



**OUTWARD BOUND
VIETNAM**

to serve, to strive, and not to yield

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IMPACT REPORT 2020



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THE RATIONALE OF OUTWARD BOUND

Outward Bound exists to unlock human potential. This is achieved by providing outdoor education programs through experiential learning to foster a person's values and strengthen their life-skills.

Outward Bound Vietnam was established in 2016 and is part of the global network of Outward Bound schools. It operates in 37 countries and more than 200,000 individuals attend a program each year around the world.

Through Outward Bound's more than seventy years of global programming, it is apparent that these programs often serve as enduring and pivotal points in a person's life, as outdoor discovery provides a remarkably powerful, intense and memorable platform for learning experiences.

The social and emotional skills learned at Outward Bound help students better identify and manage

their emotions, establish respectful caring relationships and resolve conflicts which are crucial to ones' well-being. These skills can also boost morale and add to the competitive capabilities of existing teams and workplaces.

Each Outward Bound program intentionally focuses on specific life-skills such as leadership, communication, teamwork and cooperation, goal setting and other similar values. These competencies are referred to as learning outcomes and can radically affect the perceptions and behaviour of those who will undertake the experience.

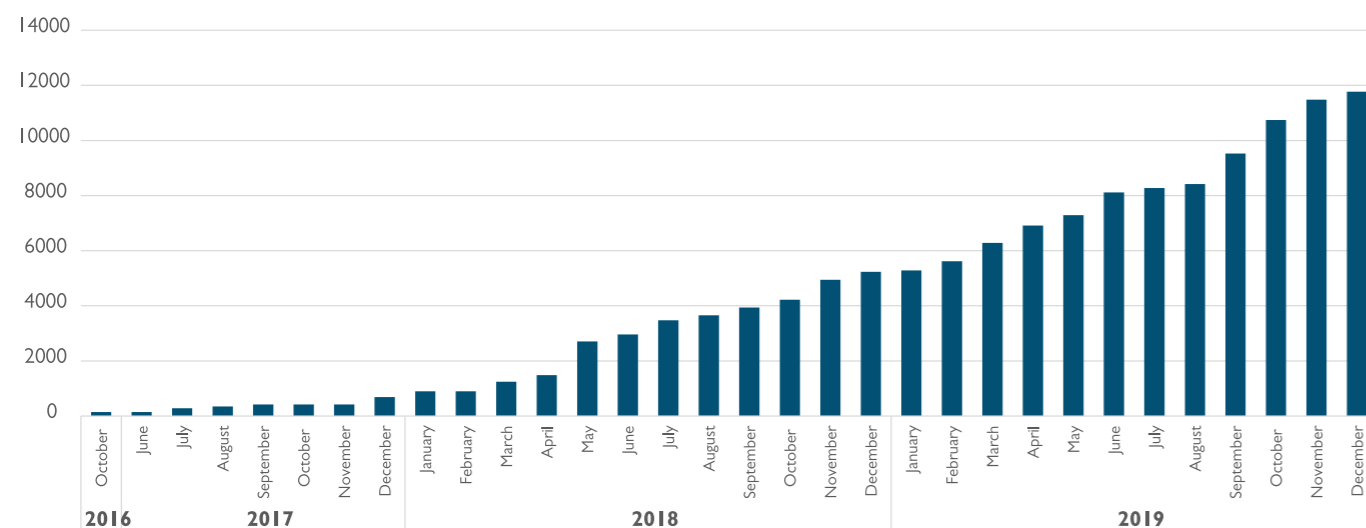
It is the underlying intention that the skills and values learned through Outward Bound are transferred back to everyday life, as this is where the true transformational power of an Outward Bound course rests.



THE GROWTH OF OUTWARD BOUND VIETNAM

Outward Bound Vietnam has progressively developed and about 2000 people attend our programs each year. Our residential centres in Binh Dinh and Halong can cater to over 100 students each week, and we are progressively introducing a wider variety of courses to cater to more people in Vietnam.

