



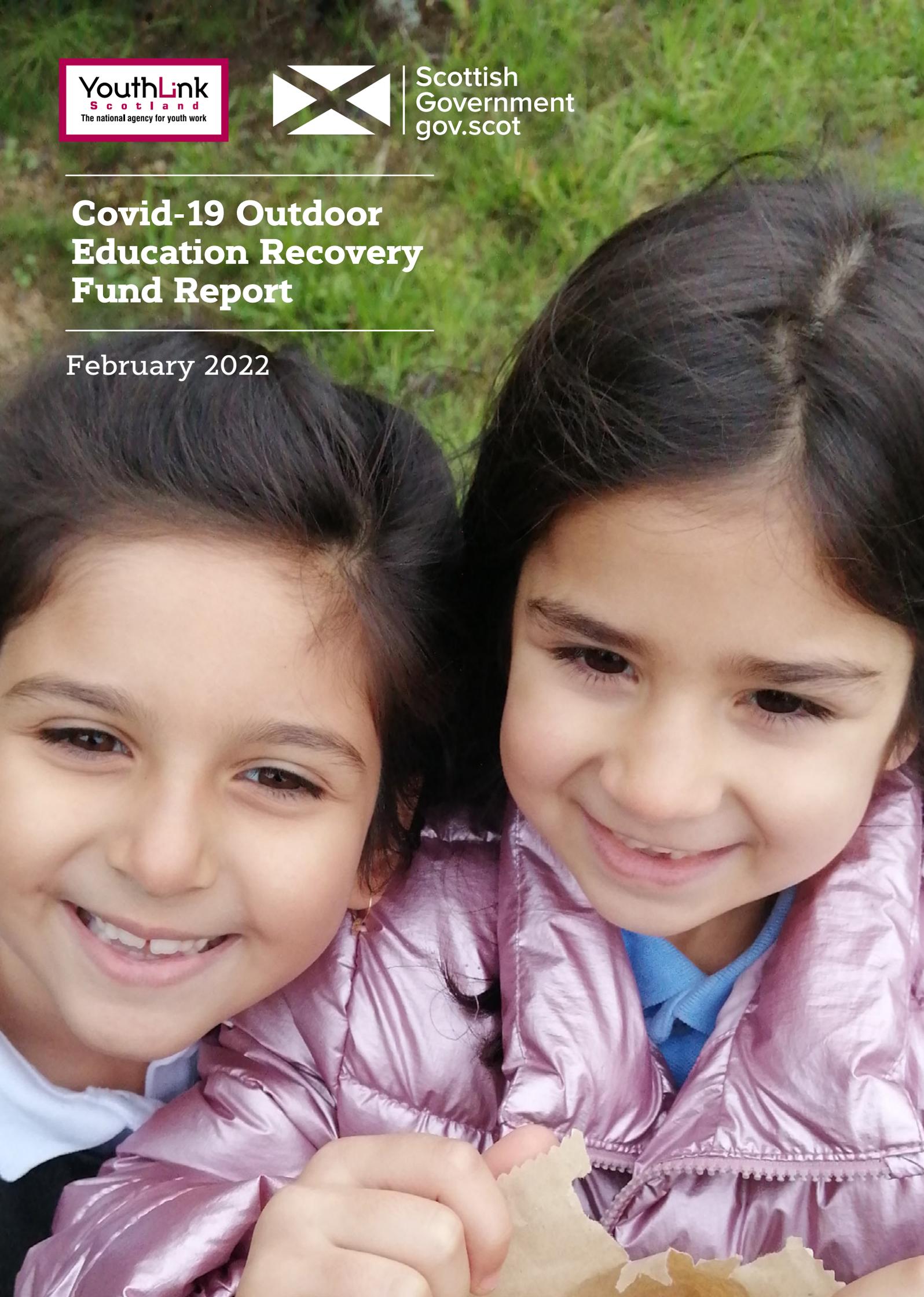
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# Covid-19 Outdoor Education Recovery Fund Report

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February 2022





Cover photo: North Glasgow Community Food Initiative - Royston Food Hub  
Above: Lambhill Stables and Ardroy Outdoor Education Centre - Arrochar Primary School

*"I like the chance to step away but still learn and experience things in a different way. If I choose what I learn, I will put my mind to it and do it until I succeed."*

Participating Young Person

# Outdoor Education Recovery Fund Report

February 2022

*"Einstein said 'Imagination is greater than knowledge' - these sessions helped to remind me of that."*

Participating Teacher



## Executive Summary

### Scope of the Outdoor Education Recovery Fund

**Supported by £500,000 in funding from Scottish Government:**

- 45 outdoor learning programmes were delivered across Scotland
- Nearly 2,000 sessions and 12,000 activity hours were provided
- 8514 young people and 558 teachers participated

