

UK YOUTH

Adventures Away from Home 2

Evaluation Report
June 2024





Contents

ACKNOWLEDGEMENTS	1
EXECUTIVE SUMMARY	2
THE ADVENTURES AWAY FROM HOME 2 PROGRAMME	5
<i>Aims of the Project</i>	6
<i>What is Meant by 'Outdoor Learning'?</i>	8
<i>How AAfH2 was delivered</i>	9
ABOUT THE EVALUATION	13
<i>Aims & Objectives of the Evaluation</i>	13
<i>AAfH Evaluation Methodology</i>	14
<i>Data Protection, Safeguarding & Ethical Consideration</i>	16
THE REACH OF ADVENTURES AWAY FROM HOME 2	17
<i>Where did Participants on Adventures Away from Home 2 come from?</i>	17
<i>Who were the Participants on Adventures Away from Home 2?</i>	18
PARTICIPANT DATA	20
OUTCOMES	21
<i>Outcome 1 - Increased access for under-represented young people to outdoor learning opportunities</i>	22
<i>Outcome 2 - Improve participating young people's socio-emotional skills, supporting their personal growth for life</i>	27
<i>Outcome 3 - Improve participating youth practitioners' understanding of the advantages of engaging in outdoor learning opportunities</i>	33
<i>Outcome 4 – Demonstrate UK Youth has a scalable delivery model for Adventures Away from Home, drawing upon learning and evidence from the first 2 years of delivery</i>	38
LEARNING FROM ADVENTURES AWAY FROM HOME 2	41
KEY RECOMMENDATIONS	48
CONCLUDING REMARKS	51
REFERENCES	52
APPENDIX A	53
APPENDIX B	55



Acknowledgements

We would like to thank the Department for Culture, Media and Sport for funding The UK Youth Fund - Adventures Away from Home 2 and making it possible for disadvantaged and under-represented young people to access meaningful outdoor learning experiences.

We would also like to thank all 83 Outdoor Learning Providers, who made it possible to facilitate the participation of over 12,500 young people.

A special thank you to AFT Community, Wild Earth, Woodcraft Folk, Shallowford Trust, Lindley Educational Trust, Warwickshire Wildlife Trust and YHA (Youth Hostel Association) who have provided some of the photos shown in this report.

A thank you too all the youth practitioners and support networks for supporting young people through their Adventures Away from Home experience.

And finally, above all, a thank you to the young people for participating, sharing your stories, and making this programme a success.

Executive Summary

Programme context & need

Adventures Away from Home 2 (AAfH2) was a successful £1.765M programme that distributed grants to 83 recognised outdoor learning providers across England. Between December 2023 and March 2024, these providers delivered fully funded outdoor learning experiences to develop life skills for young people facing disadvantage or 'under-representation'. The programme was funded by the Department for Culture, Media, and Sport (DCMS) and was delivered by UK Youth.

AAfH2 provided an opportunity to introduce young people to new experiences through a diverse range of inclusive and experiential outdoor learning practices. Through this we have seen young people develop their socio-emotional skills, outdoor learning skills, and grow as young individuals over a short delivery window.



AAfH2 successfully reached

**12,793
young
people**



“

I enjoyed being part of a team and how good it feels to complete a challenge. It was a really great day and I would love to do it again. (Young Person, 14, AAfH2)

”

key findings & recommendations

There was huge demand for AAFH2 - when it was launched, UK Youth received applications to the value of £6.341m, equating to a request for over 50,000 funded places. UK Youth could only fund 26% of applications with the available funding. AAFH2 successfully demonstrates a real investment in young people and overachieved on its reach target of 10,700, engaging a broad demographic of 12,793 disadvantaged and under-represented young people from all regions in England.

Young people continued to develop their socio-emotional skills (emotion management; initiative; teamwork; problem-solving; empathy and responsibility) 89% of youth groups seeing a **positive increase**.

Positive outcomes were also achieved for youth practitioners, including teachers, youth workers, other professionals, and volunteers. These included developing stronger relationships with their groups of young people, re-connecting with their role and developing new outdoor learning skills that they could apply in their practice. AAFH2 achieved a Net Promoter Score (NPS) of +84, demonstrating that organisations would highly recommend AAFH2 to others.

Many providers acknowledged the easy online application system and the direct distribution of the grant as some of the most valuable elements of AAFH2, enabling them to quickly open outdoor learning opportunities for groups of young people.

UK Youth's established network and reputation demonstrate that the Charity is well placed to build on two years of successful delivery of Adventures Away from Home. UK Youth has developed a scalable model that could reach many more under-represented young people with the right investment.

Recommendation 1

Adventures Away from Home should continue, adopting a multi-year funded approach; to deliver the essential socio-emotional skills programme for under-represented young people and those facing disadvantage

Recommendation 2

Increase programme delivery window time to a minimum of 6 months to support providers planning time to maximise or intentionally target attendance and reduce pressure on the delivery window

Recommendation 3

Using the evidence from this evaluation, UK Youth should undertake a further design process to refine the Adventures Away from Home model based on the learning from this report



Getting to know people I haven't met before. I really enjoyed it! I got to meet new people and at some points it took me out of my comfort zone but I had so much fun in the process! (Young Person, 16, AAfH2)



I developed confidence in interacting with other ages, I learnt how to use natural objects to create energy which is important in dangerous situations, I learnt in archery how to aim carefully to reach a goal, it was a real experience for me. (Young Person, 12, AAfH2)



I enjoyed being part of a team and how good it feels to complete a challenge. It was a really great day and I would love to do it again. (Young Person, 14, AAfH2)



The Adventures Away from Home 2 Programme

Adventures Away from Home 2 was a £1.765M fund, distributed via 83 recognised outdoor learning providers across England, who provided fully funded outdoor learning experiences for young people facing disadvantage or 'under-representation'.

The programme was funded by the Department for Culture, Media, and Sport (DCMS) and was delivered by UK Youth. The funding was designed to deliver day and residential outdoor learning experiences to c.10,700 young people aged 11-18, or up to 25 for those with special educational needs and disabilities (SEND), who are under-represented in the sector, such as:

The Adventures Away from Home 2 (AAfH2) programme was delivered between December 2023 and March 2024 with 12,793 young people supported through 703 'youth groups'¹ to attend unique outdoor learning experiences. Outdoor learning providers from across England were able to apply for a grant that could be used to provide free bursary places and a discretionary fund to assist with additional costs e.g. carers, transport etc that supported youth groups to attend an AAfH2 experience, either for one day or a two night residential. The project built upon the initial pilot and the learning, that was delivered between February and April 2023. The findings and lessons from this pilot can be found in the [Evaluation Report \(May 2023\)](#).

This report covers the evaluation of AAfH2, conducted by UK Youth and completed in June 2024. It provides detailed findings on the reach of the programme, the outcomes achieved and key lessons and recommendations for how AAfH can be delivered at greater scale in future.



those living in poverty



with SEND



carers and looked after young people



girls and young women



minoritised ethnic groups



with English as an additional language



in the secure estate



with low academic attainment



experiencing financial barriers to access outdoor learning



those who need additional support to participate (such as specialist equipment or personalised support) or have further barriers to accessing outdoor learning.

¹ We refer to youth groups here to describe all groups of young people who attended AAfH2 including Education.

Aims of the Project

The aim of AAFH2 was to open access to outdoor learning experiences that support personal development for c.10,700 young people aged 11-18, or up to 25 for those with SEND, who are under-represented.

This was to be achieved by distributing £1.765M of grant-funding across 83 outdoor learning providers (including UK Youth's dedicated Outdoor Learning Centre, Avon Tyrrell) who, in turn, used this funding to provide bursaries for groups of young people to take up outdoor learning opportunities. The bursaries provided experiences away from familiar environments such as home, school or youth centres to improve young people's skills for life.

To define the purpose of the AAFH2 programme, UK Youth set four outcomes for the programme



Aims of the Project

01

Increased access for under-represented young people to outdoor learning opportunities

Previous research has shown that some groups of young people are not accessing outdoor learning opportunities (NatCen, 2021; Waite, S et al. 2021). AAFH2 deliberately aimed to reach out to these groups through targeted grant-funding and provided quality assurance oversight of delivery, to ensure it reached the right groups.

02

Improve participating young people's socio-emotional skills, supporting their personal growth for life

Developing young people's socio-emotional skills also supports their personal growth and life outcomes². Through AAFH2, UK Youth wanted to test the impact of outdoor learning on young people's socio-emotional skills development, understanding its potential for future youth provision.

03

Improve participating youth practitioners' understanding of the advantages of engaging in outdoor learning opportunities

There are opportunities for youth practitioners (i.e. the professionals and volunteers who support young people) to develop both personally and professionally through outdoor learning experiences. Understanding and developing the benefits of outdoor learning for youth practitioners remained a key aspect of this programme.

04

UK Youth can demonstrate a scalable delivery model for delivering Adventures Away from Home, drawing upon learning from the first 2 years of delivery

Through two years of delivery, UK Youth has been feeding learning back into Adventures Away from Home and using its 'delivery model' and 'network development model' to distribute grant funding and help connect outdoor learning providers with other sector providers including youth work organisations.



What is Meant by ‘Outdoor Learning’?

UK Youth defines outdoor learning as ***‘experiential learning within an outdoor environment to support a young person’s personal, social, and educational development; improve their health and well-being and raise environmental awareness. The outdoor space in which learning takes place is an integral part of the learning process’.***

This supports wider attempts to recognise the real value of outdoor learning for young people and children as a unique, inclusive, facilitated approach that uses activities and experiences in the outdoors (Anderson et al, 2021).

These both recognise outdoor learning as a unique learning experience based on a ‘whole person experience’ and experiential learning in the outdoors. UK Youth’s dedicated Outdoor Learning Centre, Avon Tyrrell, adopts an ‘Experience, Learn, Develop’ framework that promotes a ‘challenge by choice’ approach³. Young people learn through what they do, what they encounter and what they discover.

“

Getting to know people I haven’t met before. I really enjoyed it! I got to meet new people and at some points it took me out of my comfort zone but I had so much fun in the process!
(Young Person, 16, AAFH2)

”

³ Further information on the approach adopted at Avon Tyrrell can be found at https://avontyrrell.org.uk/app/uploads/2024/05/NEW_AT_Schools_Brochure_online_.pdf

How AAfH2 was delivered

The programme was delivered between December 2023 – March 2024, and DCMS criteria required the funding to reach a minimum c.10,700 young people. Project leadership, management, provider support and quality assurance were provided by UK Youth's dedicated Outdoor Learning Team, with further cross-organisational support for specific areas such as technical support with submitting grant applications to our dedicated online portal, marketing and communications, and evaluation.

Three webinars were held to brief interested providers on the programme, all were well attended, with approximately 250 organisations in attendance, supporting a wide breadth of providers to apply for funding. Applications totalled £6.341Million, equating to bursary requests for in excess of 50,000 young people. Outdoor Learning providers were asked to apply for a grant via the UK Youth online portal, and had to demonstrate that they met certain criteria. This included:

- Detailing a strong case for funding.
- Having an external quality assurance certification (for example, Learning Outside the Classroom (LOtC), Adventures Activities Licensing Authority (AALA) or Association of Heads of Outdoor Education Centres (AHOEC) Gold standard) or could demonstrate that they followed the Department for Education's safeguarding guidance for providers of after-school clubs, community activities and tuition.
- Had appropriate insurance in place.

Using UK Youth's database of network organisations across England, relationships were brokered between over 40 youth organisations and their local outdoor learning provider to enable them to work together to engage young people facing disadvantage or 'under-representation' to participate in AAfH2.

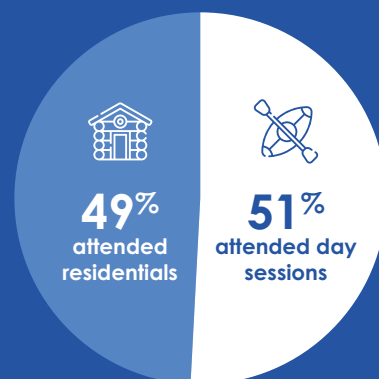


All successful organisations were contracted to deliver, either single day or residential (multi-day) outdoor learning experiences, or both, with a permitted 10% dropout rate ie. 10% of young people could drop out due to illness, or personal circumstances at short notice. Based on reports from outdoor learning providers there was some variations in drop-out rates, but overall these were low and where capacity allowed, providers recovered the contractual numbers by providing additional experiences. A condensed delivery window across the Winter months made managing drop-outs challenging for a number of providers, as many pushed much of their delivery to the back end of the delivery window to give them more time to build new relationships with youth organisations, or in the hope of better weather. However, despite these challenges, programme drop off did not compromise overall delivery numbers. In fact, a number of providers fed back to the UK Youth team that delivering the AAFH2 during the winter months proved to be a surprise advantage, giving them opportunity to engage diverse groups outside of 'peak season' during quieter periods.