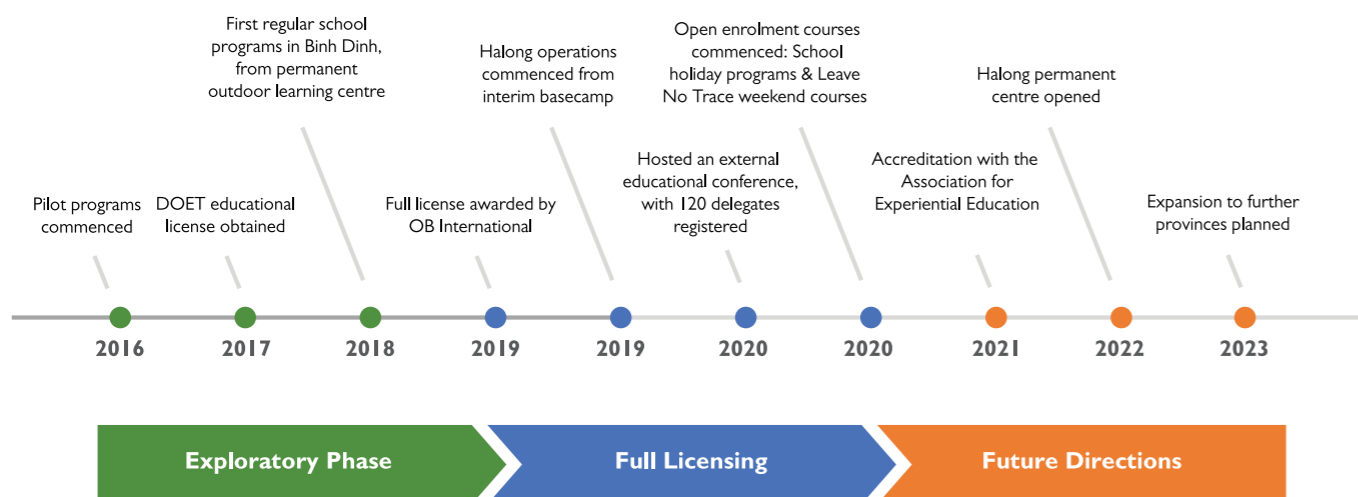
PROGRAM PARTICIPATION DAYS



Cumulative Growth in Total Participation Days 2016 - 2020

OUTWARD BOUND VIETNAM MILESTONES

OUR JOURNEY OF GROWTH



Outward Bound courses require participants to involve 'in-the-here-and-now.'

CREATING THE LEARNING ENVIRONMENT

At Outward Bound, the learning environment is established by removing participants from the familiar urban setting and placing them in closely monitored wilderness environments. It is in this setting that participants be subjected to fewer distractions, combined with guided mentoring and learning, will develop meaningful value shaping experiences.

Outward Bound courses require participants to involve 'in-the-here-and-now.' By this, participants are expected to actively engage with their colleagues while tasks and challenges are presented to them. A contemporary description of this process is akin to 'mindfulness'.

To achieve this, Outward Bound asks all participants to leave behind the distractions of modern life, including mobile telephones, tablets, the internet, books and single-player games. These will remain at base camp as participants re-pack their gear into bags provided by Outward Bound.

SUPPORTING STUDENTS IN THEIR LEARNING

Outward Bound's professional and supportive facilitators are central to this value-creating experience. Outward Bound takes people to wilderness places with professional staff and engages them in the process of learning.

Outward Bound utilises active engagements in the natural environment but is by no means a 'tour provider', or a military-style 'boot camp'. Instead, supportive instructors intentionally focus on learning outcomes and encourage participants to progressively take more responsibility throughout a course, taking increasing control and ownership of decision-making and group processes.

This may include meal preparation, choices about route, activities, schedule or menu and it impels the participants to take ownership of the course rather than simply being consumers of a product or passengers of an experience.

Participants are not forced to undertake any challenge they feel is beyond their capacity, and a technique which is known as 'challenge by choice' is used to emphasise this. Participants are encouraged into value forming experiences and the process is facilitated via developing 'full value contracts' of engagement with participants early in the process.

Through daily reviews and a more significant mid-course review, participants continuously reflect on their contribution and how they have contributed to the success of the group. These often powerful reviews allow instructors to develop the educational framework and achieve learning outcomes defined at the start of the course.



Outward Bound courses end with an emphasis on transferring back to a participant's world when the program is completed. This focuses on how will the participants be able to make an impact on their daily lives using the learning that they have experienced on their course. As a result, the learning enabled on course benefits participants in their classrooms, community groups, families and jobs. Accompanying teachers are also encouraged to engage in this transfer and continue the learning back in the classrooms.

EXPERIENTIAL EDUCATION

John Dewey, an influential educator, was instrumental in developing a teaching methodology that uses experience and reflection. This educational pedagogy is called experiential learning and underlies Outward Bound's professional practice.

Outward Bound adopts this teaching process of experiential learning. This engages students through real and tangible experiences, allows review and guided reflection, to identify strategies and techniques for improving life skills.

Experiential education is a departure from the conventional teacher-centred learning models that are prevalent in Vietnam and is used at Outward Bound for the formation of values and building of life-skills.

Experiential education is a pedagogy, or teaching process, based on direct experience that uses various senses of the body to amplify the learning. It involves a process of tangible encounters and experiences, active reflection, review of concepts and a commitment to applying new approaches learned.



The Experiential Learning Cycle



“We do not learn from experience.
We learn from reflecting on experience.”

John Dewey

Educational ratios are set at 2:14. This allows instructors to react to the dynamics of the participants and ensure that the course can be tailored to the needs of the group. For school programs, a teacher will also accompany this group.



THE EDUCATIONAL EVALUATION OF LIFE SKILLS

Outward Bound's programs are designed to develop valuable life-skills and this Impact Report set out to ensure that we can measure this change. This measurement is important to be able to understand and communicate the growth in life skills that we deliver on our programs.

For this measurement, an academically robust profiling tool was used to evaluate and communicate inherent outcomes that may be evident in Vietnamese populations. It has been administered to participants since late 2017. A total of 1135 participants completed the pre and post-course evaluation in this period.

The 24 item Life Effectiveness Questionnaire (version H), was originally developed from rigorous scholarly educational research in the 1990s and is used extensively for research and evaluation in outdoor learning. The tool itself contains eight

scales and has been translated into Vietnamese and reverse translated for verification. Data is recorded pre and post-course via a pencil and paper test and then entered into an Excel spreadsheet with calculations using Cohen's D to measure effect size, and r-squared coefficient to determine a percentile growth.