### Age of young people who participated

- 72% from primary school
- 23% from secondary school
- 5% from nursery school
- Less than 1% from a college setting

### The impacts of the outdoor learning experiences on young people were very positive

Evidence gathered from young people, teachers, parents, youth workers and other partners over the course of the programme shows that:

- 87% of participating young people experienced improved physical health and wellbeing
- 83% of participating young people had a stronger sense of connection with, and appreciation of, nature and place
- 95% of participating young people developed their skills

- 83% of participating young people were more engaged in learning
- 100% of young people made progress in related Curriculum for Excellence areas and subjects
- The impact of the work ripples positively into families – young people introduce their parents and siblings to new places, show off their new knowledge and share their new enthusiasms

### The programme also offered valuable opportunities for partnership working and capacity-building

- Teachers have valued the opportunity to get alongside outdoor education instructors and observe and learn from them – as a result they are feeling more confident to take learning outside, and integrate elements of what they have learned into their own practice.
- Being ‘in’ the work together – and learning together – has been rewarding for youth workers and teachers alike. Teachers acknowledge the expertise of youth workers and recognise the value of a different pedagogy.
- Teachers understand and are excited by the different ways in which outdoor learning can creatively support the formal curriculum.
- Teachers are sometimes surprised by the skills and qualities young people demonstrate as they respond to learning outdoors – they are able to build on this back in the classroom.
- Teachers notice both the ‘safety’ (emotional as well as practical) and the ‘freedom’ that youth workers offer young people – and are impressed by the difference this makes to learner engagement, and how their approach nurtures confidence and growth.



# Purpose and Scope of the Outdoor Education Recovery Fund

It's understood that outdoor learning experiences can improve young people's health and wellbeing, support their personal and social development and enable their achievement and attainment<sup>1</sup>. In 2021, the Scottish Government created the Outdoor Education Recovery Fund, aimed at widening access to outdoor learning and offering vital support for education recovery. The creation of the fund recognised the role played by all forms of outdoor learning as part of the government's broader approach to recovery from the Covid pandemic.

Forty-five programmes across Scotland were funded. Organisations involved were a mix of third sector and private sector outdoor education centres, national and local youth work organisations. All of the organisations take a youth work approach when delivering outdoor learning experiences. Depending on organisational context, practitioners working with young people are sometimes referred to as 'youth workers' and sometimes as 'outdoor instructors'. These terms are used interchangeably in this report.

All of the projects sought to deliver at least two of the following outcomes:

- Improvements in young people's physical and mental health and wellbeing
- Improvements in young people's sense of connection with, and appreciation of, nature and place
- Development of young people's skills for life
- Improvements in learner engagement
- Progress in related curriculum for excellence area or subject

In addition to direct impact on participating young people, youth workers delivering the projects worked alongside teachers to help build their confidence and capacity to take learning – and the curriculum – outdoors.

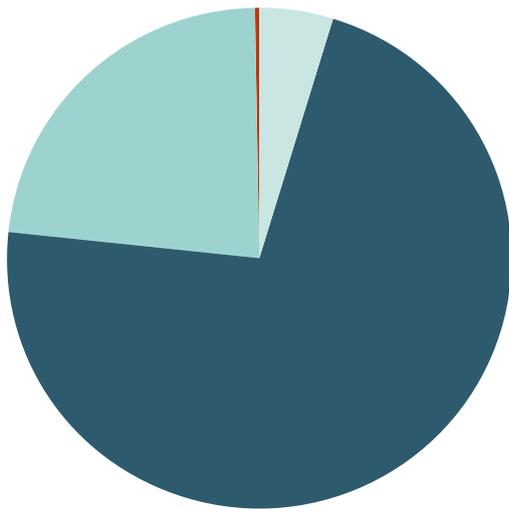
The report which follows, brings together data gathered from across the programme to provide an overview of the difference that the Outdoor Education Recovery Fund has made to the young people and the teachers who took part.

## Programme Deliverables

- 45 funded programmes were delivered across Scotland between May and December 2021
- Nearly 2,000 sessions and 12,000 activity hours were provided
- 8514 young people and 558 teachers participated
- Young people from a range of formal education settings were involved, predominantly primary schools.

<sup>1</sup> <https://education.gov.scot/improvement/practice-exemplars/sac87-curriculum-outdoors-attainment-challenge/>; Christie, B. & Higgins, P. (2012). Learning for Sustainability and attainment in schools. Research into Action Briefings. Edinburgh: University of Edinburgh; <https://education.gov.scot/improvement/self-evaluation/whole-school-and-community-approach-to-learning-for-sustainability-lfs-self-evaluation-and-improvement-framework/>; Coronavirus (COVID-19): Curriculum for Excellence in the Recovery Phase - gov.scot (www.gov.scot); YouthLink Scotland - Outdoor Learning.