To acknowledge the breadth of outdoor learning providers across England there were no set activities listed as essential for delivery within this programme, but providers did need to follow the UK Youth 'Experience, Learn, Develop' Framework (see Appendix B) with a greater focus on the learning outcomes that could be gained from the experience.

Across all delivery the practitioner/instructor/facilitator ratio needed to be appropriate to the activity taking place and, where appropriate, aligned to NGB guidelines.

In total 51% of young people attended day sessions and 49% of young people attended residentials. Bursaries were offered 'per young person' and so payment was only made for each young person to attend.



Both day and residential experiences had set criteria, which providers had to adhere to:

Essential Funding Criteria

- Represent value for money by maximising engagement time with experienced facilitators/instructors in an outdoor environment at an appropriate ratio to the activity taking place, and where appropriate aligned to National Governing Bodies (NGB) guidelines.
- Follow the ethos of experiential learning, inclusivity, respect for the natural environment and promote courage, curiosity and celebrate participation.
- Each programme strives for excellence with clear learning outcomes linked to the AAFH2 programme outcomes:
 - 01** Increased enjoyment of the outdoors for young people under-represented in outdoor learning opportunities.
 - 02** Improvements in participating young people's socio-emotional skills; equipping them to foster positive relationships, experience good health and well-being, and succeed in education.
 - 03** Improvements in participating youth practitioners' understanding of the advantages of engaging in outdoor learning opportunities.

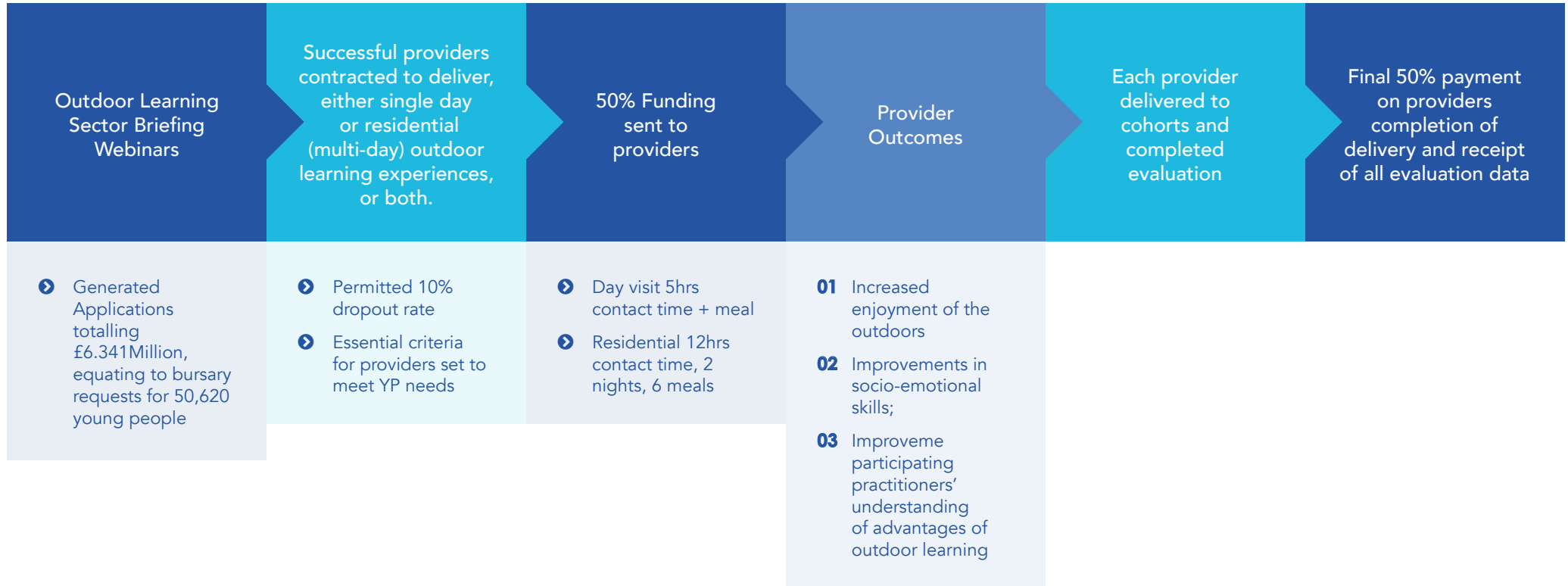
Specific Day Visit Funding Criteria

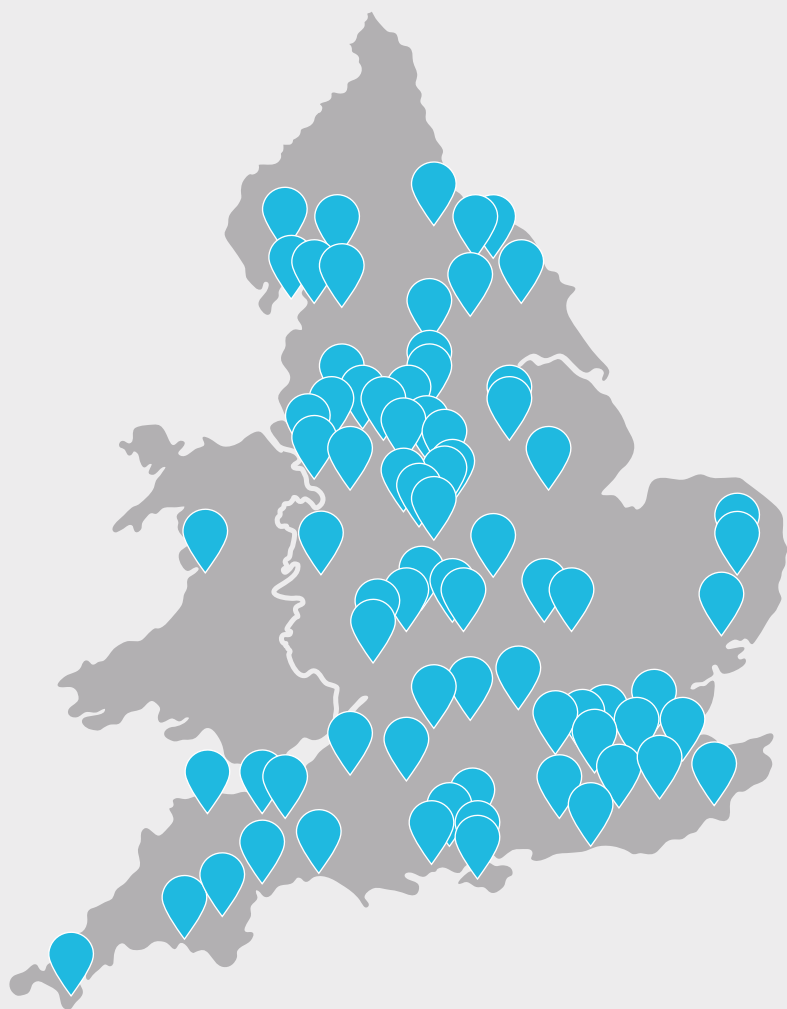
- A minimum of 5 hours direct engagement time.
- Every young person is provided with a meal as part of their experience

Specific 2-Night Residential Visit Funding Criteria

- A minimum of 12 hours direct engagement time
- Every young person is provided with full board accommodation across the duration of their 2-night stay, at a minimum of 6 meals of which at least two must be hot meals.

How AAfH was delivered





This map shows the regional distribution of outdoor learning providers for AAFH2 across England.

All regions across England were represented in this programme (the provider in Wales seen on the map is owned by English Council and only offered experiences for young people living in England).

Based on the question – ‘Overall, how would you rate your Adventures Away from Home 2 experience?’, **feedback from outdoor learning providers was incredibly positive with an NPS (Net Promoter Score) of +84.**

This is broadly considered to represent an experience that is amongst the best in an industry and demonstrates that outdoor learning providers would highly recommend AAFH2 to others.

Many providers acknowledged the easy online application system and the direct distribution of the grant as some of the most valuable elements of AAFH2, enabling them to quickly open outdoor learning opportunities for groups of young people.

Feedback from outdoor learning providers was incredibly positive with an

☆☆☆
NPS
of +84

About the Evaluation

Aims & Objectives of the Evaluation

This evaluation of AAfH2 aimed to understand the outcomes achieved through the programme as well as test the assumed hypothesis of the project, which is that:

'The use of direct funding (in the form of bursaries) through the UK Youth 'delivery model' will enable under-represented young people to access valuable outdoor learning experiences that will enhance their socio-emotional skills and support their growth for life'

This hypothesis was defined through two evaluation questions:

- 01** How does accessing the outdoor learning environment improve young people's socio-emotional skills, equipping them to succeed in education, foster positive relationships and experience good health and wellbeing?
- 02** How does a 'delivery model' that combines outdoor learning and youth work practices enable under-represented young people to both access and enjoy outdoor learning opportunities?

These questions are addressed in this report, together with a series of key lessons and recommendations that support in further developing the Adventures Away from Home programme.



AAfH Evaluation Methodology

To evaluate AAfH2, a mixed-method approach was adopted, incorporating both quantitative and qualitative research methods. Three evaluation tools were developed for this programme, detailed below:

Outdoor Learning Providers Report Form

All 83 commissioned outdoor learning providers were asked to complete a report form at the end of their involvement in AAfH2 detailing the attendance of youth groups at their centres, as well as feedback on the use of the bursary and how they adapted their delivery to meet the needs of diverse groups of young people.

Young Person's 'Change' Stories

Young people were surveyed about their time on AAfH2 to understand the personal changes taking place for themselves through their outdoor learning experience. Young people were asked to tell us what they had learnt about themselves during the visit, any personal skills they had developed and what their greatest challenge was during their time on AAfH2. A total of 2,241 young person's change stories were completed at the time of this report. These stories were sampled by the UK Youth Impact Team, with four change stories being taken from each provider (332 in total) and were then thematically analysed.

Youth Group Leaders Survey

Youth Group 'Leaders' were asked to detail the observed changes that they were seeing in the groups of young people they were supervising. The survey was completed at both the start and the end of the AAfH2 experience. A total of 753 surveys were completed by the time this report was completed.

Response rates were very high across all three evaluation tools with 100% of outdoor learning providers completing report forms; 96% of youth group leaders completing surveys and 18% of young people completing change stories.





A Note on Methodology

Assessment of young people's outcomes was undertaken by qualitatively analysing young people's 'change stories'. This method was used to understand the benefits of the project from the young person's perspective. We supplemented this through the youth group leader surveys, which required youth group leaders to assess youth group outcomes using six 'domains' relating to socio-emotional skills development, from the YMCA George Williams College (2023) Outcomes Framework 3.0.

Youth group leader surveys were based on a method of 'group observation' in which they were asked to be observers of young people's behaviour during their AAfH2 experience. This was based on an adapted form of the Outcomes Framework 3.0 Practitioner Observational Tool. Youth group leaders observed and recorded the degree to which skills and behaviours relating to the six 'domains' were being demonstrated by young people in their group at both the start and the end of the AAfH2 experience. Their observations were captured in the youth group leader survey form.

AAfH2 was delivered in dynamic outdoor environments, in group settings where 'group dynamics' was a part of the activity design and where engagement was not over a prolonged period (for example, where it was a one-day experience). This observational method was used because youth group leaders were best-placed to assess the skills being demonstrated by young people in their group. There are a number of reasons for this: 1) They were with their group for the entirety of the outdoor learning experience but were not fully participating themselves; 2) given the scale and timescale of the programme, it would not have been practical to have external 'observers' or evaluators capturing observational data from each youth group across the programme; 3) the pre- and post-approach to observation minimised any biases in that youth group leaders were being asked to capture what they were observing at two points in time, not any changes they had observed during the programme. Despite this, it is possible that youth group leaders may inadvertently show some bias towards positive outcomes and skills development through their endline observations. In future, evaluators could also conduct in-person observations of a small sample of youth groups and compare the results with those recorded by youth group leaders to further assess the validity of this observational method.

In evaluating AAfH2, we quality assured a sample of youth group leaders' surveys to ensure that the observational data being captured was reliable and valid. Equally, any surveys that had significant missing data or was completed for youth groups numbering over 25 young people (and therefore twice the average group size) were removed from the sample to ensure greater accuracy of response and analysis. In total, 630 youth group leader 'start' surveys and 618 'end' surveys were sampled (84% and 82% of the total we received, respectively).