Life effectiveness refers to a person's capacity to adapt and thrive. That is it refers to how well one is equipped to handle the demands of life. Life effectiveness can be thought of as consisting of multiple generic life skills which correspond to typical aims of personal social and emotional development programs. These life skills are important for surviving, living with others and succeeding in a complex society. These skills can be nurtured and such learning is enhanced in an Outward Bound program.



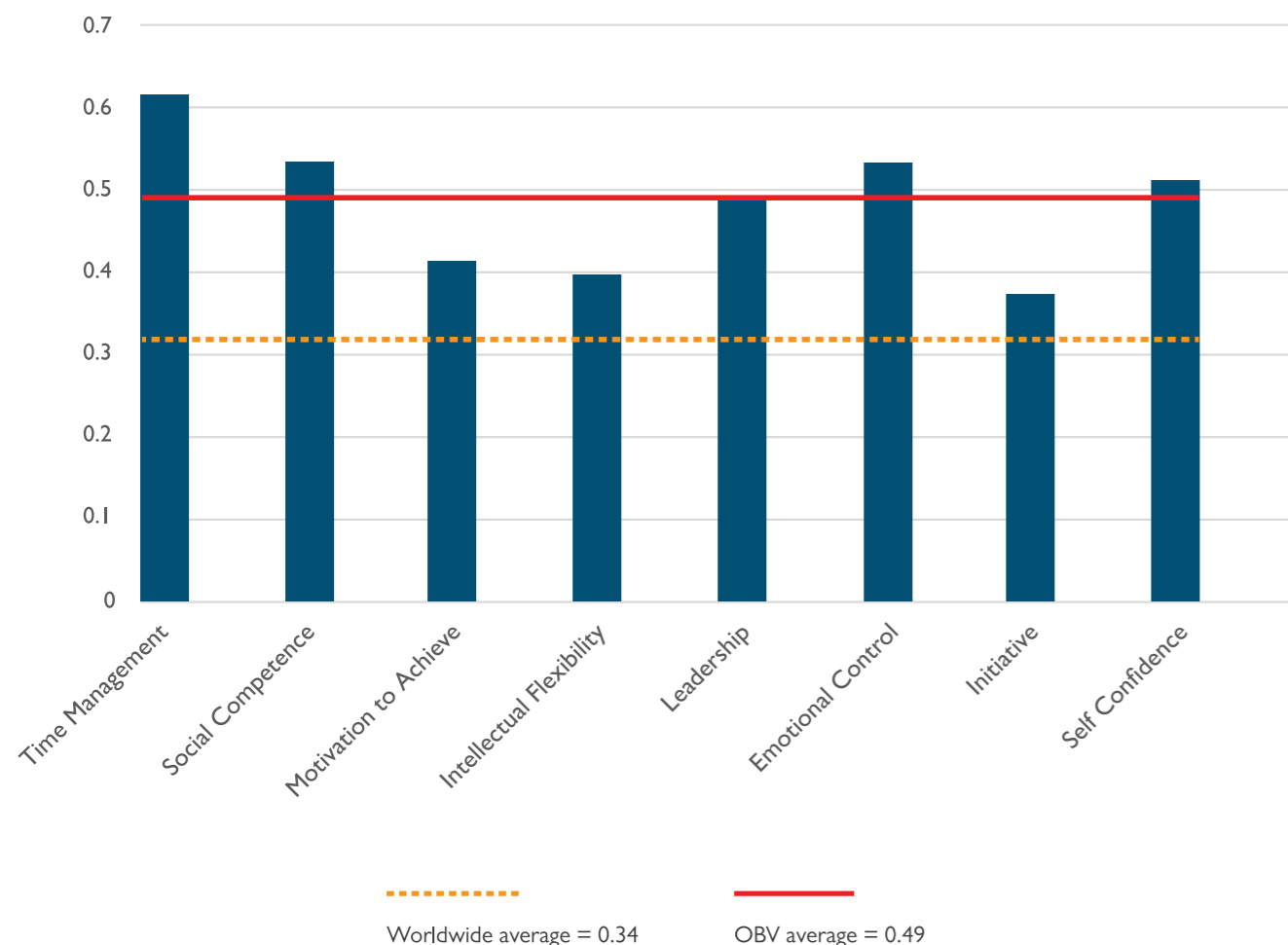
LIFE SKILLS MEASURED

From 2017-2020, we measured a sample of learning outcomes on our courses.



OVERALL EVALUATION RESULTS

OBV EFFECT SIZE 2017 - 2020



OBV measured impact using effect size, which shows the magnitude of growth in each life-skill. To make interpretation of this data easier, we have referenced the common worldwide industry standard in outdoor education. In the graph, the yellow line shows the worldwide average learning in outdoor education, with an effect size of 0.34.¹ Outward Bound Vietnam has an average effect size of 0.499 in this evaluation period, which is shown in the red line. We consider this a commendable achievement in our first few years of operations.

¹ Hattie, J; Marsh, H; Neill, J; & Richards, G. (1997). Adventure education and Outward Bound: Out-of-class experiences that make a lasting difference. Review of Educational Research (67:1, pp. 43-87). Available on request.