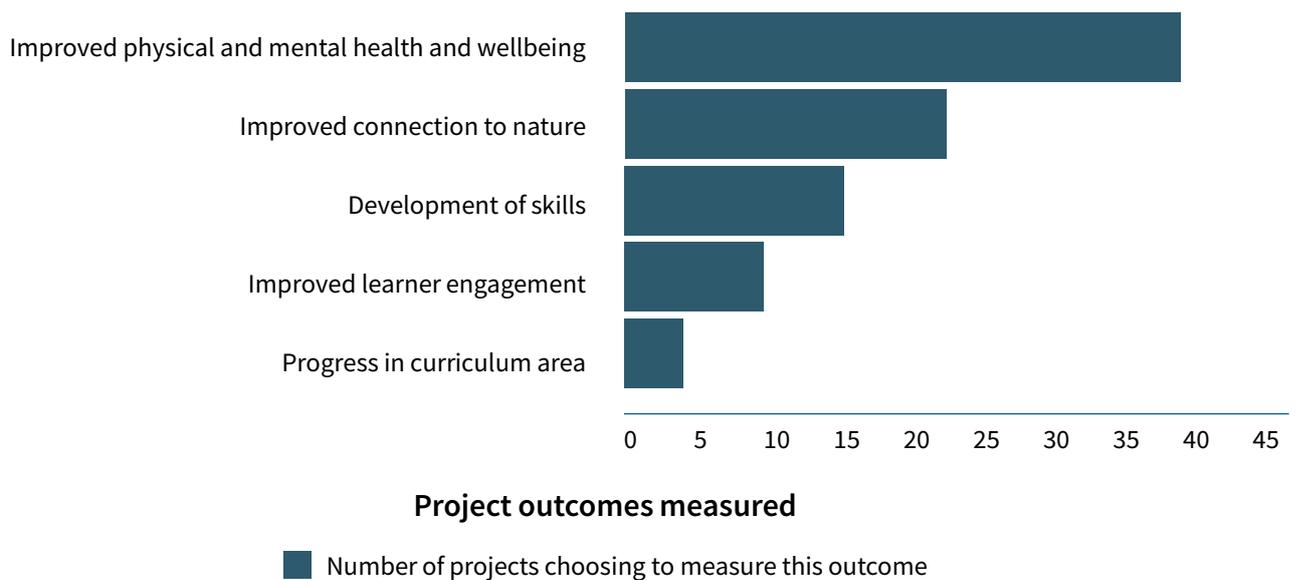
# Impact of the Outdoor Education Recovery Fund on Young People



All funded projects were asked to measure two out of five relevant outcomes, as outlined in the chart below. This means that the sample size of participating young people is different for each outcome – e.g. more than 7000 in the case of ‘improved health and wellbeing’ compared to 2300 for ‘improved learner engagement’. However all of the sample groups are of a significant size – the smallest sample included just 4 projects that set out to measure ‘progress in a curriculum area’, but this small number of projects worked with almost 1000 young people.

**% Participating Young People by formal education setting**

- Nursery 5%
- Primary 72%
- Secondary 23%
- College 0.1%



## 87% of participating young people saw improvements in their physical and mental health and wellbeing

- In their feedback, young people consistently notice how being outdoors helps them to feel better mentally. The experience provides respite from the stresses of home and school.
- Young people also notice that being physically active can have a positive impact on their ability to regulate their emotions.
- Parents and teachers tell us that young people are calmer and better able to engage, as a result of being active outdoors.
- Young people feel better because these outdoor experiences help them build relationships that give them a greater sense of belonging in school.
- The way that youth workers interact with young people in the outdoors also contributes to young people feeling more valued as individuals and improves their sense of personal agency.