The term 'Youth Practitioner' here also applies to adults who participated in AAfH2 in a supervising capacity and can mean any practitioner including teachers, youth workers or other adults who were volunteering their time to help young people participate in AAfH2.

Data Protection, Safeguarding & Ethical Consideration

All youth group surveys and young people change stories were sent directly to the UK Youth Impact Team, ensuring the responses were kept confidential whilst participating in AAFH2. All of the evaluation tools were processed in line with UK Youth's Privacy Policy and is compliant with General Data Protection Regulations (GDPR) and data protection law. Specific actions taken to ensure data was protected and young people were safeguarded through the evaluation included:

- Consent being sought from young people and practitioners to use their information provided in the evaluation. This included all visual information provided in this report.
- Evaluation data being held securely by the UK Youth Impact Team via its Customer Relationship Management System (Microsoft Dynamics). Access to this information was only for the UK Youth Impact Team who are all subject to the Disclosure Barring Service (DBS).
- Evaluation questions in young people's change stories being provided to trusted adults (in a paper version) to ensure they were aware of questions being asked and to see whether additional communication support was needed, for example, by reading out questions.
- Minimal identifying details being asked for (name, age and gender) to check for potential duplication. All young people had the option to not provide these if they so chose.
- All young people having the ability to report on their experiences if they so chose. Practitioners were encouraged not to be selective in promoting the change story tool to young people although they may have promoted the change story tool to those who they believed were most likely to complete it.



The Reach of Adventures Away from Home 2

A total of 12,793 young people were able to access Outdoor Learning provision through the AAfH2 programme, exceeding the contracted target of 10,700 young people.⁶ This is, in fact, a conservative reach figure, as a small proportion of data was provided through alternative means. UK Youth estimates that over 13,500 young people were reached through AAfH2, in practice, however the evidencable 12,793 figure is used throughout this report.

Attendance at Outdoor Learning Providers could vary from 13 young people up to over 600 young people, (not all at the same time) with an average of 154 young people per provider (although variation was high). Youth groups could vary in size from two young people up to over 100 young people (although these would have been broken up into smaller groups upon arrival on site) with an average of 13 young people per group.

Where did Participants on Adventures Away from Home 2 come from?

As shown in the '[How AAfH2 was delivered](#)' section, outdoor learning providers came from across all regions in England. In most cases, due to the relatively short delivery window, outdoor learning providers appropriately used existing connections with local youth organisations and education providers who may have already been familiar with their organisation or the benefits of outdoor learning in order to deliver the programme. These organisations could easily identify eligible young people and move at pace. There were also many examples of providers reaching out beyond existing connections or being able to reach new young people who may have been excluded from previous opportunities due to one or more of the highlighted access barriers. The graph on the left shows the types of organisations that were reached through AAfH2.

53% of youth groups came from education providers, including alternative education provision, where young people faced particular disadvantaged or under-representation. 44% were from third sector or not-for-profit youth organisations and a small percentage (3%) were from other providers which included statutory organisations, such as local authority care teams.

Fig 1: Organisations reached through AAfH2 by type

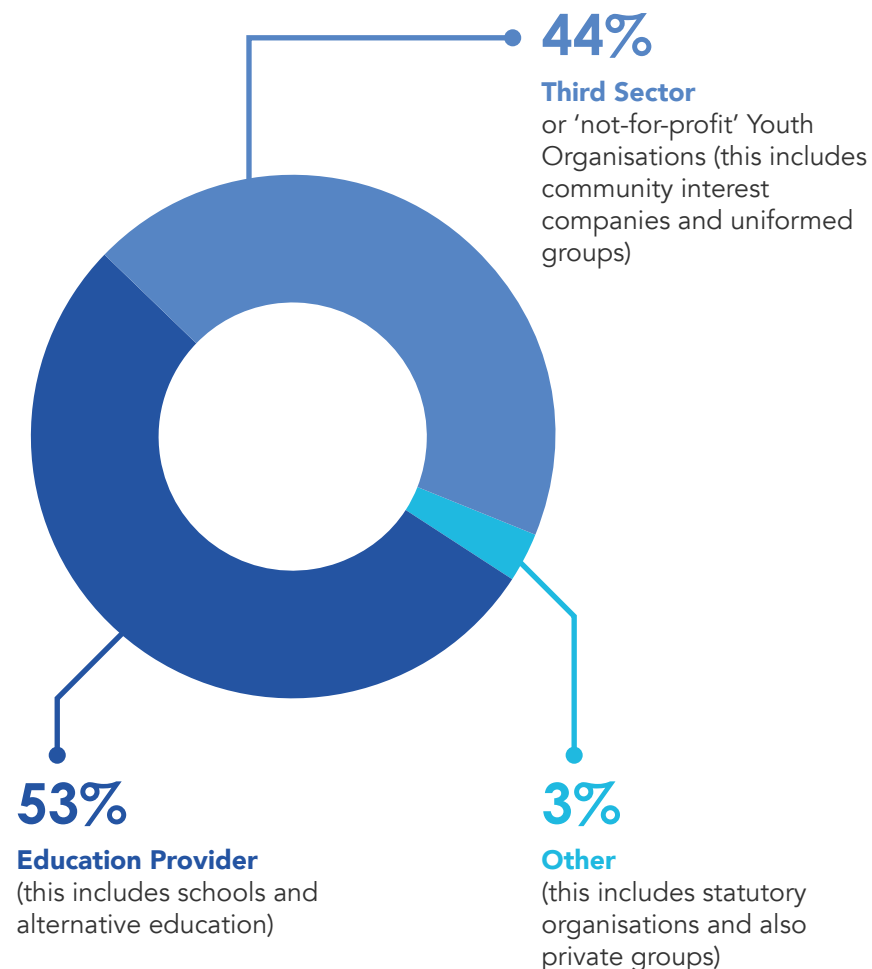


Fig 2: Reach across key demographics, AAFH2

Young people from minoritised ethnic background



27%
on AAFH2

32%
national average

Young people with access requirements or additional support needs



31%
on AAFH2

10%
national average

Young people who identify as LGBTQI+



3%
on AAFH2

8%
national average

(identifying as LGB for 16+)

⁷ Based on ONS data ([accessed at Ethnic group by age and sex, England and Wales - Office for National Statistics \(ons.gov.uk\)](https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/disability/datasets/disabilityinenglandandwales2021))

⁸ Based on ONS data ([accessed at https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/disability/datasets/disabilityinenglandandwales2021](https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/disability/datasets/disabilityinenglandandwales2021))

⁹ Based on ONS data ([accessed at https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/sexuality/bulletins/sexualidentityuk/2020](https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/sexuality/bulletins/sexualidentityuk/2020)). ONS Census data only asks young people aged 16+ their sexual orientation. The sexual orientation of young people below 16 is not recorded at a national level. We have included here as a contextual indicator and not as like-for-like measure

¹⁰ This figure includes young people who may currently be in the care system or have previously been in the care system

Who were the Participants on Adventures Away from Home 2?

The demographic profile of young people participating in AAFH2 was as follows:

- 54% Male, 42% Female, 3% Non-binary/gender queer/gender fluid
- 77% were aged 11-15 years, 23% were aged 16 or above
- 27% from a minoritised ethnic group (the national average for 11-18 year olds is approximately 32%)⁷
- 31% had access requirements or support needs that would require additional support (the national average for 10 – 19 years is approximately 10%)⁸
- 3% of young people aged over 16 identified as LGBTQI+ (national average of 16 – 24 year olds identifying as LGB is approximately 8%)⁹
- 10% of young people had experience of the care system¹⁰
- 14% of young people had English as an additional language

We have provided some national averages alongside the demographic profile of AAFH2 participants (in Figure 2). Although these are not always a 'like for like' comparison, they help to give context to the reach of the AAFH2 programme.



Based on the data outlined above, we can see that:

- ▶ AAFH2 had a very strong representation of young people with additional support needs
- ▶ AAFH2 had a strong representation of young people who are care experienced
- ▶ AAFH2 had a moderate representation of young people who identify as LGBTQI+ (although AAFH2 worked with young people who may not be reporting their sexual orientation or gender identity. For example, 77% of young people on AAFH2 are 16 or below and were not asked to give their sexual orientation)
- ▶ AAFH2 had a slight under-representation of young people from minoritised ethnic groups

The strong representation of young people with additional support needs and those who are care experienced stands testament to outdoor learning providers' ability to reach out to those groups through this programme in the time provided. Young people who are from minoritised ethnic groups or with 'English as an Additional Language' could be targeted more intentionally in future iterations of the programme. Overall, AAFH2 was successful in reaching diverse groups of young people. We consider this further in our 'Learning' and 'Recommendations' sections.

Participant data

The funding was designed to deliver day and residential outdoor learning experiences to ..



.. young people aged 11-18, or up to 25 for those with SEND

organisations reached through AAFH2 by type:



53%

Education Provider

includes schools & alternative education



44%

Third Sector Youth Organisations

includes community interest companies & uniformed groups



3%

Other

includes statutory organisations & private groups

AT A GLANCE

.. young people who are under-represented in the sector, such as:



those living in poverty



with SEND



young women & girls



minoritised ethnic groups



in the secure estate



with low academic attainment



with English as an additional language



experiencing financial barriers to access



carers and cared for young people



those who need additional support to participate

The demographic profile of young people participating in AAFH2 was:



54%

male



42%

female



10%

had experience of the care system



77%

were aged 11-15



23%

were aged 16 or above



3%

over 16 identified as LGBTQI+



31%

had access requirements or support needs that would require additional support



27%

from a minoritised ethnic group



14%

had English as an additional language

Based on the data outlined above we can see that:



AAfH2 had a very strong representation of young people with additional support needs



AAfH2 had a strong representation of young people who are care experienced



AAfH2 had a moderate representation of young people who identify as LGBTQI+ (although AAFH2 worked with young people who may not be reporting their sexual orientation or gender identity. For example, 77% of young people on AAFH2 are 16 or below and were not asked to give their sexual orientation)



AAfH2 had a slight under-representation of young people from minoritised ethnic groups

The strong representation of young people with additional support needs and those who are care experienced stands testament to outdoor learning providers' ability to reach out to those groups through this programme in the time provided. Young people who are from minoritised ethnic groups or with 'English as an Additional Language' could be targeted more intentionally in future iterations of the programme. Overall, AAFH2 was successful in reaching diverse groups of young people.

Outcomes

Based on responses from outdoor learning providers, youth group leader surveys, and young people through their change stories, AAFH2 has delivered positive outcomes in terms of increasing access to valuable outdoor learning experiences for young people who face disadvantage and/or are under-represented in outdoor learning opportunities and improving their socio-emotional skills for life. Whilst these outdoor learning experiences may be early steps in young people's personal journeys this evaluation demonstrates the benefits of increasing young people's access to outdoor learning provision.



Outcome 1

Outcome 1 - Increased access for under-represented young people to outdoor learning opportunities

457
of 703

groups of young people (65% in total) were not regularly participating in outdoor learning outside of AAfH2.