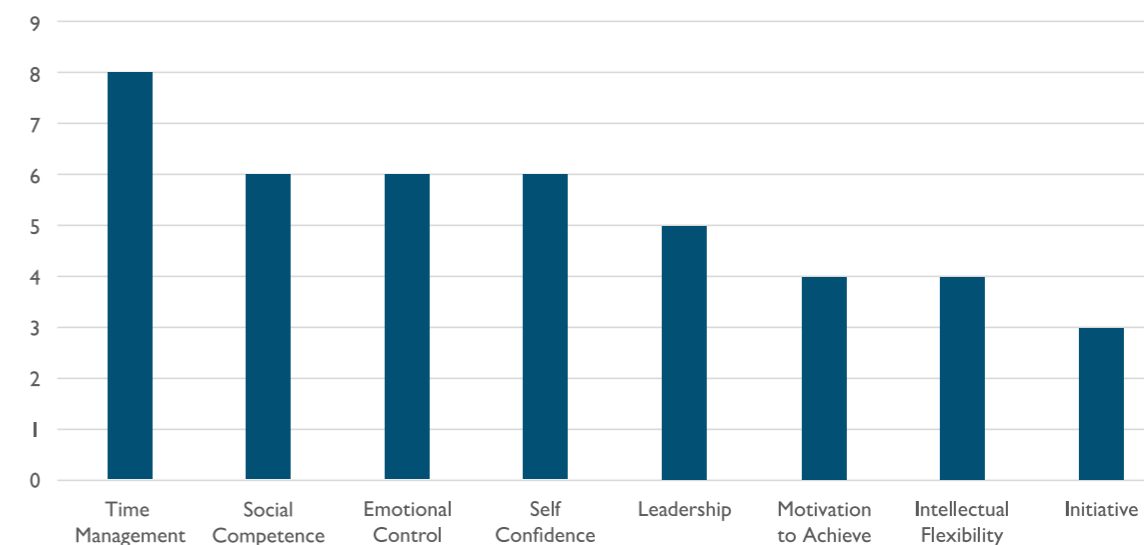
A CLOSER LOOK AT THE PARTICIPANT LEARNING

WHAT PARTICIPANTS LEARN MOST THROUGH OUTWARD BOUND



Domain	% of respondents showing an increase in this domain	% of the overall increase (Using r-squared co-efficient)
TIME MANAGEMENT	86%	8%
SOCIAL COMPETENCE	86%	6%
MOTIVATION TO ACHIEVE	75%	4%
INTELLECTUAL FLEXIBILITY	82%	4%
LEADERSHIP	84%	5%
EMOTIONAL CONTROL	82%	6%
INITIATIVE	81%	3%
SELF CONFIDENCE	83%	6%

AVERAGE PERCENTAGE INCREASE IN LIFE SKILLS BY TAKING AN OBV COURSE



TIME MANAGEMENT

86%

OF PARTICIPANTS HAD AN INCREASE IN TIME MANAGEMENT SKILLS

- ▶ I manage the way I use my time well
- ▶ I plan and use my time effectively
- ▶ I do not waste time

Effective time management is valued in many cultures and has grown more desirable in contemporary society, as shown by the multitude of popular articles, books and training approaches on this topic. It is a competency encompassing self-discipline, goal setting and self-regulation.

At Outward Bound, learning environments are intentionally created that allows individuals to build better time management skills. A structured and compressed time-schedule was one of the early requirements of Outward Bound courses dating back to the 1940s. To this day, consequences of how one spends one's time during Outward Bound expeditions are immediate, for example, arriving into camp after dark.

The intensity of Outward Bound programs can also help participants to realise how much more productive they can potentially be with available time. Engaging in problem-solving exercises and group debriefings are also conducted in the process to help generate ideas and develop strategies for more effective management of time.

Outward Bound programs in which participants are given guided responsibilities for individual and group decisions and time management, which set specific challenging goals, hold promise for enhancing participants time management skills. 86% of participants make better use of their time as a result of their Outward Bound course.



SOCIAL COMPETENCE

86%

OF PARTICIPANTS
IDENTIFIED AN INCREASE
IN ASPECTS OF
SOCIAL COMPETENCE

- ▶ I am successful in social situations
- ▶ I communicate well with people
- ▶ I am competent in social situations

Forming positive relationships and working with others are key social skills that are relevant in modern society. These social skills form a cornerstone to a person's healthy social interactions. Social competence includes the effectiveness of communication, empathy, active listening, assertiveness and conflict resolution.

Outward Bound programs are generally conducted in small groups with a maximum of fourteen participants to ensure opportunities for all members to engage, with members living as a small community and intensely involved as a group for days at a time. Hence the small group social-environment is a key element of program design, and when well-managed, provides

considerable opportunities for the development of social skills.

Regular group discussions and centred speaking opportunities call for a person to build their social competence. Participants rotate through different group roles, providing opportunities for them to experiment with different social encounters and impelling them into social experiences that require active responses. For example, everyone has the opportunity to cook and on programs for older participants, there are opportunities to take on leadership roles. This prompts a more realistic evaluation of social effectiveness and encourages a supportive group atmosphere through active experiences.



ACHIEVEMENT MOTIVATION

75%
OF PARTICIPANTS IDENTIFIED
AN INCREASE IN THEIR
MOTIVATION TO ACHIEVE

- ▶ I try to do the best results that I possibly can
- ▶ I try to do the best that I possibly can
- ▶ When working on a project, I do my best to get the details right

An achievement motivation indicates the extent to which a person is motivated to achieve excellence and convert the required effort into action to reach a particular goal or attain a result.

