

# Outward Bound Trust of New Zealand

## Statement of Service Performance



1 July 2022 - 30 June 2023

### About Outward Bound New Zealand

Outward Bound New Zealand is an international, non-profit outdoor education organisation with approximately 40 schools around the globe. In Aotearoa New Zealand over 70,000 New Zealanders have participated in an Outward Bound programme since its establishment in 1962.

Outward Bound NZ's vision is *Kia whanake ngā tangata. Kia whanake ngā whānau. Kia whanake te ao. Better People. Better Communities. Better World.*

This vision is underpinned by three key values:

**Wana/Passion:** We are passionate about developing people and inspired to serve the needs of Aotearoa.

**Haepapa/Responsibility:** We act with respect, courage and integrity. Together we give our personal best.

**Aroha/Compassion:** We are all interconnected. We nurture a safe and supportive environment.

### Why we exist:

Outward Bound programmes aim to foster the personal growth, leadership, and social skills of participants by using challenging expeditions in the outdoors. Our Mission is *to empower people to make life-changing journeys of self-discovery through shared adventures in te ao tūroa, the natural world.*

### How we deliver our Mission:

Outward Bound New Zealand offers multi-day experiential learning programs that foster personal growth by providing opportunities for participants to step out of their comfort zones. Our experiences are designed to cater to the participants' Te Whare Tapa Whā – physical, mental, social, and spiritual well-being.

Throughout their time at Outward Bound, students will complete a range of outdoor activities which may include overnight expeditions in the bush, sailing out at sea, white-water kayaking, rock climbing and high ropes. Kaiako / Instructors teach all the skills required to ensure the safety of students throughout their course. Kaiako give students context of each activity beforehand through a process called frontloading. This helps ensure the students are prepared, engaged and understand the expectations of the experience.

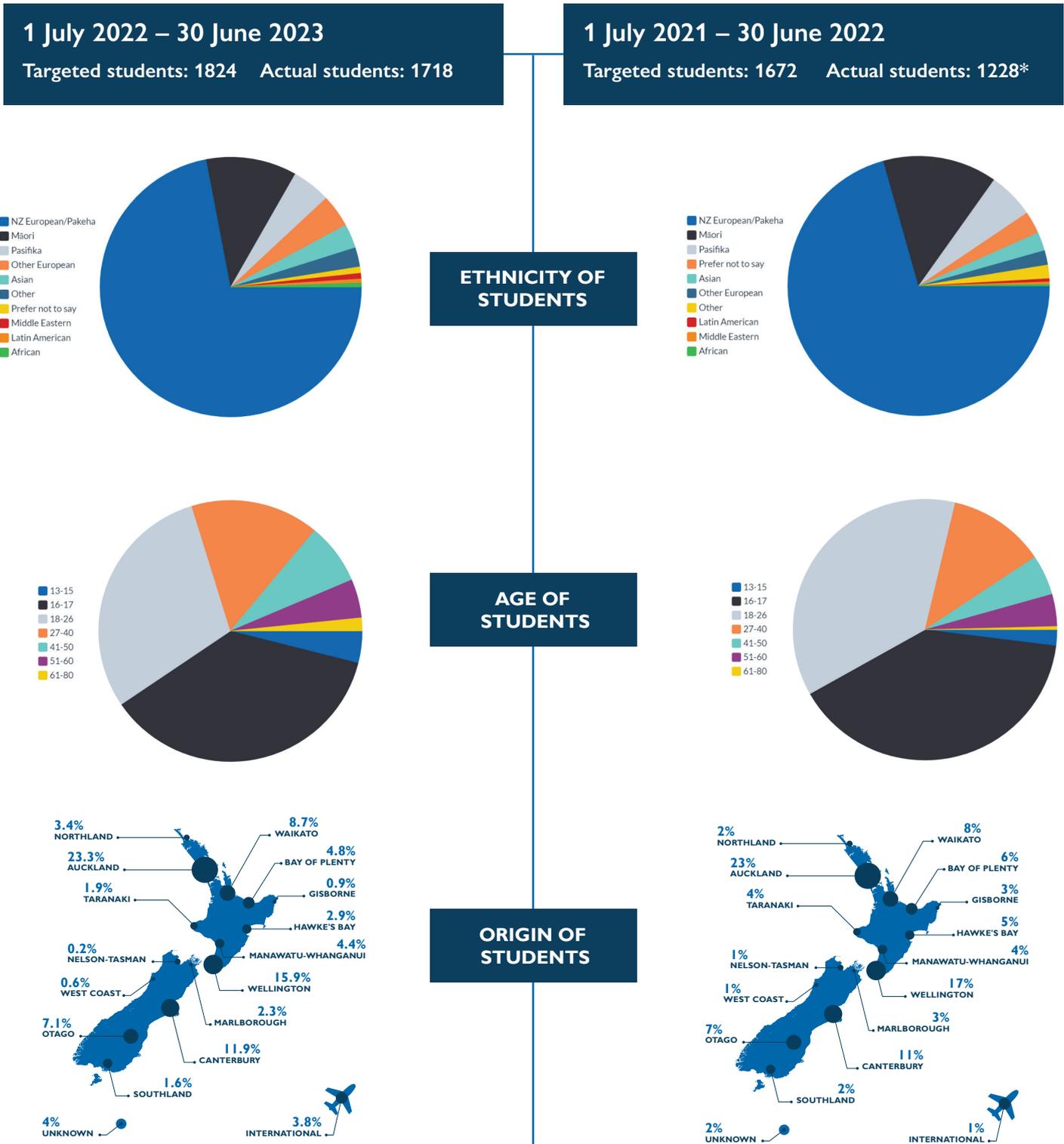
During their course, participants are given the time, space, and tools to internalize their experiences individually and discuss them as a group. This process of reflection helps students understand their personal strengths and encourages learning to be transferred to 'real' life.