### Young people

*"The fresh air wakes me up but it also helps me calm down."*

*"I enjoy sit spots...I like to listen to the birds and trees rustling in the wind and watch flowers dance, listen to flies hum. It's helping me overcome my anxiety - being outdoors gets my mind off things."*

*"At home I have a lot going on and I get stressed and overthink. Forest school makes me feel relaxed."*

*"It gives me time away from all the stress of school and it's really nice and calm."*

*"This helped my head. Kept me from worrying."*

*"I am happier at school because I know more people there now."*

*"I didn't think I would like gardening but it definitely helped with my anger and now I feel I can concentrate on more things and what I want to do. I can think straighter."*

*"I know at Forest School I will be listened to."*

*"School can be stressful. The forest helps me get through the stress, because being in the woods is relaxing. It feels safe and quiet and people listen to me."*

*"The whole experience made me feel more positive about moving to high school."*

Parents

*"I'm noticing my son is less hyper at home after being outdoors with the group."*

Teachers

*"The programme has helped young people regulate emotions, look to the future and improve the way they view their own self-worth."*

*"it's so nice to see the smile on some of our hardest to reach kids' faces and see them enjoying success - a success we can build upon to try and re-engage them in school."*



83% of participating young people had a stronger sense of connection with, and appreciation of, nature and place

- Young people's growing enthusiasm for the outdoors is clear in their responses.
- Young people say have a greater understanding of, and respect for the natural world.
- They frequently talk about overcoming previously held fears about being in the outdoors.
- Many talk about developing greater sense of personal responsibility for taking care of the natural environment.
- Parents also notice how their children are enriched by their outdoor experiences.

*"I like trees. They are interesting and living and they can help animals live and thrive...I didn't know much about the environment before but now I do."*

*"We sowed wildflower seeds and then danced on the top to make sure the seeds touch the ground. I can't wait to come back to see the wildflowers all grown and all the bees."*

*"I learned that trees give out good air, make oxygen, apples and paper."*

*"Something I noticed in nature was that it's very beautiful."*

*"I'm not afraid of bugs anymore."*

*"I'm not as nervous when I'm outside."*

*"I used to be afraid of fires...now I'm not scared because I know how to set them safely and how to stop it if it gets dangerous."*

*"It is really important we learn about this stuff because it's our environment and we need to protect it."*

*"I am going to try and look after our woods by walking more and recycling things.."*

## Parents

*"My daughter fills up the bird feeder every week and loves to look out the window at it on the balcony, seeing birds come to visit!"*

*"I'm happy to be in the allotment with my children as back home in my country they would have got to learn and see things like this. But here in Glasgow our flat is tiny and we don't have a garden."*



Equi-Power Central Scotland - Ladeside Primary School

## 95% of participating young people developed their skills



The Youth Work Skills Framework<sup>2</sup> outlines the key skills that young people can develop through participation in youth work in Scotland.

It's clear that young people involved in projects funded through the Outdoor Education Recovery Fund have made progress in relation to many of these skills.

In their descriptions of improved health and wellbeing (above), young people demonstrate an understanding of the way in which outdoor learning experiences are helping them to find new and better ways to 'look after themselves'. In addition, young people most commonly reflect on their growing confidence, resilience and communication skills. They see that their experiences of outdoor learning are helping them to build relationships, that in turn help them to work well in groups – sometimes taking on leadership roles.

### Communication

- "The small group makes it easier to talk."*
- "During forest school I got better at listening to the teachers."*
- "I am speaking up more and being more confident to join in."*
- "I learned that I can share my ideas in a kind way"*

### Leadership

- "I find it really hard to get on with people if they don't agree with me. I found the challenge difficult but I was proud because I listened to others."*
- "I made sure [the little ones] stayed safe and I was patient with them"*
- "I was listening to the younger ones. I made sure it was safe."*

### Team Work

- "My behaviour has definitely changed. My attitude to others is better."*
- "When we stayed together we had more fun because we were looking after each other."*
- "I helped my team by being kind to others."*
- "I helped my team by listening to what they were saying and by cheering them on."*
- "I have always been confident doing anything solo, but not so much with team built things, but I don't run into that issue anymore after this experience."*

<sup>2</sup>YouthLink Scotland | Youth Work Skills Framework

## Confidence

### Young people feel proud of their achievements and this is continuing to help them try new things

*"I learned a lot about myself as a person and managed to do something I never thought I would be able to do."*

*"I learned I was much better than I thought about getting to know people that I haven't met before."*

*"Skiing made me feel proud and confident, when I was going down I felt delighted."*

*"I got more confident. That's important because when you be confident you start to do more things you have never done before"*

*"I liked to climb to the top. Now I'm going to sign up for rock climbing."*

*"I didn't want to come to the garden because I was shy at first, now I come to the youth club on Friday nights too."*

*"Since skiing I have tried netball and roller-skating and I'm really good at it."*

### Young people learn more about their strengths

*"I liked keeping care of the animals. It made me feel responsible."*

*"I had some good ideas for building our den."*

*"I loved working in a team. That made me feel really confident."*

### Young people become more confident to manage their emotions

*"In one of the challenges where we were getting frustrated, I learnt later to stay calm and this helped with the other challenges."*