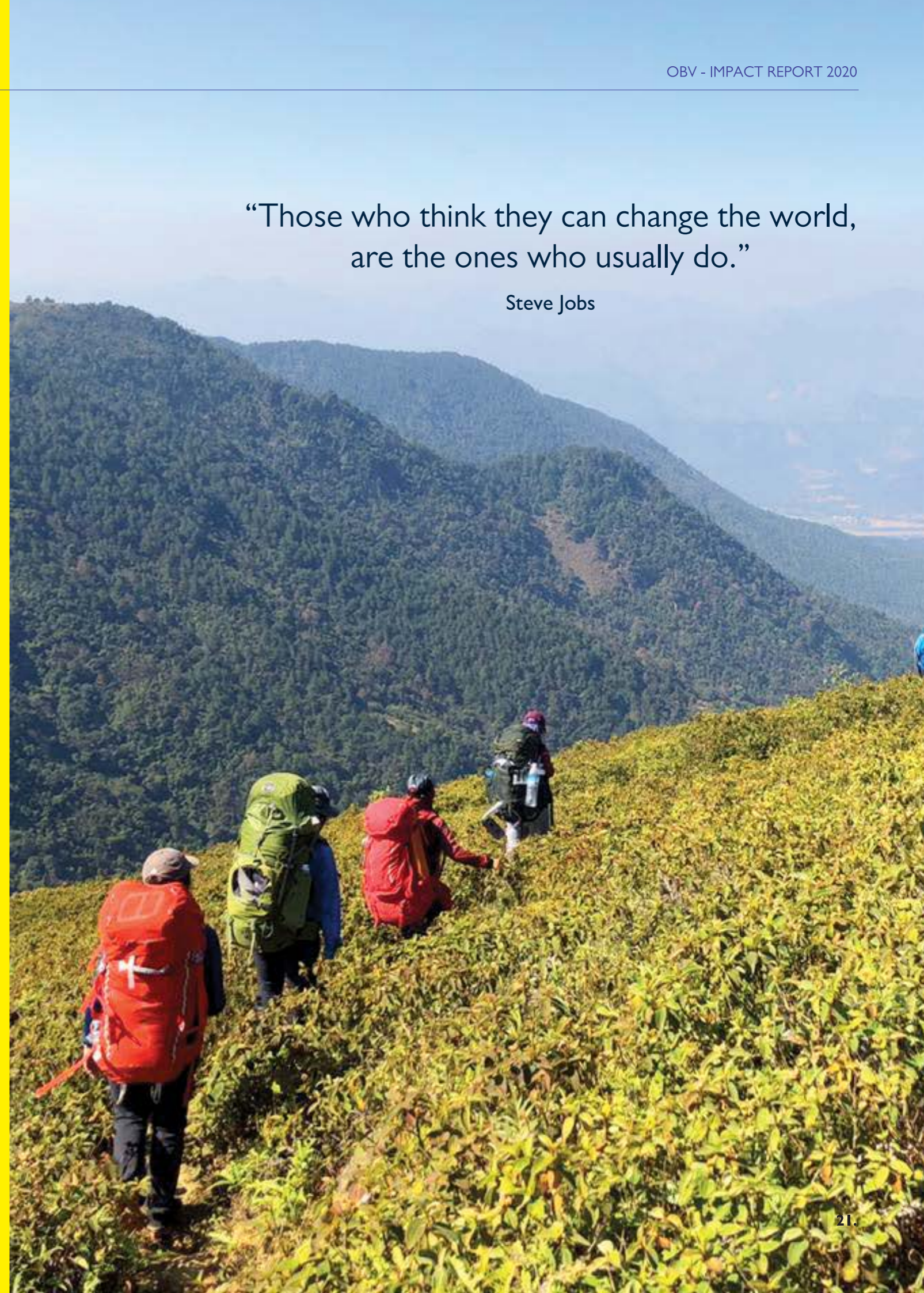
This is illustrated in the Outward Bound motto "to serve, to strive and not to yield". At Outward Bound, the desire to achieve is encouraged by a process of active engagement in tasks, activities and group processes.

Outward Bound creates a learning environment of 'mindfulness' by isolating and removing distractions that scatter the attention of participants and this allows participants to focus on the 'here-and-now'.

Outward Bound hopes that by providing guided opportunities for students to experience a sense of achievement, overall motivation to excel and achieve with high standards will transfer into other aspects of their lives.

“Those who think they can change the world,
are the ones who usually do.”

Steve Jobs





INTELLECTUAL FLEXIBILITY & LATERAL THINKING

82%
OF PARTICIPANTS
IDENTIFIED AN INCREASE IN
NEW WAY OF THINKING

- ▶ I am adaptable and flexible in my thinking and ideas
- ▶ I am open to new ideas
- ▶ I change my thinking or opinions easily if there is a better idea



Intellectual flexibility indicates the extent to which a person is open to the ideas of others and appropriately adjusts his or her views to accommodate their beliefs. Intellectual flexibility includes lateral thinking and problem-solving competencies.

Outward Bound programs encourage thinking outside the box. Intellectual flexibility is encouraged by exposing participants to novel ideas, viewpoints, settings, activities and cultures. Novel challenges are presented as a regular part of Outward Bound programming, and often these seem insurmountable at first, however

through a process of experiential learning and active engagement, these are usually achieved and then surpassed throughout an Outward Bound course.

Group discussions are used to encourage the sharing of new viewpoints and feelings. Problems generally have to be solved and there is an intrinsic reward for affective sharing and modifying of ideas. Intellectual flexibility is also promoted in the outdoor education setting by modelling of the instructors and peers particularly when they are reacting to and solving difficult problems.

LEADERSHIP

84%

OF PARTICIPANTS
IDENTIFIED AN INCREASE IN
LEADERSHIP SKILLS

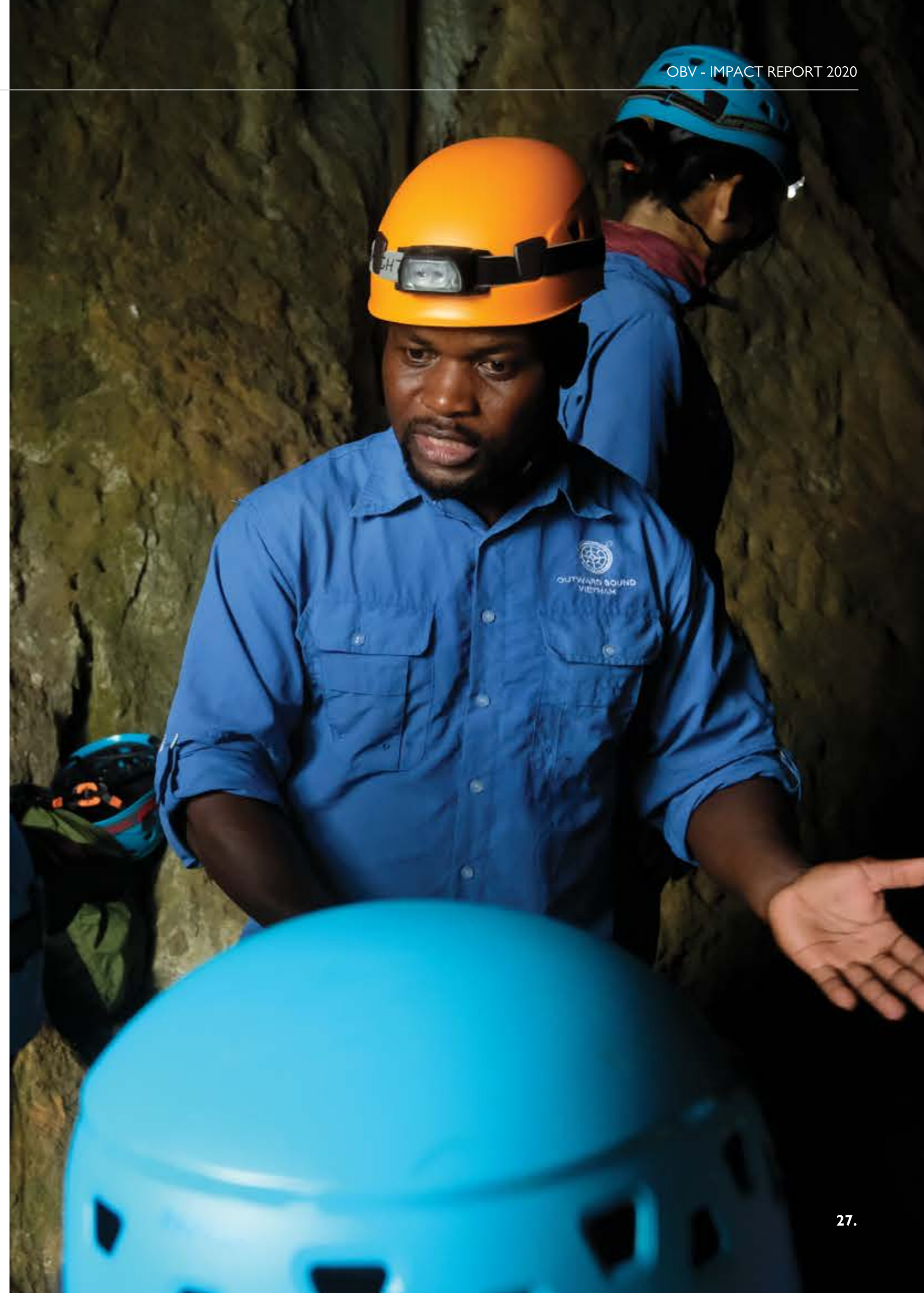
- ▶ I am a good leader when a task needs to be done
- ▶ I can get people to work for me
- ▶ As a leader, I motivate other people well when a task needs to be done

There are many different models and theories of leadership. At Outward Bound Vietnam, we have measured growth in task leadership. This is an indicator of an individual's effectiveness in motivating and leading other people when a task needs to be done.

Common leadership modes include trait-based leadership, emphasising the characteristics of people performing in designated leadership roles and on situational styles which have given rise to the emergence of leaders. However, Outward Bound

believes everyone has the capacity to be a better person and that leaders are made, and not born.

During an Outward Bound program, all participants have the opportunity to rotate through leadership and followership roles when required. Task leadership includes competencies such as flexibility, creative team problem-solving, communication, vision, courage and wisdom. The program facilitates the ability for one to analyze and identify what is needed at a particular time for a group to function most effectively.



EMOTIONAL CONTROL

82%

OF PARTICIPANTS IDENTIFIED AN INCREASE IN AN ASPECT OF EMOTIONAL CONTROL

- ▶ I stay calm in stressful situations
- ▶ I stay calm when things go wrong
- ▶ I stay calm and overcome anxiety in new or changing situations

Emotional control indicates the extent to which a person stays calm in new, changing or stressful situations. Having the capacity to control one's emotions is an adaptive response. Emotional intelligence depends on the ability to enhance or suppress emotional expression following the situation or demands of social situations.

Furthermore, students who are better able to suppress or enhance expression of emotions may have less psychological distress over time, as

control of the emotional high and low feelings in the early adolescence is associated with resistance to depression later in life.

At Outward Bound, course design allows a supportive environment in which a person can focus on their emotional control, under both calm and difficult or demanding situations.

82% of our participants identified growth in emotional control.



INITIATIVE

81%

OF PARTICIPANTS IDENTIFIED AN INCREASE IN INITIATIVE

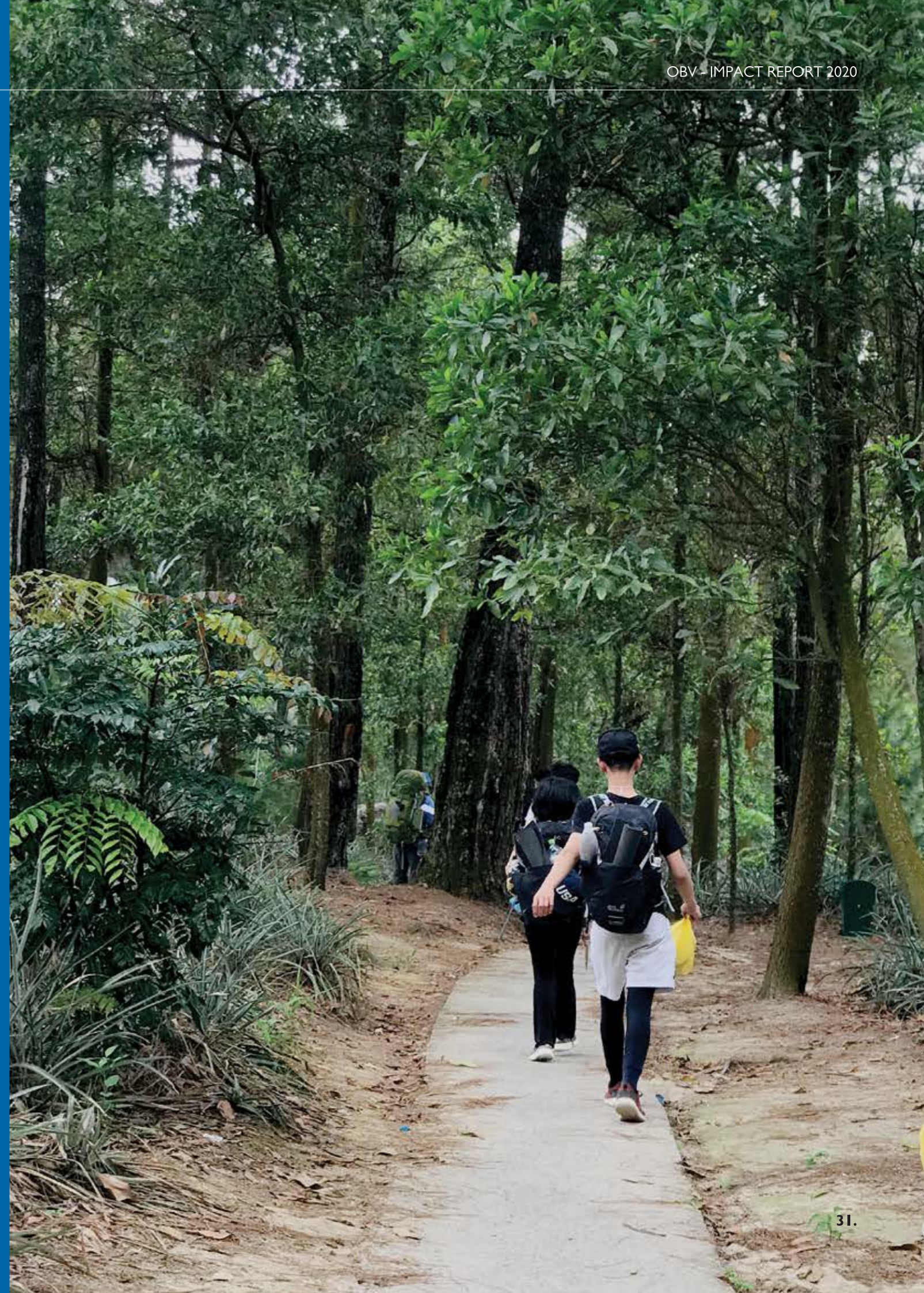
- ▶ I like to be busy and actively involved in things
- ▶ I like to be active and energetic
- ▶ I like to be an active 'get into it' person

The capacity for initiative is essential in our society and will be more important in the coming century, yet youths of today have few opportunities to learn this competency. An active initiative is an extent to which a person willingly initiates action and contributes energy in new situations. Having an active approach to initiative is likely to increase performance in school and work settings and to facilitate taking control and direction in one's life.

It is necessary for self-directed learning where participants confront issues of meaning and relevance for them, yet we tend to protect and shield the participant from many of the real issues of life and this may create difficulties in adjustment and coping later on. If we desire to

have participants learn how to tackle problems and build their initiative, we must be willing for them to practice these skills in supportive environments.

Taking initiative and responsibility is an expectation of Outward Bound programs. Each course is intentionally designed with situations requiring considerable responsibilities to cope with problem-solving exercises and initiative is needed to overcome the tasks and challenges commonly encountered during outdoor expeditions. After a course is finished, over 80% of our participants become more self-reliant, showed greater initiatives and develop deeper independence.



SELF-CONFIDENCE

83%

OF PARTICIPANTS
INCREASED THEIR
SELF-CONFIDENCE

- ▶ **I believe I can do it**
- ▶ **I know I have the ability to do anything I want to do**
- ▶ **When I apply myself to something, I am confident I will succeed**

Self-confidence describes the extent to which a person has high expectations of success in his or her actions. The person who acts with an authentic positive belief in their capabilities is more likely to push through difficulties and challenges and build self-confidence.

Outward Bound programs are structured to provide tasks that progressively build self-confidence. Confidence is developed through successive achievements and the accumulation of an increasing repertoire of skills. Positive

reinforcement and support are important aspects of programs and instructors use a supportive approach of 'unconditional positive regard'.

However programs do not seek to inflate self-opinion but rather, they help participants to develop and discover their full capabilities, which is more likely to provide an authentic boost to personal confidence.

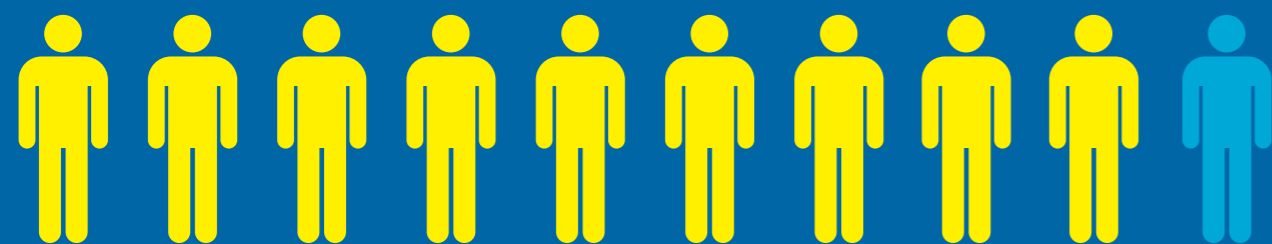


NET PROMOTER SCORE

Identified through end of course evaluations

9/10 PEOPLE

91% of people who attend an Outward Bound Vietnam course will actively encourage others to attend.



REFLECTIONS FROM OUR FORMER PARTICIPANTS

'I would describe the course in one word: wonderful! I climbed to the top of the mountains and completed tasks that I never thought I could do'.

Singapore International School, Saigon South student



'After all the challenges, I feel proud of myself. I learnt that everything has its moral, and it's made me not want to leave this place'

Corporate Course participant



I love the activities, but mainly I enjoyed being around the instructors. The program helps you to recognise your potential, not only physically but also mentally.

Singapore International School, Vung Tau student

A very unique course. Meaningful. Nice communication. I went much further than my limitations. It gives me the confidence that I'll be fine and good no matter what is coming up. I see my potential much clearer.

An Phat company participant



Everybody should join this course! This is a worthy course for everybody, especially for who care about the impact of human life on the environment. I will transfer all the knowledge that I learned from course to my friends and family to multiply the positive energy to the community and the environment.

These should be more people in the Vietnamese the community who know about this course, and hopefully, OBV must have more branches in different locations to have more educational courses like this!

Thuy - Leave No Trace participant (weekend environmental ethics course)



After having a few days to reflect on my journey, I would like to share here some of my thoughts. They say that one cannot realize his own potential until he gets out of his comfort zone. Luckily or maybe even not, I was given the opportunity throughout the five-day course at Outward Bound Vietnam in Binh Dinh. Not only have I learned so much about testing my limits, powers of unity and resilience, but I also have developed my appreciation for all the smallest things and privileges that I got back home in a short span of time.

I would also like to put behind all the sweaty, hot nights, canned food and countless mosquitos that I and my teammates had to endure because I know what we gained through this exhausting, yet so rewarding adventure far surpasses our hardships. These photos may not be very picturesque, nonetheless, I would like for me and my mates to keep hold of them as memories whenever we look back on our time together.

Lastly, I would like to thank all that contributed to making this experience, including the awesome instructors, my resilient group mates and the OB experience itself. I am confident that I have grown much more as an individual and learned the value of my surroundings.

Duc – Management Trainee participant

ABOUT US

Outward Bound® was founded in 1941 in the United Kingdom by the innovative and progressive educator, Dr Kurt Hahn, who recognised the need to provide value-forming experiences to support mainstream schooling and build the genuine development of well-rounded individuals.

At the time it was a highly innovative educational enhancement that led to the development of the outdoor education industry as it is today. Outward Bound remains the largest and most established outdoor education organisation worldwide.

Outward Bound Vietnam was established in 2016 and is a fully licenced member of the global network of Outward Bound schools that operate in 37 countries and develop valuable social and emotional skills in over 200,000 individuals each year.

Outward Bound Vietnam is registered with the Department of Education and Training (DOET) of Vietnam as an educational provider of soft-skills and life-skills in each province that it operates.

“There is more in us than we know.
If we could be made to see it, perhaps,
for the rest of our lives we will be
unwilling to settle for less.”

Kurt Hahn

MEMBERSHIPS