## Accessibility

At Outward Bound we constantly strive to reach as many New Zealanders as possible by making our courses relevant and accessible for individuals of diverse age, ethnicity and from every corner of the motu / country.



\*Actual student number vs Target student number for FY22 reflecting impact of COVID – specifically mitigating COVID transmission by following NZ Government guidelines and restrictions.

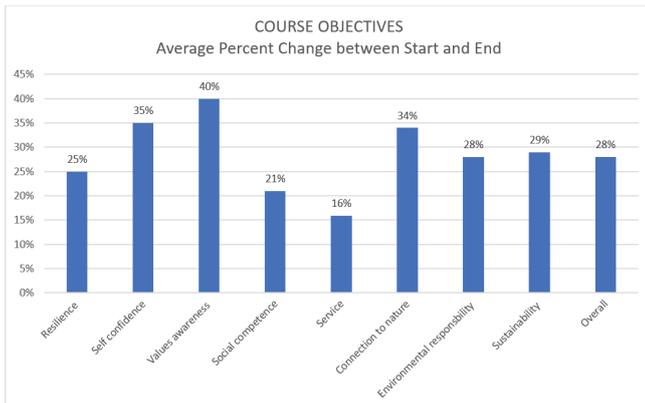




## Course Objectives

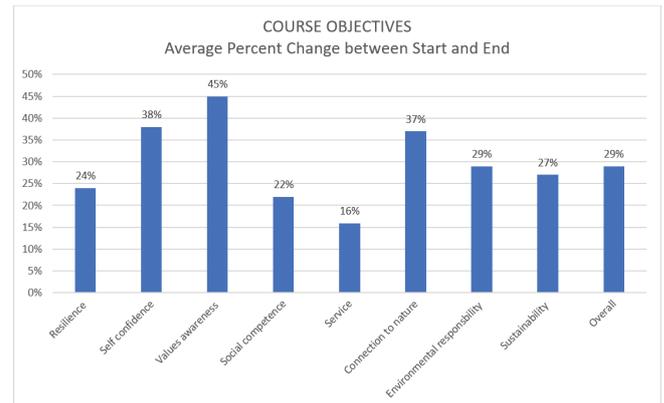
### Average percentage change between start and end

1 July 2022 – 30 June 2023



Reference: Outward Bound NZ Personal Effectiveness Questionnaire (1 July 2022 – 30 June 2023). Course start and end comparison. N= 1210 (Professional, Leaps & Bounds, Custom, Horizons courses not included).