*"I learned about my anger and trust."*

## Resilience

*"I think the experience will help me in the future as it has made me realise I can do whatever I put my mind to."*

*"Overall these activity days helped me to overcome my fears."*

*"We got pushed outside our comfort zone but it felt good. It was good to be supported by staff and by the group"*

*"At the start of every lesson I feel scared but by the end I'm running back up, trying to have one more go."*

## Relationships

### Young people build positive relationships during their outdoor learning experiences

*"These days helped me to get closer to people in my group."*

*"Listening to everyone's experiences and passions has given me a sense of comfort, knowing I can relate to others."*

*"It was fun meeting new people because it kinda made me get over being shy and everything."*

*"I really learned how the support of friends can make you feel happy and safe."*

### These relationships continue to make a difference when they are back in school

*"It was good to feel closer with my teachers."*

*"I've learned it can be really helpful to know and work with people outside my normal group of friends and since I've returned to school I've continued to work with these kids."*

*"I don't really play with many people in school and I don't have friends that live near my house, but here we don't fight or get left out. Sometimes now I'll sit with some of my friends from the forest at lunchtime and we'll play football after."*

Teachers reinforce young people's feedback, noticing how the youth work approach helps to develop confidence and resilience, build relationships and nurture effective group work. In addition they remark upon children and young people developing problem-solving and leadership skills:

*"Hands-on, practical learning has helped young people re-build and develop their resilience, confidence and self-esteem."*

*"I've seen a difference in some of our young people when they are working in an outdoor setting. Problem-solving, teamwork and communications thrive."*

*"I witnessed the children showcasing skills of problem solving, critical thinking and reflection"*

*"Children who don't often take the leadership role were able to offer solutions."*

Importantly, teachers report that young people are bringing these skills back into the classroom and that, as educators, they are able to acknowledge and build on strengths that they have seen young people demonstrate in the outdoor context, when they are back in school:

*"I now see some pupils are more likely to lead in collaborative learning tasks in the classroom."*



Little Acorns Early Years CIC



Darcy's Equine Assisted Learning Centre CIC

*"It's allowed me to observe how my class behave in different environments and with new tasks. It has allowed me to acknowledge these new skills / personalities in the class environment."*

Parents and carers also notice and value the impact that the experiences were having on their children's skills development, particularly in building relationships and rebuilding confidence after the challenges of the pandemic:

*"It's been great seeing the kids come together with their friends. They have had a lot of disruption in their young lives and this programme has really helped with building friendships."*

*"Being in a small group enabled her to overcome her shyness and build new friendships with the other children."*

*"My child was shaking and crying before coming in. I've not seen him this confident in months - we have had to shield both lockdowns because of his dad."*

## 83% of participating young people are more engaged in learning

- Many young people notice that the youth work approach is enabling them to learn in a different way, with more freedom and more choice than in the classroom.
- A number of young people talk about being able to ‘focus’ differently in the outdoors, some suggest this is because they are ‘learning by doing’.
- Importantly, young people are saying that these experiences have a lasting effect on their motivation and self-discipline.
- For some young people the learning experiences spark an interest in volunteering or even possible career choices.
- Parents notice that confidence and engagement go hand-in-hand and that the outdoor experiences are helping to re-establish positive learning routines.
- Teachers see young people taking more responsibility for their learning back in school, and, in some cases improvements in behaviour and attendance.



Under the Trees CIC - Woodland Wellbeing

### Young People

*“It was good to be at school, but at the same time not at school, and to see how working outside can have a really positive effect on how you feel about yourself and how this then affects how you feel about school work.”*

*“My focus has improved... before I'd be distracting everyone and getting into trouble.”*

*“I like that this is practical. I'm learning while doing.”*

*“I want to volunteer more in the future because I enjoy the experiences.”*

*“It definitely motivated me to study harder and to feel good about being able to study outside the school environment.”*

*“I really liked handling animals I haven't before...now I want to consider a career that is animal focused.”*

*“My mind has changed about the things I can and can't do. I'm not getting distracted so easily. It gave me a reason to get up and come to school.”*

## Parents

*"The activities have helped him to see that trying new things isn't all bad and he can develop new skills all the time."*

*"He comes back inspired and shares his learning when we are out as a family. It was amazing to see the detail in which S had absorbed the information."*

*"The programme has boosted his confidence. It's been hard to re-establish routines following all the disruptions but now he's keen to go to school."*

## Teachers

*"Seeing the children so engaged, participating and being so positive in activities out with the classroom made me realise that learning in a non-traditional outdoor setting has its place."*

*"We've seen improvements in attendance and pupils taking more responsibility for their learning."*

*"Out here, the children's mood is so positive, they are very happy and their behaviour is easier to manage than when we are back in the classroom."*

*"Pupils can often be resistant or hesitant at trying a new task, as opposed to working it out for themselves. After the [outdoor learning sessions] it was immediately noticeable that the class were more open to trying out something different and approaching tasks from a different angle."*

*"I see the children using some of the things they are learning."*

*"It really helped engage our young people back into learning. The difference in some of the young people is amazing."*

## Youth Workers

*"it was amazing to see teenagers moving from compulsory attendance in a school programme to attend our site at weekends and school holidays and offer their time to volunteer."*

## 100% of young people made progress in related Curriculum for Excellence areas and subjects

Occasionally, young people comment on how their outdoor learning experiences link with the curriculum, and how that helped to change their perceptions of their ability. However, probably unsurprisingly, it is teachers who most frequently see and make these links – and right across the curriculum.

### Young People

*"I liked learning to work with the compass, map reading and working out how long it would take to walk the distance. I am better at Maths than I thought."*

### Teachers

*"I feel more confident in using outdoor learning in regards to science and STEM."*

*"The programme was absolutely immense because it enhanced almost every single area of the curriculum: literacy, numeracy, social studies, technology, science, expressive arts all covered within the experiences you designed."*

*"Teaching pupils about their local community happens naturally within the programme."*

*"It was very useful to see how specific experiences and outcomes in science, social studies and technology could be undertaken in an authentic way."*

*"I understand how maths, numeracy, literacy, science and health and wellbeing can all be combined into a plant science workshop."*

*"This definitely works for creative writing and for health and wellbeing."*

*"Best classroom in the world...from language to art and drama as well as creative opportunities for music from nature's song book."*

## Wider Family Impacts

Some of the projects enabled parents and carers to get involved in outdoor learning alongside their children. In these instances, parents report a range of benefits: improvements in their own wellbeing, positive bonding experiences with their children and opportunities to build relationships with other families in their communities.

Interestingly, even when parents are not involved directly, they talk about the difference these experiences are making in their family dynamics. Young people set up new routines and are keen to share their learning and enthusiasm with other members of the family. Parents, in turn, are pleased to find new activities they can share with their children.

### Young People

*"I go walking with my Dad and see pheasants. Now I've learned what pheasant tracks look like and I'm excited to show my Dad."*

*"I've started going walking with my Dad with the dogs since coming to the group. I feel good and better about myself being outside. It gives me time to think and get rid of my anger when things are hard at home."*

### Parents

*"I normally find it difficult to relax, but coming to the garden makes me happy."*

*"I'm really enjoying learning about nature with my kids, I feel more confident in taking my kids out and exploring nature together."*

*"It has been good to meet other parents within my community and my children being able to make new friends."*

*"Coming here for the first time after leaving my country is good for me and my child...I really liked that we got to talk about growing food and herbs and what we use them for in different cultures."*

*"M was telling me all about the names of the trees in Brocklehill woods. I think we will try and go a walk down the woods at the weekend."*

*"He wanted to leave the house to show us where he had been. We are now going up at weekends to play in the woods."*

### Others

*"S asked for her contact with Dad to be at a park last week so that they could make bird feeders together." **Social Worker***

*"The cycle leader took the children to the Lochan area and told them the history of the estate. The children were captivated and some have said in class that they have instigated family walks to that place and shared their knowledge." **Teacher***

## Impact of the Outdoor Education Recovery Fund on Teachers

It's clear that teachers have also benefited from the learning experience provided through the Outdoor Education Recovery Fund:

- Teachers have valued the opportunity to get alongside outdoor education youth workers and observe and learn from them. As a result, they are feeling more confident to take learning outside, and integrate elements of what they have learned into their own practice.
- Being 'in' the work together and learning together has been rewarding for youth workers and teachers alike. Teachers acknowledge the expertise of outdoor learning instructors and recognise the value of a different pedagogy.
- Teachers understand and are excited by the different ways in which outdoor learning can creatively support the formal curriculum.
- They recognise that outdoor learning experiences can provide a unique opportunity for building relationships between educators and young people.

Some themes in the feedback from teachers follow, below.

### Learning alongside youth workers

*"It was excellent being able to observe a variety of methods, pedagogy and reviewing techniques. I'll definitely be adopting them into my practice."*

*"I learned along with the pupils, discovering that making mistakes was part of the process. I gained confidence and became more willing to give things a go."*

*Reading a game or an activity flash card on a piece of paper is nothing like seeing it in practice – observing practice is valuable."*

*"By watching and taking part my confidence has increased and I feel more competent to help when young people are struggling."*

*"Working alongside instructors has really boosted my confidence. I will definitely build these ways of working into my planning."*

### Integrating ideas into practice

*"I assumed that all sorts of formal training were required to take groups of pupils outdoors...I didn't realise it could be so simple."*

*"Instructors really demonstrated some of the things you can hang outdoor learning on. You don't need a million pounds*

*worth of equipment, you know, it's just how you set it up. What I saw was how to use nature to simulate, some really powerful learning opportunities which are often directed by the children."*

*"I've been able to adapt some of the activities undertaken during the P6/7 challenges to suit the needs of younger learners."*

### Building confidence in a youth-led approach

*"I was a bit apprehensive as to whether the children would be able to have fun and come back in as a group. I would feel more confident now to hold a session outdoors."*

*"My confidence has definitely improved in relation to trusting the children, allowing them to be independent which helped them to learn and overcome any challenges on their own."*

*"At first I was apprehensive...but despite having more distractions than in the classroom the children were focused on the tasks and took in so much information."*

### Overcoming safety concerns

*"I suppose my concerns were always safety. I'm more confident now especially now that I have a bank of ideas."*

*"This made me feel more confident taking my class outside and giving them freedom to explore nature, without quite so much fear surrounding if they might hurt themselves somehow."*

### Bringing the principles of outdoor learning into the classroom

*"As a fairly new teacher, I was really impressed by just how many of the techniques used by the outdoor instructors can easily translate into the formal classroom environment."*

*"I've brought many of the ideas directly into our classroom, especially ways of using nature in an indoor environment."*

### Recognising learning outdoors provides unique opportunities to build relationships between young people and educators

*"We connected well with the children in a different setting away from school."*

*"it gave me inspiration and opportunities to learn alongside students."*

*"We seemed more relaxed and our true selves in the outdoor environment."*

## The value of the youth work approach in supporting achievement and attainment

As fellow educators, teachers working alongside youth workers on the projects have offered interesting and detailed feedback on the youth work approach. In particular, teachers notice both the ‘safety’ (emotional as well as practical) and the ‘freedom’ that youth workers offer young people – and are impressed by the difference this makes to learner engagement:

*“The instructors were so inclusive, offering opportunity and encouraging everyone to speak ...they encouraged perseverance and investigation, trying different solutions.”*

*“I really enjoyed watching [the youth workers] work with my class and seeing how they manage to tease the real person out.”*

*“I was inspired by watching the instructors being patient and bringing the children on board, encouraging them to participate rather than seeing it as a failure or a challenge.”*

*“The sessions gave us a chance to work closely in small groups with young people. This was valuable in building trust and understanding.”*

*“I love the freedom that [the youth workers] offer children to lead their own way forward and deal with anxiety.”*

These observations mirror some of those made by young people, who are also articulate about the difference in the youth work approach:

*“[The youth workers] are so friendly and gave a calm space.”*

*“I never thought I could do that but the instructors made me feel safe and I wanted to try it.”*

*“I felt like finally adults are listening to our opinions and suggestions.”*

*“I learned to be more independent and this has helped in my school work.”*

*“I like the chance to step away but still learn and experience things in a different way. If I choose what I learn, I will put my mind to it and do it until I succeed.”*

Teachers also notice how the outdoor setting creates conditions for positive dialogue:

*“Sitting around the fire, chopping wood and doing crafts allowed the conversation to flow more naturally and take the pressure off the young people.”*

*“The group faced language barriers but the garden was a great place for them to communicate and work in a practical way.”*



They reflect that these experiences have allowed them to re-see some of the young people who struggle in the classroom setting:

*“I have witnessed pupils who rarely speak in school find their voice in the outdoor sessions...Pupils who have used negativity and avoidance to distance themselves from unfamiliar situations with big smiles on their faces. And pupils with ASD finding new ways to express themselves.”*

*“I would say that it helped me to learn that the children who do not find it easy to focus in classroom settings probably get most out of outdoor learning.”*

*“Some pupils who struggle with set classroom work particularly enjoyed the outdoor collaboration”*

*“I’m seeing some of the children blossom when set with tasks that do not present the same way in class.”*

## Other insights from the feedback

### Integrating Outdoor Learning in Primary and Secondary School Settings

It's clear from the evidence gathered that outdoor education delivered through a youth work approach can support learning across all formal education settings. Interestingly, however, Outdoor Education Recovery Fund programmes were most commonly delivered in partnership with primary schools. It is exciting to see the impact that this approach can have in the primary setting: nurturing skills development, engaging young people, and building the strong relationships that are the foundation of all effective learning.