30%
of these

had never participated in outdoor learning before – This is 19% of all youth groups on AAfH2

When youth groups were asked to consider whether they have attended an outdoor learning activity centre before they told us the following:

36%

253 of 703 youth groups

have never been
to an outdoor learning/activity
site before

40%

282 of 703 youth groups

have been on day trips
to outdoor learning/activity sites
before

29%

203 of 703 youth groups

have been on residential
to outdoor learning/activity sites
before

18%

of youth groups **who have**
attended outdoor learning/
activity sites before, **have not**
done so in the last 2 years



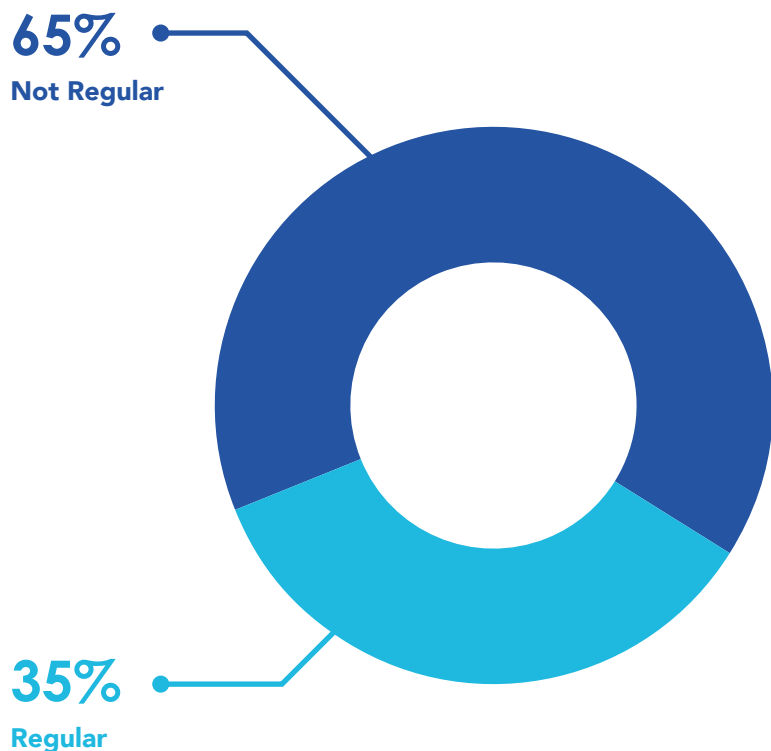
This is above our
intended target
of 35%

“

Most of our young people come from low income houses and residential trips can become very expensive because of the need to pay for extra places or staff. (Youth Group Leader, AAfH2)

”

Fig 3: Participation in outdoor learning prior to AAFH2



Outcome 1

Increased access for under-represented young people to outdoor learning opportunities

The AAFH2 programme provided funding which was to be utilised as bursaries for groups of young people who may be facing barriers, including financial, to accessing outdoor learning opportunities. To measure how effective this was, all youth group leaders were asked to indicate how often their group of young people participated in outdoor learning opportunities outside of AAFH2 to measure how well represented they have been in outdoor learning offers. We grouped participation into 'regular' (which was categorised as 'daily', 'weekly' or 'monthly') and 'not regular' (which was categorised 'every 6 months', 'once a year', or 'have never done it before') to provide an indicator of previous and current engagement. The results are as shown in Figure 3.

457 of the 703 groups of young people (65% in total) were not regularly participating in outdoor learning outside of AAFH2. Of these 457 youth groups, 30% had never participated in outdoor learning before – This is 19% of all youth groups on AAFH2.

Although we did not fully capture what these prior experiences may look like, they are likely to range from relatively small and informal outdoor learning experiences (e.g. visits to wildlife centres) to more formal, structured experiences (e.g. residential at specialist sites).

However, this provides a useful indicator of the current engagement of youth groups in outdoor learning provision.

When youth groups were asked to consider whether they have attended an outdoor learning activity centre before they told us the following:

- 253 of the 703 youth groups (36%) have never been to an outdoor learning/activity site before. This is above our intended target of 35%.
- 282 of the 703 (40%) of youth groups have been on day trips to outdoor learning/activity sites before ð 203 of the 703 (29%) youth groups have been on residential to outdoor learning/activity sites before ð However, of the youth groups who have attended outdoor learning/activity sites before, 18% have not done so in the last two years.

These are only intended as indicators of youth groups' previous participation in outdoor learning. We are mindful that some youth practitioners may not know the full history of young people's outdoor learning experiences or may not specifically connect previous outdoor learning opportunities with AAFH2. It should also be noted some groups accessing AAFH2 may have attended outdoor learning provisions with different young people, so may also be referencing their organisation's engagement rather than the prior engagement of young people participating in AAFH2.

As part of the evaluation, all youth practitioners were asked to give brief descriptions of any barriers their groups of young people may face in accessing outdoor learning provision. All but 57 of the 703 groups attending (92%) were able to identify specific barriers their groups of young people face. These specific barriers are discussed below.

Young People with Financial Barriers to Outdoor Learning Sites

Youth group leaders consistently spoke of financial barriers faced by young people in accessing outdoor learning provision. Providing quality, inclusive experiences for all young people in facilitated outdoor learning environments can come with additional associated costs, including the need to provide extra adult supervision to support those young people with additional access needs to attend.

Outdoor learning providers also spoke of the need to provide additional provision (such as extra equipment or onsite staffing) to be able to accommodate groups of young people with certain additional access needs. These also came with some additional costs needed to facilitate the experience which was supported with the discretionary funding.



Most of our young people come from low income houses and residential trips can become very expensive because of the need to pay for extra places or staff. *(Youth Group Leader, AAFH2)*



The funding allowed us to increase staffing to support the needs of the participants with an Educational, Health and Care Plan in place, giving them appropriate access. *(Outdoor Learning Provider, AAFH2)*





All our young people have autism and severe learning difficulties. These are not barriers in themselves, but activities need to be carefully planned in order that they will work for our young people to help them overcome their fears. (Youth Group Leader, AAFH2)



The Location of Outdoor Learning Provision

A number of youth practitioners spoke about the challenges presented by the location of existing outdoor learning sites and the distance from their own base or young people's homes. Journey times and the lack of transport links were perceived as particular barriers to access for the young people they support. This was more notable for 'urban-based' youth groups, some of which may have to travel outside of their areas to access sites, or more typically rely on public transport. Outdoor learning sites are often intentionally located in rural areas that can offer a unique experience in the outdoors.

On AAFH2, discretionary funding was in part conceived to overcome participant travel barriers and increase access for organisations that were unable to afford travel. However, not all outdoor learning providers requested discretionary funding and therefore it was not always available to the youth groups they engaged.

Young People with Fears and Anxieties about Outdoor Learning

Youth practitioners also spoke of 'perceptions' of outdoor learning amongst some groups of young people who had not accessed it before. This often led to fears and anxieties about outdoor spaces or engaging in new challenging activities. This was particularly the case for young people with additional access needs, who may not be familiar with the environments they were being asked to enter.

Outdoor learning providers spoke of how they provided specific provision to make their sites accessible to diverse groups of young people who may have felt uncomfortable in these environments.

Overall, with 36% of youth groups having never attended an outdoor learning site before (above our intended target of 35%) and 65% not regularly attending outdoor learning sites, the AAfH2 programme has reached young people who have previously been 'under-represented' in outdoor learning opportunities. This has been achieved through a combination of targeted funding, trusted adult supervision and supportive adaptations made by outdoor learning providers to accommodate those young people who face personal or financial barriers to both attend and have a positive experience of the AAfH2 programme.



Offering experiences as and when the young people were ready to engage with them enabled anxiety to be reduced, with opportunities for each young person to take time away (hammocks, swing, movement breaks) when they needed them. (*Outdoor Learning Provider, AAfH2*)



Outcome 2

Outcome 2 - Improve participating young people's socio-emotional skills, supporting their personal growth for life

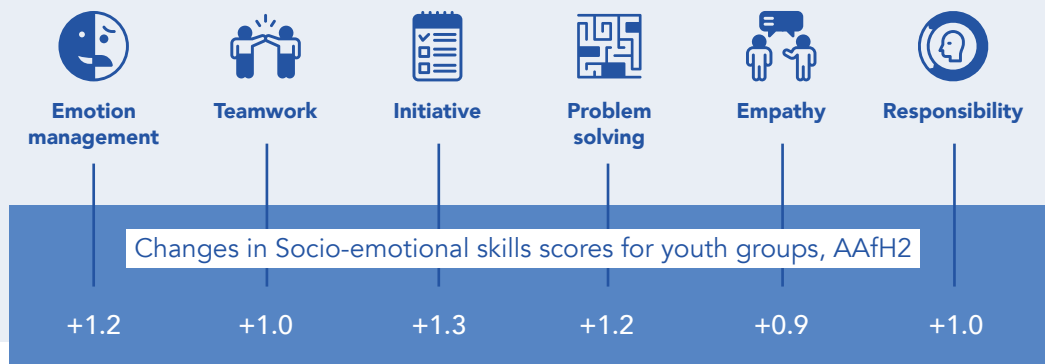
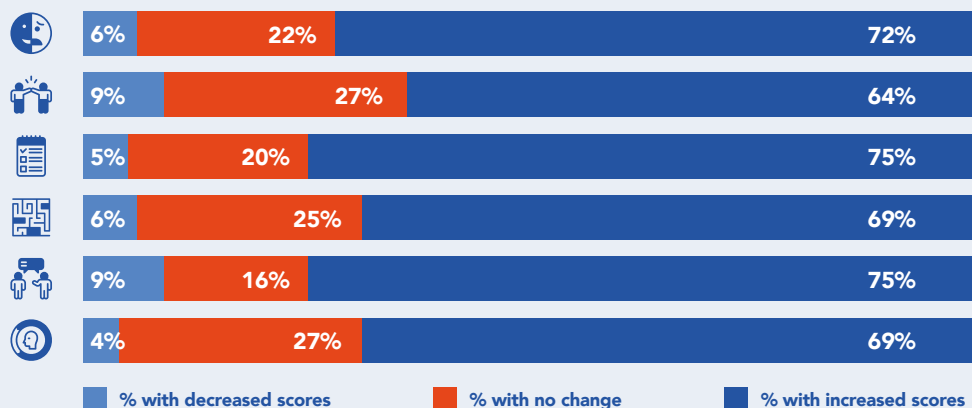
AT A GLANCE

The development of young people's socio-emotional skills was a clear outcome observed through several evaluation methods, drawing on both the youth group leaders' observations and the young people's own perspectives.

Quantifiable skills improvements

Measurement of socio-emotional skills was undertaken through Youth Group Leaders surveys and young people 'change stories'. The pre- and post- approach to observation in the Youth Group Leaders Survey minimised any biases by asking youth group leaders to capture what they were observing at two points in time, not any changes they had observed during the programme. Despite this, it is possible that youth group leaders may inadvertently show some bias towards positive outcomes and skills development through their endline observations. Youth Group Leader surveys provided scores of measurements based on the YMCA George Williams College Outcomes 3.0 framework. This meant that the survey specifically drew out measures regarding six key socio-emotional skills.

Further to this, based on these 'matched' youth group leader surveys, we also measured the percentage of youth groups who had increased scores, saw no change in scores or saw a decrease in scores based on socio-emotional skills measured through start and end surveys.



In addition, UK Youth also used a series of Outdoor Learning specific metrics to understand whether young people were adopting (and therefore likely to adopt in the future) outdoor learning skills.

Changes in Outdoor Learning specific metrics for youth groups, AAfH2



Percentage of Youth Groups with increased, no change or decrease in outdoor learning outcomes



Young people's change stories

UK Youth also surveyed young people's experiences by introducing 'change stories' that were completed by young people at the end of their time on AAfH2. Change stories helped to capture and understand young people's personal changes from their own perspectives (as opposed to be pre-set metrics) through participating in outdoor learning. The UK Youth Impact team then used thematic analysis to identify the themes emerging from these.

'Young people were able to recognise their own self-efficacy'

'Young people were able to recognise their social capabilities'

'Young people explored and discovered their outdoor activity skills'

Outcome 2

Improve participating young people's socio-emotional skills, supporting their personal growth for life

The development of young people's socio-emotional skills was a clear outcome observed through several evaluation methods, drawing on both the youth group leaders' observations and the young people's own perspectives.

Quantifiable Skills Improvements

Measurement of socio-emotional skills was undertaken through Youth Group Leaders surveys and young people 'change stories'. Youth Group Leader surveys provided scores of measurements based on the YMCA George Williams College Outcomes 3.0 framework.¹¹

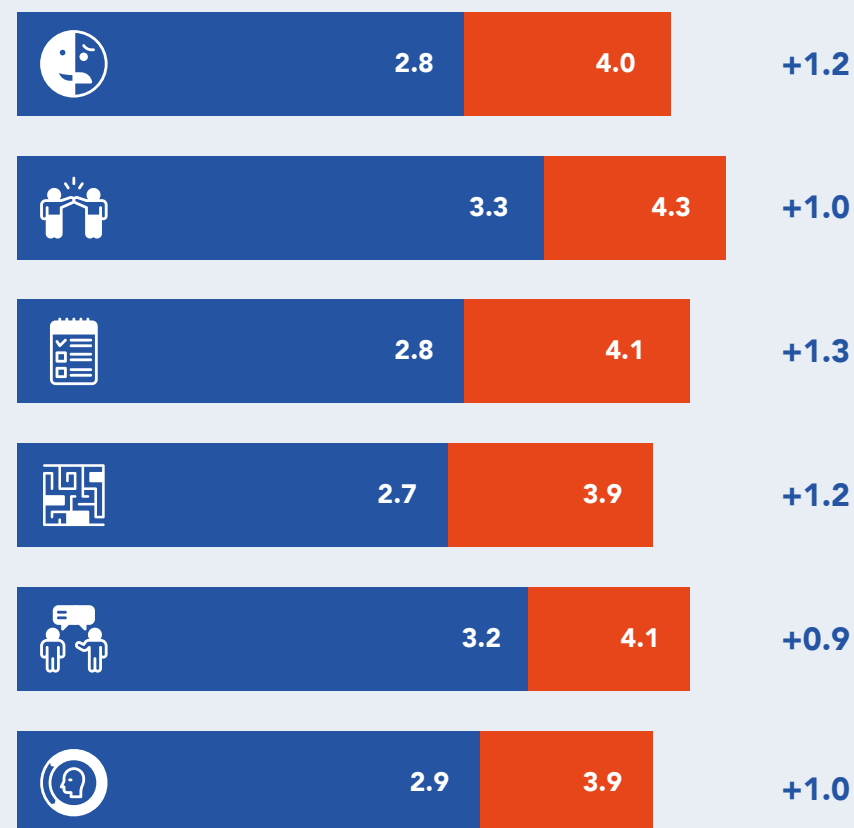
This meant that the survey specifically drew out measures regarding six key socio-emotional skills:



The survey asked leaders to evaluate their group at the start and end of their attendance. The results are shown in Figure 4. Based on 'matched' start and end surveys (n=434, or 62% of all youth groups) we can see from the scores that before participating in AAfH2, the average starting score was 2.9 with leaders rating the youth groups highest on the 'teamwork' measure (3.3 out of 5) and lowest on measures relating to problem solving (2.7 out of 5).