1 July 2021 – 30 June 2022

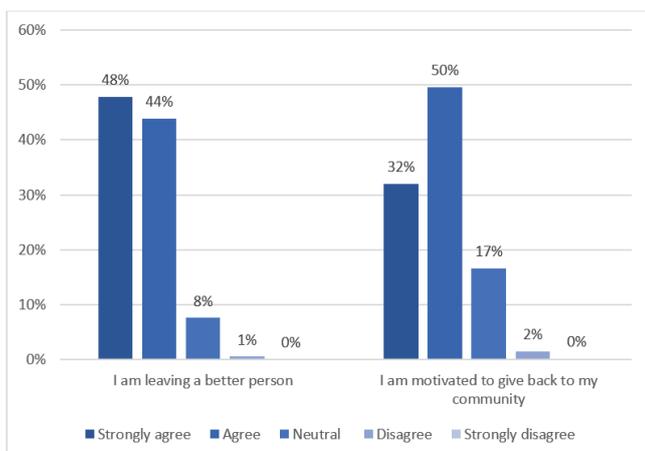


Reference: Outward Bound NZ Personal Effectiveness Questionnaire (1 July 2021 – 30 June 2022). Course start and end comparison. N= 974 (Professional, Leaps & Bounds, Custom, Horizons courses not included).

## Vision Statements

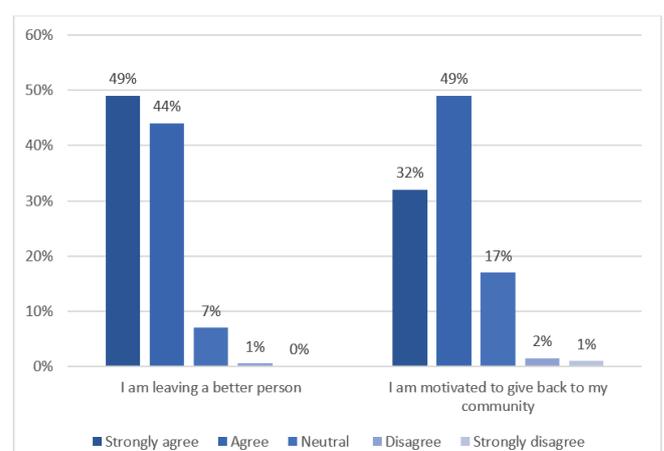
### Better person & motivated to give back

1 July 2022 – 30 June 2023



Reference: Outward Bound NZ Personal Effectiveness Questionnaire (1 July 2022 – 30 June 2023). Course start and end comparison. N= 1210 (Professional, Leaps & Bounds, Custom, Horizons courses not included).

1 July 2021 – 30 June 2022



Reference: Outward Bound NZ Personal Effectiveness Questionnaire (1 July 2021 – 30 June 2022). Course start and end comparison. N= 974 (Professional, Leaps & Bounds, Custom, Horizons courses not included).





### Our Course Outcomes - November 2020 – October 2022

#### Outward Bound NZ's Personal Effectiveness Questionnaire (PEQ) + Post Course Evaluation Survey

Each student, at the end of their Outward Bound course, completes an electronic evaluation survey that is aligned to our course objectives. We ask how well the mental, emotional, and physical challenge was pitched and how motivated the student now is to give back to their community.

Part of this survey includes the PEQ – Personal Effectiveness Questionnaire which compares how the 'shift' a student has felt from the course start to the course end. Students score themselves between 1 and 8 (8 being very much like them.) The questionnaire has 23 statements. The scores are compared, and the developmental change is measured in terms of an "effect size". This can be summarized as follows:

An effect size of:	0	Indicates no change
	0-0.2	Indicates minor change
	0.2-0.4	Indicates a change
	0.4-0.6	Indicates a major change
	Above 0.6	Indicates a significant change

We also gather feedback on numerous operational areas including enrolment process, safety, food, equipment, safety and transport which is shared widely in order for us to improve and implement change quickly. The feedback and insights gathered are shared with instructors and support staff immediately following course end.

The data included in this Statement of Service report has been gathered from all students on core courses (Classic, Masters, Discovery, Activate, Whakatipu, MBS, Schools...). Survey questions for our Professional, Leaps and Bounds, Horizons (disability) and Custom courses are tailored slightly differently and are not represented in this report.

Our commitment to this evaluative process and the continual refinement of our offerings ultimately aligns with our mission: by helping people understand their full potential, we can help make our communities and the world a better place.