The data also demonstrates the value of outdoor education in supporting young people's transition from primary to secondary school, particularly in building relationships with peers and with teaching staff:

*"As a teacher, I was able to build positive relationships with many of the young people who I haven't been able to meet during the typical transition activities."*

*"The two days have certainly united the year group."*

*"This has given my daughter more confidence in going to high school as she met new friends."*

### Outdoor learning locally versus residential experiences

Whilst residential outdoor learning programmes provide powerful learning experiences away from home, the evidence from the Outdoor Education Recovery Fund suggests there's also huge value in working with young people in their own communities, because they can continue to explore local green spaces in their own time, on their own terms. And teachers see that they don't need to travel far to create engaging outdoor learning experiences during the school day.

*"Their confidence grew because of their time together [on residential]. They encouraged and energised each other to be brave and speak out about matters that they cared deeply about...we could never have achieved the sense of belonging, connectedness and shared purpose without the residential."*

*"This programme has offered young people inspiring opportunities within their own local community which have developed skills, confidence and citizenship."*

*"Enabling young people to access resources on their doorstep is brilliant for their sense of community and belonging"*

*"I've been so impressed with how pupils have developed their knowledge of local outdoor spaces and local history."*

*"The nearness of the wild space to the town demonstrated that we would not need to take the groups far to ensure the benefits of outdoor work with young people."*

### Sustainable Partnership Working

The programme emphasis on a collaborative approach to the delivery of projects has proved very successful. Teachers and youth workers have valued the opportunity to work closely together, learn from one another, and reflect on the impact of the work and next steps. Most importantly, there is no doubt that this integrated approach has offered unique, inclusive and engaging learning opportunities for young people at a critical time in education recovery.

Many of the 558 teachers who participated in the projects express a determination to adopt some of the principles and approaches they have learned into their own practice. Outdoor learning educators say the opportunity to design programmes collaboratively with schools and participate in regular professional dialogue has been invaluable. School leaders endorse the benefits of collaborative working, and underline their commitment to continuing to embed outdoor learning into the design of the curriculum in their context. It seems likely that the legacy of Outdoor Education Recovery Fund will be wide-ranging and positive. However, sustained work and investment is needed to continue to share learning and to develop collaborative practice, so that it more consistently meets the needs of young people across Scotland.



Love Learning Scotland SCIO Love Gorgie farm

# Outdoor Education Recovery Fund: Recipient Organisations and Awarded Amounts

Aberdeenshire Sailing Trust	£4,950.00
Abernethy Trust	£10,000.00
Adventure centre for education	£11,663.00
AOEC Trust Limited	£11,200.00
ASPEN OUTDOORS LTD	£9,550.00
Auchinleck Community Development Initiative	£6,950.00
Beyond Adventure Services Aberfeldy Limited	£11,160.00
Branching Upwards C.I.C.	£11,652.00
Campfire Classroom	£9,000.00
Connect Community Trust	£3,875.00
Countryside Learning Scotland	£11,500.00
Craggan Outdoor Activities Ltd, t/a Craggan Outdoors	£5,080.00
Darcy's Equine Assisted Learning Centre CIC	£15,400.00
Earthtime For All	£1,128.00
Equi-Power Central Scotland RDA	£2,817.00
Field Studies Council Ltd	£14,000.00
Friends of the Award (Edinburgh and the Lothians)	£20,593.00
Glenboig Development Trust	£5,250.00
Lambhill Stables	£4,400.00
Let's LOOC (Learn Outside Of the Classroom)	£4,500.00
Let's LOOC (Learn Outside Of the Classroom)	£6,240.00
Little Acorns Early Years C.I.C	£26,893.00
Love Learning Scotland SCIO- Love Gorgie farm	£15,000.00
Mearns After School Care Service Ltd	£5,505.00
Methilhill Community Children's Initiative (MCCI)	£5,831.00
Metro Outdoors Ltd	£15,692.00
Murton Trust For Education and the Environment	£11,980.00
Nature 4 Health	£2,490.00
NEST NURTURING FUTURES CIC	£10,920.00
Newmilns Snow and Sports Complex (NSASC)	£29,150.00
North Glasgow Community Food Initiative	£4,605.00
Outfit Moray	£8,238.00
Scottish Outdoor Education Centres Ltd	£10,000.00
Scouts Scotland	£19,700.00
Scripture Union Scotland	£8,430.00
SU Scotland	£9,484.00
The Adventure Academy CIC	£7,970.00
The Children's Wood	£4,368.00
The Glencoe Trust Limited	£25,650.00
The Outward Bound Trust	£22,425.00
Under the Trees	£28,900.00
West End Adventure Ltd	£14,604.00
Wild Things - Environmental Education in Action	£13,360.00
Wiston Lodge	£15,163.80
Wiston Lodge	£2,723.20



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