Following engagement in AAfH2, the average change in score across the six domains was 1.1, which is a notable increase over such a short time period. The greatest improvements were seen in 'initiative' (average change of 1.3 points between start and end surveys) and 'emotion management' (average change of 1.2 points). The average score across the six domains after engagement was 4.0 (out of 5).

Fig 4: Changes in socio-emotional scores for youth groups, AAfH2



¹¹ Further details of the YMCA George Williams College Outcomes Framework 3.0 can be found at <https://www.ymcageorgewilliams.uk/sites/default/files/2023-09/Framework%20SE%20Outcomes%203.0%20AUGFINAL1.pdf>

Fig 5: Percentage of youth groups with an increase, no change or decrease in socio-emotional skills across 6 domains, AAFH2

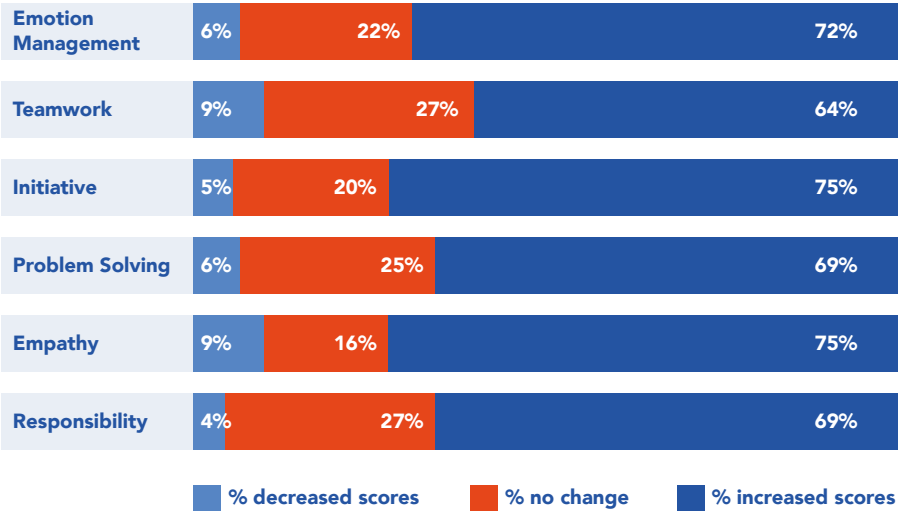


Fig 6: Change in Outdoor Learning specific metrics for youth groups, AAFH2



Further to this, based on these 'matched' youth group leader surveys, we also measured the percentage of youth groups who had increased scores, saw no change in scores or saw a decrease in scores based on socio-emotional skills measured through start and end surveys. The results are shown in figure 5.

Overall, the highest percentage of increased scores were seen in 'empathy' (75%), 'initiative' (75%) and 'emotion management' (72%). The 'lowest' were in 'teamwork' (64%), 'problem-solving' (69%) and 'responsibility' (69%). In addition we also saw:

- 89% of youth groups saw a positive increase in their overall social emotional skills scores
- 4% saw no change in their overall social emotional skills scores
- 7% saw a negative decrease in their overall social emotional skills scores
- 33% of youth groups (n=144) saw a positive increase across all 6 domains

In addition, UK Youth also used a series of Outdoor Learning specific metrics to understand whether young people were adopting (and therefore likely to adopt in the future) outdoor learning skills. Results are shown in Figure 6. These were centred on bespoke domains 'Assessing risk', 'Enjoyment in Outdoor Activities' and 'Confidence in Outdoor Activities'. Again, based on 'matched' surveys (n=434) we can see that before participating in AAFH2, the average starting score across the three metrics for youth groups was 3.2 (out of 5). Youth group leaders rated their groups highest on 'enjoyment in outdoor activities' (3.7 out of 5) and lowest on 'assessing risk' (2.7 out of 5). Following engagement in AAFH2, the average improvement across the 3 metrics was 1.1, with the greatest improvements seen in 'confidence in outdoor activities' (average change of 1.3 points between start and end surveys) and 'assessing risk' (average change of 1.2 points). The average score across the 3 metrics following engagement was 4.3 (out of 5).

Based on 'matched' youth group leader surveys, we also measured the percentage of youth groups who had increased scores, saw no change in scores or saw a decrease in scores based on outdoor learning skills for start and end surveys. The results are shown in Figure 7.

Overall, the highest percentage of increased scores were seen in 'assessing risk' (70%) and 'confidence in outdoor activities' (68%). The relatively low percentage of youth groups with increased 'enjoyment in outdoor activities' (55%) points to a relatively high starting position (as shown in figure 6) suggesting that many young people accessing AAFH2 already enjoyed outdoor activities but were not regularly getting access to these types of opportunities.

In addition to this we also saw:

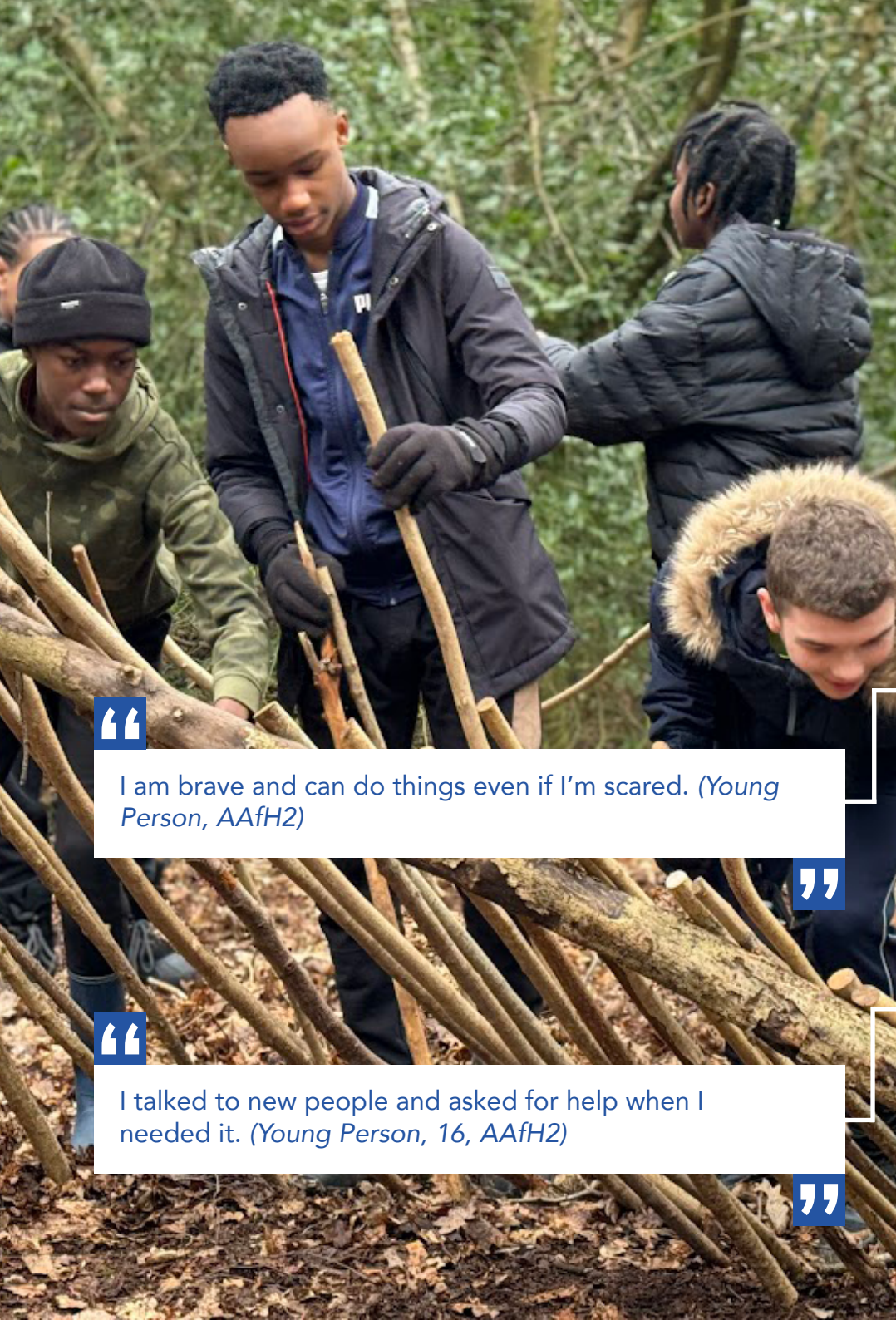
- 82% of youth groups saw a **positive increase** in their overall outdoor learning scores
- 9% saw **no change** in their overall outdoor learning scores
- 9% saw a **negative decrease** in their overall outdoor learning scores
- 43% of youth groups saw a **positive increase** across all 3 outdoor-learning specific outcomes

Young People's Change Stories

UK Youth also surveyed young people's experiences by introducing 'change stories' that were completed by young people at the end of their time on AAFH2. Change stories helped to capture and understand young people's personal changes from their own perspectives (as opposed to pre-set metrics) through participating in outdoor learning. The UK Youth Impact team then used thematic analysis to identify the themes emerging from these.

Fig 7: Percentage of youth groups with an increase, no change or decrease in outdoor learning outcomes, AAFH2





'Young people were able to recognise their own self-efficacy'

The strongest themes that emerged from young people's change stories regarding socio-emotional skills included recognising their own 'self-efficacy' and 'social capabilities' such as communication, relationship building and teamwork. By asking young people what they learned about themselves through their AAFH2 experiences, many young people did not simply identify skills that they had developed but noted that they were 'good at' a skill they may not have tested before or began to recognise it as part of their identity.

Young people told us that they valued the experience of being in a new place learning new things – often with new people – even if it was challenging. Self-efficacy was a strong theme in young people's responses about what they had learnt from the experience, stemming from overcoming challenges – conquering fears around heights, the dark or being away from home, trying novel and daring activities, keeping going when tired or scared and spending time with new people.

'Young people were able to recognise their social capabilities'

Young people frequently mentioned the social side of the experience. Simply spending time with people in the outdoors seemed valuable, whether it is with long-standing friends, new friends, members of the group or outdoor learning staff. Developing their 'teamwork' and 'communication' were the skills (or outcome domains) that young people mentioned the most often, as well as discussing similar ideas such as building trust in others, co-operation and helping those who needed it.

“

I am brave and can do things even if I'm scared. (Young Person, AAFH2)

”

“

I talked to new people and asked for help when I needed it. (Young Person, 16, AAFH2)

”

'Young people explored and discovered their outdoor activity skills'

Learning new outdoor activity skills proved to be a useful part of the AAfH2 experience for young people, developing specific skills they could continue to use in their personal lives but also giving them a newfound passion for the outdoors.

Speaking of new skills such as climbing, archery, making campfires, conquering fear of heights, using safety equipment, feeding animals or paddleboarding all spoke to a sense of further independence and confidence in taking on outdoor activities. The long-term benefits of these remain unclear but all speak to the potential for young people to want to continue to engage in outdoor learning in the future.