#### Our long-term impact - Research New Zealand Longitudinal Study

Outward Bound New Zealand, in partnership with Research New Zealand, conducts a 6–9-month longitudinal study to evaluate the long-term effectiveness of our outdoor education programmes. We gather insights from students, their significant others, and when applicable their teachers to assess perceived attitudinal and behavioural changes tied to our core course objectives. In doing so, we attain insights that allow us to learn and improve on our courses and strengthen our credibility as a global leader in experiential and outdoor education.

Due to the suspension (April - June 2020) and reduction (July 2020 - July 2022) of our delivery caused by the impact of the Covid pandemic, the following summary of findings reflects cumulative data gathered between November 2020 – October 2022. At time of reporting, our November 2022 – April 2023 data was still being processed by Research NZ and is not reflected in these figures.





## Values - Individual Student

**85%**

Agreed that Outward Bound has helped them focus on the things that are most important to them (e.g their values).

**71%**

Have used their personal values to guide their decisions and attitudes since attending Outward Bound.

Student Testimonial:

***“You are provided with opportunities to create values for yourself to live your life by, you meet people from all walks of life, and most importantly, you form connections that will last a lifetime.”***

## Overall Impact – Individual Student

Taking everything into account, how much of an impact would you say Outward Bound has had on your life in the 6 months since you left?



**57%**

Report positive impact

**38%**

Report very positive impact

**86%**

Of alumni agree “I often draw upon my Outward Bound experience”

**78%**

Agree that “When I find myself in a challenging situation, I think about what I learnt at Outward Bound”

## Working Together - Individual Student

**83%**

Of alumni agreed that Outward Bound has encouraged them to improve their relationship with others.

**57%**

Of alumni have tried to improve a relationship with someone, since attending Outward Bound

Student Testimonial:

***“All the teamwork activities and the processes of getting to know your watchmates and learning to get along and work together - even if you don't like them. This has improved my social skills and my teamwork skills”.***

## Environment - Individual Student

**73%**

Agreed that Outward Bound has made them realise how important it is to look after the environment.

**50%**

Have made changes to their lifestyle to positively impact the environment, since attending Outward Bound.

Student Testimonial:

***“As a leader at my school I will try to incorporate more sustainable values into our life at the hostel which is currently very unsustainable. I will also focus even more of my attention to helping the environment and now I won't be so nervous to get the whole community involved.”***



## Service - Individual Student

**73%**

Agreed that Outward Bound has helped them realise how important it is to help other people in their community.

**39%**

Have volunteered/  
participated in  
community activities.

Student Testimonial:

*“My highlight for the course would be completing the community service project. The satisfaction of completing that project was a real highlight of the course and its cool to be able to give back to this amazing experience in a way that could positively impact future students.”*

Reference: Research New Zealand (2022) - 6–9-month post course surveys completed between November 2020 - October 2023. N=583

## Feedback from significant others on their loved one (student)

**96%**

Of significant others agree the course has had a positive impact on their loved one's life, of which 55% were very positive.

**79%**

Of significant others agree, their loved one is more focused on the things that are important to him/her.



**84%**

Of significant others agree, their loved one is more confident in general.

**83%**

Of significant others agree, their loved one believes in himself/herself and his/her abilities more.

Reference: Research New Zealand (2022) - 6-9-month post course Significant others survey completed between November 2020 - October 2023. N=158



## Disclosure of Judgements

We have made several judgements on what to include in our Statement of Service Performance. This statement summarises these judgements.

Our statement of service performance reports our non-financial performance against our Mission and Vision. Our statement uses both indicators that measure our outcomes (the services provided) and the narratives that illustrate the impact of our programmes on our students. These outcomes are what enable us to achieve our Vision and Mission.

We have chosen not to report on our Professional, Leaps and Bounds, Adapted (disability) and Custom courses as the data for these Outward Bound courses are tailored differently on outcomes and consequently are not represented in this report. We are however in the process of developing a measurement framework that will be comparative for these different course areas. We expect to be able to include these courses in our outcomes reporting, in future years.

The statement was developed in consultation with the Outward Bound Lead Team and was approved by the Board of Trustees/ Directors etc.

## **OUTWARD BOUND**

— EST. ANAKIWA NZ 1962 —

