-conscious backpacking instructors, but it's definitely good for including in a resupply bag. For canoeists and kayakers, though, it's a practical alternative to the cool of wilderness creeks and rivers.

\$99.95 US
www.nemoequipment.com



X-POT

For most multi-day wilderness Outward Bound trips a cooking pot is a basic necessity. How else to boil water for hot drinks or to cook the evening meals? Unfortunately, fitting a typical pot into a typical backpack is sometimes an exasperating exercise if space is at a premium (which it always is). The problem with a pot, or any hollow container, is empty space. It's a packing density problem, though not quite on the level of Johannes Kepler, a 17th

century mathematician who spent some serious time thinking about packing spheres. It's a problem most backpackers must solve one way or another—usually by stuffing the pot with clothing or other things that fill the space. Still, the grungier the pot, the fewer clean things seem worth sacrificing in the name of packing density efficiencies.

One clever solution can be found in the X-Pot from Sea to Summit, a Perth, Australia-based business that describes itself as “a small, privately owned global company.” The X-Pot (also available as a five-piece cook set) collapses its 2.8 liter pot down to a 2.5 centimeter tall disk, using a clever mix of a folding food-grade, heat-resistant, silicone wall and an anodized aluminum alloy base. Weighing in at 285 grams, the 2.8 liter pot has a diameter of 21 centimeters. Of course, “heat-resistant” doesn't mean fireproof, and Sea to Summit warns “sides of pot should not be exposed to direct flame.” In other words, make sure the spread of your camp stove's flame doesn't exceed the diameter of the X-Pot's aluminum base, or you'll have even less empty space than planned.

\$59.95 US
www.seatosummit.com



HAZARD IDENTIFICATION AND RISK ASSESSMENT:

Creating Safer Adventures



By Francois Burman

Outward Bound derives its name from the nautical expression representing the flag flown on a ship when it was to set out from the relative safety of the harbour into the blue unknown. As such, risk management represents something of a paradox to an organization established for the very purpose of exposure to the variables of true adventure. Obviously, injuries should be avoided and the exposure to hazards should be controlled appropriately, but complete risk avoidance is impracticable and would ultimately defeat the objective: growth through experience. Any adventure involves excursions away from predictable safety nets. The question is where to draw the lines and how to limit unnecessary risks.

Is there a common denominator?

The underwater environment represents an excellent model for risk assessment and management. Since water is intrinsically unbreathable, it accentuates several common risk elements: the individual participant and the teams they operate in (i.e., the human); the environment in which the exposure takes place (i.e., the medium); the equipment required for life support (i.e., the machine); and the support infrastructure (i.e., the management). As such, it is the perspective of this former member of the OBI risk management committee that the approach developed by Divers Alert Network (DAN) for addressing risks underwater is relevant for all outdoor adventures.

Risk management rationale

Divers Alert Network (DAN) is an international diving safety association. Its mission is both to prevent diving injuries from happening as well as intervening when they do. This has required a flexible, proactive program that recognises the various health and safety risks, generates awareness of them, and then offers a means for controlling and mitigating them.

So how does one create, promote, and then build such a preventive program? After much deliberation and engagement with industry partners, the following overall shared objectives were formulated:

- To provide risk and safety awareness education to all participants.
- To offer guidance on risk mitigation and control, based on actual operational activities.
- To initiate and then grow participation by all service providers.
- To monitor accidents and incidents so that continual assessment of the status of progress towards our mission can be realised.

Achieving these objectives has required inclusion and co-operation at all levels, primarily through the empowerment of the various parties to understand and then accept responsibility for their own safety. DAN was both unwilling and unable to ensure safety compliance through physical inspection of each and every dive operation. It therefore established the program based on general safety principles that could be adapted according to the local situation. This was collectively referred to as HIRA—Hazard Identification and Risk Assessment.

Program development:

DAN's extensive, 16-year experience with hyperbaric facility safety has clearly demonstrated the value of a structured, methodical, and consistent process. To help achieve this, a DAN Risk Assessment Guide was introduced. It has played a key role in this endeavour, is used extensively around the recreational diving world, and is now available in multiple languages.

In the face of growing popularity, the same approach was extended to dive businesses. The result was a similar, structured, and documented process built on the same framework as the chamber risk assessment guide—the DAN HIRA Program.

It is important to note that DAN has not served in any regulatory capacity. It is not the 'SCUBA police'. The choice was made early on to rather establish a sound sphere of influence through positive engagement with all affected parties. DAN only engages on invitation by a dive business. This has been crucial for complete buy-in and engagement on a voluntary basis.

As with any effective program, the process has required ongoing monitoring to ensure the effectiveness of the measures, and to allow feedback on both the risk assessment and the mitigation steps, so that the dynamics of different situations can be accounted for. This of course requires direct discussion with the appropriate members of staff, so that all parties accept the risks, agree on possible mitigation strategies, and incorporate a monitoring system so that a culture of safety can be established.

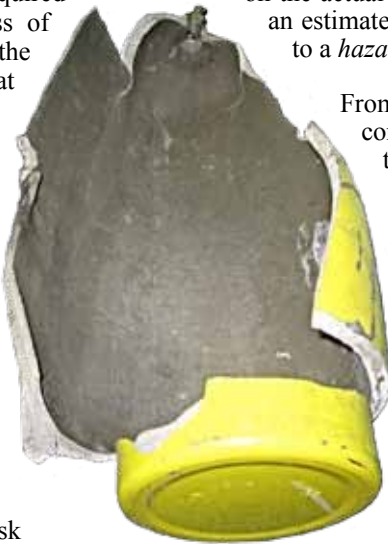
The system:

The current system proposes a realistic assessment of actual operational safety within the different areas of a dive business. The focus is to identify the real risks present and not the fictitious, presumed, or expected ones. Risk mitigation follows, which implies that the *source* of the risk be clearly identified and isolated, so that it can then be moderated or rendered safe. Risk mitigation is generally achieved through either *elimination at source* using some form of technical or engineering control, like a barrier; or by *providing instruction through policies or procedures* to prevent or minimise interaction with the risk (for example, teaching people how to use a ladder); or failing these, by *providing physical protection*, like supplying hearing protection to compressor workers.

The tools:

Two primary concepts have been employed in developing the risk-assessment tool: *determining the key or critical control points* (i.e., the main sources of the hazards) so that the root causes are addressed, and *determining the safety priorities* for a given operation based

on the actual negative impact of exposure. The tool generates an estimate of risk defined as “the *probability* that *exposure* to a *hazard* will lead to negative *consequences*.”



From then on, all theoretical hazards can be considered, but only those with a high probability that actual people or property could be exposed (i.e., a potentially harmful situation) with an *unacceptable* outcome need to be addressed. This truly turns the theory into practice: it allows identification of pressing issues over those that can be either dealt with at a later stage or even be disregarded.

The concepts of probability, exposure, and consequence can all be quantified using a relatively easy-to-use, Likert-type 1 to 5 scale. The actual risk can thus be scored by multiplying these three values by each other and by comparing the total score with typical risk scores.

Based on an initial invitation, an experienced team of assessors is sent to the dive business site to observe their real-time operations. This should include actual day-to-day activities covering the full scope of the business. (Continued on page 13)

Risk Score	Risk Level	Description
>100	1	Extreme (danger)
50 - 100	2	Very high (stop use)
20 - 50	3	High (urgent attention)
5 - 20	4	Medium (attention needed)
<5	5	Low (acceptable risk)



HOW DO TEACHERS BENEFIT FROM ACCOMPANYING THEIR PUPILS ON AN OUTWARD BOUND® COURSE?

INTRODUCTION

In 2013, we published a report on our research into how teachers benefit from accompanying their pupils on one of our courses. Through analysing the qualitative feedback teachers gave following their participation in a 5-day Outward Bound course, we discovered that they derived a range of benefits from this experience. Professionally, the teachers reported benefiting from observing their pupils' progress and achievements during the course, improving their relationships with their pupils and increasing their understanding of their pupils' abilities. Some of them also reported that, as a result of working alongside our instructors, they had developed knowledge and skills that would help them to be more effective teachers.

In addition to the 'professional' benefits they highlighted, the teachers also reported that they had benefited on a 'personal' level; in particular, from having positive and enjoyable experiences in the outdoors, being challenged and achieving more than they had thought possible. Drawing on these findings, in 2014 we conducted further research into how teachers benefit from accompanying their pupils on an Outward Bound course. This paper provides a summary of the results of this research.

SOURCE OF EVIDENCE

Teachers' responses to our follow-up survey for teachers provide evidence of how they benefit from participating in an Outward Bound course. This survey is sent to teachers one month after their pupils have completed one of our courses. Between February and November 2014, we received responses from 90 teachers who had accompanied their pupils on a course. We analysed their

answers to the question: "If you believe that you benefited from your involvement in the course, either professionally or personally, please tell us how." The teachers were given pre-determined response options to report both 'personal' and 'professional' benefits.

HOW TEACHERS BENEFIT 'PROFESSIONALLY'

All 90 teachers reported that they had derived at least one 'professional' benefit from accompanying their pupils on the course. Improved relationships with their pupils was the benefit that the greatest number (91%) of teachers selected. The vast majority of the teachers reported that they saw qualities in their pupils that the young people did not or cannot show in a school environment. The majority said that they had increased their understanding of their pupils' abilities. Over a quarter of the teachers believed that they had developed their teaching skills as a result of participating in the Outward Bound course. Ten percent of the teachers also identified an additional benefit that was not covered by one of the four pre-determined response options. These included developing professional relationships and rapport with colleagues and observing the pupils' reactions to different teaching styles.

HOW TEACHERS BENEFIT 'PERSONALLY'

Eighty-seven (97%) of the ninety teachers reported that accompanying their pupils during the Outward Bound course had brought about at least one 'personal' benefit for them. Seventy-eight percent of the teachers reported that they had enjoyed spending time in the outdoors. The majority reported that they had enjoyed the adventurous course activities and/or benefited from

being challenged. Thirty-nine percent said that they had benefited from achieving more than they had thought they could during the course. Eight percent of the teachers identified an additional benefit that was not covered by one of the four pre-determined response options. A number of these benefits, however, could equally apply to their professional lives. The benefits they reported included enjoying working with professional staff outside their own organisations and being able “to reflect on how the [Outward Bound] instructors were getting the most out of the students and the various strategies they used with individuals.”


CONCLUSION

In 2014, drawing on the findings of previous research we had conducted, we gathered feedback from teachers to help us understand how they had benefited from accompanying their pupils on one of our courses. All of the teachers said that they had benefited ‘professionally’ from the experience. The vast majority reported that they had benefited from improved relationships with their pupils and observing qualities in their pupils that the young people did not or cannot show in a school environment. The majority of the teachers said that they had increased their understanding of their pupils’ abilities and over a quarter believed that they had developed their teaching skills.

“I KNEW THE STUDENTS QUITE WELL BEFORE AS I HAND PICKED [SIC] THEM BUT [I] KNOW SO MUCH MORE FROM BEING AWAY WITH THEM FOR A WEEK.”

Almost all (97%) of the teachers also reported that accompanying their pupils during the Outward Bound course had brought about at least one ‘personal’ benefit for them. The majority enjoyed spending time in the outdoors and/or completing adventurous course activities. More than half of the teachers reported that they had benefited from being challenged and over a third said that they had benefited from achieving more than they had thought they could during the course.

The evidence we gathered in 2014 provides support for our 2013 findings and indicates that our courses bring about considerable benefits for the teachers accompanying their pupils.

This document has been produced by The Outward Bound Trust’s Evaluation team. If you would like any further information, please contact them at: evaluation@outwardbound.org.uk 

(Hazard Identification, page 11)

After the observation period, the team discusses their findings and thoughts with the business management representatives to describe the risks as assessed, to discuss possible mitigation recommendations, and to introduce useful ongoing monitoring or measurement techniques.

A detailed report is generated by the assessment team. Once again it is shared with the dive business key staff. Appropriate recommendations are offered where mitigation is perhaps incomplete. The final report is an invaluable document. It not only provides a baseline of the current safety status, but also offers a roadmap towards ongoing safety improvements according to importance. It is then up to the business management to review, accept, and apply the recommendations.


Industry standards have been applied in the general guidelines, but the ultimate intention is for the DAN HIRA Guide to become what all recreational divers should expect to see when selecting a safety-aware dive operator.

Joining the dots:

This author played a central role in developing DAN’s hyperbaric chamber risk assessment program, served a long term with the OBI Risk Management Committee, and more recently, has worked to develop and implement the DAN HIRA program. It is therefore not surprising to see the commonalities in this approach to risk management.



Clearly the HIRA program needs to be continually refined as it is applied in different settings. Regard for people, property, and the overall operation are all integral to the approach, and the principles of recognition and commitment to safety are patently and latently applied throughout all levels and all aspects of the operation, be this a diving business or an OB school.

Perhaps most importantly: By transforming theoretical safety considerations into a practical, integrated approach, a culture of safety is established amongst both the staff and the participants. This not only mitigates the risks associated with the planned exposures, but it also fosters the very qualities the program has been designed to produce—maturity and responsibility, and the ability to face life’s uncertainties with both courage and wisdom. 

From Bush To Boardroom



By Mark Evans

Traditional knowledge and skills are in danger of rapidly vanishing in Oman and elsewhere in the Arab world, where the transfer of knowledge until recently has been more oral than written. With people increasingly drifting to urban areas, six languages are currently considered endangered, and if you asked an Omani under 40 what do with a Ghaf tree, they'd tell you to use it for firewood or to feed the animals. Ask an elder, and they will list a whole string of uses for the bark, the leaves, and the wood, most of them as part of a medicinal cocktail. That knowledge is being lost and at Outward Bound Oman we play our small part to keep it alive through, where possible, involving elders at some stage on an expedition, around the fire, telling stories, drumming, dancing, and passing on the knowledge and wisdom they possess.

Beyond the passing on of old traditions, what lessons can we at Outward Bound learn from the older, more traditional elements of society to help us deliver courses that better prepare people for the future? In

today's on-demand, constantly wired world, it is easy to assume that there is little that can be gained from talking to someone who eschews such technology. But look again and consider this: in 1984, the FTSE 100 Index, comprising the UK's largest 100 companies, a joint venture between the *Financial Times* and the London Stock Exchange was set up. Of those original 100 immovable giants, who at the time it was impossible to imagine a world without, less than 10 still remain 30 years later.



Despite the harsh environment of the Australian outback, the South African bush, the icy Canadian wastes, or the sand deserts of Arabia, traditional societies have survived for thousands of years. No businesses survive anything like that long. In such societies, there are no business schools, no e-learning, no fast track solutions to greatness. Leadership is through

people, not through reports. Instead of

learning by flipchart, or spreadsheet, learning is by observing and doing, the ultimate apprenticeship, which seems to lead to relatively long-term success. If a traditional society can survive longer, with fewer resources in a more challenging environment, they must be doing something right, and perhaps society today can learn lessons from them after all. How can those Outward Bound schools that have access to such communities integrate them into their courses, for young people and for corporate training?

Leadership guru Jo Owen, one of the founders of what is now the UK's largest graduate recruiter, Teach First, has spent much of his life living with and observing traditional communities in Papua New Guinea, Finland, and Tanzania, and last year he visited us here in Oman to spend time talking with some Bedouin elders. Jo's observations from his time with the ultimate survivors are worth considering. They challenged assumptions and Jo asked, how could their secrets of survival and success be applied to modern organisations? To overcome language barriers, he asked people to describe their territory by drawing pictures—what was important to them, where did they want to go, how would they get there, and what were the threats? The concept of Territory Mapping was born!


Due to the lack of space on a standard sheet of writing paper, only the essential information could be squeezed on. Maps drawn by each community tended to have three things in common: clarity, focus, and, because all the elders were involved, alignment, three concepts every CEO would rate highly in the list of desirables.

I first stumbled across Jo when I noticed an interesting picture in the *Times* newspaper in the UK, with several suited executives leaning over a table, with several Masai warriors dressed in traditional clothing. By involving the senior management team, and by limiting words and images to one side of a single sheet of



paper, key issues of future strategic planning had to be discussed and agreed on, with no room for unnecessary clutter and jargon. Compare that approach with the information overload of yet another powerpoint presentation drawn up by an individual and that needs to be sold to the team. Territory mapping is simple and it works, arguing that sophistication is the enemy of clarity.

Territory Mapping is now an integral part of most corporate courses that we run here in Oman, as is the simpler Life Mapping, where we ask young participants to first draw, then share in a creative way with the group, the key milestones in their lives so far, enabling a group of strangers to quickly bed in and get to know each other. By only allowing them to go halfway across a landscape page, it leaves room to map out aspirations for the future at the end of a course, an action plan inspired by their Outward Bound experience.

Corporate tribes who create a sense of community with people working not just for themselves, but for something greater, often tend to be high-performing organisations. Those tribes who make the greatest investment in social capital, such as a religious community, the army, and charities, often have loyal and committed workers, achieving great things on modest salaries. Sound familiar? 





"An Intellectual Outward Bound"

By Sherman Teichman

EPIIC educates its students to understand what we term "conundrum issues".

Are we facing a new Cold War? Are resource wars looming? Is ISIS a long-term threat? Is global warming irreversible? Will the European Union disintegrate? Is global food scarcity a reality? How can we redress global inequalities?

The mission of Tufts University's Institute for Global Leadership (IGL) is to prepare new generations of critical thinkers for effective and ethical leadership in the face of such challenges, making them ready to act as global citizens and leaders.

We have recently been honored by a precedent-setting three-year grant from the Carnegie Corporation that perceives us as the "proven breeding ground for grooming the next generation of foreign policy leaders." The grant supports one of our Institute's veteran core programs, EPIIC (Education for Public Inquiry and Citizenship) and its annual two-semester colloquium and symposium initiative.

EPIIC educates its students to understand what we term "conundrum issues." Our first forums were on international terrorism in 1985 and 1986, followed by an inquiry into the "Future of the West Bank and Gaza" in 1986 and 1987. Other themes over three decades have included environmental security, nuclear proliferation, global pandemics, the politics of fear, refugees and internally displaced peoples, and the future of democracy. This year's EPIIC theme is "The Future of Europe." It is our 31st EPIIC initiative in 30 years.

We provide transformational education for ethical global engagement. Our colloquium students come from all over the world, with diverse cultural, political, and socio-economic backgrounds. We also have collaborative liaisons with global universities, from Beijing University in China to the University of Haifa in Israel, whose students thoughtfully prepare during the year for their participation in the EPIIC symposium at Tufts.

Outward Bound's unique experiential pedagogy has over decades proven to be a decisive, indispensable, galvanizing element in allowing us to cohere and accelerate our efforts. Its positive impact on our students has been powerful.

The virtues of citizenship and community are largely discussed in our class readings...and yet, "community" to me was vaguely conceptual. A very powerful concept, but only superficially understood. Long overdue, for the first time, at Outward Bound, I sensed what "community" meant. Resilience and patience were surely fundamental. But transparency is really what Outward Bound is about... it was integral for us to disclose of our strengths and our weaknesses.

Giovana Rodrigues Manfrin
Tufts EPIIC student





extraordinary professionals. The challenges they pose are as much psychological as physical, but are all intended to build confidence and community.

OB's fundamentals of "good leadership, communicating effectively, building trust, building teams, overcoming fear, taking risks, and making decisions" are ideal for our IGL's emphasis on preparing students for the inherent complexity and ambiguity of our themes, and our emphasis on experiential education. Its challenging orienteering exercises, simulated search-and-rescue efforts, and the construction of Tyrolean bridges, often in inclement weather, are demanding but instructive.

Our students quickly understand OB's dictum that "there is more in you than you think." They consistently report that their time with OB is a formidable experience, enabling them to learn about themselves, and to build trust in their classmates. Our Institute

We began our long relationship with Outward Bound in the fall of 1989 after a crisis the preceding academic year.

That year we chose the EPIIC theme "Covert Action and Democracy" to better understand the historical context of U.S. foreign policy in the midst of the then-unfolding secretive Iran-Contra imbroglio. We intentionally enrolled students who could best answer one of our attitudinal interview questions about whether or not "the ends justified the means."

I was shocked to discover a cheating scandal in class during our final examination. Not surprisingly, students who had affirmatively answered that "ends did justify means" led the cheating effort. Fortunately, their unscrupulous actions were revealed, the cheaters were disciplined, and we were able to overcome its disruptive impact. [1]

But I understood that we had to strengthen our students' normative core and our class' cohesiveness. As the son of a patrimonial Holocaust survivor, I always recognized that education without an ethical core was hollow, even dangerous. The Wannsee Conference convened by the SS's Reinhard Heydrich in Berlin in January 1942 codified the Holocaust's "final solution, the deportation and genocide of all Jews in German-occupied Europe." Most of the senior Nazi officials present held doctoral and post-doctoral degrees.

I decided to turn to Hurricane Island Outward Bound School (HIOBS) to help us create an ethical, accountable team. I had personally experienced its ethos of collaborative, progressive, humanistic education as a program participant and leader. (I had the privilege of working with my late friend Rick Guttenberg, former president of the Thompson Island Outward Bound Education Center, when I lead a program for the initial Middle East and North African adult leaders of Seeds of Peace, a non-profit, non-political organization that helps teenagers from regions of conflict learn the skills of peace and reconciliation.)

For decades now, early in the semester, my students and I spend an intensive weekend in the wilderness with Outward Bound's

"Outward Bound's unique experiential pedagogy has over decades proven to be a decisive, indispensable, galvanizing element in allowing us to cohere and accelerate our efforts. Its positive impact on our students has been powerful."

strongly believes in in situ learning and regularly offers international immersive education opportunities for its students, often in post-conflict countries. The OB weekend allows us to begin to evaluate our students' leadership potential, their sense of responsibility, and their collaborative sensibilities. We also understand more about their decision-making capacity, their resilience, and how they cope with pressure and adversity, even with low levels

of frustration. Our students regularly reflect that their encounter with OB has lasting impact, that it is a pivotal moment providing them with the confidence to pursue their independent and group projects.