Overall, from these findings, the impact of the AAfH2 programme on young people's socio-emotional skills development is clear. Through accessing AAfH2, young people were able to explore and develop their socio-emotional skills, creating new personal skills (including outdoor learning-specific skills) whilst also 'realising' existing skills they already had. Although not all groups of young people demonstrated increased skills across all metrics, from these collective findings we can see that AAfH2 has provided an opportunity to start learning and testing socio-emotional skills in experiential and unique environments. With increased contact time and duration, this could be developed even further. We reflect on this in the learning and recommendations section.



Learning to do use different things to keep u (sic) safe like u need a harness and a helmet to keep u safe. (Young Person, 14, AAfH2)



I overcame my fear of heights and I now want to do more climbing. (Young Person, 15, AAfH2)

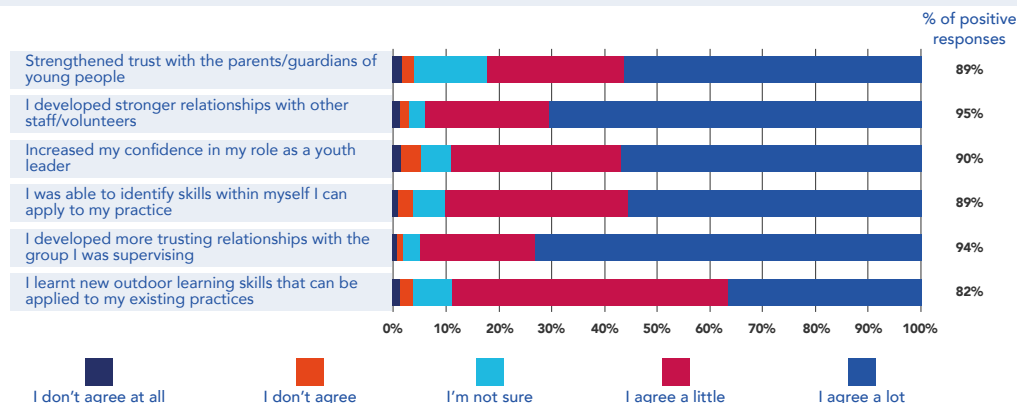


Outcome 3

Outcome 3 - Improve participating youth practitioners' understanding of the advantages of engaging in outdoor learning opportunities

AT A GLANCE

Youth practitioners were asked to reflect upon their experiences and what they gained from their time on AAFH2 based on six metrics. The metrics were designed to understand what youth group leaders would gain from engaging in outdoor learning experiences.



'Outdoor learning strengthens youth practitioners' relationships with young people'

Youth practitioners repeatedly spoke of how time spent with their groups of young people in new and alternative environments, away from traditional indoor spaces such as classrooms or youth clubs, supported them to reassess their relationships and create lasting bonds with their groups.

I was able to work closely with young people in a new setting and learn new skills alongside them, this has benefited my relationship with those young people. (Youth Practitioner, AAFH2)

Engaging in outdoor learning spaces, spending time 'away from home', and being in more open environments, meant youth practitioners were having to place greater trust in young people to participate safely in activities, ready themselves for the day ahead and have agency in new environments.

As the results show, overall, there were very positive responses from youth practitioners as to the programme's benefits on their relationships with young people and parents/guardians, other staff and volunteers, their confidence as youth group leaders, and their personal skills development.

In addition, all youth practitioners were asked to give qualitative feedback on the specific advantages of engaging in outdoor learning opportunities for their roles. Responses were analysed using thematic analysis¹² with specific themes highlighted below. These follow and support the results.

'Outdoor Learning supports youth practitioners to explore the value in their own roles'

Youth practitioners gave powerful testimony to seeing how young people participating, growing, and succeeding in new and challenging environments helped them to reconnect with their roles, identifying how the teaching and support they have been providing was coming to fruition.

It was wonderful to see some of them conquer fears and others experience things for the first time. It was very special to see them access opportunities otherwise not open to them. (Youth Practitioner, AAFH2)

Overall there was clear qualitative evidence that engaging in outdoor learning supports youth practitioners to explore the value of their roles and how they can apply this in practice.

'Outdoor Learning provides new skills and ways of facilitating learning that youth practitioners can apply in their own practice'

¹² A comprehensive guidance on this approach can be found [here](#)

Outcome 3

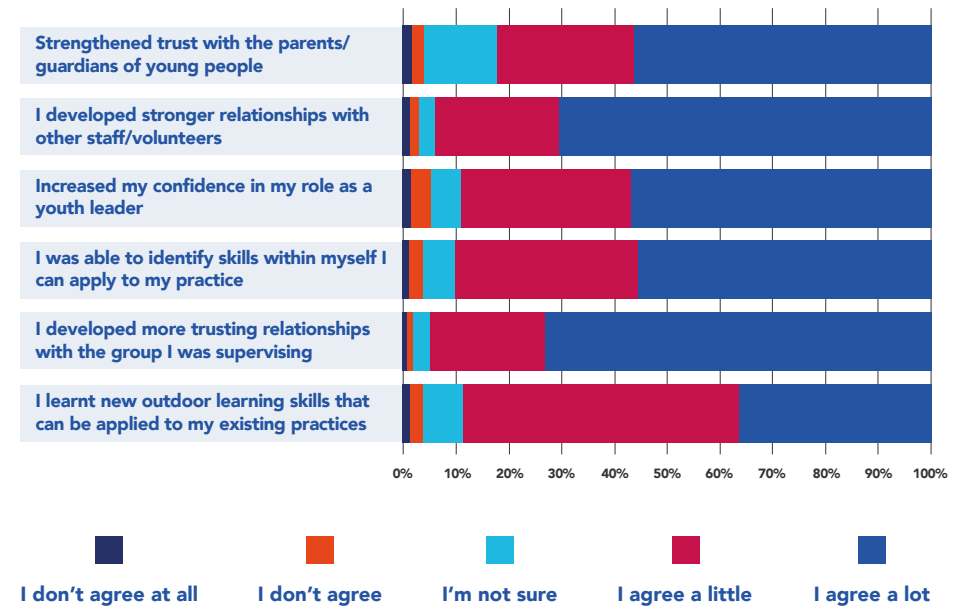
Improve participating youth practitioners' understanding of the advantages of engaging in outdoor learning opportunities

Youth practitioners were asked to reflect upon their experiences and what they gained from their time on AAFH2 based on six metrics. The metrics were designed to understand what youth group leaders would gain from engaging in outdoor learning experiences. These were collected at the end of the AAFH2 experience to understand what outcomes there were for youth practitioners in participating in the programme. The results are presented in figure 8.

As the results show, overall, there were very positive responses from youth practitioners as to the programme's benefits on their relationships with young people and parents/guardians, other staff and volunteers, their confidence as youth group leaders, and their personal skills development. The greatest positive changes were for *'I developed stronger relationships with other staff/volunteers'*, *'I developed more trusting relationships with the group I was supervising'*, and *'Increased my confidence in my role as a youth group leader'*. 70% of youth practitioners responded positively across all 6 metrics. The results show that engaging with groups of young people in new and potentially unfamiliar environments, that encourage different forms of interaction and participation, has a positive impact on developing youth practitioners' roles.

In addition, all youth practitioners were asked to give qualitative feedback on the specific advantages of engaging in outdoor learning opportunities for their roles. Responses were analysed using thematic analysis¹³ with specific themes highlighted below. These follow and support the results on the right.

Fig 8: Youth Practitioners' Outcomes, AAFH2



¹³ A comprehensive guidance on this approach can be found here <https://study.sagepub.com/thematicanalysis>



I was able to work closely with young people in a new setting and learn new skills alongside them, this has benefited my relationship with those young people. (Youth Practitioner, AAfH2)



'Outdoor Learning Strengthens Youth Practitioner' Relationships with Young People'

Youth practitioners repeatedly spoke of how time spent with their groups of young people in new and alternative environments, away from traditional indoor spaces such as classrooms or youth clubs, supported them to reassess their relationships and create lasting bonds with their groups.

Engaging in outdoor learning spaces, spending time 'away from home', and being in more open environments, meant youth practitioners were having to place greater trust in young people to participate safely in activities, ready themselves for the day ahead and have agency in new environments.v

This was also driven by the fact that youth practitioners may also have been in unfamiliar environments themselves or were participating in activities that they found challenging. This put them in new positions, where they were seen less as an 'authority' figure by young people and more as an 'equal participant'.

Overall, it was clear that youth practitioners saw the potential for using outdoor learning as a way to explore their relationships with young people as trusted adults, re-establishing or strengthening relationships where it was needed or simply 'drawing upon' existing relationships where they were already strong to ensure young people had a quality experience.



I was able to demonstrate that although I am the 'leader', we all are afraid of certain things and occasionally, we must confront these to move forward in our lives, whether that be going down a zip-line, trying a new food or having a difficult conversation with a loved one (Youth Practitioner, AAfH2)



'Outdoor Learning Supports Youth Practitioners to Explore the Value in their Own Roles'

Youth practitioners gave powerful testimony to seeing how young people participating, growing, and succeeding in new and challenging environments helped them to reconnect with their roles, identifying how the teaching and support they have been providing was coming to fruition.

Part of this developed from a better understanding of their own roles in young people's development, using the outdoor learning experience to reflect on their own practices and how they have been applying them to support young people.

At the same time, many youth practitioners also recognised that the outdoor learning experience was often new and challenging to themselves, requiring them to explore their own fears, strengths, and abilities in their own practices.

“

It was wonderful to see some of them conquer fears and others experience things for the first time. It was very special to see them access opportunities otherwise not open to them. (Youth Practitioner, AAfH2)

”



“

As a group leader, I saw the times when I was needed and times when I could take a step back. This helped me understand what my young people strengths were and where my help is needed. It gave me a benefit of not always jumping in to help immediately as a first reaction to situations. (Youth Practitioner, AAfH2)

”

“

I learnt I could also challenge myself. There were things here I find difficult but I wanted to set an example and show my group that it could be done. (Youth Practitioner, AAfH2)

”

Overall there was clear qualitative evidence that engaging in outdoor learning supports youth practitioners to explore the value of their roles and how they can apply this in practice.



Increased my confidence and skills in supporting young people who are participating in new activities, and encouraging them to push beyond their comfort zone. Furthered my knowledge and skills on outdoor activities, and problem solving games. (Youth Practitioner, AAfH2)



'Outdoor Learning Provides New Skills and Ways of Facilitating Learning that Youth Practitioners can Apply in their Own Practice'

Youth practitioners also fed back on the more practical benefits of engaging in outdoor learning, such as developing new outdoor learning skills that they can then apply in their own practice. This form of professional development, although not specifically facilitated for through AAfH2, was clearly valued by youth practitioners during their trip.

At the same time, observing groups of young people participating in outdoor learning activities supported youth group leaders to think more carefully about different types of engagement activities and how they could be using these in their own settings.

Again, we can see the advantages that youth practitioners were identifying in engaging in outdoor learning opportunities with new practical ideas and skills they could be applying in their own practices as well as closer consideration of how to integrate more outdoor learning opportunities in their programmes and curriculums.

Overall, it is clear that youth practitioners were seeing the advantages of engaging in outdoor learning opportunities for themselves and their groups of young people throughout their time on AAfH2. There is more opportunity to explore outcomes for youth practitioners through AAfH programmes, with a more formed and intentional learning journey that could be measured from the beginning of the programme through to the end. However, youth practitioners can continue to benefit from what AAfH offers in its current form: strengthening their relationships with the young people they support; reconnecting with the purpose of their roles; and gaining skills that can be applied to their own practice. AAfH2 has built momentum and potential for youth practitioners to engage more young people in outdoor learning experiences in future. This is reflected on further in the recommendations section.



Seeing the young people outside of the youth club for a longer period of time, allowed me as a youth worker to appreciate the way in which the group interact with one another when out of their "comfort zone". This gave me ideas of what activities to include in the next programme plan to help with some of the issues raised. (Youth Practitioner, AAfH2)



Outcome 4

Outcome 4 – Demonstrate UK Youth has a scalable delivery model for Adventures Away from Home, drawing upon learning and evidence from the first 2 years of delivery

This second iteration of Adventures Away from Home follows on from the first year pilot that was delivered to over 3,500 young people in 2023. The learning that emerged supported UK Youth to continue to develop AAFH into year 2. Adaptations that were made to the approach included:

With these adaptations, and delivered at greater scale

AAfH2 successfully reached 12,793 young people

This has demonstrated the feasibility of scaling up the model to reach larger numbers of young people whilst continuing to achieve strong, positive outcomes for young people and the adults that support them.



Through this model of working in partnership with a breadth of outdoor learning providers, offering a wider range of outdoor learning experiences, UK Youth has been able to effectively attract and reach increasing numbers young people from diverse background to deliver a transformative, accessible programme. This approach has clearly made a positive difference for young people and the professionals who support them.



Initiating a professional network engagement plan to help reach out to diverse outdoor learning providers and notify youth organisations of AAFH2.



Redesigning the evaluation framework to more closely align it with [YMCA George Williams College Outcomes Framework 3.0](#) and collaborative data standardisation initiatives being conducted in the youth sector. A move away from measuring 'enjoyment' and 'happiness' of outdoor learning activities and towards the socio-emotional skills that set young people up for life and builds a stronger evidence base for the benefits of linking outdoor learning and youth work practices.



Developing the young people's change stories element of the evaluation to better understand the personal skills and learning journeys that young people develop and experience through AAFH2.



Developing the funding offer to include a discretionary fund that could be used to facilitate trusted adults (including parents/guardians/carers) to attend AAFH2 (this may have included, for example, paying for transport costs).

AT A GLANCE

Outcome 4

Demonstrate UK Youth has a scalable delivery model for Adventures Away from Home, drawing upon learning and evidence from the first 2 years of delivery

This second iteration of Adventures Away from Home follows on from the first year pilot that was delivered to over 3,500 young people in 2023. The full evaluation of this first iteration of the programme can be found [here](#). The learning that emerged supported UK Youth to continue to develop AAfH into year 2. Adaptations that were made to the approach included:

- ▶ Initiating a professional network engagement plan to help reach out to diverse outdoor learning providers and notify youth organisations of AAfH2. Additionally, UK Youth's own network of youth organisations were notified of AAfH2 and linked to funded providers. This included UK Youth using its Customer Relationship Management (CRM) System to provide appropriate contact details of youth organisations to outdoor learning providers where they wanted to make initial contact before applying for funding.
- ▶ Redesigning the evaluation framework to more closely align it with YMCA George Williams College Outcomes Framework 3.0 and collaborative data standardisation initiatives being conducted in the youth sector. A move away from measuring 'enjoyment' and 'happiness' of outdoor learning activities and towards the socio-emotional skills that set young people up for life and builds a stronger evidence base for the benefits of linking outdoor learning and youth work practices.
- ▶ Developing the young people's change stories element of the evaluation to better understand the personal skills and learning journeys that young people develop and experience through AAfH2.
- ▶ Developing the funding offer to include a discretionary fund that could be used to facilitate trusted adults (including parents/guardians/carers) to attend AAfH2 (this may have included, for example, paying for transport costs).





With these adaptations, and delivered at greater scale, AAfH2 successfully reached 12,793 young people - over 3.5 times the number reached in the pilot year. The significant increase of numbers and funding for AAfH2, and the successful delivery of the programme demonstrated the scaling up of the model to reach even larger numbers of young people whilst continuing to achieve strong, positive outcomes for participants and the adults that support them.

Through the UK Youth AAfH model of working in partnership with a breadth of outdoor learning providers, offering a wider range of outdoor learning experiences, we have been able to effectively attract and reach increasing numbers of young people from diverse background to deliver a transformative, accessible programme. This approach has clearly made a positive difference for young people and the professionals who support them, as shown through surveys, observations, case studies and feedback from outdoor learning providers, youth practitioners and young people.

The quality of outdoor learning provision is in no doubt – participating outdoor learning providers meet several rigorous quality benchmarks across all areas of their work. There is an opportunity for UK Youth to continue building on the AAfH model to further increase its reach to under-represented young people and encourage longer-term community engagement with youth organisations. A wide range of outdoor learning providers have been used as a gateway to successfully reach disadvantaged and 'under-represented' young people on AAfH. UK Youth's approach, using internal and external networks and resources, demonstrates scalability, quality of delivery and learning through delivery, to positively impact young people.

Learning from Adventures Away from Home 2

This section provides details of the learning that has been gathered through the AAFH2 programme. It draws upon the data provided in the outcomes section, as well as reflections from outdoor learning providers, youth practitioners, young people, and the evaluators themselves. The learning from the project has been centred on two learning questions that have been designed to consider the feasibility of further scaling the AAFH2 programme in future.

How does accessing the outdoor learning environment improve young people's socio-emotional skills, equipping them to succeed in education, foster positive relationships and experience good health and well-being?

Socio-emotional skills set young people up for fulfilling and healthy lives, providing them with the capabilities to achieve positive outcomes in education, employment, relationships, health and beyond. This is achieved through the six outcome domains associated with socio-emotional skills: emotion management; teamwork, initiative; responsibility; problem-solving and empathy.

We know from existing literature and previous evaluation of outdoor learning and 'adventures away from home' experiences that this provision offers opportunities for young people to develop their socio-emotional skills (Fiennes et al., 2015; UK Youth, 2023). This emerged too through the AAFH2 evaluation.

Regarding 'how' outdoor learning influences socio-emotional skills, qualitative data from young people highlighted particular elements of the experience as providing key opportunities for skills development. These were:

- ▶ Adventurousness
- ▶ Novelty in environment and activities
- ▶ Social relationships
- ▶ Independence





Adventurousness

The specifically 'adventurous' quality of AAfH2 featured in the majority of young people's feedback. Young people told us about how exciting it was to conquer heights - learning how to climb, abseil or hike steep mountains. Overcoming other physical challenges involved in activities like gorge scrambling and watersports was also frequently described. Young people often mentioned the opportunity to participate in activities typically labelled 'dangerous', such as starting a fire or using an axe. At other times it was experiencing the 'new', such as meeting farm animals or engaging with other types of wildlife. The socio-emotional skills linked to these activities came through in the young people's own words as they recognised their resilience during physically challenging and new activities and their responsibility and self-control during scary or 'dangerous' pursuits.

“

I enjoyed the abseiling the most even though I was scared initially. I have learnt that I am strong and have good fitness. I have also learnt that sometimes things are scary, but when you have completed it, it is no longer scary. (Young Person, 16, AAfH2)

”

Novelty in environment and activities

The impact of 'newness' also came through as a strong theme from young people. Young people often mentioned that something was scary, enjoyable, challenging, or interesting precisely because they had not done it before. The novelty of the environment, and the influence of this on young people, also emerged, as young people highlighted being near animals, being on the water or simply "being outdoors" was an important part of their experience. Several young people mentioned that being out in all weathers was also new – several explained they enjoyed themselves "even in the rain". Being out in rain and mud was mentioned by several young people as something they enjoyed, while for others this was a key challenge, emphasizing that the outdoor element is just as important to skills development as being 'away from home'. Emotion management emerged as a key skill linked to this aspect of the experience, given the heightened emotions associated with uncertainty, intense learning and sometimes feeling uncomfortable.

The part I enjoyed most about my visit was....

“

Visiting the waterfalls and taking in the walks, ghyll scrambling, I was a bit worried at first because I hadn't experienced it before but really enjoyed it after.
(Young Person, 11, AAFH2)

”



The part I enjoyed most about my visit was....

“

Just walking outdoors even though it rained it was a really fun experience, I loved the woods the most. (Young Person, 16, AAFH2)

”



Social relationships

Social relationships were key to young people's experience during AAfH2. Many young people described their uncertainty and worry before starting, due to 'not knowing anyone'. Even groups who did know each other before attending spoke about getting to know one another in different ways or becoming closer. Young people mentioned the benefits of having understanding and supportive staff delivering the outdoor learning activities, and how they built relationships with these adults. Developing new relationships with others was also mentioned as a key challenge for many young people, highlighting the extent to which the social aspect of outdoor learning is an area that provokes skills development.

“

[Usually] I refuse to go on trips with school due to my autism affecting me with a number of challenges such as social anxiety [...] [On AAfH2] I felt really surprised about myself. I was preparing myself and expecting to have a meltdown or [be] upset due to such long days but since the staff were really supportive I found that this did not occur [...] This has opened opportunities to do activities with other people. I have never thought this will happen due to anxieties. (Young Person, 15, AAfH2)

”

“

I know I can struggle with my anger, there are people here who are not like me but I've learnt to tolerate and be friends with people who are different to me. (Young Person, 14, AAfH2)

”

The skills that surfaced under this theme certainly linked to teamwork but were also even more foundational. The building blocks of teamwork such as sociability, basic communication and building trust and cooperation all emerged. Due to the significant proportion of young people with SEND, particularly social and communication difficulties, even these small steps are truly significant milestones to be celebrated.

Independence

The final recurring theme from young people's change stories related to the opportunity to be independent. Young people mentioned doing things by themselves, practicing self-care, or doing everyday tasks such as cooking or cleaning for the first time. As well as developing confidence and self-esteem through a sense of personal achievement, independent tasks facilitate the development of skills such as responsibility, initiative and problem-solving.

“

I now have the skills to be more independent. One of my personal skills I have learnt whilst being here was to learn how to make your own beds and independent cooking. (Young Person, AAFH2)

”

Overall, the outdoor learning environment and its many elements facilitate diverse socio-emotional skills development. The activities, from the intrepid to the everyday, social relationships, residential and outdoor, natural environment itself, are all essential elements that contribute to skills development. Literature regarding socio-emotional skills development indicates that longer-term interventions are key to achieving longer-term skills improvements.¹⁴ Sustainability of outcomes, their potential for wider impact on young people's further outcomes (such as education, health and well-being and positive relationships) would require extended delivery windows. This could be explored in order to sustain the significant impact of this intervention on young people's socio-emotional capabilities.



“

I was given the responsibility to look after the key for our Dorm and I enjoyed that feeling. Looking after the room, tidying the room and making sure I had packed my bag to return home. (Young Person, 11, AAFH2)

”

¹⁴ <https://www.ymcageorgewilliams.uk/what-we-do/socio-emotional-skills-measurement-hub>



Some of the pupils had an identified Social Emotional and Mental Health need and were also neurodivergent. They needed time to decompress when things became too much for them, giving them their own private building ensured that they always had somewhere to escape to with their 1:1 support. (*Outdoor Learning Provider, AAfH2*)



How does a UK Youth delivery model, that combines outdoor learning and youth work practices, enable under-represented young people to both access and enjoy outdoor learning opportunities?

AAfH2 was delivered by engaging youth sector and outdoor sector networks and by providing grants to outdoor learning providers to enable delivery of the programme across England. Grants acted as bursaries, enabling disadvantaged and 'under-represented' young people to access outdoor learning development experiences. UK Youth's in-house grant funding software ensured thorough grant application assessment. Youth participation was highlighted as an important theme throughout so it was important that young people also sat on the grant shortlisting panel and had an equal say in which organisations should receive funding. The panel collective also ensured that a range of forms of outdoor learning delivery were funded and that there was a strong and fair allocation of places by geographic location.

The grant-funding had defined requirements; outdoor learning providers would provide funded bursaries for day trips and residential to young people aged 11-18 (up to 25 for SEND) who were under-represented in the sector i.e; young people living in poverty, young people with SEND, young carers and looked after young people, girls and young women, 'Minority Ethnic' young people, those with English as an Additional Language, those in the secure estate and those with low academic attainment. Outdoor learning providers were required to base delivery on the UK Youth 'Experience, Learn, Develop' framework, but were not asked to deliver a specific curriculum and were given autonomy over how they wanted to reach under-represented young people. The UK Youth quality assurance process ensured delivery providers met the development objectives for young people.

At the same time, UK Youth also encouraged applicants to reach out to and connect with youth work organisations as they developed their grant applications. Outdoor learning providers could contact UK Youth ahead of application to ask about youth organisations in their local area who they could reach out to. UK Youth used its database of c3000 England only youth organisations to share appropriate information with them to make contact. Using this method, over 40 groups were tracked as being connected to local providers and more connections will have been made informally.

The purpose of building these connections between outdoor learning providers and youth organisations through AAfH2 was to recognise the synergy between outdoor learning and youth work. By intentionally facilitating these connections, AAfH2 could better support young people's socio-emotional development.

As shown in the Outcomes section, there was very strong reach to young people who are under-represented in outdoor learning opportunities, showing that the funding was getting to where it was intended. Outdoor learning providers fed back that the relatively short notice period meant that they often utilised their existing connections to reach out to youth organisations, meaning the reach to new organisations was reduced, although this did not affect the overall quality of experience or its accessibility.

There is certainly opportunity for UK Youth, with greater lead-in time, to ask providers to be more intentional around their programme recruitment and to reach a wider audience of under-represented groups. There is also further room for supporting providers to connect outdoor learning and youth work practices in engaging young people in outdoor learning, or to focus on targeted areas of young people.