[1] When we ultimately convened our symposium months later, one of our participants, Senator Thomas Eagleton, then a leading member of the Senate Oversight Committee on Intelligence, praised it as "better than any forum I have been able to convene, even under subpoena." His EPIIC panel on Congressional oversight featured, among others, the Pulitzer investigative journalist Bob Woodward; the President's counsel, Lloyd Cutler; and the National Security Council's Morton Halperin.





OB enables us to move forward at an accelerated pace, forging our colloquium's talented students into a cohesive and accountable team. They are readied to immerse themselves into an entire year of intensive academic study and collaborative inquiry. They are also primed and prepared for the complicated organizational tasks required to convene our complex international symposium and other Institute forums.

Looking to create a versatile and adept intellectual team, our OB weekend is intentionally organized as an intensive mind-body experience. OB's simulations are not only designed to challenge our students and to meet our procedural and organizational needs, but they are always linked to our annual academic thematic concerns. This year's search and rescue simulation was directly related to the refugee challenges Europe is experiencing.

Our students are inspired and regularly demonstrate extraordinary focus during the weekend, derived from the concentration required to solve OB's often amusing, but demanding, puzzles. They astound us with their avidness, participating in ten hours a day of outdoors exercises, followed by debriefs and conversations about "lessons learned."

No orientation program, retreat, expedition, whatever, has ever expedited the process of socializing quite like Outward Bound did for me. I couldn't have guessed how effective the simple facts of laughing together and being frustrated together can be. The most remarkable thing about the process was its exponential nature. Not only did we cease being strangers to each other very quickly, but we also coalesced as teams with intensely fast returns on our performances in the tasks we were given.

**Jérôme Krumenacker
Tufts EPIIC student**

There are also hours of academic lectures and Socratic discussion, regularly reaching late into the night. Over the long weekend we essentially conduct the equivalent of two to three weeks worth of regular class instruction. We are fortunate to attract ex-

traordinary quest lecturers who volunteer their services, without any honorarium. They stay for the entire weekend, often participating in OB's exercises and staying with our students in their tents. They witness how rapidly our students evolve in a very compressed time, and leave with great respect for OB's impact.

They include Pervez Houdbhoy, a leading Pakistani dissident nuclear physicist and author of *Islam and Science: Religious Orthodoxy and the Battle for Rationality*; Nobel Peace Laureate chemist William Moomaw, the lead authority of the Intergovernmental Panel on Climate Change on greenhouse gas emissions reduction; Bernard Nietschmann, a "MacArthur genius" geographer and champion of indigenous peoples; Peter Rosenblum, Human Rights Professor of the Practice at Harvard and Columbia Universities; Ken Roth, the executive director of Human Rights Watch; and Gustavo Gorriti, recipient of the International Press Freedom Award by the Committee to Protect Journalists.

In my work with Outward Bound I have the chance to work with leaders in a variety of sectors and settings, e.g., business, education, military, non-profit, etc. The Tufts EPIIC students continue to impress me in their commitment to meaningful service, their eagerness to understand, and their drive to explore their potential without the obstacle of ego to impede them.

**Luke O'Neil, Instructor,
Hurricane Island Outward Bound School**



This year, to discuss Europe and Russia, we welcomed Professor Mitchell Orenstein, Professor of Central and East European politics in the Slavic Department at the University of Pennsylvania.

Our students were especially inspired by members of their new community, Institute EPIIC and Tufts alumni, who had themselves experienced Outward Bound: Lucas Kello, now Senior Lecturer in International Relations and Director of the Cyber Studies Programme, Oxford University; Maura Lynch, now Chief of Staff to the Emergency Relief Coordinator and Under-Secretary-General of United Nations Office for the Coordination of Humanitarian Affairs; and one of our Institute's "Light on the Hill" Tufts alumni award winners, Commander Ezra Barzilay, lead epidemiologist of the Health Systems Reconstruction Office at the Centers for Disease Control and Prevention.

Over the years our students were also introduced to members of our IGL Board at OB, including Juan Enriquez, the founding director of Harvard Business School's Life Science Project, and TED Talks' 2011 co-guest curator with Bill Gates; and Ambassador John Shattuck, president of the Central European University, and former United States Assistant Secretary of State for Democracy, Human Rights and Labor.

OB Founder's Kurt Hahn's dictum, "education for responsibility," aligns perfectly with the Institute's belief that our students have the obligation to effect positive change in the world. Our job is to provide them with the ability to respond.

Our issues remain poignant. I have a motto at the IGL, that we "stay with the wound." Thus, resonant with our 1987 theme, "The Future of the West Bank and Gaza," one of our current programming initiatives has just introduced the work of Combatants for Peace, a unique Israeli/Palestinian NGO dedicated to non-violent activism in an effort to secure a just and viable peace.

Throughout the three decades of our existence we have educated our students and the general public about our chosen issues, in a non-polemical, non-ideological manner. On the occasion of our tenth anniversary in 1995, The Boston Globe wrote that EPIIC "illustrates the possibilities for moral and intellectual relevance at a university," noting that, "at a time when the national discourse seems reduced to its lowest common denominators, EPIIC is a refreshing antidote. Far from looking to simplify the world, the symposium aims to teach students to respect complex human systems."

Twenty years later, our national discourse seems even more reductionist, and this is still our mission.

OB provides an extraordinary toolset that enhances our efforts. We are proud of our Outward Bound roots and that HIOBS continues to understand us as an "intellectual Outward Bound." 🌟

The Crossing of the Rub Al Khali Desert

Arabia's Empty Quarter

By Mark Evans



"This area constitutes the broadest expanse of unexplored territory outside of the Antarctic continent" - Explorers Club, New York 1932

In 1930, the Empty Quarter of Arabia was the largest expanse of unexplored territory outside the Antarctic continent. That was no longer the case in 1931, when British explorer Bertram Thomas became the first person, along with his Omani companions, to cross the largest sand desert on earth. At the time, the western world was obsessed with the romance of Arabia, thanks in no small part to the exploits of T. E. Lawrence of Arabia, put on a pedestal by the American journalist Lowell Thomas.

Bertram Thomas, born in a small village outside Bristol in the UK, was to become financial advisor to His Majesty The Sultan of Oman. At OB schools around the world we often talk to participants about stepping out of one's comfort zone, and Thomas is the epitome of that. With no training, no financial support, and minimal preparations, he left Salalah, then a small town on the coast of the Indian Ocean in southern Oman, and headed north into the sands, arriving at Doha, the capital of Qatar, some 57 days later. He walked into terra incognita, a blank piece of paper. Safe return and success were far from guaranteed.

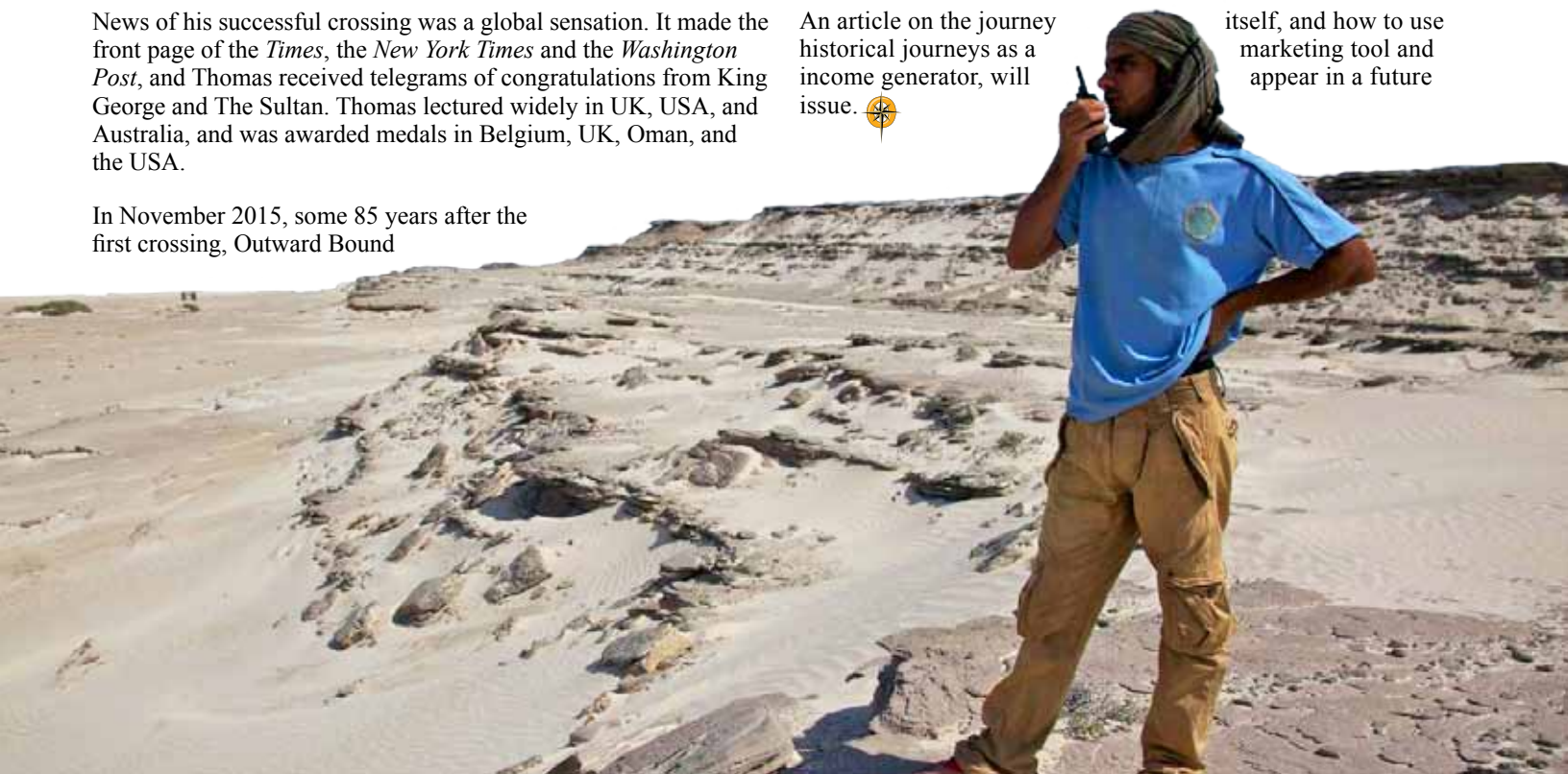
News of his successful crossing was a global sensation. It made the front page of the *Times*, the *New York Times* and the *Washington Post*, and Thomas received telegrams of congratulations from King George and The Sultan. Thomas lectured widely in UK, USA, and Australia, and was awarded medals in Belgium, UK, Oman, and the USA.

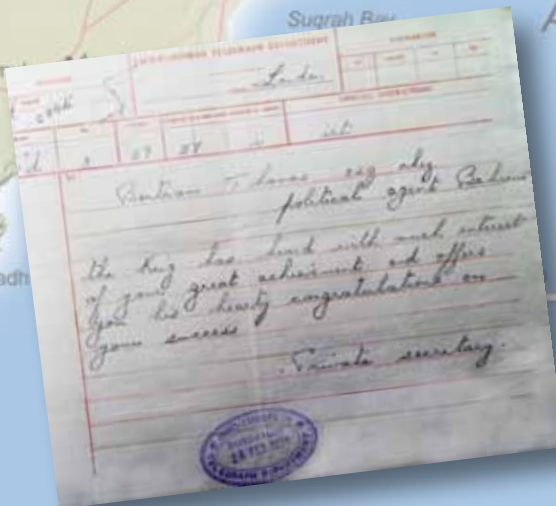
In November 2015, some 85 years after the first crossing, Outward Bound

Oman training manager Mohammed Al Zadjali and Executive Director Mark Evans will set off from Salalah, with a Bedouin companion and six camels to recreate the first-ever crossing, a 50- to 60-day journey on foot and by camel, of 1,300 kilometres. Due to political challenges the journey has not been attempted since first completed in 1931, but with high-level support from Oman's Ministry of Foreign Affairs, the doors are now open for what will be an amazing journey that will put the spotlight not only on the original explorers but also on Outward Bound Oman. Discussions are now taking place with both the BBC and *National Geographic*, and the *Times* and the *Washington Post*, both of whom announced the news to the world in 1931. Short, promotional video clips will be shown in Oman cinemas and on national TV in the build-up to departure in late November, a book deal has been agreed, and daily updates will be posted using the latest satellite technology as the team moves northward each day. These updates can be accessed both via a website, and a purpose-built app. You can follow the build-up and journey itself by logging on to www.crossingtheemptyquarter.com.

An article on the journey historical journeys as a income generator, will issue. 🗺️

itself, and how to use marketing tool and appear in a future





NORTHWEST OUTWARD BOUND SCHOOL



50 YEARS ANNIVERSARY

By Mitsu Iwasaki

This June, 50 years after the first Northwest Outward Bound course adventured into the Three Sisters Wilderness of Oregon, a group of the original founders and their families—plus dozens of other former instructors and students—gathered at the NWOBS bases in Mazama, Washington and Redmond, Oregon to celebrate the half century anniversary.

On Saturday, June 5 and 6, guests started checking in for the Pioneers to Present event, coming from as close as just down the road to as far away as the UK. The warm hugs and handshakes all showed the friendships forged even decades earlier had held strong. “I haven’t seen you in 40 years,” one of the instructors on the NWOBS’s first summer course said, patting another on the back during a bear hug of an embrace.

In Mazama, encircling the compass rose in the meadow, guests were welcomed by executive director Mitsu Iwasaki and program director Erika Kercher Halm, before diving into a day of reconnecting with old friends, reliving fond memories, and sharing knowledge and wisdom with the newest generation of instructors and staff. This was followed the next morning in a similar circle in Redmond, led by program director Mike Armstrong.

A collection of photos, artifacts, and memorabilia lined the walls and shelves, a miniature museum of Northwest Outward Bound culture. Course director Judith Robertson had collected items donated from alumni like the original Goldline rope and an Optimus stove used by instructors in the ‘70s. School patches and pins brought back memories. Handbook and newsletter clippings on the walls gave a slice-of-life view into years past, including photos of instructors in fashions so old they’ve come back in vogue again. (Cutoff jean shorts, anyone?)

Throughout the afternoons, alumni and current instructors got either a blast from the past or a taste of history, depending on their age. Broken down into small groups, they rotated through four different stations to learn and reminisce about how different aspects of the NWOBS have changed through the decades.

Ian Wade, who went from Colorado OB School instructor to NWOBS program director and vice president of safety and program with OB USA, to executive director of Outward Bound International; Rod Pashley, who began his career with OB in the UK’s Lake District; and Jonathan Cooper, current staff earned some laughs demonstrating gear from then and now. Wade and Pashley tied in to show how an instructor would have belayed in the ‘70s, with

old-fashioned Goldline and jokes to boot. Jill Ward, one of the first female instructors for NWOBS, laid out her original kit, complete with her external frame backpack.

Steve Wennstrom, the first program director at NWOBS, and Anabell Deutschlander, current staff, discussed how the mission of NWOBS has evolved throughout the decades. Jim Miller, a student on Willi Unsoeld's first course through the North Cascades; Patrick Feeney, a current board member who pioneered programming for adjudicated youth and helped launch NWOBS's adult renewal courses; and Megan Foster, current staff, shared their respective course experiences. Many guests learned that coursework has changed over the years, requiring even more technical knowledge and emotional know-how from instructors than in decades past.

As the sun sank lower, easing the heat down from 36°C, a women-only group gathered around the Meadow House to swap stories, current instructors and staff sitting rapt with attention to Jill Ward and Mariel Plaeger-Brockway, two of the first female NWOBS instructors. The women shared how it felt to pioneer those first trips, not completely sure of themselves but 100 percent excited for the challenge.

"It changed the course of my life to be on an all-female course and to be in leadership with women," explained Renee Bonaparte Erikson, who was on one of the first trips with Plaeger-Brockway.

As the sunset, the group gathered in the meadow for a panel discussion, a sort of facilitated public reminiscing. Eric Vetterlein, whose father, Don Vetterlein, had moved west to found the school, shared memories of growing up with the values of NWOBS. Geof Childs, a local longtime instructor, and Teri Byrd, whose father, Bill Bird, was the NWOBS founding director, shared what a central feature NWOBS had been in their lives. The shared theme was the school's values being just as important—or more so—today as they were a half-century ago. "It was about survival, and it still is," Byrd explained. "It taught me you can survive anything."

The group took a few moments to share words of gratitude and reflect on the day. For some, it had been years since they'd circled up to share that way. For current staff, maybe only a day. Perhaps Susan Byrd put it best that evening: "It feels like the heart is in the right place—the same place as my parents." 🌟





The Impact of Gratitude

By Kevin Long

Framing outdoor experiences for transformational learning and well-being

From Famine to Feast

This is a story about an expedition with a youth group to a remote Hebridean Island off the Scottish coast. The group leader, Tim, was a patient fellow. He needed to be. The group struggled to get on. The first days were full of moaning and complaining, petty arguments, and selfishness. It was not a happy group of youths. They didn't like working together. They didn't want to be there. They were hard work. After the third day they had eaten all their food. They came to Tim and the other leaders saying, "We have run out of food. What are you going to do?"

Well, since the team were quite remote, their return transport was a fishing boat that would not return for another couple of days. Tim's answer was pretty simple.: "Nothing." The students realised that there was nothing that could be done. The boat couldn't come early to change this situation. The reality hit home to the students—they would have to come up with a solution!

The group had a serious problem, one that they created and that couldn't be escaped from. They began to panic. Eventually, once the emotion and anger had subsided, when they accepted things, they started to talk. They talked to each other in ways that they had never done before. The calamity had broken down all facades. They spoke to each other like warm-hearted humans. Then one or two students came out with food they had brought with them, but were hiding away secret for personal pleasure. Another went through the bin and found even more—nearly full packets of food that they previously had thrown away. To their surprise there was

more than enough food! They became more joyful each time they found things. The teens started to buzz. They began to help each other and get along.

Something changed in the students—there were no more arguments, there was a sense of purpose, they became kinder and happier as they began to rejoice in the smallest of triumphs.

Bound with purpose, they had no option to quit, and so began a change in perspective that led them to sufficiency, happiness, and lasting friendships. They became grateful for the small everyday things and found this a source of abundance.

I called Tim's story "Famine to Feast" as it highlighted to me how much we can change our circumstances. Over the duration of my own instructing I thought about this experience when working with my own students.

It seemed to me at times that some of our children behave as if they too were short of resources—not a famine of food but of belief. They seem to have a worldview with little confidence in effort, little hope in ability, little will to persevere, and no belief in change. Some students clearly seemed to be in a survival mode of sorts, yearning for acceptance, recognition, and credit. There is no time for selflessness, for humility, or for empathy. Wouldn't that be for those who have given up? Or, paradoxically, those who are already abundantly well-to-do, even "famous"?

By losing their easy escape back to "normality," the students in Tim's story were impelled to recognise the many things they had previously taken for granted. They had to find resources within

themselves. Reality became immediate. The value of those everyday things became apparent only once they had been taken away.

Gratitude is a way of thinking that can turn disaster into a stepping stone. By realising the power one has to transform an obstacle into an opportunity is personally liberating. Gratitude reframes a potential loss into something of assured hope. Without hope change is spiritually inconceivable. Gratitude recasts negativity into positive channels for pragmatic action which, by its very definition, is practical and solution-focused.

Tim noticed a significant behaviour change over the following days. The students invested time on each other. They took opportunity to be of service to each other. They became more giving. The spirit of the group moved into a new frame of gratefulness.

Time and memory remould reality nearer to the heart's desires. So is it not important to start here first, by scrutinising the frame which we adopt, those assumptions which have a powerful hold on our ultimate behaviours to self, others, and the environment? Should we not first fix the vices before building upon virtues? By looking at gratitude we address the spirit.

According to Robert Emmons there are five possible obstacles to living a grateful life:

- Pervasive negativity—Our natural attentiveness to bad news
- A sense of entitlement—A cult of celebrity and an obsession with the self
- Making comparisons—A focus on what we don't have
- Apathy, boredom, and fear—Laziness and insecurities
- Lack of effort—A view of effort as a sign of weakness

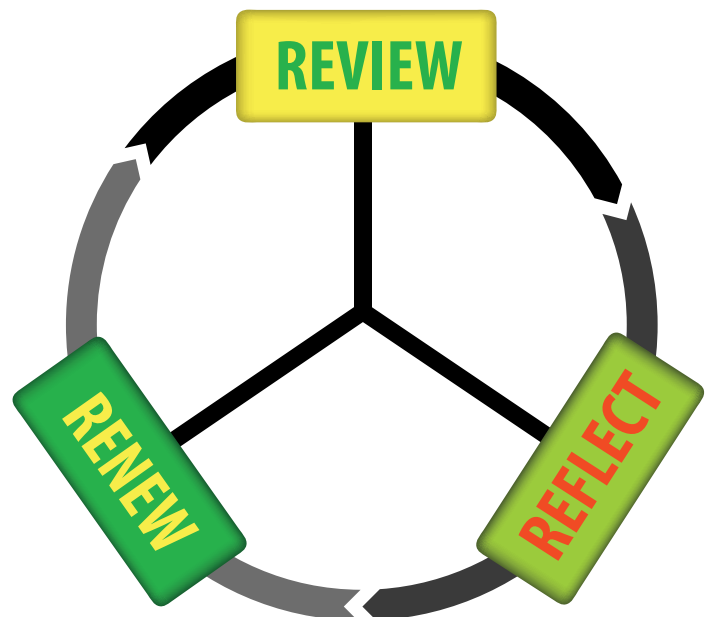
As practitioners we will certainly identify these traits in the groups we work with. They haven't changed since before Kurt Hahn wrote of the declines of modern youth 70 years ago. For Hahn, a life of service was to be the beneficial outcome. Indeed, service is the ultimate outcome of a life of gratitude.

Typically we do not address our own thinking until challenged



to do so. We take a lot of things as givens and we do not question norms. We need to pierce through our relationship to the assumptions that surround us. By facilitating opportunities for our students to do exactly this we provide for high-impact transformational learning.

Tim's students were faced by a real challenge and this was the



source of great dissonance. They had to address their own thinking and ways of behaving. The disjuncture was an assault on their assumed values. Through reflection the students individually processed their own situation, which led to reconsidered behaviour—some admitted the error of their ways and others began to share their precious chocolate. Importantly, however, the deepest impact was in their addressing of their own assumed values—and



they unlocked a personally lasting change in doing so. In finding their own solution over the following days on the Isle of Jura, they tested their newfound values and saw what how helpful and liberating this way of being was. Gratitude worked on a personal level, so they kept on doing it.

"Gratitude is the heart's memory" — French

Expressing gratitude enhances the shared experience, and the greater the number of people expressing sincere feelings of appreciation the more persistently people will feel positive. Fortunately, framing for gratitude can be quite straightforward. Two methods for getting students to express gratitude are:

Thinking about someone to whom they feel grateful—Get students to do this generally at the start of the day and then move the attention to the team after their adventurous activity. See what happens.

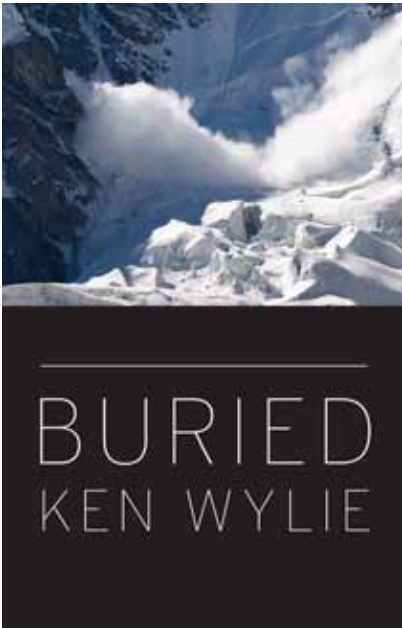
Use descriptors—Get students to describe something in their surroundings that they are grateful for. At the start of the day ask the students what they love. You will be surprised to see how they move from loving their mobile phone in the morning to describing

their love of the blue sky or sunlight on the water after a great adventure on a sunny day. It will be their waterproofs on other days!

Living with a frame of gratefulness is liberating. To begin to look at the things that we have, what our strengths are, and what is working in our lives, provides for a mindset of abundance. The benefits of an abundant mindset include greater satisfaction from relationships, higher levels of trust and inclusion, and higher levels of effort and authentic behaviour that is aligned with personal values. With a mindset of abundance, people are less likely to fear failure and are more resilient in the face of uncertainty.

You don't have to find yourself stranded on the far side of Jura in order to find such transformational moments. You can build gratitude into your practice, starting with your own personal example. See how well it works out when you do so. Keep it simple. If it works, do more of it!

Building gratitude is not so much as solving problems but dissolving problems. Focus on the present, where we are right now. Life continually asks of us what we are to be. In turn we continually recreate ourselves through our choice of action. Through the freedoms of gratefulness we become abundant in our approach to life. We become the authors of our lives—not of a good life, but of a beautiful life. Now that's a journey we should all take! 🧭



BURIED By Ken Wylie

From Rocky Mountain Books, Surrey, B.C., Canada. 2014.
\$17.49 US. Paperbound. 288 pages.

On the morning of January 20, 2003, nearly 13 years ago, at an isolated location in British Columbia's Selkirk mountain range, 35 kilometer northeast of the town of Revelstoke, an enormous avalanche swept down the upper slopes of 2,757 meter Tumbledown Mountain, engulfing two guided backcountry ski groups, killing seven. The victims were part of a larger group of 21 who had departed earlier that morning from the remote Durrand Glacier Chalet. Ken Wylie was leading the second group of seven skiers, and his boss, Ruedi Beglinger, the owner and chief guide at Selkirk Mountain Experience, one of Canada's first backcountry lodge-based ski touring companies, was in the lead with his group of twelve.

Wylie, who was inspired to work in the outdoors after watching a National Geographic film about Outward Bound at college in 1984, is now an internationally certified mountain guide who has worked for Outward Bound in Canada and the United States and is a former Alberta program manager for Outward Bound Canada. The book, "Buried" is his examination of this tragedy. A deeply personal story of the lived experience of a tragedy and its aftermath, his book covers a lot of terrain in its 288 pages: lessons learned, accepting responsibility, blame, hubris, the role of intuition, human factors, and the timeless struggle of the new apprentice and the seasoned hand. The notion of personal responsibility pervades, as does exploration of the apparently fraught relationship between Wylie and Beglinger. Of course, Wylie's book is not without controversy — a March 2015 article in ski industry's Powder describes Buried as "a

vitriolic and damning account," and quotes Beglinger on Wylie: "[His] book is filled with lies from the first page to the last."

"Buried" is primarily structured around seven lessons (acceptance, courage, connection, self-discovery, peace, acting on intuition, and truth), one for each victim, which are revealed in seven of the eleven chapters. While a strong strand in the book is the idea of responsibility, the book is more than a simple mea culpa, it also suggests human factors (hubris, social courage, communication, and so on) as core constituents of the tragedy. And while it might be tempting to dismiss "Buried" as an exposé—of Beglinger, of Selkirk Mountain Experience, or of the guiding industry, itself—that would trivialize its exceptional learning value to the outdoor adventure community and beyond.

AN OUTDOOR EDUCATOR'S GUIDE TO AWE:

Understanding High Impact Learning

By Kevin Long

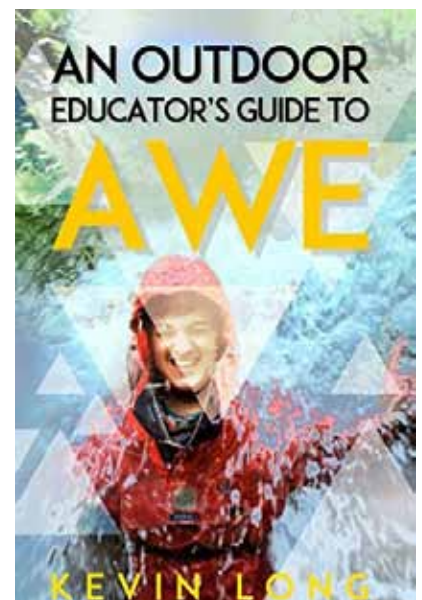
From The Outward Bound Trust, Penrith, Cumbria, UK. 2015. \$18.99 US. Paperbound. 124 pages.

Many an Outward Bound instructor has found themselves held in the transcendent embrace of awe: inadvertently, perhaps, or maybe out of purpose. Whether thanks to an experience, such as watching the aurora borealis suffuse the night sky in the presence of mystified teens more accustomed to city lights than nature's delights, or noticed in a glimmer of transformation in the eyes of a student who has surmounted the insurmountable, awe sometimes feels inescapably ephemeral—something that can be experienced but not described, repeated but not replicated.

Author Kevin Long thinks otherwise. His book, *An Outdoor Educator's Guide to Awe*, teaches us to re-experience awe, to understand its transcendence, to cultivate its emotion, and to put it at the service of compassion. Long casts awe as central to experience-based education—not just icing on the cake, but something to be baked into the cake. Something that can be baked into the cake.

Long provides a fresh, granular understanding of awe while revealing its unexploited potential to animate outdoor learning. Delivered in a series of structured essays, attentive musings, and useful exercises, the book is not merely a sentimental or spiritual treatment of the topic. Its pages are infused with theory, practical models, the selected wisdom of contemporary research, and notable passages from the likes of Antoine de Saint-Exupéry, Immanuel Kant, Kurt Hahn, and John Dewey.

An Outdoor Educator's Guide to Awe demystifies awe, making it more accessible, understandable, replicable, and relevant to the outdoor practitioner. It's an excellent aide-mémoire for anyone interested in taking impactful education to the next level.









VIETNAM:


A New Outward Bound School in the Making

The first step on the road to becoming a fully-fledged Outward Bound school is achieving Exploratory Status with Outward Bound International. This status is granted to groups wishing to establish Outward Bound in countries where there is no Outward Bound licensee.

In 2013 Singapore-based KinderWorld Education Group, a global educational institution founded in 1986 to immerse its students in multicultural and life-changing experiences, applied to establish an Outward Bound School in Vietnam. In August 2015, as a part of its ongoing efforts to explore the viability of Outward Bound operations in Vietnam, the Exploratory Committee of KinderWorld presided over the launching of a three-day sea kayaking trip near Quy Nhon, a seaside town on Vietnam's south-central coast, about 650 kilometres from Ho Chi Minh City. The trip was conducted with the support of Outward Bound Singapore and included twelve members of OBS and the Ho Chi

Minh Communist Youth Union. The journey began in the waters off Tan Thanh Village in Binh Dinh Province and covered 55 kilometres ending at Quy Nhon, a beachside city a few hours' drive north of Nha Trang.

Outward Bound Singapore's Lu Yi Gideon, assistant director (training), said that the expedition demonstrates KinderWorld's ability and interest in establishing an Outward Bound center in Binh Dinh.

The next step for KinderWorld is to be awarded a Provisional License as Outward Bound Vietnam. This is the second step of the three-step OBI licensing process. A Provisional License is a temporary agreement of a maximum of three years' duration. Provisional status permits the operation of Outward Bound courses. Upon completion of provisional status, successful schools may proceed to become a licensed member of Outward Bound International. 



G

A

P

Police and Youth in

BALTIMORE

By Ginger Mihalik

Do you remember your seventh grade dance? A large expansive gymnasium where the boys clustered on one side and the girls gathered on the other? This is how the Police Youth Challenge program starts at Baltimore Chesapeake Bay Outward Bound School. The only difference is that the two groups are police officers and middle school youth.

Outward Bound has been working to close the gap between these two groups since 2008. After a particularly violent year between police and civilians in 2007, public outcry demanded

the police department refocus on community policing. The response came in a unique partnership formed between the Baltimore Police Department and Baltimore Chesapeake Bay Outward Bound School (BCBOBS). The goal of this partnership was to do what Outward Bound does best—bring people together, break down barriers, and build a highly effective team from the public and the police department.

This work proved so successful that the Office of Juvenile Justice and Delinquency Prevention funded a study by the Johns Hopkins University Bloomberg School of

Public Health to research the impacts of using an experiential learning model to transcend long-held stereotypes by two disparate groups. Dissemination of the final study results will take place in January 2016, but data shows significant shifts in mindset in both the youth and police.

Then on April 28, 2015 Baltimore City became the center of a national discussion about police violence as outrage spread following the death of Freddie Gray while in police custody. Peaceful protest turned to violence in the streets. The entire nation watched along with those who serve Baltimore's most vulnerable and the police.

“As Executive Director of BCBOBS, I watched the news with my children while taking calls from friends, family, and Outward Bound colleagues asking how they could help bring peace. My immediate response was to reach out to local funders and the police department with a bold proposal—expand the current, research-proven, Police Youth Challenge program to include every BPD officer. The funding community stepped up to the challenge, with one business leader and angel donor making a \$250,000 commitment to expand the current program. The BPD and Baltimore City Schools offered full cooperation, support, and collaboration.

The challenges facing Baltimore, City and the solutions, are complex. Police are usually the first—and often the only—representatives of the criminal justice system with whom youth interact. These early contacts support the development of stereotypes and inform future interactions between youth and the system. Urban police officers are faced with long-standing stereotypes that brand them as racist, unjust, and apathetic to the concerns of the community they serve. This fissure in a relationship so fundamental to public safety is the heart of what Outward Bound is working to repair. The Police Youth Challenge program has been designed to specifically reduce the negative perceptions that the urban police and youth have about each other and thereby reduce the incidents of violence that occur between the two.





elements that are crucial to success are incorporated into the day. These key criterion are essential: equal status and neutral territory, group challenges with common goals, inter-group cooperation, support of authorities, and personal interaction.

Program design and contact theories may provide a framework for the facilitated interactions by expert staff, but an open, wooded park in Baltimore City is where the magic occurs. Police and youth arrive at Outward Bound, refusing to look at each other. They spend the day solving challenges and learning how the same thoughtful communication and teamwork can be applied in their day-to-day interactions. They get to see each other vulnerable—after all, even police officers get scared on a climbing wall! They cheer each other on, discover new ways to work together, and then end the day with a changed perspective and new-found understanding of each other.

The Police Youth Challenge employs Allport's Contact Theory which has long been described by criminology, psychology, and sociology experts as one of the best ways to improve relations among groups that are experiencing conflict. The program takes place over one day at a 1:1 ratio of officers to middle school students. The day is carefully designed to insure that all key

In 2016, the program will scale up from serving 160 officers to nearly 3000, with a matching number of middle school students. Baltimore Chesapeake Bay Outward Bound School is currently developing a plan to scale this program even further and bring it to other cities. 🌟



Sky High Fundraising

The Outward Bound Trust Leads the Longest Civilian Abseil in History

By Lucie Abberley

In the last year, The Outward Bound Trust in the United Kingdom has reached a totally new level of fundraising, headlined by the City Three Peaks challenge. This event saw 40 individuals abseil three of London's most iconic skyscrapers: The Gherkin, The Walkie-Talkie, and The Cheese Grater—1,916 feet (584 metres) in total. This outstanding challenge set the precedent for fundraising moving forward in its unique

collaboration of exclusivity, publicity, and alignment with the key messages that embody The Trust—individuals facing physical and mental challenges to achieve something truly great.

The bar was set in the targeting of the challenge, where only the super-rich were invited to take one of just 40 places, with a goal of raising £100,000 (\$155,000) each.

This bold, and almost intimidating figure immediately captured the attention of key players and corporations in the City of London and beyond. The attraction lay in the opportunity for individuals already at the very top of their game to reach a new level of success, both in the completion of the abseil itself and the raising of this outstanding figure.

Combining this exclusive, high-profile team of participants with

Getty Images for the Outward Bound Trust and the Royal Navy and Royal Marines Charity







Getty Images for the Outward Bound Trust and the Royal Navy and Royal Marines Charity




Getty Images for the Outward Bound Trust and the Royal Navy and Royal Marines Charity



Getty Images for the Outward Bound Trust and the Royal Navy and Royal Marines Charity

the stunning backdrop of these iconic buildings, along with the unmatched force of the Royal Marines, who provided critical logistical and people management support, created something that stood heads and shoulders above anything else out there—a target we should always be striving to achieve. This was further complemented by surrounding the event with luxury sponsors, creating a slick, cohesive event brand, and striving for a flawless delivery on the day, involving over 60 members of staff from around The Trust. This unique combination of factors in turn led to keen press interest, and the resulting coverage across national publications immeasurably raised the profile of the Trust and positioned us as an organisation pushing the boundaries of what was previously thought possible in fundraising.

As it stands, the total income for the event is set to surpass £2,000,000 and counting. Moving forward, we now look to replicate the precedents we set on that landmark day for The Trust. We aim to remain at the very forefront of the market in terms of innovation, daring, and delivery, maintaining our reputation as a fundraising force to be reckoned with. 

Outward Bound Singapore Uplifts

the Outdoor Adventure Education Industry Standards in Singapore

Mission Critical-



Singapore's Outdoor Adventure Education industry is slowly growing to build inclusivity, deepen engagement levels with its stakeholders, and uplift overall industry standards. Outward Bound Singapore (OBS) contributes to this initiative through our collaboration with the National Institute of Education on the five-day, four-night Physical Education and Sport Science (PESS) programme for their trainee teachers. We instruct the teachers as part of their Outdoor Education (OE) syllabus requirement to graduate. Upon graduation, they will be qualified to teach Physical Education (PE) as a subject at all schools in Singapore.

Challenging the Comfort Zone

Throughout the intensive programme, the trainees are challenged to stretch their comfort zone physically, mentally, and emotionally. On top of the typical Outward Bound (OB) activities such as height activities, trekking, and kayaking expeditions, lessons including OE, framing, and facilitation as well as Risk Assessment Management Systems (RAMS) are integrated into the programme to increase the intensity while equipping the teachers with a breadth of knowledge and skill sets. Using the OB process model, the trainees go through a series of action-reflection and debrief sessions with our instructors to absorb the relevance of the knowledge and skill sets acquired, for





their eventual role as PE teachers. For Yeo Ya Wen, a PESS trainee teacher, the programme “definitely pushed everyone out of their comfort zones.”


Having a Paradigm Shift

Admittedly, the trainee teachers did not expect much from the programme, with some commenting, “I didn’t expect to learn much, honestly I thought I was going through a normal camp.” However, things changed towards the end, especially for Yeo Ya Wen, who remarked, “I actually learnt more about facilitation, debriefing, conducting an expedition, and RAMS.” Interestingly, they were surprised that they gained much more than just the necessary OE skills and knowledge. For Tang Qi Sheng, another PESS student, he was surprised that he found personal discovery during the programme: “So I thought, I was coming here to gain that knowledge, but I also found personal discovery and how I wanted to improve myself.... Someone gave feedback that I should structure my thoughts before speaking so I’ll sound more convincing.” Others such as Muhammad Khairil Bin Kamal felt that the programme was very enriching, especially the lessons on Priestman and Gass’s Six Generations of Facilitation and Tuckman’s Stages of Group Development which would benefit him as a PE teacher in engaging the youth today.

Future Outdoor Educators

Aside from training future PE teachers, we are embarking on a new pilot training programme for future outdoor educators—Allied Educators and External Freelance Instructors who conduct OAE programmes at the Ministry of Education’s outdoor adventure learning campsites. We train these instructors in the Challenge Rope Course Programme, where they learn about the different rope course elements, how to supervise the rope courses, how to perform rescue and recovery, and how to facilitate learning from the rope course activity.

Nurturing Ruggedness and Resilience

On January 1, 2015, OBS was restructured to become part of the National Youth Council, Singapore, to drive youth development and broaden outreach to young Singaporeans and youth sector organisations. Embracing our role as a National Youth Developer, we will continue to collaborate with key stakeholders such as the Ministry of Education and the National Institute of Education to develop programmes that nurture ruggedness and resilience as well as uplift the Outdoor Adventure Education industry standards in Singapore. For the Physical Education and Sport Science trainee teachers, Outward Bound Singapore programmes have certainly instilled a sense of ruggedness and resilience in these instructors! 



“Making Outward Bound Successful”

The 2014 Outward Bound International World Conference

The 2014 OBI World Conference was held in Baad, in the Austrian province of Vorarlberg, and was hosted by Outward Bound Germany. The conference ran from November 3 to 7 with the theme of “Making Outward Bound Successful.” Strategic leaders and staff from 32 Outward Bound schools around the world attended. The venue was the picturesque Kleinwalsertal valley in the

Allgäu Alps. On the Austrian side of the Austro-Bavarian border, and only accessible by road from Germany, Kleinwalsertal has been the longtime home of Outward Bound Germany’s Baad center since 1956.

Among other discussion topics, the conference afforded opportunities for the schools to reflect on their priorities

using a SWOT analysis framework. SWOT is an internal-external analysis that helps identify organizational Strengths and Weaknesses while recognizing the Opportunities and the Threats faced. Finance, market share, learning impact and process, and internal processes were prominent among the discussions. Other topics included communication and network enhancement, brand definition and strengthening, research on the impact of programs, staffing, risk management, skills auditing, and governance models.

In addition to workshops and





meetings, delegates took part in several activities in the area, including hiking the upper high-path panorama trail from Hirschegg to Baad. As this seven-kilometer trail climbs above the valley, hikers pass charming old framehouses while listening to Tyrolean cowbells tinkling in the distance. Near the end of the trail, delegates descended to the town of Baad, at the foot of the 2,536 meter tall Widderstein, where a tour of the Outward Bound center was provided.

The conference concluded with a traditional Bavarian-themed dinner—with OB Germany staff in lederhosen and dirndls—at the Alphotel in Hirschegg.

The next World Conference is to be held in North Carolina, USA, in 2016. 🌟

Outward Bound Australia Spruces Up



Outward Bound Australia established its National Base at Tharwa in 1979, after operating programs from Fisherman's Point on the Hawkesbury River north of Sydney since 1956. Over the last 36 years we have operated successfully from Tharwa as our national headquarters, training centre, and base camp for our Australian Capital Territory operations.

In 2009 it was identified that the original facilities in Tharwa required a major upgrade, and a fundraising initiative was launched to fund this infrastructure project. With the generous support of the Vincent Fairfax Family Foundation, the Thyne Reid Foundation, John T Reid Charitable Trust, James N Kirby Foundation, and Boral Limited, works commenced to redevelop our National Base in 2012.

In October 2014 the project was finalised with improvements made to our student and staff accommodation, administration facilities, and kitchen and dining hall. On October 20, 2014 we were pleased to welcome our friends, supporters, and our Patron, His Excellency General the Honourable Sir Peter Cosgrove AK MC (Retd), the Governor-General of Australia, who officially reopened our National Base and congratulated past and present staff on their valuable contribution to the wellbeing of young Australians and the Australian community at large. 🌟



Developing Rugged, Resilient Youths Who Are Inspired to Serve



On January 1, 2015, Outward Bound Singapore (OBS), together with a national volunteer institution, Youth Corps Singapore, was restructured to become part of the National Youth Council (NYC) to drive youth development and broaden outreach to young Singaporeans and youth sector organisations.

Tapping into the strong synergy between the NYC and OBS in driving youth engagement and developing active youth citizenry, OBS started co-driving the Youth Corps Singapore's Induction programme with NYC in 2014.

Youth Corps Singapore supports youths who are keen to serve the community. As the catalyst for youth volunteerism, it harnesses the energy and passion of youths to ignite positive change in society through community development projects.

Besides playing a key role in the selection of aspiring youth volunteer leaders, OBS also facilitates their induction using outdoor experiential learning and continues to mentor each watch in serving their community after their Outward Bound programme has ended.

The year-long journey starts with a five-day residential programme at OBS, which provides the necessary training and bonding for the newly formed teams. Then the OBS instructors guide their respec-

tive teams to sustainably address community needs in the areas of education, health, special needs, and the environment. Shermaine Ng, a Youth Corps leader who has completed the training programme, shares her thoughts on the journey.

"My Youth Corps journey began way back in May, 2014 when I attended a selection interview. Unlike normal interviews with long glass tables and a panel of scary-looking judges sternly trying to peer through your soul in the short ten minutes, this half-day selection process was done in the form of a half-day camp designed by OBS. We were split into teams and given mind-boggling challenges which tested our values, beliefs, and teamwork.

"I remember leaving the selection process refreshed by the new friendships forged and the challenges conquered, at the same time, excited by the spirit in which the selection process was conducted—in a true exploration of each individual's character. The selection process and the induction programme conducted by OBS challenged our boundaries, placed us beyond our comfort zone, and constantly encouraged us to bring our heart for service and people-passion, to a level beyond just 'hoping to make a difference.'

"This was where I've truly met like-minded individuals. I am constantly humbled by my peers, whose desires to learn and serve have been the most powerful source of strength for us in

the pioneering batch. I am fortunate to be in the company of these inspiring individuals, from whom I constantly gain new insights.

“I remember the uncertainty we felt when we first came together as a team. When I compare with the individuals we have grown to become, there are subtle signs of development in the way we approach problems, view challenges, and search for solutions; there seemed to be a new confidence that has empowered us during this one year of rigorous training and volunteerism.

From our incredible hundreds of hours (collectively, nearing a thousand in this past year) that have been dedicated to project meetings, trainings, and working on the go, I have been inspired to consistently challenge my limits. I have found strength and courage to step out of my comfort zone, thanks to the community partners and OBS mentors who have walked along with us in our journey.

This experience has taught me more than resilience. It has also shifted my outlook towards the endless possibilities that can come with a great deal of compassion and dedication. When I think of us collectively, I am confident that ‘a small group of people with great love can change the world’—and to the naysayers who brush off ‘world change’ as an impossible feat, they will surely change their minds when they look at who we are and what we’ve done.”

For more information about Outward Bound Singapore and its programmes, visit: www.obs.nyc.gov.sg





Outward Bound Oman Receives the **INNOVATIVE PROGRAM AWARD**

In September 2001 Outward Bound International introduced the Innovative Program Award, which recognizes innovative programs or activities that are effective, replicable, and advance the mission of Outward Bound. The first recipient was Outward Bound Singapore for their Overseas Youth Programme.

In November 2014 at the OBI World Conference in Austria, Mohammed Al Zadjali received the award on behalf of Outward Bound Oman for its program, Connecting Cultures—The University of the Desert. Connecting Cultures is a shared, multi-day journey that draws together young people from a variety of cultures, religions, and nationalities, with the aims of promoting mutual understanding, trust, and respect, and providing a unique platform for intercultural dialogue. The programme, a partnership between Outward Bound Oman and its key partners (The Sultan Qaboos Cultural Centre, The MBI Al Jaber Foundation, The Oman National Commission to UNESCO,

and The Ministry of Education, Oman) has been identified by the United Nations Alliance of Civilisations (UNAOC) as “one of the world’s leading civil society initiatives.”

The multi-day course design incorporates all of the key elements of a standard OB course, with a lighter touch applied to the physical challenge element and an increased focus on review and


“Each day holds opportunities for developmental discussions that include shared values, how one’s own culture might be perceived by others . . .”

discussion. Key is a physical journey (in the case of OB Oman, a five-day walking safari through the desert) in an environment that provides time and space to think and listen (no mobile phones). Each day holds opportunities for developmental discussions that include shared values, how one’s own culture might be perceived by others, the causes of and solutions to cultural

misunderstanding, cultural stereotyping, media literacy, causes of and solutions to extremist behaviour, and, at the end, identifying opportunities and overcoming obstacles to step up and make a difference in society.



Set up to use the outdoors to challenge and develop the skills of young people throughout Oman and beyond, Outward Bound Oman (Tahaddi) is the first and only Outward Bound school in the Arabic-speaking world. It works in close partnership with the Connecting Cultures programme. Courses are delivered and facilitated by the hard-working Outward Bound Oman staff.

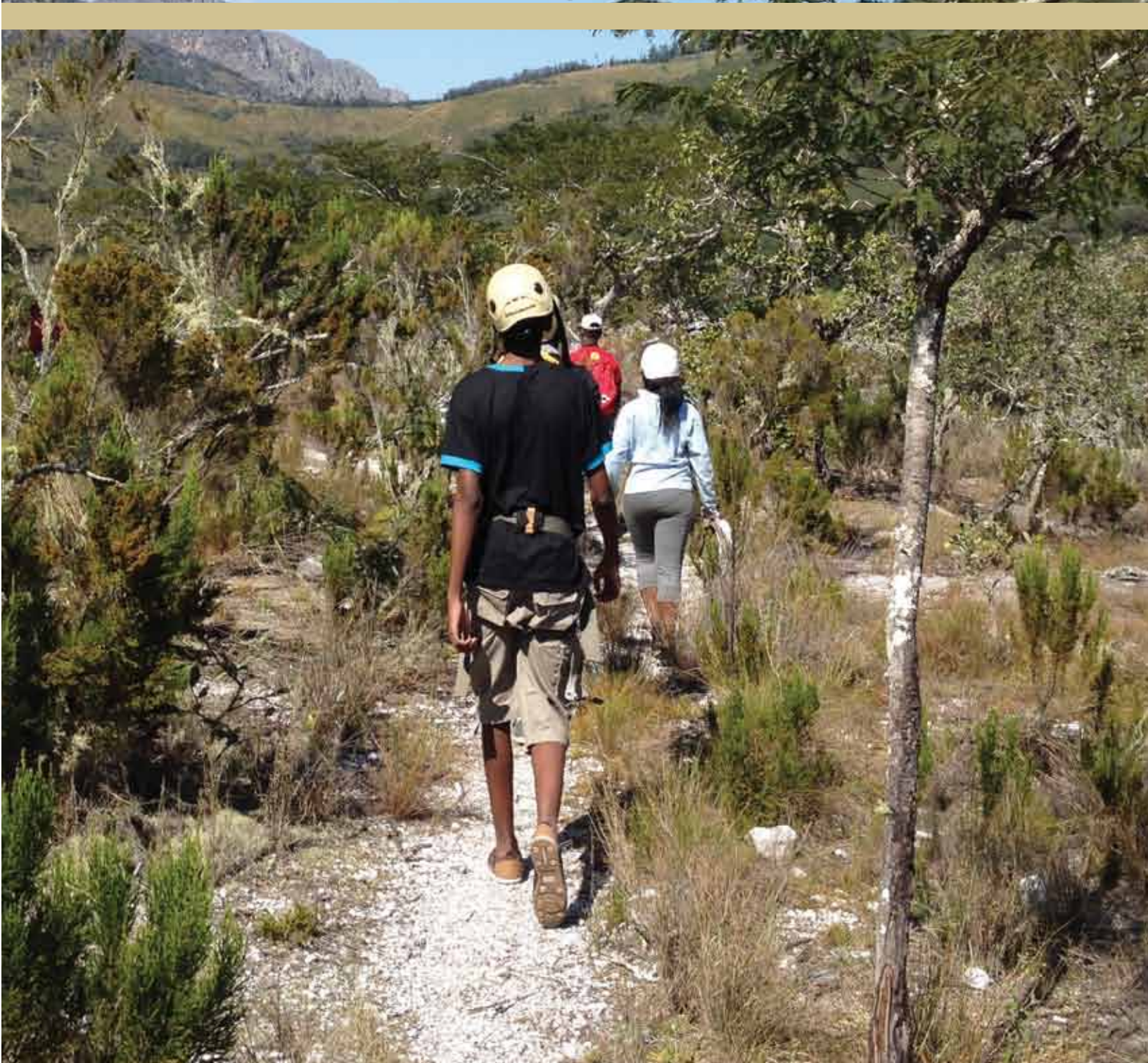
To learn more:
[Ten Year Social Impact Report 2001-2014.](#) 



#By The Numbers-

Outward Bound International

Annual Report 2014



Chairman's Letter

OBI Chair & Executive Director Letter for 2014 Annual Report



It is our privilege to report on behalf of the Board of Outward Bound International on activities worldwide in 2014. Outward Bound International (OBI) is the organization formed to oversee licensing of new Outward Bound Schools, of risk management and quality standards for all Outward Bound Schools 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 Schools able to provide safe, high quality programs that fulfill the Mission of Outward Bound.

Some highlights of 2014:

- One quarter of a million participants
- OBI World Conference in Baad, Germany
- OBI “not for profit” incorporation in Canada

Priorities of 2014

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

- Maintaining the modest costs of OBI operations.
- Planning and running a Senior Staff Symposium in Baad, Austria
- The introduction of a revised and expanded risk management and Program Review system.

OBI World Conference

Outward Bound International (with help and support from Outward Bound Germany) hosted a very successful World Conference from the 3-7th of November 2014. The Conference was held in Baad Austria and was attended by strategic leaders and staff from 32 Outward Bound Schools (the “Schools”) around the world.

The theme of the Conference was “Making Outward Bound Successful” and the programme was constructed to:

1. Encourage delegates to engage with the OBI strategic planning process
2. Network with other delegates
3. Deliver practical advice on key areas of Outward Bound operation (sales, evaluation, social media etc.)
4. Assist with the identification of areas where delegates would value support and involvement with OBI



The Operations Committee played a key (and invaluable) role in the facilitation and reporting back from discussion sessions. Engagement from delegates was excellent and feedback during and post-Conference has been extremely positive.



Key Outcomes

There is a very strong appetite from the Schools for a more integrated and linked Outward Bound network supported and facilitated by Outward Bound International. Delegates expressed the view that OBI should take the initiative to lead, guide and support the developing network.

The general consensus of the World Conference was that OBI should focus on the following areas:

- Communication and network enhancement (improved website, new version of the Wiki, improved communication between Schools.)
- A stronger world wide Outward Bound brand
- Research on the impact of OB programs
- Staffing (including a network skills audit, staff mentoring and shadowing, exchanges, staff training, expert fund)
- Risk Management
- Governance models

The World Conference also endorsed a revised system of Program Reviews. From January 2015 all Program Reviews undertaken by OBI will use the “new” system which features a 14 point review schedule and provides significant opportunities for discussion and support.



The OBI Risk Management Committee, Operations Committee and delegates are looking forward with enthusiasm to the implementation of the format.

The OBI Board and Operations Committee met following the Conference and have begun the work of realizing the Conference vision. Schools will be kept informed as to progress and will be consulted as new initiatives develop.

It is OBI's intention that the areas identified above will have progressed significantly before the next World Conference (scheduled for North Carolina, USA from the 1st-3rd November 2016).

Mary Thomson
OBI Board Chair

Iain Peter
OBI Executive Director

Outward Bound International Board of Directors



Tim Medhurst
Australia



Krassimir Yaney
Bulgaria



Eduardo Balarezo
Ecuador



Georgina Marten
Ecuador



David Kong
Hong Kong



Nikhil Mundle
India



Andrew Smith
New Zealand



Colin Maund
UK



Mary Thomson
Chairman
Canada



Lorna Wendt
Vice Chairman
USA



Mike Perlis
Treasurer
USA



Jon D'Almeida
Ops Com



Iain Peter
Executive
Director



G. Kelly O'Dea
Chairman
Emeritus



Peter Kyle
Chairman
Emeritus



Bill Phillips
Chairman
Emeritus

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 schools 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 schools 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 schools, 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 schools.

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.

BOARD COMMITTEES

Operations (Ops Com)

Trevor Taylor (Chair)
Sarah Wiley
Will Ripley
Jim Rowe
Dieter Reinig
Nicholas Conceicao
Jon D'Almeida
Steve Matous

Risk Management

Tim Medhurst (Chair)
Nicholas Conceicao
Jim Rowe
Rebb Gregg
Krassimir Yanev
Mark Vermeal
Iain Peter
Rob Chatfield

Nominations and Governance

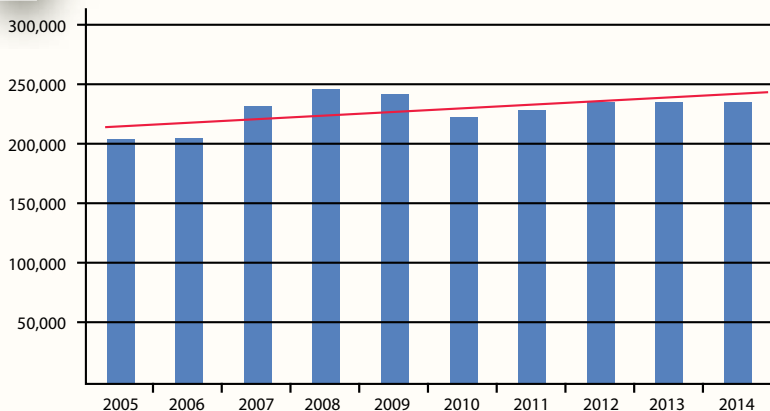
Mary Thomson
Lorna Wendt
Eduardo Balarezo
Andrew Smith



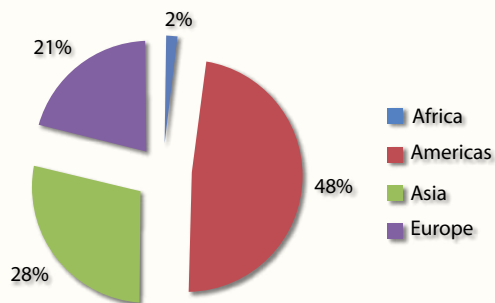
P

Participation

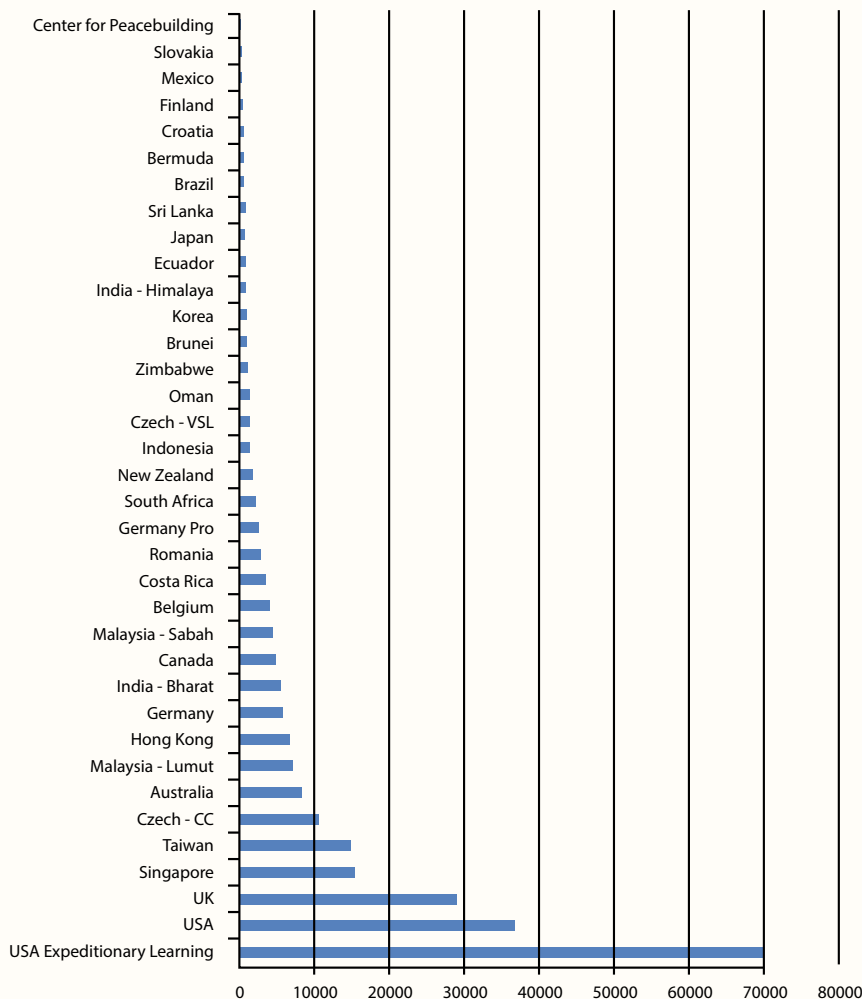
Outward Bound Participants Worldwide 2005 - 2014



Participants by Region 2014



Participants by Country 2014



Due to rounding, numbers and percentages in tables and figures may not add to 100 or totals.

Thanks To Our Supporters

Summit Climber \$10,000 and above

Ian Slome
Lorna Wendt
Dick Watson

Mountaineer \$5,000 and above

Mike Perlis
Georgina Marten
Nikhil Mundle
Andrew Smith
Mary Thomson

Expeditioner \$2,500 and above

Krassimir Yanev

Other Gifts

Rob Chatfield

Gifts In Kind

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 2014. Each licensed Outward Bound Center is financially independent and each accounts for, and has responsibility for, its own financial operations.

This report covers the operations of Outward Bound International Inc. (OBI) the coordinating organization to which each School is a member.

OBI had essentially the same sources of revenue in 2014 as 2013. However, fees from licensed members accounted for 71% (a decrease on previous years) of operating revenue and contributions from Board and other sources accounted for 29%. Expenses were well controlled this year but the reduction in income (down \$37,891) means that the year-end result is a small deficit (\$14,151). However, our overall position has improved slightly with our net assets having increased in value by \$21,670.

Restricted assets remain invested for long term growth in 70% stocks and 30% bonds. The total value of restricted assets increased this year from \$326,740 to \$358,990. Unrestricted assets remain fully protected from the risk of bank default.

Unrestricted Net Assets stand at \$295,291, a reserve equating to slightly more than a year (at current levels) of operating expenses. These assets have been generated from past surpluses and gifts.

The Statement of Financial Position as of December 31st 2014 was prepared by Clark & Clark, PC. In Salt Lake City.

Mike Perlis
Treasurer

Financial Reports

Outward Bound International Inc. Comparative Statement of Financial Position As of December 31st, 2014

(Expressed in US\$)

	2014	2013
Assets		
Current Assets:		
Cash	\$294,877	286,442
Funds held for Outward Bound Cent	49,566	50,466
Receivables & Prepaid Expenses	21,766	17,121
Pledges receivable	-	25,000
Accrued interest receivable	-	1,030
Total Current Assets	\$366,209	\$380,059
Non-Current Assets:		
Permanently Restricted Cash	358,990	326,740
Total Noncurrent assets	358,990	326,740
TOTAL ASSETS	\$725,199	\$706,799
Liabilities & Net Assets		
Current Liabilities:		
Accounts Payable	\$21,352	24,264
Funds held for Others	49,566	50,466
Total Current Liabilities	\$70,918	\$74,730
Net Assets:		
Unrestricted	\$295,291	305,329
Permanently Restricted	358,990	326,740
Total Net Assets	654,281	632,069
TOTAL LIABILITIES & NET ASSETS	\$725,199	\$706,799

Outward Bound International Inc. Comparative Statement of Activities For the Year Ended December 31st, 2014

(Expressed in US\$)

	2014	2013
Revenue & Support:		
Fees from Centers	210,235	222,539
Charitable Donations	46,681	84,650
Other Income	14,568	8,882
Unrealized Gain/(Loss) on Inv	21,795	15,099
Total Revenue & Support	293,279	331,170
Expenses:		
Fundraising	67	760
Legal & Miscellaneous	31,798	55,428
Office	7,167	22,087
Publications	13,687	17,190
Personnel	194,509	228,097
Symposium	-	-
Meetings & Travel	23,839	28,219
Total Operating Expense	271,067	351,781
Net Surplus for the Year	(14,151)	(44,592)
Net assets, beginning of period	632,069	652,680
Change in net assets	22,212	(20,611)
Net assets, end of period	\$654,281	\$632,069



Outward Bound Schools 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

Hajah Sofinaz Majid, Training Officer
obbd@brunei.bn

Canada

Sarah Wiley, Executive Director
www.outwardbound.ca

Costa Rica

Jim Rowe, Director
www.crrobs.org

Croatia

Lovorka Šimunec, Executive Director
www.outwardbound.hr

Czech Republic

Jan Marek, Executive Director
Lukáš Šilc, Executive Director
www.outwardbound.cz

Ecuador

Sebastián Torres, Director
www.outwardbound.ec

Finland

Jyrki Hämäläinen, Executive Director
www.outwardbound.fi

Germany (Provisional)

Kaj Bondy, Executive Director
www.outwardbound.de

Germany Professional

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

Holland (Exploratory Status)

Hong Kong

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

India-Bharat

Sudhir Moharir, Chairman
www.outwardbound.org.in

India-Himalayan

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

Ádám Horváth-Kovács, Executive Director
www.outwardbound.ro

Sabah

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

Singapore

Nicholas Conceicao, Executive Director
www.obs.nyc.gov.sg

Slovak Republic

Michal Keim, Chairman
www.outwardbound.sk

South Africa

Francois Burman, 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

Vietnam (Exploratory Status)

Zimbabwe

Dave Meikle, Director
www.outwardbound.org.zw

Outward Bound International
85 Grampian Road
Aviemore PH22 1RH
United Kingdom

Tel +44 (0)1479 812544
Mobile +44 (0)7836 642162

Email execdir@outwardbound.net

A close-up photograph of a woman with dark hair and blue eyes, smiling warmly at the camera. She is wearing a dark-colored top and a beaded necklace. Her hands are visible, holding a piece of white fabric and a needle with red thread, as if she is in the middle of sewing. The background is a plain, light gray.

Shifra
Mincer

Sews for
the homeless. Mends
more than clothes.

VOLUNTEERING

Pass It On.

VALUES.COM THE FOUNDATION
FOR A BETTER LIFE®



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