There is an inevitable challenge posed with distributing grant-funding without a connected curriculum or programme of delivery in that the original mission and purpose of the fund can become diluted. Although the programme was very successful in achieving its outcomes, there is still potential for further design work to enhance the programme and refine a 'Theory of Change'.¹⁵



Would be fantastic to have a longer window in which to provide opportunities to young people, we would have been able to reach a much larger number of young people and also have had a much wider reach across the borough.
(Outdoor Learning Provider, AAfH2)





Key Recommendations

Based on the learning from the project a series of key lessons and recommendations have been developed to support in steering future iterations of Adventures Away from Home. These key lessons and recommendations are intended as guidance and are, of course, contingent on available resources and capacity of respective funders and delivery partners. They have been designed to provide practical actions that could be taken to build on the success of AAFH2.

Recommendation 1 – Adventures Away from Home should continue, adopting a multi-year funded approach; to deliver the essential socio-emotional skills for under-represented young people and those facing disadvantage

Adventures Away from Home is a successful programme with a demonstrable ability to achieve a range of positive outcomes for young people, youth organisations and practitioners. It should continue to be supported with further funding sought from diverse sources to scale the programme further. This would recognise the benefits associated with developing young people's socio-emotional skills in the short term and linking this to longer-term outcomes connected with education, employment, health, criminal justice, and other areas.

To embed the programme, a multi-year Adventures Away from Home model would ensure that the programme's momentum is maintained, that many more young people have the opportunity to engage with the programme over a longer period and that outcomes can be measured over a longer timeframe. Equally, outdoor learning providers would be able to develop deeper, more sustainable partnerships with youth organisations and stronger, developmental relationships with young people. Multi-year investment would also support UK Youth to leverage further funding for the programme from prospective supporters, reaching young people and more communities across England.



Recommendation 2 – Increase programme delivery window time to a minimum of 6 months to support providers planning time to maximise or intentionally target attendance and reduce pressure on the delivery window

Lengthening the programme window from 4½ months (as was the case on AAFH2) to a minimum period of 6 months would incorporate a delivery ‘buffer’, bringing a number of benefits:

- ▶ ‘Planned delivery’ would not be taking place to the last day of the delivery window. Therefore, young people whose visits had been cancelled due to factors outside of their control (such as sickness or poor weather) could still engage in the programme as planned.
- ▶ Reducing stress points for outdoor learning providers and youth groups, allowing more time to focus on accessibility planning, higher quality delivery and robust data collection.
- ▶ Similar to the benefits of providing multi-year funding, a longer delivery window would also increase the ability of organisations to reach those facing the most barriers to participating in outdoor learning, young people from groups they may not normally engage (e.g. young carers) or engage with youth organisations delivering a broader range of youth work typologies – e.g. those whose provision is grounded in the arts.

Establishing a longer minimum ‘lead-in time’ would support outdoor learning providers to establish connections with a broader range of youth organisations who are working with diverse groups of young people. This will allow the programme to make a closer connection between outdoor learning and youth work by giving outdoor learning providers time to develop connections with youth groups that may be new to them. UK Youth recommend a minimum period of two months before delivery, so providers can write a strong application for funding consideration.



Recommendation 3 – UK Youth, using the evidence from this evaluation, should undertake a further design process to refine the Adventures Away from Home model

With the wealth of evidence and learning UK Youth has built across two iterations of Adventures Away from Home, a deeper redesign process would enable us to build on the strengths of the model and resolve outstanding delivery challenges. The design process would:

- Establish and build on key components of the programme model, including those highlighted by young people through this evaluation (the adventurous nature of the experiences, novelty in the environment, developing social relationships and promoting independence).
- Identify improvements to increase engagement of -and impact on- disadvantaged and under-represented young people and further connect outdoor learning providers to youth organisations.
- Refine the programme's 'Theory of Change'¹⁶, helping to set additional parameters/criteria for outdoor learning providers and develop pathways for young people to engage in the programme.
- Further refine our approach to monitoring and evaluation to: simplify the reporting process and to minimise the demands on outdoor learning providers, youth groups and UK Youth Evaluation Team.
- Explore how we can increase support to outdoor learning providers before and during delivery and consistently raise the profile of the programme and their delivery through engaging communications and storytelling.

¹⁶ <https://www.thinknpc.org/resource-hub/ten-steps/>

Concluding remarks

All young people should have equitable access to outdoor learning (experiential learning within an outdoor environment) that is a valuable part of the ecosystem that supports their personal development, life skills and contributes to positive physical literacy. AAfH2 was a programme dedicated to ensuring affordable and inclusive access to outdoor learning experiences for young people facing disadvantage and under-represented.

AAfH2 worked across sectors and successfully engaged 12,793 young people across England to have an 'Adventure Away from Home' and access valuable outdoor learning experiences to develop their life skills.

The programme achieved strong outcomes for young people, supporting them to develop their socio-emotional skills including teamwork, empathy, problem-solving, emotion management, initiative, and responsibility.

Successfully reaching over 12,500 young people in the space of a 4½ month delivery window stands testament to outdoor learning providers and the groups involved to make this happen. AAfH2 achieved a Net Promoter Score (NPS) of +84. This score is sector leading and indicates that youth groups would highly recommend AAfH2 to other organisations.

The recommendations highlighted in this report are intended to build on this success and support in growing the programme in the future to ensure that even greater numbers of young people can benefit from the opportunities that the AAfH programme provides through outdoor learning.

Committing to a multi-year funding model for Adventures Away from Home will ensure that young people can continue to grow their socio-emotional skills and build their confidence and passion for outdoor activities for life, whilst establishing the programme to ensure its availability to the young people who, as evidenced in this report, really do benefit from attending.

'Adventures Away from Home is a programme that works for Young People facing disadvantage and or are under-represented – it changes Young People lives for the better'



References

Anderson, N. Harvey, D, Crosbie, J (2021) [Describing Outdoor Learning](#). Horizons (94), Institute for Outdoor Learning

Fiennes, C., Oliver, E., Dickson, K., Escobar, D., Romans, A. and Oliver, S. (2015). [The Existing Evidence-Base about the Effectiveness of Outdoor Learning](#). Giving Evidence & EPPI-Centre.

National Centre for Social Research (2021) Engaging children and young people from disadvantaged backgrounds with the natural environment. Defra. London

UK Youth (2023). [Adventures Away from Home Evaluation 2023](#). UK Youth.

Waite, S. Husain, F. Scandone, B. Forsyth, E. Piggott, H. (2021) 'It's not for people like (them)': structural and cultural barriers to children and young people engaging with nature outside schooling. *Journal of Adventure Education and Outdoor Learning* (54). Routledge





Appendix A

Adventures Away From Home 2 Evaluation Framework

Testing hypothesis

‘The use of direct funding (in the form of bursaries) through a network delivery model will enable under-represented young people to access valuable outdoor learning opportunities that will enhance their socio-emotional skills and support their growth for life’

Evaluation questions

- 01** How does accessing the outdoor learning environment improve young people’s socio-emotional skills, equipping them to succeed in education, foster positive relationships and experience good health and wellbeing?
- 02** How does a ‘network delivery model’ that combines outdoor learning and youth work practices enable under-represented young people to both access and enjoy outdoor learning opportunities?

Approach

Intended Outcomes	Activities	Indicator How is it measured?	Target What is the target value?	Data Source How will it be measured?	Responsible Who will measure and collect it?
Increased access for under-represented young people to outdoor learning opportunities	<p>UK Youth to provide grants to outdoor learning providers to distribute as bursaries for young people. Bursaries will be used for day trips and residentials for 10,700 young people aged 11-18 years (up to 25 for those with SEND) who are under-represented in accessing outdoor learning opportunities.</p> <p>UK Youth will also deliver its own bursary through its dedicated outdoor learning social enterprise Avon Tyrrell.</p> <p>UK Youth will deliver a Youth Work and Special Interest Group in partnership with the Institute for Outdoor Learning to bring together key practitioners across both the Youth Work and Outdoor Learning Sector</p>	<p>01 Number of young people aged 11-18 attending outdoor learning centres through the bursary (or up to 25 if they are SEND)</p> <p>02 Key demographics of Young People, to include:</p> <ul style="list-style-type: none"> ▶ Age ▶ Gender ▶ Ethnicity ▶ Additional accessibility needs ▶ LGBTQI+ Status ▶ Care Experienced status ▶ Caring responsibility status <p>03 Qualitative reporting of inclusion barriers</p> <p>04 Percentage of attending youth groups who have not undertaken outdoor learning offer before or in previous 2 years</p>	<p>01 10,700 young people aged 11-18 years (up to 25 if they have SEND)</p> <p>02 Minimum in line with pop. Rate</p> <p>03 100% of young people groups are considered 'under-represented'</p> <p>04 35% of attending youth groups have not attended outdoor learning in previous 2 years</p>	Outdoor Learning Providers Report Forms Youth Practitioners Survey	Outdoor Learning providers to report and disseminate
Improve participating young people's socio-emotional skills, supporting their personal growth for life		Youth Practitioners report on young people's socio-emotional skills	75% of youth group leaders report improvements in young people's outcomes across 5 domains	Youth Practitioners Survey (for observation)	Outdoor Learning Providers to disseminate. UK Youth to analyse and share summary results
Improve participating youth practitioners understanding of the advantages of engaging in outdoor learning opportunities		Young people's stories highlight the most significant changes taking place for themselves		Adventures Away from Home stories	Outdoor Learning Providers to disseminate. UK Youth to analyse and share summary results
UK Youth has a scalable network delivery model for delivering Adventures Away from Home, drawing upon learning and evidence from the first 2 years of delivery	Final report will detail options for developing the network delivery model (if needed) to co-embed ethos of outdoor learning with youth work				

Appendix B

Experience, Learn, Develop



We are inclusive

We want individuals and communities to have the opportunity to benefit from engagement in QUALITY DRIVEN outdoor learning and show a respectful understanding for each other.



We respect the natural environment

It is an integral part of our experience, learn, develop model and is a contributing factor in achieving meaningful outcomes and enables us to promote awareness of the current climate crisis.



We value the whole experience, our approach is centred around Experiential Learning

We apply the principles of YOUTH WORK and importance is placed on both the acquisition of skill or knowledge and the steps of the growth journey. We celebrate participation and encourage everyone to set goals to achieve their full potential and promote reflection to recognise individual achievements.



We value courage and curiosity

We create a safe space where individuals can discover and challenge themselves, knowing that they will be supported and recognised for their own learning styles, strengths, character and contribution.



We strive for excellence

To ensure our services and deliver meet the needs of our users WE LISTEN and are adaptable.

“There are two goals in the experiential learning process. One is to learn the specifics of a particular subject and the other is to learn about one’s own process” - David A. Kolb



Experience, Learn, Develop Framework

Young people 'experience, learn, develop' through what they do, what they encounter and what they discover. When delivered by experienced trained, competent outdoor learning practitioners / youth workers, the experience is holistic, the value comes from looking at an individual's whole self, their individual capabilities and outcomes and is a valuable part of the ecosystem that equips young people to thrive and empowered to contribute at every stage of their lives.

Outdoor learning combines knowledge, skills, attitudes, or behaviour change and these can be demonstrated through the following outcomes (not an exhaustive list):



Experience

- Gain new knowledge through experience
- Active experiences promote health, wellbeing and encourages lifelong positive physical literacy
- Adventure Away from Home
- Enjoyable fun, positive memories
- Safe environment / a sense of community
- Broadens knowledge of lived experiences
- Risk, delivered within a well-managed environment
- Independence
- The value of trust and trusted relationships



Learn

- About ourselves and others
- Understand the transferability of that learning
- New skills
- Problem solving
- To recognise and celebrate achievement
- About the natural environment and its importance for both sustainability and personal wellbeing
- Empathy and to value and respect differences
- Understand the transferability of learning
- Interpersonal skills and teamwork
- Emotional management



Develop

- Essential life skills
- Educational skills
- Character and Citizenship
- Empowerment and initiative
- Social skills and social confidence
- Resilience and responsibility
- Teamwork
- Self-confidence to use their own voice, be themselves and make decisions
- An ability to self-evaluate real versus perceived risk
- Soft Skills
- Friendships, often outside their usual peer group(s)



UK YOUTH

UK Youth London Office

Fivefields, 8-10 Grosvenor Gardens, London, SW1W 0DH
020 3137 3810

Avon Tyrrell Outdoor Centre

Braggers Lane, Bransgore, Hampshire, BH23 8EE
01425 672 347

Charity number: 1110590
www.ukyouth.org

Find us on:

