



# Outward Bound

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

## *Journal*

2008 Edition

**High House of  
the Himalaya**

Republic of the Equator

**The Dogs of Snow**

Leadership Lessons from  
Mt. Kilimanjaro

**PLUS**

**Wolfpacks of  
the North  
Atlantic**

**2007  
Annual  
Report  
Page 77**

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# Outward Bound INTERNATIONAL *Journal*

## Contributors Wanted

Outward Bound International Journal is an annual publication that aims to showcase the worldwide organization through a mixture of feature-length and sidebar articles that have a strong global emphasis, and reflect on the social impact and innovative nature of Outward Bound's programming.

Writers interested in submitting articles, especially those that illuminate Outward Bound's philosophy, central figures, and historical roots, may do so by contacting the editor [objournal@outwardbound.net](mailto:objournal@outwardbound.net) with a proposal for an article. Unsolicited material will not be returned.

Outward Bound Magazine is published annually in August, and the deadline for contributors is May 15.



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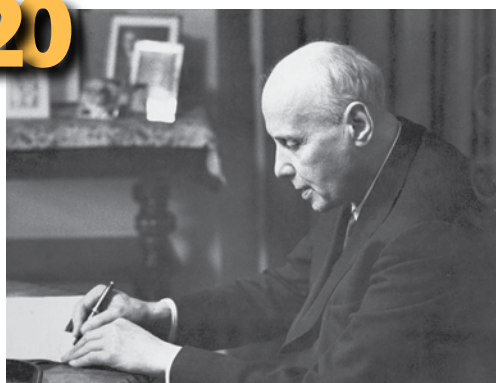
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# Contributors

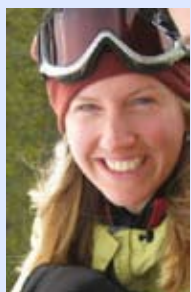


**Wendy Kusumowidagdo**  
*Disabilities Into Opportunities*

Wendy Kusumowidagdo is operations and communications manager at Outward Bound Indonesia, and serves as the editor of *OBI World*, the center's official magazine. Prior to joining Outward Bound Indonesia, she was public relations manager at the Grand Hyatt Bali Hotel in Nusa Dua. Wendy received her degree in Marketing Communications from The Ohio State University in Columbus, Ohio, USA.

**Caroline Blair-Smith**  
*The Dogs of Snow*

Caroline Blair-Smith first stepped onto the back of a dogsled at the former Voyageur Outward Bound School in late December of 1991. That 14-day course in the frozen Boundary Waters of northern Minnesota must have been somewhat formative, because she's worked for Outward Bound (in Maine) since 1992 and has a yard full of sled dogs next to her house. She is currently the staffing director for Outward Bound USA's Atlantic Region. In the winter, she and her husband, Andy Bartleet, run a small dogsled guide service called Mornington Crescent Sled Dogs out of their home near Bethel, Maine, in the United States.



**Christine Lynn Norton, Ph D**  
*Outward Bound Croatia: A New School Arising*

Christine Norton has worked for Outward Bound in the United States for ten years, and was lucky enough to get to work with Outward Bound Croatia at the inception of its SOS Children's Village courses. She is now a member of Outward Bound USA's Research and Evaluation Advisory Committee and an assistant professor at Texas State University's School of Social Work, San Marcos, Texas, USA.



**Hélder F. Madeira**  
*Islands of Excellence: Outward Bound's 21st Century Challenge*

While working in Brazil as an English teacher in the late 1970s, Helder Madeira attended law school. After a brief career as a lawyer he resumed teaching, running his own language school until the mid-1990s, when a move from classroom to outdoor education set a new course. He later joined fledgling Outward Bound Brazil as an instructor in 2001. Helder is currently the executive director of Outward Bound Brazil.



**Jacques de Jongh and Julie Staub**  
*Under the Shelter of the Night Sky*

Jacques de Jongh joined Outward Bound South Africa in 1995 after studying at the University of Pretoria. After several years working as an instructor with adjudicated youth and a subsequent appointment as operations director, in 2007 he accepted the position of executive director of Outward Bound South Africa. Jacques lives with his wife Denise and daughter Dominique in the small coastal town of Plettenbergbay.

Julie Staub joined Outward Bound South Africa in 2005. A graduate of Outward Bound Zimbabwe and an administrator with Outward Bound South Africa, she is a member of the school's fund raising team.

**José Antonio Torres**  
*Republic of the Equator & Bonding in the Shadow of the Andes*

José Antonio Torres is the executive director of Outward Bound Ecuador. He started his career as a park ranger assigned to some of the most beautiful regions of Ecuador and Colombia. He studied Industrial Engineering at Universidad de los Andes, Bogotá, and worked for one of Ecuador's leading travel organizations. He is a certified by the Shaolin Wahnam Institute as an instructor of traditional Chi Kung, Tai Chi Chuan, and Kung Fu.



**Liz Cunningham**  
*Everybody's Uncle Kurt*

Liz Cunningham is a writer and illustrator living in the San Francisco Bay area of the United States. She is the author of *Talking Politics: Choosing the President in the Television Age*. She and her husband Charlie Costello founded KurtHahn.org, a website dedicated to Kurt Hahn's educational philosophy.

**Matthew T. Eisen**  
*A Revolution of Compassion*

Matthew Eisen is an activist specializing in juvenile justice who has worked with youth-at-risk and former gang members while living in El Salvador. He consulted on the 2006 Harvard University Human Rights Law Clinic publication, "No Place to Hide: Gang, State, and Clandestine Violence in El Salvador". He currently works as a consultant with Outward Bound México on a youth-at-risk study in Valle de Bravo, México. Matthew is a 2008 graduate of the Outward Bound México instructors course



## From the Editor



**Y**ou can be forgiven for occasionally mistaking Outward Bound for its classroom. Our wilderness classrooms are breathtaking, full of opportunities for the skilled teacher, and virtually unrivaled in their promise for the student—but we are not our classrooms.

We have draped our educational ideologies in the mantle of the wilderness classroom, and as Winston Churchill said, “We shape our buildings; thereafter, they shape us.” Look no further than the pictures in this magazine to see how the edifice of wilderness has shaped us.

A different picture emerges if you look beyond the images of wilderness and to the words that describe what we do.

Through the pages of *OBI Journal*, see how Outward Bound South Africa is reaching out to awaken a new possibility for the country’s urban shelter dwellers (page 70). Learn of Outward Bound Ecuador’s successes at strengthening the ties between children and their parents (page 68). Read about Outward Bound Taiwan’s response to the earthquake in Sichuan province, China (page 10). Follow twelve young Indonesians as they turn their disabilities into opportunities on a challenge course in the Balinese jungle (page 11). Discover Outward Bound Mexico’s commitment to working with the underserved youth of Mexico City (page 44). Or turn to page 20 for an examination of Kurt Hahn’s political ideology as presented by Dr. Bernhard Bueb, the former headmaster of Schloss Salem School.

Outward Bound brings focus to Kurt Hahn’s educational thought through the powerful lenses of our classrooms—inside and outside, wilderness and urban—suffusing our participants, young and old, with the guided wisdom of our teachers, as they inscribe what Hahn wanted most for his students: a compassion for others, and the ability to put into practice what they have seen to be right.

We hope you enjoy this issue of *OBI Journal* and its exploration of how our ideology outshines even the most dramatic of our wilderness classrooms.

# **Outward Bound** INTERNATIONAL *Journal*

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# KILIMANJARO

BY MARK GERZON

As fighting rages in the Middle East between Arabs and Jews, violence persists between Muslims and Hindus in India and Kashmir, and tensions intensify globally between Al Qaeda's jihad and the United States' "war on terror," my experience climbing to the summit of Mount Kilimanjaro in the summer of 2006 with emerging leaders from twelve nations is a fitting way to close a book by Outward Bound about becoming more effective leaders. In the company of four Americans and four Muslim fellow trekkers and more than a half dozen others from nations ranging from Canada to Liberia, New Zealand to Slovenia, I learned more about the world—and myself—than I would ever have imagined.

Hundreds of thousands of men, women, young people, and children who experience Outward Bound in one of the thirty-three countries where the organization is active could make the same enthusiastic statement about their expeditions. But our journey was unique for two reasons: We were a microcosm of the world, and our focus was how to lead in a world filled with differences. In partnership with a four-person team from Outward Bound International, my Kenyan colleague Kimani Njogu and I co-led the first Outward Bound expedition designed specifically for global

leaders—Global Leaders Program (GLP)—with emerging leaders from a dozen nations to the summit of Africa's highest peak.

During our five-day ascent and two-day descent, we faced many of the same challenges and breakthroughs that other Outward Bound expeditions have experienced over the generations. We experienced, as the Outward Bound process is described in this book's chapters, the stresses and anxieties that led to mastery and competence, resulting in an expanding capacity to lead—and to live. But because of the unique composition and purpose of our group, we experienced something more profound as well: we experienced renewed hope for the world.

To understand why so many of us were inspired by the trek to be more committed global citizens, consider the words of our group. At the end of the third day of trekking, we held a council in our blue mess tent at the high camp called Barafu (altitude 15,000 feet). Kimani and I asked each person to share what made this expedition as a global team different from a single-nation or single-culture trek. Whether or not you ever climb a mountain as part of a global team, I think you will find our team's reactions to the expedition compelling

because they capture the unique challenge of leadership in a shrinking world. Here are a few excerpts of their dialog (not attributed in order to protect confidentiality):

"What makes this different from the United Nations is that here we can't write anybody off; we know that we need each other."

"My awareness has been heightened; I can't operate on automatic with the usual assumptions."

"I can explore what people from Afghanistan think of Americans. How two countries feel about each other is brought down to the level of two people on a mountain. Here I can listen to a Thai colonel talk about war and peace, which gives me a whole new perspective. I am more deliberate and intentional because I am not surrounded by my nation's citizens."

"I never knew a Muslim before today. I have much more understanding of their world now and what I have to do to understand it."

"Each of us is many layers. When we face challenging situations, we get to know the real person. We get to see how each person reacts at a deeper level."



“My life started on an island, then it embraced a whole archipelago, then international work. When I look at my climbing partners, I don’t think of the countries they come from; I think of them as people who were there when I needed them the most. We are three days away from any health center, and my life depended on you.”

***“Leadership is not about concepts but about experience”***

“I am noticing that no one is saying that this is about reaching the summit of Kilimanjaro. Everyone here is focused on other people. The way I would put it is, ‘You will remember the mountain, but you will remember each other more.’ “

Or, as another one of the participants said, “Maybe we can bring the whole world into our small blue tent.”

During our twelve days in Tanzania, both on the mountain and in community, we learned some practical lessons that are relevant to anyone who wants to learn—or teach—about leadership.

1. Leadership begins with our missions and our challenges, and all content should connect to that fundamental human starting point. My colleague Kimani and I, and the Outward Bound team, could not begin this expedition by telling the participants what they had to learn from us. We began by asking them what they needed to learn in order to achieve their mission in life—and what obstacles they were facing. Everything we taught was based on their mission and obstacles, not on our preconceived notions.

2. Leadership means working with both the global and local, both the universal and the personal, and includes an active engagement with the inner life of each individual as well. The natural tendency on a global leadership program is to focus on what everyone shares. Conversations were filled with references to global movies (*Pirates of the Caribbean*), global music (Madonna),

global events (the World Cup), global conflicts (such as the war in Iraq and Afghanistan and the war raging around Israel and Palestine), and other media-magnified phenomena. But we also stressed that the local is as important as the global. We also discussed our differences, not just our similarities, and asked each participant to share what was unique about their own lineage and culture. For global leadership to be vibrant and alive, it must—absolutely must—be grounded in the richness of the local and in the very individual challenges that each person faces.

3. Leadership is not about concepts but about experience. Concepts must be linked to real life: of nature, of others, of one’s inner self. As several comments in the blue tent underscored, leadership is not a spectator sport.

We learn about the world by being in it, interacting with it, and being affected by it.

“This is a totally different experience from having a conference on global leadership. It is as different as day is from night. Seven days with our lives on the line is a feeling that no hotel conference can possibly create.”

“On a mountain, you find out who you really are. You are together twenty-four hours a day for seven days. When things get difficult, you can’t go back to your hotel room and close the door.”

I have taught leadership workshops around the world in hotel conference rooms, and it is true that this was not the same. The participants may learn some concepts; they may experience some powerfully transformative dialog. But they cannot put that dialog into action without getting out of their chairs and going into the world. The experiential dimension of this program, which my Outward Bound colleagues handled with such skill and sensitivity, is therefore a critical part of this leadership experience.

4. Learning about leadership is enhanced by ensuring that those who are

present, by their very composition, evoke the diversity of the “whole.” Whether one is working with a company, a community, or even the world, the most powerful leadership learning happens when a microcosm of the “whole” is involved. If one wants to change the way a group or organization behaves, then it is best to include all the “parts” in the leadership experience.

The world’s full complexity and diversity is too vast to be contained by any small team. Nevertheless, with a conscientious selection process, the whole can be evoked. Our program did not include a single Latin American, a representative of an indigenous tribe, or a single person who (like more than a billion people) lives on US \$2 a day or less. It was certainly not an accurate statistical sample of humanity. But it was so powerfully and beautifully diverse that it awakened our global consciences and our global consciousness. A team does not have to be a perfect microcosm of the whole to teach us what we need to learn as leaders. It simply needs to stretch our identities and widen our sense of self.

There is no other wilderness-based program in the world that has reached so many people for so many years in so many countries around the world. This single fact, I believe, is a clue to what Outward Bound’s global calling is. This organization is well positioned to become a training ground for the leaders of tomorrow, for the men and women who will one day run the companies, countries, armies, and nonprofit organizations of the world. If these men and women have had their minds stretched and their hearts opened, through experiences like ours on Kilimanjaro, the possibility of a just, sustainable, and peaceful world will be greatly enhanced.

But—in the spirit of Outward Bound, which always involves challenging ourselves to extend ourselves beyond the comfortable—let me close by challenging the organization and each of us.

When I first encountered the leadership of Outward Bound on Thompson Island

a few years ago, I was struck by the way in which the organization was a mirror of the challenges that most leaders face. At the time there were thirty-three countries with Outward Bound programs, each dealing with its own triumphs and struggles. But there was no truly col-

*There is no other wilderness-based program in the world that has reached so many people for so many years in so many countries around the world*

laborative global initiative in which all the countries worked together. To varying degrees, many of them were part of Outward Bound International. But it was clear that, when push came to shove,

the primary loyalty of each national program was, quite understandably, to itself. It seeks first its own survival, its own growth, its own unfolding. As one executive director of an endangered country program put it: "First, we have to look after our own program; only then can we collaborate."

In today's interdependent world, most of us are "global leaders" because, in our workplaces and our communities alike, we are challenged to lead across many kinds of borders: national, cultural, religious, ideological, ethnic—and more.

Whether you are a leader in a school or a community organization, a city council member or a corporate executive, you face the same dilemma. You have to make sure that those you are leading

feel that their needs are being addressed. Only then will they be more willing to open their minds and hearts to the needs of others.

*Leadership the Outward Bound Way* symbolizes, I believe, exactly the kind of leadership that the world urgently needs. The collaborative, value-based leadership that is described so eloquently in the chapters of this book is an approach that has proved effective on frigid mountains and on stormy seas, on arduous treks and dangerous climbs. Just as we used it while taking a global team up Mount Kilimanjaro, you can use it to face the unpredictable and demanding challenges in your life.

*Reprinted by permission of The Mountaineers Books. 395-398: from Leadership the Outward Bound Way*

## Outward Bound Assists Chinese Earthquake Victims



Photo by Lukas Bergstrom

On September 21, 1999, Taiwan experienced a 7.3 magnitude earthquake that hit Nantou and Taichung counties, claiming more than 2,300 lives and injuring over 8,000. This was the country's largest natural disaster in a century. It was also one of the motivating reasons for Outward Bound Taiwan's outreach to victims of the May 12 earthquake in China's Sichuan province. Outward Bound's longstanding tradition of rescue service was another. In the 1999 quake, several of the people who would join the staff of Outward Bound Taiwan, which was launched in 2005, had helped tend to the needs of their countrymen. Staff from Outward Bound Taiwan joined the counseling center at Shanghai's East China Normal University in helping train teachers to support victims of the earthquake that killed more than 68,000, and left close to five million people homeless.



# Disability

## Young Indonesians Boldly Turn Their Disabilities Into Opportunities

By Wendy Kusumowidagdo



**T**welve physically challenged youth faced vigorous yet inspiring physical and mental activities in an Outward Bound “Leadership and Motivation” program on November 7 and 8, 2007, at Outward Bound Indonesia’s Center in Payangan, Ubud, Bali. The deserving men and women were given this opportunity by the Rotary Club and Outward Bound Indonesia because of their achievements, leadership credentials, and service in their communities.

The objective of this Outward Bound program is to promote “can do” attitudes, self-confidence, self-worth, community service, leadership, and motivation. The scholarship recipients were exposed to physical and mental challenges they had never encountered before. The activities’ level of difficulty was not lowered by any means; in fact, the participants jumped aboard on all the physically packed activities typically offered to physically able people. Some of the activities were abseiling (rappelling down a twenty-meter high rock with a rope) and using the Confidence Jump “Pamper Pole” (climbing up a seven meter pole and jumping off it while trying to hit a hanging ball and stating a commitment aloud).

Tete, whose full name is V.R Maria De Sousa Mariano, is one of the male participants. He was born on April 18, 1983, with no right arm and a short left arm with three imperfect fingers. Despite his modest posture of barely 140 centimeters tall, right off the bat you can sense his oozing confidence, high spirits, big heart, and great compassion and inspiration for others.

“People don’t see past my disability. It’s unfortunate that people pass up the chance to get to know me, to see that I’m a good person—just because I don’t have an arm. I hoped through

this experience to prove to myself and to others that I’m so much more than meets the eye,” said Tete, who currently lives in Jogja and works in multi-level marketing.

After completing the Confidence Jump activity, one participant, a poet who aspires to be a politician, said, “I felt a little scared at first. But when I reached the top, moments before I jumped, I told myself that I could do it. And I did.”

He added, “My fear as I was climbing the pole is analogous to my fear of meeting people and being judged or ridiculed. But this experience has proven that I can do the things that normal people are able to do. This experience has changed my life because it has empowered me to realize my potentials, strengths, and what I’m capable of, and put my purpose in life in perspective.”

Despite his disability, Tete’s agility and enthusiasm was evident. While at Outward Bound, he made a commitment to become involved in community service and inspire others who are physically challenged.

The eleven other scholarship recipients came from different backgrounds. I Ketut Gede Nesa Jatiana, 23, from Bali, had his left knee amputated due to mistreatment after a traffic accident. A few suffered from polio at a very young age and endure dysfunctional legs. Others have to wear prosthetic legs. Another, Asroel, is a painter, born in 1979 without a left leg or arm, and a right arm without a hand. He does everything with his right leg—walk, eat, paint, write, etc.

Djoko Kusumowidagdo, founder and CEO of Outward Bound Indonesia, said, “We primarily wanted to work on the participants’ self-esteem because it





is the most critical problem physically challenged people deal with. When you have a good self-perception, you will be happy with yourself and every-

thing else will fall into place.” Outward Bound Indonesia was founded in 1990 and since then has been passionate and proactive in its humani-

tarian role in society by giving scholarships to hundreds of underprivileged people, such as the blind and the physically challenged. Earlier in 2007 Outward Bound Indonesia formed an official collaborative humanitarian movement, OBI Care (read: Outward Bound

I Care), which enlists different corporations in helping sponsor those less fortunate to participate in a Leadership and Empowerment Program.

*“This experience has changed my life.”*

Kusumowidagdo also added that “The goal of these humanitarian projects is to give those who are less fortunate the opportunity to discover and develop themselves so they can help better themselves, others, and the community around them. It’s also a chance for them to realize that they are as valuable to society as others are, and that they have the same or even more strengths and potentials as others.”





# Everybody's Uncle Kurt

By Liz Cunningham

"When you're sixteen, you'll go to Outward Bound, ya?" Uncle Kurt stoops down with a warm smile, ruffles my hair. "Promise?" he says, "You'll go?"

That was my last memory of him. December, 1973. He was Uncle Kurt, the founder of Outward Bound, my great-uncle, my grandfather's older brother. My grandfather, Franz Hahn, died long before I was born, when my mother was a child. No children of his own, Uncle Kurt stepped in to help his younger brother's widow and children. In exile in England, it was he who helped rescue them, Jews earmarked for the cattle cars to the concentration camps, from Nazi Germany.

My memories of him are from when I was a child. I remember his big bald head, the sparkle in his eyes. He liked butter cookies, puzzles, and British suits with lots of buttons on the cuffs, and he was always up for a good joke. And always going out for a run at night. Even in his early 80s, he arrived at our house in New York after a transatlantic flight and insisted on going out for a run before going to bed.

He died in December of 1974. That winter, a very sickly teenager, I began running. I remembered how Uncle Kurt would run in the evenings, so I ran after school in the early, cold dusk of winter. Legs weak, short of breath, I could barely run a quarter mile. But his voice stayed with me, "When you are sixteen, you'll go to Outward Bound, ya?"

A little over two years later I finished the final day of Outward Bound in North Carolina. With taped ankles, blistered feet, and a mile-wide grin, I climbed on the bus to go home, overwhelmed to think that this was

what Uncle Kurt had wished for me. I had begun Outward Bound a fearful young girl, I returned a young woman, aware of her fears, but also now, her courage. I gained a fundamental trust in others and myself. My life had been unthinkable transformed. I had found the courage to do things I'd thought were impossible, to keep going when I thought I had nothing left to give, to trust others in a way I had never trusted before: to trust them with my life. I have been "Outward Bound" every since.



Nearly twenty-five years later the meaning of that journey has only grown stronger. And my memories of Uncle Kurt are still so vivid:

The stairway to Uncle Kurt's apartment at the Hermannsberg in Germany winds upward. Uncle Kurt is almost at the top floor, he looks down, yelling greetings... In the morning my brother and I get up before anyone else and explore a make-shift stairway that leads to a small door to the floor above. We hide, perched at the top, ready to surprise Uncle Kurt when he

gets up. Just as he passes by, we squeal "Good Morning, Uncle Kurt!!" Caught him totally by surprise. And it's a fabulous view – Uncle Kurt is over six feet tall, but perched on the stairway we are finally at eye level with him! He shares our mirth, his huge owl-like head just inches way from our giddy faces, his eyes suddenly filled with a happy twinkle.

There are so many memories, but one stays with me the most: I'm eight years old. Uncle Kurt has been visiting at our house in New York. He's leaving, we've said goodbye and he's gone out to the car. I'm sobbing uncontrollably. Uncle Kurt turns around and comes back. I'm standing at the top of the stairs. From the bottom of the stairway he looks up at me. "What's wrong?" he asks, "Why are you so sad?" I stop crying, but I'm so choked up, I can't talk. For a moment we both stand in silence. His throat tightens, his eyes well up. "Listen," he says, "I'll come back. I promise."

Only later, as an adult, did I learn that his wish for me to go to Outward Bound was something he wished for every young person. He wished that as strongly for everyone as he did for me. It was the grounding passion of his life, and his life's work: to help as many people as he could to fulfill their own promise, to become the best they can be, to live with greater courage, compassion, and love. So many people have said that Kurt Hahn was truly a global citizen, a man of broad vision who reached across the boundaries of nationality and race. Looking back now, I see how he strove through his work, however much from a distance, to help everyone realize their potential, to be in some ways, everyone's "Uncle Kurt." ✨

Look for more at [www.kurthahn.org](http://www.kurthahn.org), a website created by Liz Cunningham and Charlie Costello, which is devoted to Hahn's educational philosophy.





By Lim Lui Shan

Outward Bound Singapore has always strived to be a center of excellence in the outdoor training industry. Besides providing its participants with some of the world's most up-to-date training facilities and program design for outdoor adventure learning. In recent years, Outward Bound Singapore has also stepped up its partnership with various other centers to heighten staff competencies and understanding of the operations of Outward Bound centers around the world through staff exchanges.

In January of 2008, a contingent of staff from several Outward Bound centers undertook the 21-day Classic Challenge at Outward Bound Singapore. They were individuals from Outward Bound Bharat, Himalaya Outward Bound (Mumbai Team), Outward Bound Croatia, and Outward Bound Korea.

The 21-day Classic Challenge course was described by Ajay Kandari, the instructor from the Himalayan Outward Bound School as "designed to put the participant outside the comfort zone and present him with a series of challenging situations. As a participant, the course provided the opportunity to work on my personal fears in a physically and emotionally safe environment. Teamwork

was really critical for us to succeed. The challenges that we had to face were not just the activities, but also language, food, culture, and individual expectations."

Even as an instructor, it was a trying period for Ajay: "There were times that I felt like giving up. But I constantly remind myself about the purpose of Outward Bound and what Kurt Hahn said: 'Your disability is your opportunity'. The situations that were brought forth during the course also gave me an excellent platform to test and develop my leadership skills. The entire 21-day course was definitely physically and mentally tough.

But at the end, there is this strong sense of pride and achievement for completing the program. All participants were awarded with a Certificate of Achievement and an Outward Bound Singapore Commitment Badge for completing the course."

After going through the 21-day course, many of the instructors also had the chance to be attached to and to co-instruct on a 5-day Outward Bound Singapore youth program. This gave them the opportunity to have hands-on experience in managing a watch of 16 participants under the supervision of an Outward Bound Singapore instructor. It provided







an almost instant transfer of their experience as Ajay rightly pointed out: “I was able to relate to and empathize with the participants. It helped me to facilitate their learning better and felt a sense of satisfaction when I saw them leaving the course feeling more confident.”

The three Outward Bound Korea staff, Kim Chuil Dong, Chon Han AI, and Na Inn Sook took advantage of their stay in Singapore and went beyond the course assignment. They also attended a series of technical certification courses such as abseil proficiency, kayaking, and lifesaving modules. A staff member of Outward Bound Singapore, Mr. Chew Hiap Luh was very much impressed by their enthusiasm and zest for learning. On the first day of the lifesaving session, right after a Classic Challenge and youth program attachment, he was half-expecting to see three fatigued Koreans dragging their feet to the pool. Instead, they were all set for their next challenge (more than he was!) and ready to plunge.

On her Outward Bound Singapore experience, Choon Han AI said, “Through the training, In Sook and Chuil Dong taught me confidence. Our instructor, Hiap Luh, never gave up on us and we deeply appreciated him for inspiring us. Mr. Philip, our lifesaving examiner, taught us the spirit of lifesaving. I give them my deepest gratitude and respect.”

The learning experience for the Koreans was made more challenging by the language barrier and the adjustment to the humid, tropical climate. They relied heavily on their electronic Korean-English translator to see them through their stay and particularly the lifesaving manual.

Two of the Korean staff were not adept swimmers and had only ten days to prepare for the examination, while Chon Han AI, who was trained in lifesaving back in Korea, was not able to overcome her fear of water until she cleared the lifesaving examination in Singapore. She said, “If someone was drowning in water, I couldn’t help him or her because of my fear of deep water. However, because

of my lifesaving course in Singapore, I’d managed to overcome my fear and I believe that I can now rescue people in difficult situations when I would not in the past.”

In the aftermath of rigorous training within ten short days, the three Korean trainees underwent the test sequence. The final moment arrived and Hiap Luh was proud to recall the glow and pride in the trainees’ eyes when their result was announced—“Passed and well done!”

Although their stay with Outward Bound Singapore was mere months, the instructors brought back different experiences that enriched them in varying ways. Choon Han AI was thankful for the wonderful experience and memories. She felt that the stay had energized her, as evidently noticed by her colleague who remarked, “You have changed a lot! You looked livelier and laughed more often than before!”

To Ajay, “The one month training attachment to Outward Bound Singapore was an eye-opener to me. It was indeed an experience of a lifetime and I gave it a ten upon ten grading! Friendship was developed amongst my coursemates and also with the other Outward Bound staff (Korea, Bharat, Croatia, and Singapore). I would definitely recommend this to my colleagues at the Himalayan Outward Bound School. This valuable experience also gave me the strength to further develop Himalaya Outward Bound School.” 🌟





# The Dogs of Snow

 Classrooms-

By Caroline Blair-Smith



On a frosty morning after a light snowfall, two sled dog teams glide through a sparkling landscape. The dogs in the leading team reach a junction and their driver utters one word, soft and clear. In reflexive response, the dogs swing to the right. Like the cars of a train, the rest of the team and then the sled, and then the dogs and sled behind, follow the same graceful curve.

Tucked into the foothills of the Maahoosuc Mountains, a four-hour drive northwest of Boston, Outward Bound's Newry Mountain Center is ideally situated for its busy summer season of backpacking and canoeing expeditions. In the quiet of winter, a hardy few enroll in dogsledding and cross-country skiing courses.

Western Maine lies under snow and ice for four or five months of the year. When low-pressure systems pass south of Maine, they pick up moisture over the Gulf of Maine, lift it into the frigid air of Canada, and drop it onto northern New England. By mid-winter, the snow can be well over half a meter deep and for weeks at a time day temperatures remain below freezing, with night temperatures as low as  $-25^{\circ}\text{C}$ . When similar systems pass north of Maine, they pull warm moist air from the Gulf of Mexico, and drop its water as rain. In a "good winter," these rains are few, and are followed by a brief stretch of fair weather and another snowstorm. The pattern produces ever-changing conditions that are immoderately beautiful.

The drivers of both sleds utter another command, a low descending note, and simultaneously shift a foot from sled runner to brake. On the sound of the command, the feel of the weight shift, and the increased drag from the brake, the dogs slow to a stop and stand there, tongues lolling, eyes laughing, poised to lean into the harnesses again. This impression of effortless synchrony is typical but also an illusion. At the side



of the trail you see the result of months of conditioning, years of skill building, and generations of breeding. As with masters of rock climbing and whitewater paddling, a seasoned musher driving experienced dogs makes it look easy.

Like a crew of Outward Bound students on their final expedition, a dog team that has learned to work together, emphasize each other's strengths, and accommodate differences, uses less energy than a new team to cover the same distance. Preceding that perfect image are a collection of others depicting scenes of trial and error—sometimes chaotic, often comical, and occasionally frustrating.

The realities of speed and trail conditions (soft, sticky, icy, rutted) make sled driving an active, gymnastic endeavor. The musher uses her weight to steer the sled and keep it from slipping off a sloped trail. She may get off the sled and run alongside, even helping to push the sled up the steepest hills. On a sharp downhill, she will balance precariously over the brake as the sled bounces, trying not to catch up to the dogs. Standing on a runner and using one foot to push the sled along gives the dogs a little help on a long run.

### *A history of the dogs*

Northern peoples have used dog teams for hundreds of years for transportation, hunting, and protection. European explorers quickly recognized the dogs' ability to not only expand the hunting territories of northern

peoples but also protect them from polar bears and facilitate returning both meat and hunters to their families. Learning to drive dogs in arctic regions was an integral part of learning to survive.

Mushers contracted by the Postmaster General in Alaska in 1900 made a princely sum of \$2225 a year, in return for conveying the mail "with celerity, certainty and security." Even more money could be made during the northern gold rush of the late 19th century, but actual earnings were much less certain. The need to haul supplies into Alaska from the coast created a demand for dogs so great that dogs of any breed of sufficient size—Labradors, shepherds, collies, Newfoundlands—were bought, bartered, and stolen from the "lower 48." Naturally, these dogs learned, with varying success, to be sled dogs. Inevitably, they bred with the local huskies.

In 1912, England's Sir Robert F. Scott was devastated to reach the South Pole with his ponies and see month-old paw prints left by Roald Amundson's dog teams. Amundson

had learned the  
a d v a n -  
t a g e s o f  
s l e d

dogs, and how to drive and care for them, in his Arctic explorations. Scott had thought Manchurian ponies would be better, more English, or more sporting, apparently failing to notice that their food was bulky and their metabolisms unsuited to polar extremes. Pinned down by blizzards, and out of food and fuel, Scott's ponies and team died during their return.

In the First World War, Alaskan musher Scotty Allen coordinated the shipping of over 400 huskies to Le Havre, where he provided French troops with a crash course in dog driving. They then freighted 82 tonnes of ammunition to a French unit high in the Vosges Mountains that had been cut off for two weeks, as rescue attempts with horses and mules had foundered in the deep snow. The dogs got through in four days. In the Second World War, countless dog teams, a division of the army's Arctic Search and Rescue Section, helped rescue of men and materiel from crashes in Alaska and Greenland.

From 1944 to 1994, dog teams played an integral role in the work conducted by the British Antarctic Survey. Much of the fieldwork was conducted by two men traveling with two eight-dog teams hauling heavy sledges of supplies and instruments.

In the last forty years, the service traditionally performed by sled dogs has largely been relegated to mechanical means like snowmobiles and bush planes, and dog team





driving has become substantially recreational and educational.

### *Unique Forms of Leadership*

Driving a team of sled dogs requires a form of leadership that blends the roles of coach, parent, and teacher. As coach, the musher develops a physical training regimen and positions team members for best overall effect, while bringing out the best performance of each individual. Like a parent, the musher also bears the responsibility for her dependent charges and takes care of each dog's well-being, health, and behavior. Like all good teachers, the musher trains by repeating, keeping sessions fun, and building on previous lessons in a manageable progression.

Dogs cannot be motivated in future tense. I can't tell my team, "We're going 10 miles so pace yourselves accordingly," or "I'll give you a treat when we get to the top of this hill," or "Just two miles more, and then we'll camp for the night." The extent of the dogs' effort matches their degree of comfort with the work and their trust that I'll take care of them. This isn't hard, but it requires a mindset of care. Make them uncomfortable (or worse, expect

to be uncomfortable) and it just stops working.

Every lead dog must be eager, responsive, and confident. Eager dogs set a good pace. The team cannot move faster than the dog in front. The lead dog must also be responsive to take turning commands, since mushers lack any way to physically steer the team. Also, running is a social activity for sled dogs, but the lead dogs aren't chasing anyone, and must be confident enough to like having everyone behind them.

I have taught all my dogs to run up front.

They're not all brilliant at it, but they all know what they're supposed to do. Like many modern mushers, I generally run two dogs at the front of the team. This means that no one dog has to have all the qualifications. My dog Panda is a superbly responsive and confident leader but not inclined to set a fast pace. My Esker is incredibly eager but inconsistent with commands and uncertain running by herself. When leading together, Panda runs at Esker's pace and Esker allows him to steer her and gets confidence from his presence beside her. Together, they can lead a team through anything, because all of the necessary attributes are there. The qualities of great human leaders aren't so different. It is far more effective to inspire and motivate through contagious eagerness, unfailing responsiveness, and steady confidence. Dominance or aggression may result in manipulation, but nothing you could really call leadership.

### *Outward Bound with Dog Teams*

A skiing and dogsledding course is an adventure that incorporates winter camping, skiing, and sled driving skills. The sled is loaded with "group gear:" food, tents, tarps, pots, stoves,





stove fuel, hatchets, saws, dog food, snow shovels, and repair and first aid kits. The skiers each carry their personal gear—warm clothes, personal effects, and sleeping bags.

Students take turns skiing and driving the dogs. In the morning, the skiers leave after breakfast. The mushers break camp, pack the sleds, and hook up the dogs. After a couple of hours, the dogs and mushers catch up with the skiers, take a break, compare travel notes, and refine the plan for the day. Then they head down the trail, reaching camp after a couple more hours. By trading off on modes of travel, all students learn both skiing and sled driving skills.



There is much to learn from working with sled dogs. In addition to the idea that truly effective leadership is based on trust and communicated with tone of voice and body language, there's the work ethic of the dogs. They have an

indefatigable enthusiasm for physical activity and a consistently positive response to challenge, and they pass this on to their drivers. Most importantly, there is a productive role within a dog team (as in an Outward Bound course)

for everyone who cares to put out effort, regardless of physical attributes. Students on these winter courses come away with better leadership skills thanks to leading and caring for the dogs as a coach and parent. 🧭

## THE OUTWARD BOUND TRUST UNVEILS NEW BRAND

The Outward Bound Trust has retained the services of London-based design group Tangible Financial to create a new brand identity and logo. The new logo unites the different arms of the organization in a single design,

Catherine Sturrock, head of Marketing for the OB Trust, spearheaded the decision. The old brand was disparate in terms of the Trust's three core audiences: individuals and families, schools and colleges, and businesses and professionals.

The OB Trust's rebranding will be rolled out across the organization gradually and the new website will go live at the end of September.

The Outward Bound Trust is the umbrella body for the separate Outward Bound organizations in the United Kingdom, including Outward Bound Metro and Outward Bound Professional.



**THE  
OUTWARD  
BOUND TRUST**

# Kurt Hahn

## The Politician

*By Dr. Bernhard Bueb, headmaster of Salem, from a lecture held at the Round Square Conference in Salem, Germany, on October 16, 2002*

**K**urt Hahn saw the Good Samaritan as a model for students in his schools, and called upon them to follow this example, not only in their everyday lives, but also in extreme situations.

When, on the first of July in 2002, two planes collided almost directly above Spetzgart, we experienced just such an extreme situation. Our emergency services, that is the Salem College Fire Brigade and Technical Assistance Service, were called out not long before midnight to assist at the crash site alongside the regular, public fire brigades. After more than twelve hours, the students returned, absolutely exhausted. They had done their duty, and would continue to do so. For the next few days, they were engaged, to the same degree as the police and regular fire brigades, in the search for the bodies of the victims of the catastrophe over an area of thirty square kilometres.

Once again, our services proved their worth, confirming the wisdom of Hahn's ideal of making service compulsory for every student. I believe that I need expound no further the value and blessing of this institution to this gathering. We should be proud that the tradition of services remains vital in most Kurt Hahn schools.

Kurt Hahn wanted young people to learn compassion for their fellow men. Yet he did not seek to do this primarily by instruction. His method was "learning by doing." The ideal of being a good Samaritan, however, is only part of Hahn's vision as an educator. Even a good Samaritan cannot call himself a "true Kurt Hahn student" until he has taken this ideal further to the level of political action.

It is for this reason that the topic of my talk today is "Kurt Hahn as a politician." What did Hahn understand by politics? Upon what did he base his political mission as an educator? And how does the reality in Round Square Schools look today in relation to his mission and vision?

Kurt Hahn was passionately political, although he never entered politics as a profession. In his heart, he was a monarchist and a Platonist, believing in the necessity for a specially prepared elite to assume political leadership. Hahn's archetype of a political community was Plato's republic. It is a model of a state which is strongly hierarchical, insures rule by 'the best' and—according to the political philosopher, Karl Popper, in his classic critique of totalitarianism, "The Open Society and its Enemies"—contains the elements of fascism.

Democracy, as he understood it, could only be successful if one could guarantee that power remained



in the hands of “the best.” For him, aristocracy—in the Platonic sense of “rule by the best”—was the salt wherewith democracy must be savoured. He openly admitted that Salem’s foundation, and that of all his other schools, was intended for the purpose of educating leadership elites. Hahn is said to have asserted, that if there had been twenty Salems in the ‘20s, a Hitler would not have been possible. The enlightened elite originating from these schools would have put a stop to him. Although this statement sounds somewhat naïve, it nevertheless characterizes Hahn’s vision.

One could say then that Hahn was “a politician” in founding educational establishments because, to his mind, education and politics were one and the same thing. In his opinion, politics was not just something that “happened” in Berlin, London or Washington. Politics, in the Classical sense that he saw it, began precisely where the individual established a relationship with the community. It is in this way that young people should begin to take part in political life. That, by Hahn’s definition, is politics; and it is in this form that young people should begin to take part in political life.

For me, as the Headmaster of Salem, Hahn’s fundamental mission is this: Let the students take part in regulating their common circumstances and issues at an early stage; hand the responsibility for their community over to them; let them experience how the individual can “put into practice what he has seen to be right.”

At the age of twenty-eight, Hahn had the opportunity of working politically without holding political office. When the First World War broke out, he was given a civilian commission to analyse the press abroad, and thus to gauge the mood of the enemy. He did not have to serve in the army since he suffered from an illness that caused him permanent headaches.

Due to his profound knowledge of the British adversary, he was an indispensable expert in this field. He delivered excellent reports and was deemed the most knowledgeable member of his department. It was reported that, “Never before—and probably never since—has a government at war been supplied with such reports on internal affairs in the enemy camp. The



Hands-on training at Salem

### *Kurt Hahn wanted young people to learn compassion for their fellow men.*

with professional politicians.

“He travelled to the neutral countries of Holland and Denmark in the modest role of interpreter, just as later, at the Versailles Peace negotiations, he was a mere private secretary to one of the German delegates. Yet, the acuteness of his judgement, the sheer force of his personality, and the literary mastery of his reports made such journeys into something more than his superiors had intended.” (Golo Mann)

I have quoted Golo Mann, the historian, student, and later friend, of Kurt Hahn in such detail because he conveys a picture of Hahn’s political style so well. Hahn lived and acted in and through relationships with others. It was incredible how many people he knew from all walks of life and social levels. He “fished” for people; he was a person who continually sought out contacts. He had a fascinating personality, and one that was also eccentric. You may recall that Jocelin Winthrop-Young gave a portrait of him in his lecture last year.

However, the activities mentioned above were not Hahn’s only ones during the First World War. In 1917, he was assigned to the advisory staff of the German Supreme Command, where he became acquainted with Prince Max of Baden. Hahn became his trusted advisor and finally it was due to him that Prince Max of Baden became the Imperial Chancellor. Never was Hahn

‘English monitor’ was both arrogant and modest, possessing complete confidence in his own judgement, albeit unwilling to push himself forward in any way. He had the self-control to be objective. The quality of his work, a combination of care for the smallest detail and the imagination to draw far-reaching conclusions, was bound to attract attention—the attention of privy councillors, deputies, and ministers.

“War has both a restricting and a liberating effect on life.” People whose paths would never otherwise have crossed meet, talk, combine, conspire. In war-time Berlin, with its atmosphere of excitement, suspicion, and alternating hubris and despondency, there were all kinds of opportunities for a gifted figure such as Hahn to form contacts with journalists, politically-minded bankers, professors, and officers, and

so close to power as in 1918. Although he sought, in his influential position, to remove the obstacles to an armistice, to safeguard Belgium's neutrality, and to protest against the unrestricted submarine warfare that led to the American declaration of war, he was unable to achieve his goals. Although very successful as an educator, he had no success as a politician.

On 9th November 1918, Prince Max of Baden announced the abdication of the Kaiser and the first Republic of Germany was born. Germany was to be governed by a democracy. Accordingly, Prince Max and Kurt Hahn withdrew to Salem and there founded Salem School as a political foundation, a state within a state, where young people would be able to experience the individual and collective responsibility for one another that politics actually is.

Hahn took new directions in acting politically as an educator. He created a characteristic form of student co-responsibility in which a high degree of authority was delegated to the students. However, Salem remained a monarchy where students were appointed to positions of authority. They are elected today, which, to the British anyway, may seem like a nightmare.



But let us now return to Hahn as politician. From 1920 to 1933, by dint of his many associations with political figures, he was highly politically active. Like many Germans, he was not exactly smitten with the Weimar Republic. To his mind, the Weimar state was a consequence of defeat and humiliation by the victors. He even saw Hitler for a time as a "Führer"-figure who could free Germany from its socio-economic misery.

The preference for consolidation of political power in a leader-figure, such as "Il Duce" in Italy, and for the creation of ruling elites, favoured the fascist movements of that time. Power in the hands of "the mediocre", as he saw the German Republic, was, to him, the cause of Germany's misery. Hahn believed that success by a strong leadership implied that those who were being led were willing to obey. He expected and received obedience in Salem, too.

On the other hand, he demanded the greatest virtue, this being, the ability to "put into practice what one has seen to be right". He saw no contradiction in these contrasting demands. To be a member of the "elite" meant to be able to lead, and also to be able to follow a leader's instructions. However - and this is essential - one must also have the wisdom to know, and the strength to follow, one's own conscience, which is the highest authority. In this respect, he was a son of the Enlightenment, a humanistic idealist. Golo Mann has written that, "For most of his life Hahn did not believe in the reality of evil, and it took a long time for Adolf Hitler to persuade him of the contrary." To Socrates, evil was lack of knowledge, and so it was for Hahn, too. "His educational theory was directed at freeing impulses, even apparently evil ones, to enable good. His politics were similarly conceived. In every group, he believed, and in every strong individual, there was something potentially good, something useful or capable of being made useful. This explains his ambivalent attitude towards National Socialism before 1933.

In 1932 though, his eyes were opened. Five of Hitler's murderer comrades killed a communist in the presence of his mother in Beuthen in Silesia. When Hitler praised this act in a telegram, Hahn wrote to all former Salem pupils, calling upon them to choose to break either with Salem or with Hitler and the Nazi party. He demanded that nobody should be





allowed to become Chancellor of the Reich who approves of a crime. "A few months later—probably in December 1932 in Göttingen—he was heard to say in a lecture that Hitler doubtless already regretted his telegram. That was a grave error; Hitler regretted nothing and far worse things were to come that he would not regret either. But Hahn's humanistic paradigm simply did not comprehend double-dyed villains and vile monsters in human shape. His extremely Anglo-Saxon and very pragmatic principles, according to which people became gentlemen if they were treated like gentlemen, failed him here utterly."

Despite his understanding of Hitler's criminal nature, Hahn still attempted to see Hitler in a positive light, even in 1934 as a forced emigrant from Germany. After the War, he publicly confessed that this view was wrong. Yet, his attitude was not atypical for the years 1933 and 1934. He could not believe in the reality of such evil. This was true of quite a number of influential politicians of that time. Chamberlain's appeasement politics were also characterised by this obtuseness. Only Churchill recognised Hitler's unfathomably evil intent from the earliest stage.

His letter to the former pupils of Salem was held against Hahn at the end of March 1933 after Hitler came to power. He was arrested and attempts by Margrave Berthold of Baden, son of Prince Max and at the time head of the House of Baden, to have Hahn released by intervening with Hitler, failed. Indeed, the Nazi government ordered that the flags of Salem should be hoisted to celebrate the arrest of Hahn, the Jew. The Margrave hoisted the flag, but at half-mast, and had an announcement made, via a publicly displayed letter, that the School was grief-stricken over Hahn's arrest. Clearly, Margrave Berthold had understood Hahn's demand to follow one's conscience and practice what one has been to be right. In the following years, he showed further courage in the face of the National Socialists, and always had to reckon with being arrested as an antagonist of the Nazi regime.

Hitler only released Hahn because Ramsay McDonald, Britain's first Labour Prime Minister, who knew him and his work, intervened on his behalf. Hahn was ordered never to set foot in Baden soil again and emigrated to Great Britain. There he founded "the British Salem School", later renamed "Gordonstoun." Hahn took British citizenship in 1938. He fought for peace, as



Kurt Hahn

***"To his mind, education and politics were one and the same thing."***

he already had before in the First World War, but this time on the other side. And this time, he knew the enemy still better.

Hahn tried to convince the British government that the demand for unconditional surrender would only weld the government and people more firmly together, instead of separating them. Although an interview between Churchill and Hahn nearly did take place, Hahn's advice went unheeded. "If you had ten minutes with the Prime Minister", an English friend said at the end of 1940, "he would at once see the military significance of splitting the German morale from top to bottom. It is so much his line."

I have sought to portray Kurt Hahn as a politician in some detail, not only because this aspect of his life is less well known among educators, but also because Hahn's own life serves as an example for political responsibility. During that long and fruitful life, he, himself, fulfilled his fundamental mission to "put into practice what one has seen to be right". As such, the pupils at his schools are able to turn to him as an example.

He wanted to convey strengths of character to the young people in his schools such as: Bridging the gap between discerning what is right and putting this into practice; relying on one's own judgement as opposed to giving in to indolence and "group pressure." The ability to do this was, in his opinion, the basic

requirement for political activity. In his eyes, a system of student government served the aim of shaping the character of pupils. Allowing them to assume responsibility for the regulation of their community at boarding school would, he maintained, help to make them capable of acting politically beyond it.

The German Round Square schools have democratized this system; our school speakers and house prefects are elected; we have abandoned colour bearers' meetings in favour of school parliaments, which hold genuine legislative powers within the school, and to which teachers and pupils are elected. Kurt Hahn approved this change from an autocratic to a democratic system at Salem in 1970. The extent to which a democratization of this kind is this right thing for all member schools, I do not know.

For the German schools though, it is right because we, "despite fifty-seven post-war years, are a young democracy and need to practice democratic forms." For the British and the Americans, after centuries of such democratic practice, democracy runs in their blood; they can, no doubt, afford to have authoritarian systems of student government.

I am amazed that so few active politicians have been to Hahn's schools. I still have not found any explanation for this. However, this is by no means at odds with Hahn's intentions. As I have suggested, it was not his interest that the pupils from his schools should go on to become professional politicians, but rather citizens who are morally and politically aware, who are capable of passing their own judgement, and who are interested in intervening in public life to promote the common weal. Therefore, my plea to you is: Intervene! Do not leave politics to the politicians; practice politics, as Hahn understood this, at your own schools. In my opinion, this demand of Hahn's is more urgent than ever before.

Hahn's students should react in two ways to injustice in the world, to the destruction of the environment, and to the lack of compassion for those in need. First, they should alleviate misery


by helping. They, themselves, should act so as to protect the environment, and to show compassion for the vulnerable. These are their duties. But, secondly, they should work for these ends politically, by standing up for the enactment of just laws at the levels of local, regional, and national government.

Maybe we should retell the parable of the Good Samaritan in a new light. The Samaritan as "Kurt Hahn pupil" ought not only to help another in need, as the original Good Samaritan did, but should also engage himself politically towards eliminating poverty, or other injustices

that give rise to such need. In both his personal and political life, he should act with compassion.

To conclude, I would like to review the themes of my talk once more:

1. It is only possible to understand Hahn's educational principles if one knows Hahn as a politician. The primary impulse of his educational theory was politics.
2. Hahn had an ambivalent relationship towards democracy. He believed in leadership and the elite as leaders, but not in the wisdom of the people.
3. Through the system of a student government, young people learn how to act and think politically. In Germany, student government must be organized democratically. Anglo-Saxon students, of course, do not need this, because democracy runs in their blood.
4. Active compassion in both the personal and political spheres are central elements in character-building and belong together. The Good Samaritan is an incomplete example. Kurt Hahn's students should not only act individually to alleviate individual hardship, but should also work politically towards changing the circumstances that bring such hardship about.

"Thank You!" 

*"put into practice what  
one has seen to be right"*



Students attending to their studies at Chloss Salem School.



# Himalaya

By Ian Wade



**T**he summit of Mount Everest sits in the thin air of the upper troposphere, an unkind place where hurricane force winds scour the marine limestone that once formed an ancient sea floor. More than 150 years ago, the Great Trigonometric Survey of India identified “Peak XV” to be the highest point on Earth. To this day fewer than 4,000 have stood on its summit. A record 20 of those—the most from a single expedition—reached the summit as part of the Everest Peace Climb.

As an avid mountaineer, I always had Mt. Everest on the list of summits I dreamed about. It was never near the top of the list, though, as other peaks seemed to offer more interesting and challenging climbing, whereas Everest seemed more of a high-altitude endurance feat. The cost and tales of crowds and trash and bodies adorning the route to the summit were deterrents too. But my interest was aroused when I heard of the Peace Climb expedition. The plan was for mountaineers from the

Soviet Union, China and America—three traditional antagonist nations—to climb and clean up the mountain on the 20th anniversary of Earth Day. The Peace Climb was the brainstorm of Jim Whittaker, the first American to climb Everest, and was mostly funded by L.L. Bean, a long-time supporter of Outward Bound in America. When Jim called to invite me to join the team of seven American climbers, my daily concerns of supporting a growing family, including a six-month-old son, and attending to my job of overseeing risk management for Outward Bound USA seemed pressing. However, the singularity of this three-nation group ascending Everest from the Tibetan side soon proved irresistible.

The expedition arrived at the 17,000 foot base camp at the end of the Rongbuk glacier in late February. It was still mid-winter, with strong winds and temperatures 20° below zero. We came so early because we were using the unusual technique of carrying all the loads ourselves, shunning porters and

Sherpas. None of the 21 climbers (7 from each country) had ever climbed Everest before. We wanted to show people of the three countries climbing the mountain using primarily each other’s help.

The expedition made its way slowly up the mountain and eventually placed 20 climbers on the summit, representing all three countries. This made the Peace Climb the most successful ascent of Everest in terms of numbers from a single expedition to reach the summit (nobody was injured or killed). On the way down we cleaned off all our own equipment plus over 900 kg of trash left by other parties. This established a clean-up tradition that other expeditions have since followed. *USA Today* covered the progress of the expedition, and a film, *Three Flags Over Everest*, was made with narration by Robert Redford. It was aired on public television in all three countries to millions of viewers. It seemed that the basic premise of the Peace Climb, that traditional antagonists can collaborate

to reach high goals, was convincingly achieved and publicized. The lessons from the expedition for me are more nuanced and, like a powerful Outward Bound experience, took some time to become apparent.

## 1 Personal integrity is vital to survival

After ten weeks of continuously bad weather, there was a break to go for the summit. Our commitment was to have climbers from each country reach the summit together or else nobody would go. Two climbers from each country were selected as the first team and they agreed to the condition that they must use oxygen for the final 2,000 feet to improve chances for success. When the first team arrived at the 27,000 foot camp, to nobody's surprise the Soviet climbers had "forgotten" their oxygen masks and bottles. We all knew they wanted to be the first from their country to climb without oxygen.

On the summit day the other climbers stood outside the Soviets' tent for 90 minutes while they struggled to dress. They waited again on the summit for a similar time in whiteout conditions so that a summit photo could be taken of the "successful collaboration." At this point the other climbers were so

fed up with the behavior of these two individuals they wished them good luck on the return and headed down from the 29,035 foot peak, descending all the way to the advanced base camp at 21,000 feet. The Soviet climbers, without oxygen, struggled to descend only to 28,000 feet and spent a second night in the "death zone." As I passed them next morning on the way to the summit, the pair appeared to have aged at least 20 years as they struggled downwards.

The lack of personal integrity, on this and prior occasions, of these two climbers put their own lives at risk. While the group showed adequate

teamwork to achieve the goal, the genuine spirit of compassion for team members was lacking because the failure to use oxygen as promised had put the lives of other team members at risk.

## 2 Team needs come before individual ones

In high-functioning teams the members think first about how the team goals will be achieved and second about the impact on them as individuals. During the Peace Climb we saw examples of both team and individualist thinking. One climber, for example, was keen to establish the speed record for climbing the 3,000 foot ice face between the advanced base camp and the North Col. He made much of his "record" of two hours, fifteen minutes in mess tent conversations. His record was slightly diminished when climbers on the North Col reported his load carried up was only around ten kg.

A week or so later, after a stormy day which had confined the team to tents, the wind eased in the late afternoon. The entire Chinese team, which was made up completely of Tibetans, strolled out of their tent wearing jeans and began loading their pack with clearly heavy loads of 20–25 kilos. We all thought they were getting ready for







the carry next day, but at 4 p.m. they left camp as a group and by 5:45 p.m. the group was standing on the North Col. They said nothing about breaking a speed record, but the message of what a high functioning team could do was clear.

## 3 It's always too late to abandon hope

For ten weeks we climbed in cold and windy conditions, ferrying equipment to ever-higher camps. Some days we would make it only partway before the winds overpowered us. Others were too bad to even leave the tent. Each of us had hours and days where we thought about home and other activities we could be doing other than freezing and carrying loads.

Towards the end of April one climber declared he would make one more attempt and then if the weather did not cooperate he would pack up and stay in the relative comfort of base camp until the expedition was over. The weather did not cooperate for his last attempt. But the attempt after that was successful! In good weather climbers started reaching the summit—twenty out of twenty one eventually reached the summit. How sad for the twenty-first climber who abandoned hope just a little too soon.

## 4 Think about future generations while acting today

We started our climb the year after a Korean-Japanese expedition had launched a massive assault that placed two climbers on the summit. Then the leadership, supposedly based in Japan, declared victory and decided that good risk management required immediate evacuation of the mountain. We found their campsites with tents flapping in shreds, empty champagne bottles in the snow and trash strewn everywhere. We pitched our tents at the advanced base camp on top of mounds of garbage left by previous expeditions.

While climbers put a lot of effort into carrying needed supplies up the mountain, carrying unneeded items down rarely gets the same attention. For many expeditions this is simply a matter of budgeting enough to pay the porters and Sherpas to bring refuse back down. In our case some of the team spent two weeks after the summit was reached cleaning up our campsites and taking them back to base camp. There we found a site that would not be disturbed by running water and dug a pit to dispose of garbage and covered it with deep piles of rocks, the same process used for landfills in Tibet. Though we may only visit a place once, the attitude must be to “Leave No Trace” to the greatest extent possible. 🌿

*Ian Wade is the Executive Director of Outward Bound International and the founder and former president of the American Mountain Guides Association.*

# Letter to Emily

August 23, 1998

Dear OBWC office staff and board members,

On July 24, 1996 I attended a strategic planning meeting addressing the questions of our program impact and mix. Representatives from the office staff, board of directors, and field staff were present. I was generally impressed by the high level of agreement on most topics. There was only one question on which I felt field staff had a significantly different perspective than did office staff and board members. That question was, "Given that 5 day courses are effective, easier to sell than 21 day courses, and more accessible to a wide range of people due to their lower price and reduced time commitment why should we offer 21 day courses?"

*In late 1998, Emily Butler, an Outward Bound Canada instructor, wrote a thoughtful letter opining about quality and its relationship to the length of an Outward Bound course. Her letter—published in the January 1997 Outward Bound International News—receives an equally thoughtful response from Jen Nold and Johan Hovelynck of Outward Bound Belgium—Ed.*

Dear Emily,

**W**e read your letter in the January issue of the International Newsletter, and appreciate your and your colleagues' concern for quality Outward Bound programs. We would like to add our voices to the conversation because we share that concern and can perhaps offer an additional perspective on some of the issues you raise.

It has taken us a while to finalize our response, partly because there are two of us. Your letter has been a returning topic for us over the last few months. Our conversations initially resulted in two separate letters, but as they raised very similar ideas we decided to combine our thoughts. As a result, what follows represents our shared perspective on a number of issues, but is illustrated by our separate experiences.

Let us first present ourselves. Our names are Jen and Johan, and we have worked for several Outward Bound schools in North America, Southern Africa, and Europe, both in the field and in the office. Jen comes from the 20+-day American course tradition and ran into short programs when she left the United States for Outward Bound work abroad. Johan started with Belgian 5-day programs and experienced long courses during a few seasons in the United States. We currently live in Belgium, where Jen works for Outward Bound and Johan has left the Outward Bound school to research experiential training.

We found your discussion of short versus long courses very interesting as we

think it does a nice job of highlighting a number of assumptions made by North American Outward Bounders about the nature of an Outward Bound course. These assumptions form a particular lens for designing, selling, and instructing courses. They shape the dynamics of the long courses as you know them and seem to make it difficult for you to conceive of short courses as much more than "low commitment introductory courses" or a "guided whirlwind tour of the Outward Bound experience."

## *The dynamics of shortening Outward Bound programs*

Some passages in your writing reminded us of a story we once heard about the American automobile industry. Some details have been lost over the years, but the core idea remains clear. The story goes that the management of one of the renowned US automobile companies, when they finally recognized the success of Japanese cars, gave a team of development engineers the task of designing a small car, one of the main points being that it should be a budget car. When the task team returned with its proposal, the car was indeed smaller, but turned out to be only a few dollars cheaper than the standard, large cars the company built. Rather than designing a small car, the engineers had built the small version of a big one.

Coming back to Outward Bound courses, we agree with you that "there is no magic time frame." Consequently, we don't want to get stuck with a specific number of days to define course length. We do, however, feel strongly

that the "short version of a long course" is not adequate for delivering a quality experiential program, and that the difference between short and shortened courses stems from a number of mostly tacit assumptions we hold. This is why we'd like to look into the assumptions, or course paradigm, we noted in your letter.

## *Assumptions in a long course paradigm*

As we read your letter a number of assumptions jumped out at us. The most fundamental one is that Outward Bound is about "self-reliance," and that this is accomplished through "skills teaching," "practicing," and a "sense of accomplishment."

It follows that short Outward Bound courses should go through the same stages and therefore involve accelerating this sequence or missing the last part of it. Both of these options are reflected in your description of short courses as a "guided whirlwind tour." Despite the "whirlwind" attempt to speed things up, there still isn't enough time to complete the sequence. Or as you wrote, "on short courses instructors generally remain in guide-mode for the duration since the goal of self-reliance is blatantly impossible."

This assumption that short courses are faster or abbreviated versions of long ones can take on a number of different forms. Johan remembers a discussion about canoeing options for a 9-day course in an Outward Bound school for which 20 or more days was 'standard'. The general opinion was that canoeing was not an option, despite the



immediate proximity of lakes, ponds, and rivers. The answer to the question “why not?” was that it took at least a half a day to drive to the river. When he, a newcomer, pointed at the bodies of water down the road and around the corner, it appeared that these hadn’t been approved for paddling. It had long slipped from shared memory, however, that the safety committee had only been asked to check rivers that would be appropriate for 3-day canoeing trips.

This is a nice example of how a simple decision can solidify into a ‘given’. In the long run, what gets remembered is the ‘given’, not the decision. People will believe that it’s not possible to go canoeing on a 9-day course because there isn’t enough time. Our programs

*Less obvious is the impact our mindset has on group development processes*

reflect a variety of such implicit assumptions. These combine to create our “Outward Bound reality,” or our lens for viewing the work we do. The canoeing story presents a fairly obvious example of how our lenses can restrict us. Less obvious is the impact our mindset has on group development processes, which we agree are of utmost importance to experiential learning. You refer to “forming, norming, storming and performing” and report the consensus of the field staff “that the full process rarely ever occurs in less than nine days.” Without questioning your observation, we can say that Belgian field staff sees this developmental process happen within their 5-day courses much of the time. The question then is what

makes the difference. Our exploration of this first leads to a short reflection on location and then, more importantly, to the aforementioned assumptions concerning what Outward Bound is about.

As you mention yourself, it may be “due to the intense nature of (y)our terrain and weather.” Part of the issue again becomes whether you want to look at that terrain as a given, or as a chosen location. In this regard, while both of us know of short (four to five days) high quality experiential outdoor programs, these seem to only exceptionally take place in a wilderness context.

This may raise a number of questions concerning choice of location for short programs. Having said this, we both appreciate your school’s wilderness profile and want to focus therefore on assumptions about facilitating “the Outward Bound experience” that are only indirectly related to course location.

This is where the assumption that Outward Bound accomplishes its goals through “skills teaching,” “practicing,” and a “sense of accomplishment” comes into play. In the field this assumption means that instructors are initially very “structured and directive” covering “a syllabus,” as you point out. They are in instructing mode since “the group’s move to self-reliance” is assumed to depend on mastery of technical skills, and such mastery is assumed to depend on “presentation, repetition, reinforcement and practice.” Regardless of whether these assumptions are correct or not, it is worth investigating where they lead to. They obviously have tremendous impact on the relationship between the

instructors and the group and thus on group development.

The model you chose to describe a group’s development focuses on internal group relations. To better understand the potential impact our positioning as staff can have on a group’s development, it is helpful to consider another model, which focuses on the group’s relationship to ‘authority’.

To keep it short: a group’s development in its relationship to leadership can be understood as evolving from ‘dependence’ via ‘counterdependence’ to ‘in(ter)dependence’. The instructing mode in the long course mindset—as it appears in the quotes from your letter as well as in the practice of most North American instructors we and a number of our colleagues have worked with—answers to the group’s dependence pleas. The group members’ uncertainty is reduced by providing the technical skills and the structure the group asks for. You described this process as follows:

“The first 3 or 4 days of an Outward Bound experience are generally quite overwhelming for participants. .... During this stage the instructors are generally very structured and directive. We essentially take on the guide’s role during this time to allow participants to gain a footing in their new surroundings.”

In doing so, however, your approach prolongs the “time period required for interpersonal stress to build up”—the situation you target as driving the group development process. In other words, the long course ‘instruction’ paradigm slows down group development. In a

As a field instructor who teaches primarily long courses, and feels that even 21 days is a bit short, I was amazed that such a question would even be asked. After reflecting on it, however, I realized that most office staff and board members have done guest expeditions, or perhaps a 9 day course, and for them those experiences constitute the Outward Bound reality. They cannot be expected to have an answer to why one should do a 21 day course since their shorter experiences were both exciting and fulfilling. On the other hand, I feel that it is critical that individuals responsible for fund raising, marketing, speaking to prospective students, and planning the future of this school should have an answer to this question.

less tangible, more complex way, the dynamic is the same as with the canoeing procedures.

This dynamic wouldn't be quite as visible to us if we hadn't been immersed in another Outward Bound approach, based primarily on the facilitator standing back and letting the group figure things out for themselves. The emphasis here is that the group members draw upon their own experience rather than on the instructors' teachings, and doing so from the very beginning, even when their experience doesn't seem immediately related to the task at hand. Talk about self-reliance!

The facilitator's primary response to the group's needs is to withhold more often than to provide. Of course, safety, both physical and emotional, is an obvious limit to this view on self-reliance, just as it is to yours. Still, groups manage to read their maps, build their rafts, and even rappel with minimal technical guidelines.

Jen thought she hadn't been instructing all that much (and only after all the participants had asked for it) but he said he'd never heard so much instruction on those boats before! He was a highly skilled sailor, able to intervene if necessary, but as long as it wasn't necessary for safety reasons, he'd considered it to be more important to let the participants experiment themselves and develop

*The facilitator's primary response to the group's needs is to withhold more often than to provide*

strategies that worked for them.

We tell this story because it provides a good example of how a so-called technical program element can still leave space for participants to draw on and learn from their own experience. Again, instructing mode is not determined by a given program environment as such, but by a number of associated assumptions (at least to some extent).

Our second point, one directly related to course length, is that the particular alternative we briefly referred to seems to evoke different group dynamics. As its dependence pleas are to a large degree frustrated, the group seems to move into 'counterdependence' faster and more strongly, and an adequate facilitation of this development tends to lead to "mature" groups in a shorter time frame.

The final point is that such an approach is not made impossible by terrain or type of activity, but to a large extent by the assumptions we hold about our participants' ability to deal with these environments and activities with little or no instruction. In this respect, Outward Bound's "plus est en vous" motto seems seriously underestimated by some of its staff.

What we're saying is that the impression that the Outward Bound experience is "blatantly impossible" in a 5-day period is due at least partially to the lens through which you look at

In conclusion, there is no magic time frame which guarantees a successful Outward Bound course. For the right person at the right time in their life a single day might provide a powerful catalyst for change and growth. For someone else it might require three months in the mountains to make any difference at all. The general consensus amongst field staff though is that more is better in this case. If one day makes a difference, five will be even better, and 21 better yet again. We would like to see us provide the longest courses that we can possibly sell. It makes it that much more likely that we will achieve our desired outcomes with the majority of participants.

Sincerely,

Emily Butler

You might argue that your instructing mode is necessitated by "the intense nature of (y)our terrain and weather," but consider one of Jen's stories. When working a sailing program in northern Germany, she found herself back on a small boat again, similar to the ones on which she had instructed numerous 20+-day courses in the United States. Even though she hadn't done so for several years, she found herself switch almost automatically back into instructing mode, giving little lectures here and there about sail trim, knots, etc. Her German co-instructor was astonished.

By means of summary, our first point here is that your assumption concerning what Outward Bound is about isn't as self-evident as it may seem. As valuable as it may be, there are alternatives to the 'skills teaching, practicing, task accomplishment, self confidence' rationale underlying many outdoor programs, especially North American ones, in our experience. These aren't necessarily better or worse; they're just different views and therefore present other possibilities (and restrictions).

short programs. What you're looking at then is, largely, the short version of a long course.

*Short, shorter, shortest*

A few notes in conclusion. First, we both value and miss long expedition courses a lot. In fact we're looking forward to working some more of them in the next few years. But we also value the 5-day Belgian courses, as well as other European courses of similar length and approach. We firmly



believe that these are also quality Outward Bound programs. They provide a setting for outdoor experiential learning, each word of which represents a core aspect of the Outward Bound profile as we see it.

We agree with you that group development plays a central role in such programs and that it takes a minimum amount of time for that to happen. So we agree that there is a limit to how short such programs can be.

Our opinions about the minimum number of days required for quality Outward Bound programs, however, apparently diverge. As we pointed out, an increased awareness of our assumptions and the ways we turn a number of them into reality may expand “the possible,” which again for us is a lot of what Outward

Bound is about, not only for our participants but for us as staff as well. On the other hand, we share your concern about overly short programs. We see an increasing number of outdoor courses that merely serve as a more attractive environment for traditional teaching styles, where ‘experiential education’ seems to refer to programs in which teachers pass on the truths they constructed through their experiences. We also see that shorter courses more easily lead to this kind of pseudo-experiential program.

Unfortunately, we don’t see the pressure for shorter programs stopping at five days. In Belgium, the

pressure is on for 3- and even 2-day programs. In this respect, there is value to saying ‘no’ when we feel we can no longer honor Outward Bound’s profile, and “there is no magic time frame” here either.

Hoping these ideas can stimulate further dialogue,

Warmest regards!

Jen Nold and Johan Hovelynck  
Outward Bound Belgium




 Pacific Coast

*“Ecuador is one of the most surprising and impressive whale watching destinations in the world”*  
Gregory Kauffman  
Founder and President of the Pacific Whale Foundation

Galápagos Pacific Coast Andes Amazon

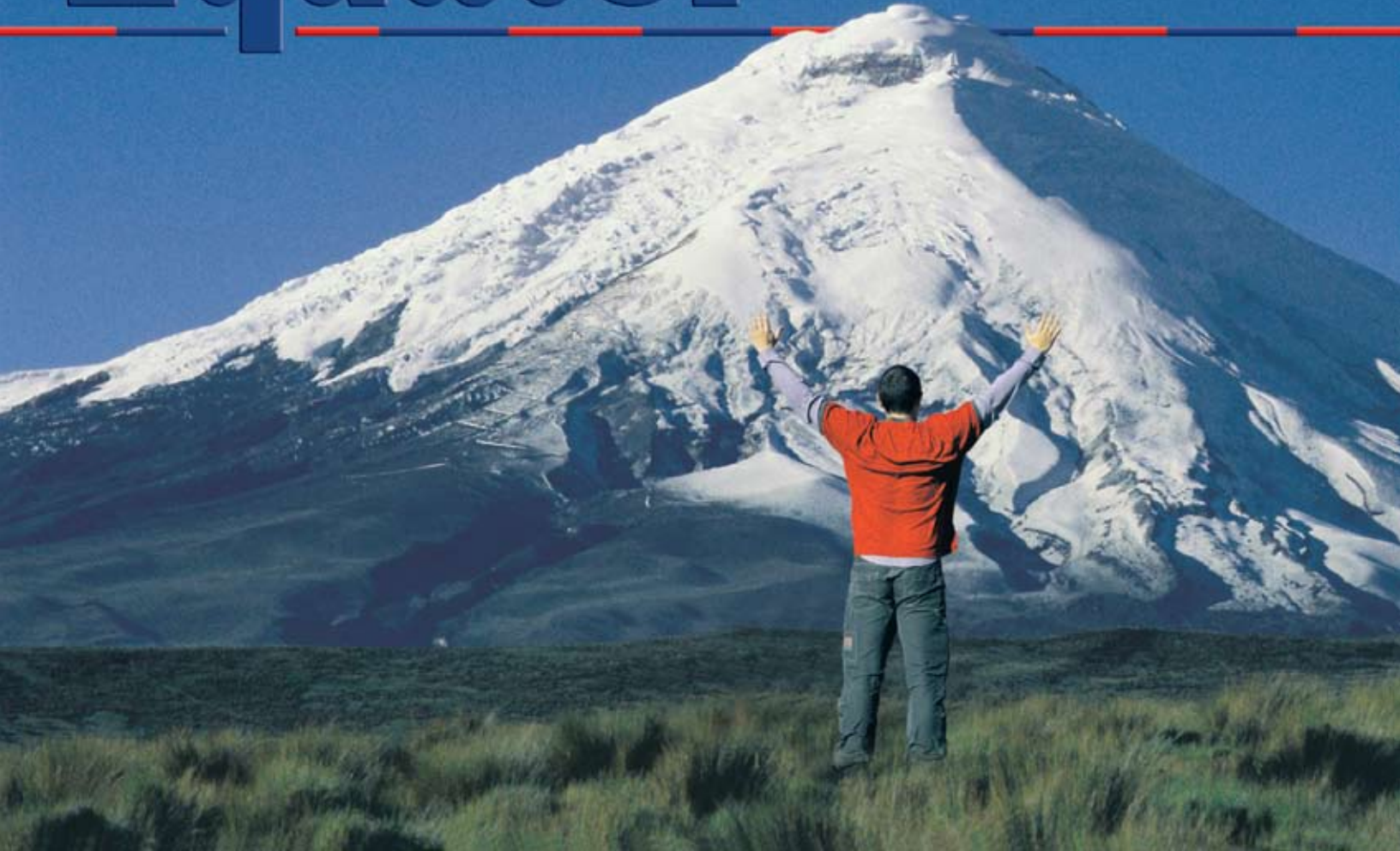
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Ecuador  Life at its purest



# Republic of the Equator

By José Antonio Torres



**F**ounded a year ago to develop leadership skills among Ecuadorian and international youth, Outward Bound Ecuador immerses its students in the amazing natural and cultural attributes of South America's second smallest country.

Ecuador exists in the convergence of overlapping worlds, an array of time and places that seem to occur simultaneously and together create a unique and enchanting universe. The country redefines the term "diversity" as it holds unrivaled natural resources and unique cultures within a small territory. It is literally

**O**utward Bound Ecuador es una nueva escuela de aventura que nace entre las imponentes montañas de los Andes. Fue fundada hace un año con el objetivo de desarrollar habilidades de liderazgo en jóvenes ecuatorianos e internacionales a través de experiencias retadoras en los diversos ecosistemas e inspiradores entornos naturales del Ecuador.

En Ecuador conviven diferentes mundos y tiempos que parecen ocurrir simultáneamente y que juntos crean un universo único y encantador. Nuestro país redefine el término diversidad al contar con extraordinarios recursos naturales y culturas únicas. Ecuador

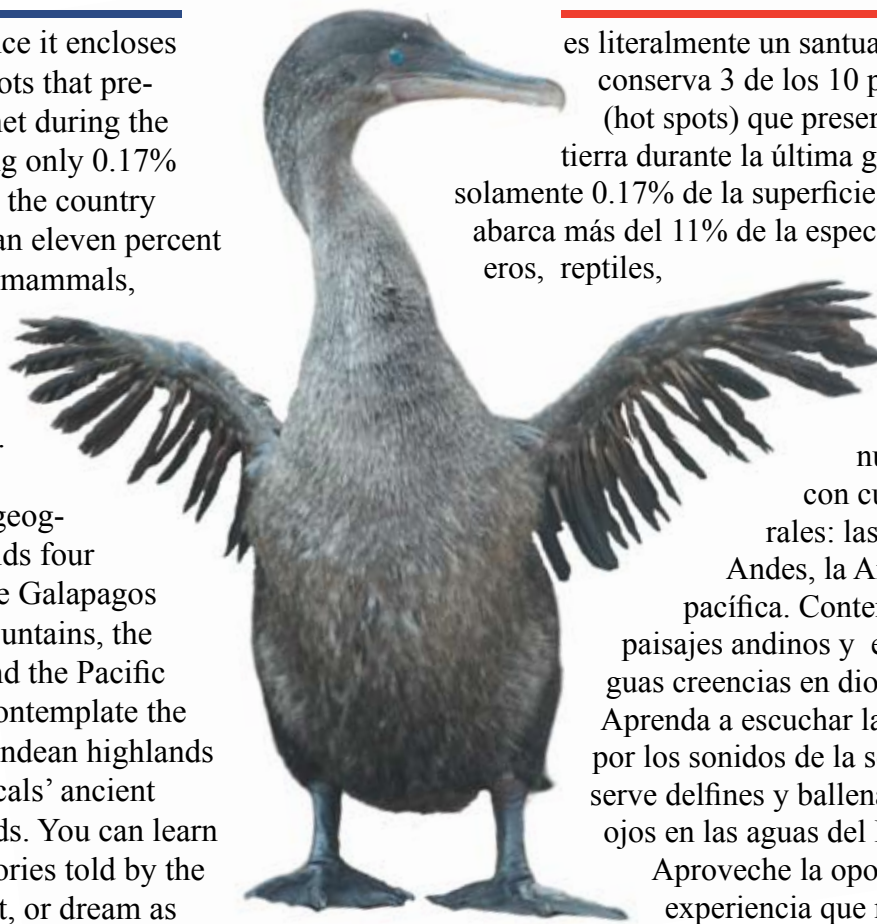


a sanctuary of life, since it encloses three of the ten hot spots that preserved life on the planet during the last ice age. Occupying only 0.17% of the Earth's surface, the country encompasses more than eleven percent of the total species of mammals, reptiles and amphibians, and approximately 1,700 species of birds.

Due to its capricious geography, our country holds four distinctive regions: the Galapagos Islands, the Andes mountains, the Amazon rainforest, and the Pacific coast. Here you can contemplate the magnificence of the Andean highlands and understand the locals' ancient belief in mountain gods. You can learn how to listen to the stories told by the sound of the rainforest, or dream as whales and dolphins play before you in the Pacific Ocean.

In Ecuador, you can also live an experience that will echo throughout your life while you admire the lifestyle and traditions of people that not only reflect the present but also express an ancestral past. The Saraguros, Otavalos, and other Andean people will help you discover another meaning of happiness, while groups like the Cofans and Quichuas in the Amazon basin will give you the secret of harmonious coexistence with nature.

With Outward Bound Ecuador, visitors can experience one of the world's most awe-inspiring natural environments, the Galapagos Islands, while trekking through lava fields, camping in the highlands with giant turtles grazing at the door, then sauntering to the coast to snorkel with sea lions, turtles, penguins, and friendly sharks. Participants in Outward Bound Ecuador



es literalmente un santuario de vida, pues conserva 3 de los 10 puntos calientes (hot spots) que preservaron la vida en la tierra durante la última glaciación. Ocupando solamente 0.17% de la superficie del planeta, el país abarca más del 11% de la especies totales de mamíferos, reptiles, anfibios y aproximadamente 1700 especies de aves. Debido a su caprichosa geografía nuestro país cuenta con cuatro regiones naturales: las Islas Galápagos, los Andes, la Amazonía y la Costa pacífica. Contemple los majestuosos paisajes andinos y entienda las antiguas creencias en dioses de las montañas; Aprenda a escuchar las historias contadas por los sonidos de la selva tropical; Observe delfines y ballenas jugar frente a sus ojos en las aguas del Pacífico.

Aproveche la oportunidad de vivir una experiencia que recordará por el resto de su vida mientras admira los estilos de vida y tradiciones de gente que no solo refleja el presente sino su pasado ancestral: Saraguros, Otavalos y otras comunidades andinas le ayudarán a descubrir un nuevo significado de felicidad; pueblos de la Amazonía como Cofanes y Quichuas compartirán el secreto de su coexistencia armoniosa con la naturaleza.







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may also climb the majestic snow-topped volcano, Cotopaxi (19,342 ft), then descend by mountain bike to meet the local mountain people and live, eat, and breathe their day-to-day life.

Outward Bound Ecuador also offers spectacular trekking adventures, which include camping excursions through mountain forests, lagoons, and moorlands where condors, wild horses, and various endemic Andean bird and plant species coexist. Guests can also kayak down a jungle river with the sounds of the Amazon marking their pace, accompanied by monkeys or even pink dolphins, or raft down the whitewater rivers that flow from the Andes and warm

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Con Outward Bound Ecuador los participantes pueden experimentar un encuentro con uno de los ambientes naturales más impresionantes del mundo, las Islas Galápagos. Camine a través de campos de lava, acampe rodeado de tortugas gigantes y bucee con leones marinos, pingüinos y tiburones amistosos. Escale el Cotopaxi (5897m) y descienda en bicicleta de montaña a través de espectaculares páramos; acampe en bosques, lagunas y lugares cercanos a donde viven cóndores, caballos salvajes y diversas especies de aves y plantas andinas. Nuestros participantes pueden también hacer rafting en ríos que salen de los Andes y siguen su curso hacia la costa o Amazonía.



up in their journey toward the coast or the Amazon. Participants have the chance to become an intricate part of extraordinary experiences that will push their limits, motivating them to move beyond personal boundaries and leaving a long-lasting impression.

Outward Bound Ecuador has developed three main areas of focus:

**1) *Schools and Universities*** – The Outward Bound school works with the most recognized schools in Quito and has established an alliance with the Universidad San Francisco de Quito to train students in leadership and help them receive college credits.

**2) *Open enrollment programs and expeditions*** – Individuals or groups from all over the world can participate in Outward Bound Ecuador's adventure programs.

**3) *Leadership programs for corporations*** – Outward Bound also works with several national and international organizations to provide leadership development for the children of their employees. This is a win-win situation since the employees and their children benefit by receiving Outward Bound training and the corporations gain employee fidelity.

Ecuador is the perfect setting to enhance Outward Bound programs. Join us and seize the opportunity to be part of this amazing life experience. ✨

Outward Bound Ecuador le da la oportunidad de experimentar aventuras extraordinarias que le motivarán a sobrepasar sus límites personales y dejarán rastro en su vida.

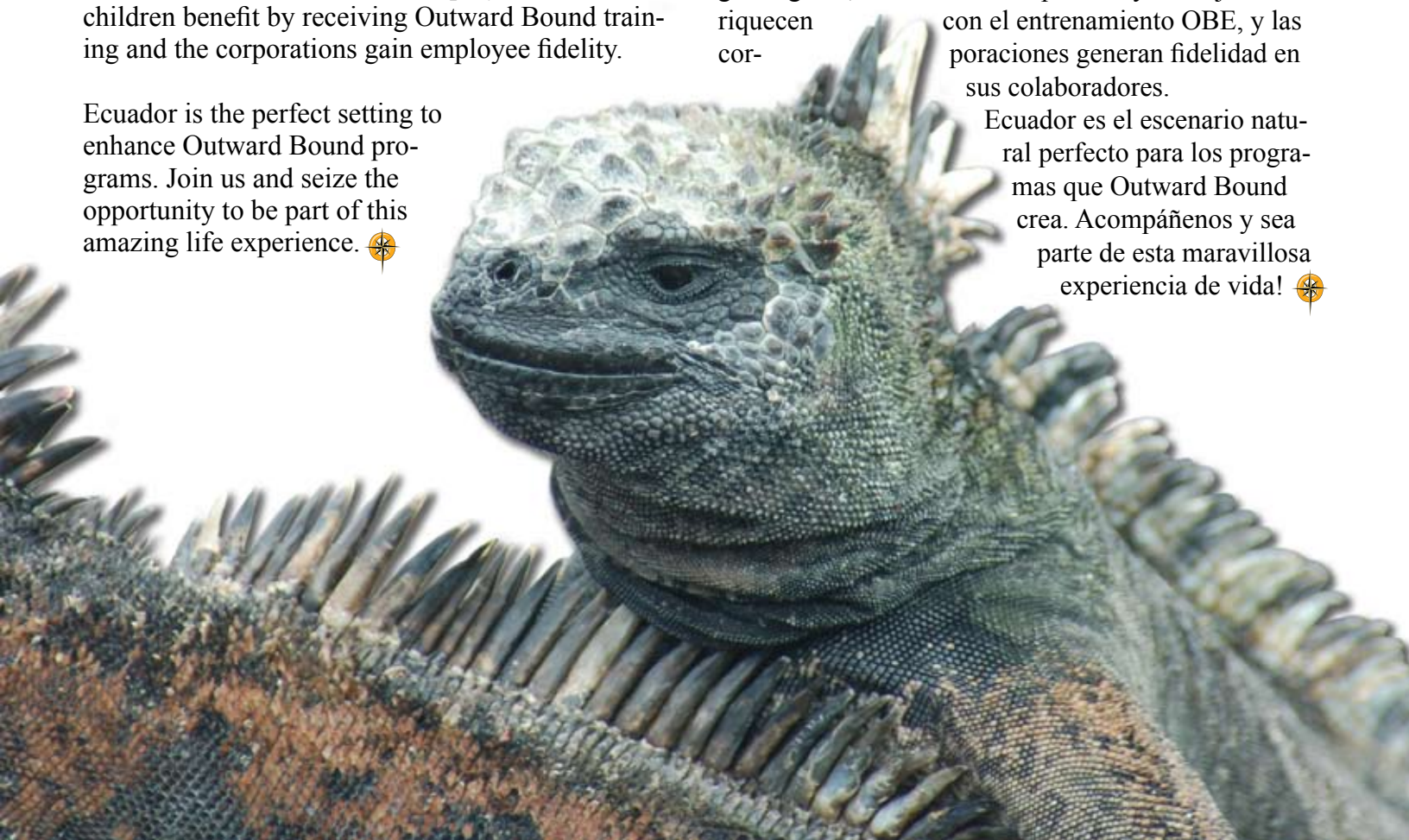
Nos enfocamos en tres áreas principales:

**1) *Escuelas y universidades***: Tenemos alianzas con los mejores colegios de la capital y la Universidad San Francisco de Quito para fortalecer el liderazgo de sus estudiantes y obtener créditos universitarios.

**2) *Programas abiertos y expediciones de aventura***: Este programa está dirigido a jóvenes nacionales e internacionales. Para mayor información visite nuestra página web: [www.outwardbound.ec](http://www.outwardbound.ec)

**3) *Programas dirigidos a corporaciones***: Trabajamos con organizaciones locales y extranjeras para proporcionar desarrollo de habilidades de liderazgo a los hijos de sus trabajadores. Generamos situaciones ganar-ganar, donde los empleados y sus hijos se enriquecen con el entrenamiento OBE, y las corporaciones generan fidelidad en sus colaboradores.

Ecuador es el escenario natural perfecto para los programas que Outward Bound crea. Acompáñenos y sea parte de esta maravillosa experiencia de vida! ✨





# Outward Bound Croatia

## A New School Arising

By Christine Lynne Norton, Ph D

**A**t the base of a cave in the heart of the Velebit Mountain, I watched the sun set over the Adriatic with the voices of Croatian Outward Bound instructors speaking to a group of teenage students on the last night of their Outward Bound course in the background. I could not understand all of what they were saying, but knew that this was a historic moment—the first graduation in the history of Outward Bound Croatia. The instructors were presenting students with Outward Bound pins, formally calling them up in front of the group to speak about their personal accomplishments. I thought of all of the graduation ceremonies I had participated in as an instructor for Outward Bound Wilderness, USA, and it made me smile to know that Outward Bound had spread to this part of the world.

### *An old country fresh from communism and war*

When a new Outward Bound program begins, it begs the question, “What is the relevance of Outward Bound today?” This question is easier to answer in some places than in others, and that is certainly true of Croatia.

As a country recovering from a long history of foreign domination, communism, and the recent violent disintegration of the former Yugoslavia, Croatia is dealing with the aftershock of war and rebuilding. According to the Report of Croatia that considers the state of affairs for children and youth in Croatia, about one million children were exposed to the conflict of the war in Croatia, “and the estimates are that the war affected the development of 400,000 children who were directly exposed to bombardment, who saw their parents and beloved ones die or get wounded, while 50,000 children were directly exposed to war. During the war 303 children were killed. In the same period, 4,455 children lost a parent, while 131 children lost both parents, and 900 children still do not know the fate of their parents.” Due to these losses, as

well as child abuse and neglect, there are a high number of children in institutions in Croatia.

Along with these alarming statistics about Croatian youth, Dr. Marijana Braš, an internationally recognized psychiatrist at the Department of Psychiatry at University of Zagreb, reported in an interview with Javno, an online Croatian newspaper, that 1,751 veterans committed suicide from the beginning of the war to the end of 2006. There is also a high rate of post-traumatic stress disorder among veterans, making up about 10-15 percent of all Department of Psychology patients.

### *The first steps*

In response to these issues, Dr. Stanimir Vuk-Pavlović, known to most simply as Vuk, initiated the founding of Outward Bound Croatia (OBHR). Helping him were his scuba diving buddies Lovorka Šimunec and Ozren Pleše, a philosophy teacher and a businessman respectively, and Vladimir Mesarić, one of the premier Croatian climbers, expeditionists, and mountain rescuers and a friend from Vuk’s college years. Outward Bound Croatia was incorporated as a non-profit organization in 2005, after a visit to Zagreb from Ian Wade, the executive director of Outward Bound International, and Ádám Horváth-Kovács, the director of Outward Bound Romania.

Vuk is a professor of biochemistry and molecular biology at the College of Medicine at the Mayo Clinic and Director of the Stem Cell Laboratory, part of the Mayo Clinic Cancer Center in Rochester, Minnesota. He has lived in the United States for more than two decades and is an American citizen, though he remains deeply connected to his native country. He has been greatly concerned about the exceedingly high suicide rate of veterans of the war of Croatian independence.



In a recent interview, Vuk-Pavlović stated: “The impetus to start the Croatian School of Outward Bound came primarily from the existential situation of the veterans of the Croatian Homeland War 1991-1995. Since the end of the war, one veteran on average takes his own life every week. This statistic reflects not only the tragedy of these people and their families—typical, sadly, for veterans of most wars—but also of our failure to help them find a meaningful role in society after the trauma of war.”

The purpose of OBHR has been established “to aid in the re-socialization of the veterans of the Croatian Homeland War, their children, as well as youth from broken homes, single parent families, abused children, school age youth, borderline behavior youth, the youth of Croatian heritage living abroad and the general population.” While this mission may seem very broad, its overarching theme is that of bringing healing and hope to Croatian society. This supports the overall mission of Outward Bound International, which is to help people discover and develop their potential to care for themselves, others, and the world around them through challenging experiences in unfamiliar settings.

Together with the founding of OBHR, an Executive Committee and an International Board of Trustees of the Croatian School of Outward Bound have been formed. Vladimir Mesarić, the executive director of OBHR, chairs the Executive Committee, and Lovorka Šimunec is its executive secretary. Vuk chairs the Board of Trustees that is comprised of prominent individuals in Croatia and Croat expatriate leaders in North America. An office has been established in Zagreb, with office space provided by Mesarić’s international travel company. Staff training and courses are scheduled out of this office and daily operations of OBHR are maintained there.

### ***The dream of an education center for Outward Bound Croatia***

In April 2006, the county of Lika and Senj and the Town of Perušić in central Croatia awarded the Outward Bound Croatia with a 30-year free lease of an abandoned 19th-century village school and the surrounding land in Malo Polje near Perušić with the support and mediation of Dr. Dragan Primorac, the Croatian Minister of Science, Education and Sports, and Milan Jurković, prefect of the county of Lika and Senj. In the middle of great natural beauty, this property has been abandoned since the war. The plan is to



renovate the school to be equipped like a mountain hut and in 2006, the Weekly Bulletin of the Croatian Embassy reported that “the architectural design of the future campus is underway, courtesy of architect Mr. Ivan Piteša from Zagreb.” The plans for the campus include not only the building, but also the standard Outward Bound outdoor facilities.

Providing philanthropic capital for rebuilding is a daunting task in Croatia. Vuk-Pavlović says that “Croatia’s economy is still developing and the needs are great. Consequently, major philanthropy, akin to that in the United States, is still unlikely. For that reason, every step is difficult, but every day OBHR comes closer to the realization of their dream of hav-

ing a campus. In fact, they are using it already as a peculiar campsite. For example, during the last spring break they conducted a successful program using the dilapidated building as shelter from the bitterly cold winter.” This abandoned 19th-century village school is becoming the educational center of Outward Bound Croatia.

Rallying support for the building of the OBHR campus lies to Aleksa Kocijan, an experienced sports leaders and deputy chair of the OBHR Board of Trustees. “Many members of the Board have helped with the capital campaign. The leadership of Dr. Petar Đukan and Nikola Olama of the Croatian Institute of Civil Engineering has been indispensable,” he says. “The Institute donated the engineering part of the project together with a financial contribution towards reconstruction. Most recently, Željko Kovač facilitated a joint action of Rotary Clubs from Minnesota and Rotary Club Zagreb Gradec that provided funds for equipping the facility with professional-grade kitchen equipment. Ivica Turić, mayor of Perušić, helped with support by this tiny municipality to bring water and electricity lines to the building and fortify the road to the site. Zdravko Žuža, president of ViševicaKomp, a major sawmill in Croatia, is planning to provide additional help.”

### ***Croat expatriates assist Outward Bound Croatia***

In a country where the average annual income is around \$12,000 US and where there are few government resources to aid private organizations, getting OBHR going is a formidable task. Luckily, some members of the large Croat expatriate community in North America have given aid. In Toronto, for example, Dr. Ivan Hrvoić, Dr. Marko Mihić, and Dušan Bezić contributed significantly towards



Photo: Mayo Clinic

Abandoned 19th century village school near Perusic — Future Educational Center of Outward Bound Croatia

the licensing fees. The Toronto association “Rid Croatia of Landmines!” also contributed funds at an early and critical stage of organization.

OBHR is not only counting on the support of the Croat diaspora, but also plans to serve it. Plans are being drawn for a program for Croat expatriate youth. It would combine typical Outward Bound contents with specifically tailored cultural, historic, and social content. The intent of the program is to integrate the expatriate attendees into Outward Bound programs attended mostly by domestic youth to foster friendships and to stimulate the development of language skills and an appreciation for the old country.

### ***Outward Bound International helps the new member of the family***

Now with the basic funding and infrastructure in place, 2006 brought the challenge of finding and training qualified instructors. This did not prove difficult for OB Croatia, as the outdoor community in the country is both tightly knit and highly competent and experienced. Upon hearing about

the start of Outward Bound, six individuals, all experienced outdoor adventurers, took part in the “Training of Trainers” course for which Romanian Outward Bound instructors were invited to Croatia in April 2006. This course brought together a core group of staff who are still active today. Since then, the international Outward Bound community has helped OBHR to develop its instructor staff.

“OBHR has been the beneficiary of the unique support by Outward Bound Singapore and its leaders Messrs. Nicholas Conceicao and Noor Hisham Bin Mohd Ranny,” says Mesarić. “So far, they [have] hosted five of our top instructors in Outward Bound Singapore flagship programs. This has provided us with unique experience and insight into the Outward Bound spirit and method. The contribution of OBS to OBHR has been enormous and we are looking forward to the opportunities to reciprocate their kindness.”

Before beginning their first courses in the summer of 2007, OBHR invited Elisabeth Anglin, from the OB Center for Peace Building in the USA, to Croatia to conduct a three-day staff course in “soft skills,” particularly student man-



agement and conflict resolution. Following that, Outward Bound Croatia felt it was ready to launch its first courses for students. The first course was inaugurated in July 2007 in the presence of members of the Board of Trustees, Željko Klarić, the Croatian Assistant Minister for Sports, as well as Ian Wade and Noor Ranny, who arrived to conduct the safety review.

### ***Croatian foster children, the first OBHR students***

OBHR developed a partnership with the SOS Children's Village home in Lekenik, near Croatia's capital city of Zagreb. SOS Children's Village is an independent, international, non-governmental, social development organization, which has been active in the field of children's needs, concerns, and rights since 1949. Its activities focus on neglected and abandoned children and orphans, as well as disadvantaged families. They have homes in over 120 countries worldwide. In Croatia, the number of abused children has increased by 74 percent over the last ten years, and the prevalence of sexual child abuse has tripled. For this reason, more and more children are being put into placement. While OBHR's original intent was to begin working with veterans, the opportunity to help heal the lives of abused and neglected youth proved just as compelling an avenue to help bring change in Croatian society.

Historically, the SOS Children's Village provided very traditional programming for children and youth. But under the leadership of their new Director, Ognjen Andrić, they have decided to take a more creative approach at preparing their youth for independent living.

Youth typically live on the campus of the SOS Children's Village in group homes supervised by a "house mother." As the youth turn 16, they begin the transition to a supervised independent living program in Zagreb. Andrić recognized

that many of the youth leaving the Village did not have the skills they needed to live on their own, so he decided to call in Outward Bound. Andrić knew that Outward Bound could teach valuable life lessons to his youth in an outdoor, experiential context. This non-traditional approach mirrors recent research conducted in Croatia about abused and neglected children, which posits a need for "changes in children's homes and communities in facilitating healthier development of children in residential care."

As Vuk-Pavlović said, "The Outward Bound approach places groups of people into adventurous situations where they are challenged to complete the adventure relying on the resources of the group. This may include problem-solving and teamwork, rock climbing, rope-climbing exercises, service projects, expeditions, orienteering, and survival skills. However, the essence of the program is ongoing supervised analysis of individual and group behavior to foster the building of confidence, self-esteem, and trust in one's individual and social worth." This is exactly what many of the youth from the SOS Children's Village were lacking, and thus was born a truly meaningful partnership.

### ***Difficulty is not the problem***

Working with the youth from the Children's Village proved difficult at first. The acting-out behaviors of traumatized youth overshadowed the Outward Bound curriculum. The first course, planned for nine days, ended two days short, and OBHR staff had to reevaluate how to deal with a population of youth-at-risk. At the suggestion of Ian Wade, the author of this article traveled to Croatia to consult on working with high-risk youth. Bringing in student management skills training from OB Wilderness helped OBHR staff acquire additional skills for work with this youth population. Consequently, the staff developed amazing rapport with the youth and supported them in conquering their fears and achieving more than they believed was possible for themselves.

Lovorka Šimunec directed Outward Bound Croatia's first completed course that took place in the Velebit National Park. The course included base camping, day hikes, rock climbing, a solo outing, community service, and a final expedition down to the Adriatic. This course area, filled with harsh beauty, was the perfect container for the difficult and powerful emotions displayed by the youth from the SOS Children's Village.

During the final expedition, the group practiced the life skills they had learned at the beginning of the course. They became more responsible about helping with navigation and deciding where they would camp, and had to



Photo: Christine Lynn Norton

work together to arrive at their final destination, the Adriatic. Upon arriving there, students took off their backpacks and hiking boots and dove into the sea, hopefully leaving behind some of the hurt and pain they had experienced in their young lives.

“Leading these courses is very demanding,” explains Šimunec. “However, the reward is immense as we can see the young lives turned around. During our 2008 spring course, students endured very harsh conditions at Malo Polje, yet they were unanimous in their enthusiasm. The best compliment for OBHR is that some of them participated for the third time in our programs.”

Dr. Vuk-Pavlović remains impressed by the passion of his young colleagues at OBHR. “Last summer,” he adds, “Ms. Ana Katalinić, fresh from instructing for the first time, told me of all the difficulties they had with the children from the SOS Children’s Village. When I asked whether she would like to work with ‘easier’ students in the future, she emphatically stated that it is precisely ‘difficult’ students she is interested in, as for them it is most meaningful.”

Since this successful course, OBHR staff have maintained their relationships with the youth from this course. Instructors have visited them at the SOS Children’s Village and are beginning to develop sequenced programming to work with SOS residents over time on a variety of courses. OBHR has also developed courses for SOS Children’s Village “house mothers” in an effort to affect positive change in the entire SOS residential system.

In the fall of 2007, several staff from Outward Bound Croatia participated in the Outward Bound International Symposium in New Zealand. As a burgeoning school, they were recognized and have been granted a provisional license as a new Outward Bound program.

What this means, in no small terms, is that the youth of Croatia have an additional source of support and hope. It means that Kurt Hahn’s vision of a more just and socially responsible world is now spreading to a part of the globe that has been wounded by hatred and war. While the obstacles in Croatia are large, the talent, dedication, and enthusiasm of this amazing new Outward Bound program are just what are needed to make a difference.

### *Dreaming big, treading small*

OBHR leadership is fully aware of the enormity of the task ahead. Besides building the physical infrastructure at Malo Polje, OBHR must still employ its first permanent paid staff. Again, OBHR is facing the obstacles of competing for limited local funds with more than 3,000 non-governmental organizations in Croatia, many of them frivolous. European Union youth development funds are still largely off-limits to Croatia as the country is not yet a member of the EU. In addition, however mutually beneficial the long-term relationship with SOS Children’s Village is, OBHR has the ambition to serve much broader segments of the population, including those with demonstrated leadership potential.

The international flair of OBHR leadership spills into their plans for the future. They are excited by the early success of the relationship with Outward Bound Singapore, which announced the arrival of the first group of students to Croatia in June 2008. OBHR leaders hope that the arrival of the Singaporeans will give OBHR more local and international visibility and will spur interest in their programs and their country. “If you really wish to help,” they say, “come to our programs, come to Croatia!”

*For more information about Outward Bound Croatia, see [www.outwardbound.hr](http://www.outwardbound.hr).*





# Wolf Packs

o f t h e N o r t h A t l a n t i c

2008 Circa-

By Rob Chatfield

**D**id the U-boat give rise to Outward Bound? We all know the story: when torpedoed during the Second World War, young sailors from the British Merchant Navy were giving up hope and dying in numbers disproportionate to those of their older and more experienced brethren. It



Lawrence Holt

seemed they lacked the will to survive, not the means. Through the work of Kurt Hahn and Lawrence Holt, Outward Bound arose to give them that will.

## A problem and a solution

Holt, a senior partner in the Blue Funnel Shipping Line, had already lost five of his ships to German

submarines during the winter of 1941. Late that summer, he was approached by Hahn to provide support for the short residential courses that Hahn had developed as an introduction to his County Badge scheme. (County Badge was an extension of the educational principles that guided Hahn's Gordonstoun School.) Holt, a Gordonstoun parent, agreed to lend his company's assistance to Hahn's project, but with the condition that the short-course school be ready to enroll students in one month's time. It was ready as a sea school on the west coast of Wales on October 14, 1941.

The school, later named Outward Bound, would serve the needs of merchant marine cadets and be open to the youth of a nation at war. Holt clearly saw the value of character training and its utility to his untested young merchant mariners. He knew that the small boat-handling skills these young men would acquire could one day mean the difference between life and death. He also understood that Britain was at a crossroads, and that her youth needed to be better prepared for an uncertain future.

## Wolf Packs

To understand what was at stake, and why Holt was in such a hurry for Hahn to begin offering his

courses, one must consider how dependant on maritime trade Britain had become. At the outbreak of World War II, the small island nation had the largest merchant fleet in the world. Nearly 2,000 British flagged vessels plied the world's oceans laden with homeward bound cargo, including nearly half the nation's food supply and all of its oil. A successful assault on British shipping by the Kriegsmarine (German war navy) would largely extinguish her ability to wage war.

The U-boats very nearly accomplished the goal of choking off Britain's sea-lanes, largely due to their wolf pack strategy. This countered the British convoy system, which established a defense parameter of armed escort vessels around a tight grouping of



Otto Kretschmer

merchant ships. Once a convoy was located, U-boats would slowly mass until a group attack could be launched. Once that happened, the tactics were left up to the U-boat commanders.

By the end of the war, nearly 3,000 merchant ships had been sunk by U-boats. How much of a threat was this? Looking back, British Prime Minister Winston Churchill wrote: "...the only thing that ever really frightened me during the war was the U-boat peril."

## The Wolf of the Atlantic

The most notorious U-boat commander was Otto Kretschmer. By all accounts he was the kind of leader one would follow anywhere for almost any reason. He was quiet, bold, and decisive, and the welfare of his sailors was reportedly his most important concern. His other concern was sinking ships, at which he was better than anyone else was, or has ever been. Because of this, Kretschmer became known as the "Wolf of the Atlantic" during the Second World War.

Kretschmer's habit was to rise up within a convoy of ships in deep night and engage the enemy at close range using torpedoes and deck guns. Most other commanders made their attacks from outside the convoys where it was believed safer. Kretschmer's technique, however, was much more effective; he sank an unsurpassed 1,000 tons

of Allied shipping for each day he and his U-99 crew were on patrol during the war. In an occupation where by the end of the war nearly 85 percent of U-boat crews never returned to see their homeports, all but three of the men under his command survived. Kretschmer was effective, and he gave his men hope, for which they gratefully returned loyalty, respect, and a tireless dedication to their mission.

Kretschmer treated his men with reverence, and those he had defeated with honor and compassion. He would reportedly bring his U-99 alongside lifeboats from foundering ships—the ones he had just torpedoed—to toss medical supplies, cigarettes, and brandy to the survivors and set them on a heading to safety.

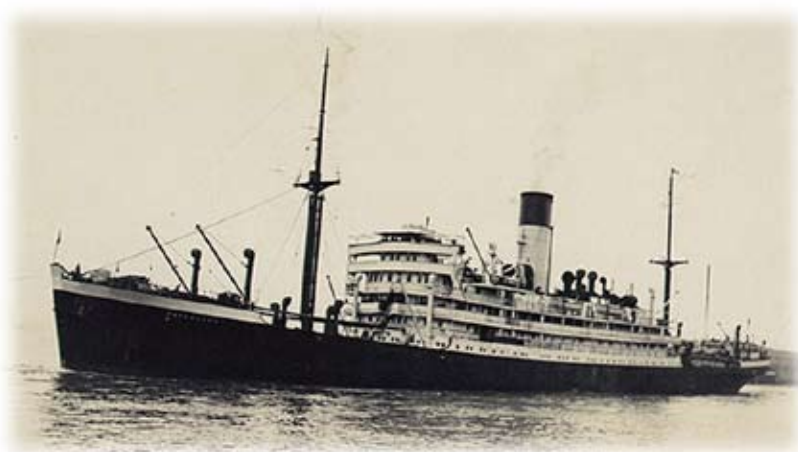


Photo: Library of Contemporary History, Stuttgart

Fate would bring the U-boat ever closer to the birthing ground of Outward Bound when in the late fall of 1940, Kretschmer's U-99 engaged a convoy of steamships off the coast of Ireland's infamous "Bloody Foreland." Among the convoyed was the requisitioned steamer *Patroclus*, of the Blue Funnel Shipping Line.

## The sinking of the HMS Patroclus

On September 1, 1939, Germany started World War II when it invaded Poland. Eleven days later, the Blue Funnel steam passenger ship *SS Patroclus* was pressed into wartime service by the British Admiralty as the *HMS Patroclus*. Crewed with officers and sailors of the British Navy, she was also rostered with seamen from the Blue Funnel Shipping Line.

Life aboard a North Atlantic merchant ship was often unrelentingly hard. Huddled against the cold, while their lumbering convoys were hunted from below, some sailors slept in their clothes and life jackets to improve the odds of survival. Others were so afraid of torpedoes that they refused to sleep below the ship's waterline.

Twenty-year-old Frank Curry, a sonar operator on the *HMCS Kam-sack*, described his experience on the high seas in May of 1942:

"What a miserable, rotten hopeless life. I cannot imagine a more miserable existence than this... An Atlantic so rough that it seems impossible that we can continue to take this unending pounding and still remain in one piece. One's joints ache and ache from the continuous battle of trying to remain upright."



By the time the crew of the 11,314-ton *Patroclus* saw the wake of U-99's straight running, 23-foot torpedo, it was too late. Kretschmer's sixth torpedo broke her in two, bow and stern, sending her to the bottom and taking 76 of the steamship's roster of 339 to their deaths in the early morning of November 4, 1940. The survivors were consigned to the relative safety of lifeboats, where they would await rescue in the icy waters of the North Atlantic.

## Hard Survival

Surviving a torpedo attack was one thing; awaiting rescue in the North Atlantic was another.

The North Atlantic has a fearsome reputation as a bad place to be without a ship. Gale-force winds and icy waters made life in an open lifeboat almost unsurvivable. The lucky survivors of an attack found their way to a lifeboat, only to learn that the struggle was far from over. They had to fight for every extra hour of their lives. Often the lifeboats were so full that the seamen

would take turns in the water, holding onto the gunwales from fear of sinking or capsizing. There were many ways to die: the bone chill of hypothermia, the surrender to drowning, or slow dehydration in a sea of water. Such misery would test the mettle of even the most seasoned sailor.

Holt knew what lay waiting for the young and the unprepared. An open boat could become the last hope or a false promise. It was far too frequently the latter for the younger, more physically capable seamen, who were not surviving the open boat at the same rate as their older sail-trained counterparts. He believed the older men were outlasting the younger ones because they knew hardship and were able to cling to hope much longer.

Perhaps this was why he asked Hahn to hasten the founding of the Welsh sea school.



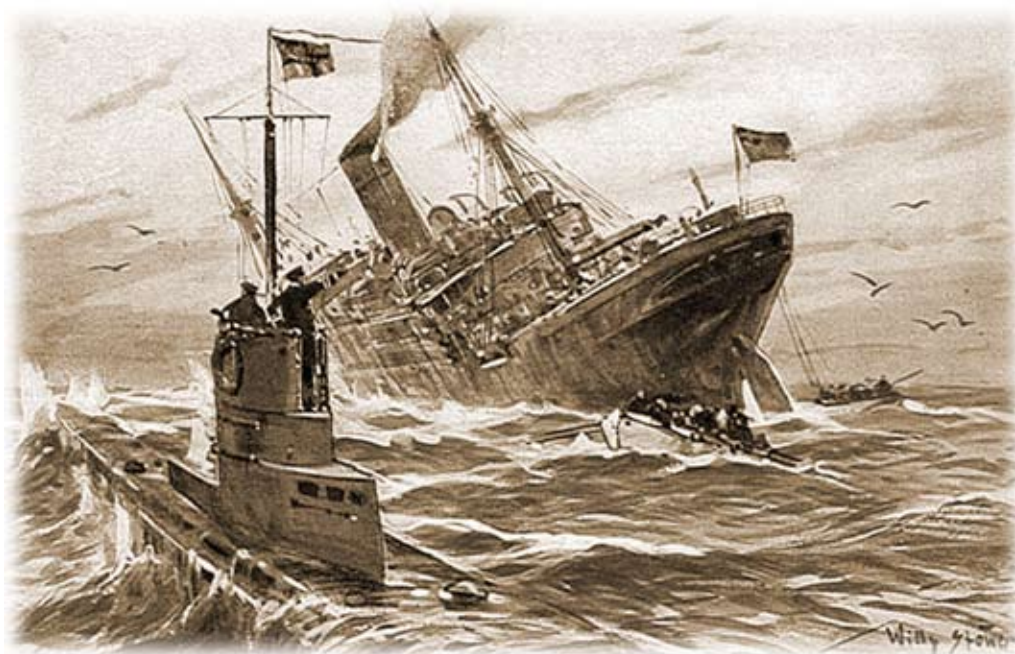
Image: Liverpool Daily Post & Echo

## Outward Bound

With Holt's help, Outward Bound would become for many what American psychologist and philosopher William James called "The Moral Equivalent of War," a modern means for people to engage in the fullness of their potential—in the selfless service of their community—comparable to what is demanded of the soldier in wartime, only without the risks that attend the battlefield.

Some say it was the U-boat that gave rise to Outward Bound. Others credit the unforgiving North Atlantic. Regardless, Lawrence Holt and Kurt Hahn together helped to turn the tide for countless young men and a nation at war, and gave forever new meaning to the final lines of Tennyson's timeless poem, "Ulysses."

"That which we are, we are," Ulysses says, "... made weak by time and fate but strong in will / To strive, to seek, to find, and not to yield."





# REVOLUTION OF COMPASSION

## Outward Bound México's commitment to at-risk youth

By Matthew T. Eisen

Guiding 13 instructors-in-training on a 15-day course to Pico de Fraile, a 4,680 meter summit on Nevado de Toluca, Patrick Harmon shares why he is entering his third year as Program Director of Outward Bound Mexico: "This is my revolution." Over the years, Mexico, like numerous Latin America countries, has witnessed young people succumbing to drug trafficking, addictions, forced or illegal migration, gangs, and organized crime. Since establishing Outward Bound Mexico in 2005, Harmon and Board President Julian Nihill are contributing to new ways of confronting social ills, facilitating an experience in which youth are given the opportunity to rescue themselves and each other. They are following Kurt Hahn's vision: "It is the sin of the soul to force young people into opinions —indoctrination is of the devil—but it is culpable neglect not to impel young people into experiences."

Newly established Outward Bound schools may find it tempting to focus on corporate and private school courses to generate needed income and publicity. Social programs are run when possible but are difficult to make a priority. Outward Bound Mexico challenges this concept, having made the commitment to include at-risk youth courses on a par with corporate, private school, and instructor programs. Some 160 participants in Outward Bound Mexico courses this year will be at-risk youth, at least one third of the school's total participants, and the number is expected to double in 2009.

One of the non-governmental organizations (NGOs) benefiting from the school's commitment to at-risk youth is Reintegra, which works to reintegrate young people who have passed through the criminal justice system in Mexico City into society. A psychologist from Reintegra who works with youth in an alternative prison and who participated in an Outward Bound Mexico course commented after that experience that "OBM achieves more with these youth in six days than we do in six weeks."

*"The passion of rescue reveals the highest dynamics of the human soul"*  
*Kurt Hahn, Founder of Outward Bound*





## Outward Bound Mexico will run five courses for Reintegra in 2008.


Juconi (Junto Con Niños y Niñas) is another Mexican NGO that has turned to Outward Bound Mexico to provide challenge and self-esteem to its youth. Juconi provides shelter, education, and life skills to hundreds of children who grow up living or working on the streets of Puebla. With a grant from the Dutch Bank ING, Juconi has joined with the school to run a series of courses designed to empower these children to dare to change, to expand their expectations, and to believe in themselves.

In April of this year, with support from the Pedro y Elena Hernandez Foundation, Outward Bound Mexico launched an exciting initiative focused on at-risk youth in the municipality of Valle de Bravo, Outward Bound Mexico's hometown. A popular tourist location just two hours west of Mexico City, Valle de Bravo has been one of Mexico's fastest growing areas. This metropolitan area of 80,000 is nestled in mountains, forests, and a lake whose dam generates water and electricity for Mexico City.

Unfortunately, the once quiet little getaway has begun to see an increase in at-risk youth. Graffiti and delinquency have steadily risen over the years, and a shoot-out between local police officials and the well-known narco-traffickers known as Los Zetas in January of 2008 put the community on alert. Though far from one of Mexico's most dangerous zones, Valle de Bravo is at a critical juncture in which the town must decide if it will offer creative alternatives to at-risk youth or allow social and economic challenges to engulf communities into violence and corruption, a path that once taken is hard to transform.

An initial six-month pilot study focusing not only on at-risk youth but also on the social services provided to youth will provide a basis for further actions and campaigns. The groundwork for community participation in artistic, cultural, vocational, and recreational activities is already springing to life, including Outward Bound courses for community youth. Outward Bound Mexico plans to reproduce the study and initiative in years to come in other areas of the country with at-risk youth population crises.

In Mexico and throughout much of Latin America, to talk of "revolution" in the past conjured up warring political ideologies of the Cold War. Today, old systems that ignored or manipulated youth are being challenged with a new, alternative, non-violent revolution of concrete and active proposals from numerous groups, including Outward Bound Mexico. The school's instructors see themselves as a part of a solution of sustainable human development in Mexico, and as a key player in a greater movement to provide education, opportunity, and self-worth to individuals and communities of developing nations across the Americas.

Outward Bound Mexico is contributing to the legacy of working with youth at risk that was one of Kurt Hahn's original intentions. This spirit, this "revolution," that Outward Bound Mexico is carrying out, is summed up in Hahn's words: "The experience of helping a fellow man in danger, or even of training in a realistic manner to be ready to give this help, tends to change the balance of power in a youth's inner life with the result that compassion can become the master motive." 



[www.outwardbound.com.mx](http://www.outwardbound.com.mx)



# A Dispatch from

# Zimbabwe

By Mike Weeden



Photo: C.F. Snow

Outward Bound Zimbabwe is reaching new “heights” by merging with another school nearer the capital of Harare, which will add a more reachable site to the existing school in the Chimanimani Mountains. This is not true height, since our existing school sits in one of the highest mountain ranges in the country. Instead, we believe this expansion will allow us to amplify our service to encompass the greater demand currently available around the capital.

The new site is situated at Ruwa, twenty minutes from the town center. It has previously played host to RYLA (Rotary Youth Leadership Award) training, which has become a regular program and has so far seen 70 orphaned youth complete a four-day course sponsored by various NGOs. Identified leaders from Ruwa will go onto the Chimanimani site to complete a two-week leadership program.

The existing school at Chimanimani is running at maximum capacity and is providing necessary training in difficult economic and social times. Adding Ruwa allows us to optimize on shorter corporate courses and concentrate the longer courses at Chi-

manimani, about a five-hour drive from Harare.

This expansion has necessitated a change in structure and we will be opening a centralized administration office at the Ruwa site which will service both schools. An operations director is being sought who will be based at Ruwa but be responsible for both sites. A new chief instructor from Outward Bound Kenya has been on site for three

months and will also serve both schools although he is a resident at Chimanimani.

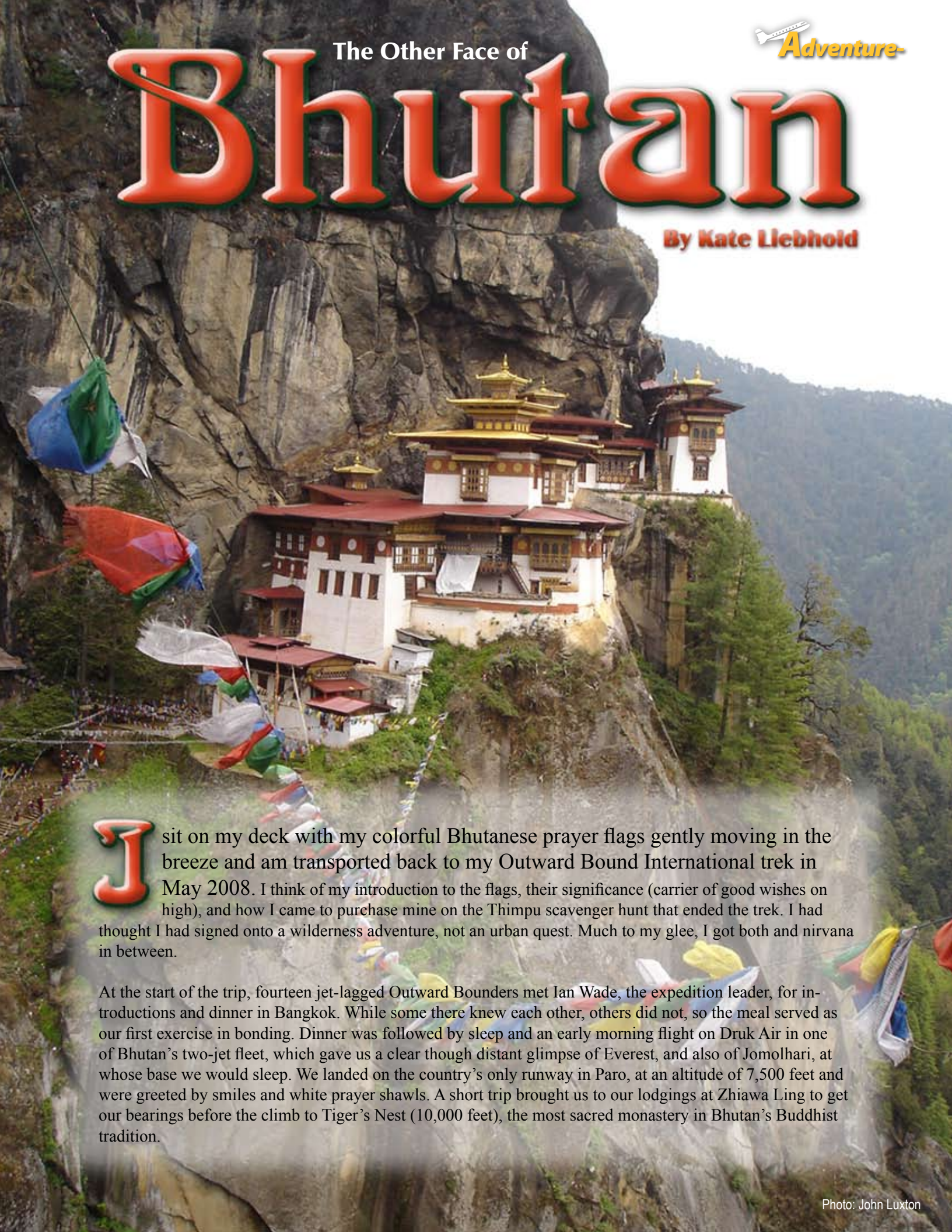
Also in the works, if all goes well, is a mobile site location that comes with the Ruwa initiative. It would be on the shores of Lake Kariba (the site of the second largest dam in Africa) and would allow us to add sailing and game experiences to the product line-up. 🌟





# The Other Face of Bhutan

By Kate Liebhold



**I** sit on my deck with my colorful Bhutanese prayer flags gently moving in the breeze and am transported back to my Outward Bound International trek in May 2008. I think of my introduction to the flags, their significance (carrier of good wishes on high), and how I came to purchase mine on the Thimpu scavenger hunt that ended the trek. I had thought I had signed onto a wilderness adventure, not an urban quest. Much to my glee, I got both and nirvana in between.

At the start of the trip, fourteen jet-lagged Outward Bounders met Ian Wade, the expedition leader, for introductions and dinner in Bangkok. While some there knew each other, others did not, so the meal served as our first exercise in bonding. Dinner was followed by sleep and an early morning flight on Druk Air in one of Bhutan's two-jet fleet, which gave us a clear though distant glimpse of Everest, and also of Jomolhari, at whose base we would sleep. We landed on the country's only runway in Paro, at an altitude of 7,500 feet and were greeted by smiles and white prayer shawls. A short trip brought us to our lodgings at Zhiawa Ling to get our bearings before the climb to Tiger's Nest (10,000 feet), the most sacred monastery in Bhutan's Buddhist tradition.





Photo: John Luxton

packed our bags and were delivered to the start point up-valley. Our luggage and camping equipment, tents, folding chairs, tables, water, and food were loaded on 47 packhorses and mules that would accompany us along with their seven keepers and our eleven camp tenders and cooks.

On our seven-day trek we covered 90 miles and crossed two 16,000 foot passes, an intact trekking group trying to find our own comfortable pace. Some of us were brisk striders, others slower, but we all completed it. The trek was grand and grueling. There were blisters, aches, twists, and omnipresent doses of ibuprofen and Diamox. It was isolated too; the only people we encountered were herders and a dozen hikers.

During the trip, we were constantly stimulated. The terrain was tremendous-

ly varied, with rocks, water, boulders, and mud through which we walked, slogged, and glided. The scenery, mountain peaks and valley floors, was splendid, and so were the flora and fauna—giant rhododendrons, miniature flowers, blue poppies, golden marmots, hawks, and yaks with bells.

The ecosystems ranged from rice paddies and farmland to forest, rainforest, alpine fields, glaciers, and scree slopes. The weather was mostly favorable but we experienced rain, sleet, snow, and ice and packed snow underfoot at the summits. We continually heard the trickles, creeks, streams, and thunderous rivers that were usually close by and always beside our campsites, as well as the sounds of braying donkeys, galloping horses, barking dogs, and charming bells to locate untethered animals at sunrise.

With the temptation of hot showers, soft beds, and massages, we decided to compress the last three days into two and push for the finish line in Thimpu, the capital city, and free our feet from caked mud boots and gaiters. We concurred that our trek pushed us to, and oftentimes over, our limits of physical and mental endurance—clearly out of our comfort zones—but we had paid for that!

We had spent a week getting to know and encourage each other, and having fulfilling talks with our affable, knowledgeable local guide, Sangay Wangchuk of Etho-Metho Tours, and his competent, willing, and friendly staff, who always had smiles from tea in bed at 6 a.m. to bedtime salutations. Any and all subjects were open to discussion. We hungered for information on Bhutan, flora, fauna, culture, customs, traditions,



and Buddhism, largely since the country had been in world news in the months prior to our trek.

Bhutan is the last independent Himalayan kingdom, with a generations-old monarchy. Fifty years ago, controlled development began in this isolated landlocked country, and more recently modern technology has been introduced. The king, fearing a power takeover by an individual or country, decided to abdicate the throne and give the Bhutanese populace a constitutional monarchy in March 2008.

Sangay Wangchuk, has written a book, *Seeing with the Third Eye*, in which he tells about growing up in rural Bhutan in a matriarchal society where families are self-sufficient, living and working farms, and where customs and lore are passed down by word of mouth. This tradition is now being challenged by the development of urban centers. Families are being splintered and the force that guided children is being modified as a result. Children are also being influenced by Western culture.

The social fabric of society is changing too. An economy that was barter-based is becoming money-based and materialistic. People moving to urban areas



Photo: Mabel Vogel

need jobs and see foreigners spending money. With insufficient jobs and education, some youth are becoming uprooted, or involved with drugs or the theft of electronic and communication devices. Bhutan is embarking on a path to find balance between tradition and globalization, and, hopefully there will be wise guides like Wangchuk to lead the process.

We had spent a week “on the wild side.” Now, in Thimpu, on the last morning

of our adventure, the group was faced with a challenge of a different sort—a quest that would allow us to deepen our understanding of the Bhutanese. I would return with “souvenirs” that would solidify my Bhutanese experience.

We were asked to break from the comfort zone of familiar groups into pods of four, and explore Thimpu for two hours. Our task was to interview four Bhutanese (two men, two women) and ascertain their confidence in the new parliament and the future, and their views on the new systems versus the old, the impact of TV on the culture, and the transition from rural villages to urban living in Thimpu.

We were delighted with the willingness of strangers to engage with us in English. When stopped, they readily shared that they were the king’s loyal followers and were comfortable with the monarchy but also curious about the future. Those from rural areas discussed the difficulties of family separation and economics, the impact of TV violence on youth, the advent of materialism bringing the need to have, the growth of theft, the need for jobs to earn money, the need for education to live in urban settings, and, finally, fitting comfortably into their new global



Photo: Stephanie Albertson





Photos: Mabel Vogel





Photo: Mabel Vogel



Photo: Mabel Vogel



Photo: John Luxton

world.

The rest of the morning we spent completing the rest of the scavenger hunt and being tourists. First, we went to a Friday market (essentially, many street corners) to find the components and cost of Betel nut chew, the equivalent of cigarettes to the local people. Then we negotiated taxi rates for our driver to visit a sanctuary of 98 prayer wheels and witnessed a service.

After that, we discussed how attractive the women were in their kira—the national dress, a wrap skirt, blouse, and jacket. When we realized these garments were ready to wear (\$22 each), our trip turned into a shopping spree. We giggled as we tried on various combinations and finally outfitted ourselves to surprise our troupe at our farewell dinner. We had a tough time trying to conceal our secret purchases from prying eyes.

The final task on this scavenger hunt was the most poignant for me. In this country of gentle Buddhism the scenery is dotted with thousands of brightly colored prayer flags, each color representing a different element. They were our constant companions and inspiration. We were each told to purchase a string of prayer flags and bring them to our final destination, the zoo where we found the takin, a member of the sheep family and Bhutan's national animal.

From there we walked up a hill crowded with myriad prayer flags overlooking Thimphu, where a monk met us and performed a ceremony with fire, water, and greenery to bless our flags. Some flags remained there, adding to others that were sending thoughts down the valley and into the sky to bless us and our travels. Mine traveled home with me. In the end, everyone was delighted and we felt we have really captured the essence of Bhutan.

Sitting at my computer, I glance out the window and see my blessed flags gently swaying in the warm summer breeze, sending wishes. I recall my journeys, inner and outer, in a traditional country grappling with its journey into the 21st century. 🌀

# Outward Bound International World Resources MEETS INTERACTIVE WEB TECHNOLOGY

By Noelle Thurlow

Interacting with others through the ephemera of the Internet has become all the rage. Social sites like Facebook and MySpace have become the "town halls" of the digital age. So, what does social software have to do with Outward Bound? Everything!

In 2006, at the Outward Bound World Conference in South Africa, delegates identified a pressing need for Outward Bound Schools worldwide to share resources, best practices, and ideas in a more significant way. This need had been identified as a key priority for many years, but the resources and technology had not been there to support significant advancement. In order for Outward Bound to grow internationally, serve more youth, and remain at the forefront of the industry, it was clear to delegates that the vast storehouse of knowledge bottled up in individual schools must be shared and leveraged for the benefit of all. Just as important was the need to link together Outward Bound's most innovative thinkers and leaders; in essence, to grow a network.

In the words of Dave Wolfenden, executive director of Outward Bound Canada, "A robust global network already exists. We don't have to create it, and many, if not all of us, have been developing sophisticated resources, building tools, and collaborating formally and informally for decades. Our task is to bring this large reservoir of information and knowledge into one place and leverage that capacity."

With this in mind, Outward Bound Canada pledged the first funding (in early 2007) to initiate the Outward Bound International World Resources Project, an initiative to identify and develop low cost, high efficiency communication technology knowledge sharing tools in order to grow the global network and trigger the release of knowledge by stimulating connections between schools.

Tom Glaisyer, a social software expert and Senior Network Consultant at Netcentric Campaigns, who is a board member for the Center for Peace Building, became advisor to the project. By his definition, "a network is a social structure made of nodes (which are generally individuals or organizations) that are tied by one or more specific ways, such as values, visions, idea, friendship, or kinship. Networks provide tremendous opportunities for more effective advocacy." Social software can greatly enhance the ability of a network to function and achieve collaboratively.

Listening carefully to the needs of Outward Bound, Glaisyer recommended a variety of online social networking tools. The most significant was the wiki, a type of web application, functioning the same as the internationally known resource Wikipedia, which allows many users to easily and collaboratively create and edit pages, share links, and engage in dialogue. On this recommendation, Outward Bound International developed the OBI World Resources Wiki at the end of 2007.

The easiest way to understand the wiki and its significance to the Outward Bound staff around the world is to think of it metaphorically as an online Community Resources Center. The Main Page of the wiki is the welcome area when you first enter the community center. There are individual "rooms" in the wiki which focus on highly relevant topics such as staff training, program curriculum, and marketing. There is a community portal where staff can voice opinions or needs and engage in relevant dialogue. Documents can be uploaded into the wiki, and useful pages of information can be created and edited without version control problems or e-mail-clogged web browsers.

Any Outward Bound staff member plus approved affiliates from around the world can gain

access to the wiki and all its resources. Each staff member has his or her own user profile page, allowing staff to post a picture plus detailed information about skills, connection to Outward Bound, and what is important in his or her life. This will help hiring managers locate staff with certain skill sets and allow staff to connect with each other in a more compelling way.

The task at hand now is to spread the word about the wiki and encourage staff to join the

online community and contribute their own knowledge. Training is needed for this to be done effectively. Outward Bound Hong Kong suggested running an international "train the trainer" course to establish knowledgeable wiki trainers at as many schools as possible. This idea led to "Wikifest," held in January 2008 and hosted by Outward Bound Singapore. Focusing on global collaboration and web tool use, this inspirational training brought together 30 staff members from 12 different countries including India, Canada, Hong Kong, Indonesia, New Zealand, Romania, Malaysia, Singapore, South

Africa, Taiwan, Great Britain, and the United States. Not long after, in April 2008, Wikifest Europe, involving Croatia, Finland, Belgium,

and Germany, was hosted by Outward Bound Belgium. Strategically timed to allow interactions with the Outward Bound International Board and Operations Council meetings, the Europe training promoted further network growth and vital dialogue about global collaboration as well as the role of web technology.

As of May 2008, the wiki contained almost 2,000 pages with over 50,000 page views from international Outward Bound users and nearly 12,000 page edits. There are users from almost every Outward Bound school and contributions from long-established schools such as Outward Bound USA and The Outward Bound Trust as well as newer schools. The OBI World Resources Wiki is well on its way to become a significant international resource.

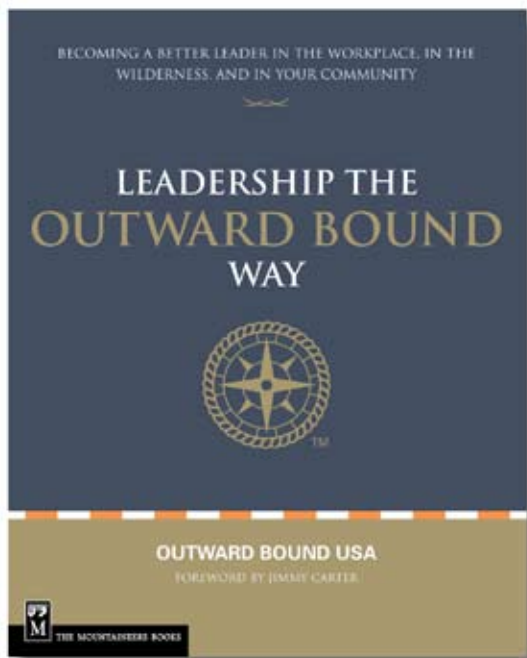
Global collaboration and web tool use would not be complete without mentioning the work of James Neill, lecturer, well-known researcher in the field of outdoor education, and former Outward Bound staff member from Australia. Tirelessly volunteering his time and knowledge over the past months, Neill has been a key player in the development of the wiki. In an article he published a couple of years ago, he spoke of, and in truth predicted, the future: "...Outward Bound today must create an innovative, practical strategy for the future. It will not be enough to rely on reputation and past successes." He went on to describe Outward Bound assets as the history and reputation of Outward Bound, the timeless and compelling 'Kurt Hahn' experiential/adventure philosophy, the extensive international network, and the rich knowledge base contained within it. In that article, Neill quoted Kurt Hahn, who posed the question: "...will you be satisfied to increase at a slow and safe rate the number of new schools, or will you hear the cry for help from bewildered and frustrated youths all over the world and accept [this compelling] assignment? ... Outward Bound deserves to make a far more ambitious contribution, and is capable of doing so."

Outward Bound's innovative possibilities and growth potential, plus its relevance to the needs of youth today, exists in the resources of the global network. Interactive social software such as the OBI World Resources Wiki will bring Outward Bound schools and staff together to communicate, collaborate, and draw from the shared knowledge base.

Just as Outward Bound helps youth around the world understand that they are capable of doing more than they had every imagined possible, so too can we look at ourselves as an international Outward Bound collective and believe there is more in us than we know.







# Leadership the Outward Bound Way

By John Raynolds, et al.

Mountaineers Books, Seattle, Washington, USA, 2007,  
US\$34.95 (USD) hardcover, 384 pp.

Outward Bound has been teaching leadership internationally for more than sixty 60 years. In the United States alone, some 700,000 people have learned life-changing, transferable leadership skills and strategies through Outward Bound experiences.

Leadership the Outward Bound Way introduces readers to the fundamentals of good leadership: communicating effectively, building trust, building teams, overcoming fear, taking risks, and making decisions. The book explores how these leadership basics can be applied in different areas of life—in outdoor travel and recreation, in the office or the boardroom, and in community work or volunteerism.

The text is punctuated by accounts of real-life events during Outward Bound programs, call-outs of key points, and helpful tips and case-study exercises. This leadership approach is based on a teaching method, developed at the Harvard Business School, that challenges and informs readers about how to respond to real-life leadership situations.

The book includes a forward by former U.S. President Jimmy Carter, in which he notes that the world desperately needs people of "...compassion and humility who are committed not only to efficiency and effectiveness, but to social justice and a sustainable environment."

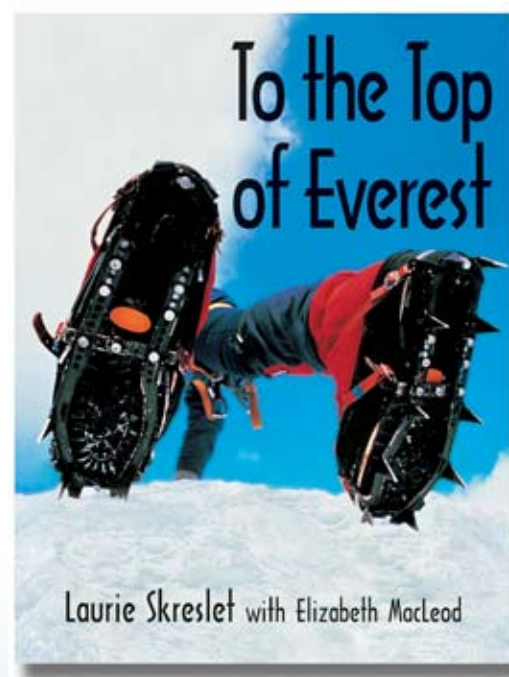
## To the Top of Everest

By Laurie Skreslet, with Elizabeth MacLeod

Kids Can Press, Ltd., Toronto, Ontario, Canada, 2003,  
US\$16.95 (USD) hardcover, 56 pp.

On October 5, 1982, Laurie Skreslet became the first Canadian to reach the summit of Mount Everest. This former Outward Bound instructor's lifelong dream of scaling the world's tallest mountain had become a reality, but it was an achievement that came with a heavy price. On their long journey to the summit, Skreslet and his expedition faced hidden crevasses, blinding snowstorms, altitude sickness, a collapsing serac that killed the expedition's cameraman, and avalanches that claimed the lives of three of the team's sherpas.

More than 20 years after his expedition, Skreslet revisited its key lessons in the thoughtful process of writing a book, and not just any book, but the first book about climbing Mt. Everest written for children. Richly illustrated with photographs and diagrams, it tells the story of Everest in a simple, understandable way. Informed by Skreslet's years of bringing Outward Bound's philosophy to life as an instructor, this exceptional book gives young readers powerful insights that can be applied to their everyday lives.





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# *Islands of Excellence:*



*Outward Bound Brazil's 21st Century Challenge*

*By Nélcer F. Madeira*



**B**razil is a land of sharp contrasts, positive and negative. It is a rich and multicolored canvas of ethnic and cultural heritages; poverty and affluence stand side-by-side; and post-industrial societies, traditional communities, and prehistoric cultures share a great nation in their large cosmopolitan cities, unique towns, and remote villages.

For one aspect, though, no contrast exists, and that is the quality of education. The few islands of excellence are barely visible in a sea of educational feebleness. The country faces what is perhaps its most formidable task ever: preparing its youth for the requirements of the 21st century when those of the 20th century have not yet been met. Even while it maintains the excessive focus on concepts and theory to the detriment of creativity, innovation, and action, the current educational model bitterly favors a low academic performance. The contrast here is to other nations that have

**O** Brasil é uma terra de grandes contrastes, positivos e negativos. Etnias e culturas convivem ou se mesclam numa paisagem multicolorida; penúria e opulência caminham lado a lado; sociedades pós industriais, comunidades tradicionais e culturas pré-históricas compartilham o grande território em cosmópoles, vilarejos originais e aldeias isoladas.

Num aspecto, porém, não existe grande contraste: a qualidade da educação. As poucas ilhas de excelência quase desaparecem num oceano de precariedade educacional. O país está diante do que talvez seja o maior desafio de sua história: preparar sua juventude para o nível de exigências do século XXI, não tendo atendido sequer àquelas do século XX. Mesmo mantendo um foco excessivo nos conceitos e na teoria em prejuízo do criar, inovar e fazer, o modelo educacional amarga um desempenho acadêmico sofrível. Aqui, o contraste é com outras nações que souberam vencer o desafio da educação. São muitos e quase desesperados os



succeeded in the educational challenge. Our efforts to meet ever demanding and urgent academic targets have been insufficient to change the picture substantially.

To work on the four pillars of education for the future (learning to know, learning to do, learning to live together, and learning to be) as expressed in the 1996 report to UNESCO from the International Commission on Education for the 21st Century takes more than merely academic figures. The emphasis on academic performance, often a reflex of the first pillar, tends to perpetuate or aggravate the mismatch with the demands of real life. A more complete approach that takes the other pillars into account—personal competence, flexibility, and innovation (learning to do); discovering other people and working towards common goals (learning to live together); nurturing freedom, imagination, and creativity (learning to be)—renders a positive impact on academic performance as it prepares the soil and fertilizes concentration, memory, and thought (learning to know).

An Outward Bound course is perfectly in tune with the four pillars and is an excellent means to promote that kind of learning. In a country so large with extensive natural areas, and with a predominantly young population and large educational gaps, our mission is relevant and opportune. In a pioneering effort, Outward Bound Brazil has just launched “School Crew,” a new project aimed at public schools in vulnerable communities to empower the different stakeholders to take better care of themselves, others, and their living space, generating improvements in the schools’ climate and ethos. Our major challenge is to extend the reach of the program and of our traditional courses without depending solely on selling services in a poor country that also lacks a culture of philanthropy. On the other hand, another lack of tradition in the country, associating education with nature and adventure, is a great opportunity, once the task of being known is met.

Among the invaluable by-products of our courses, social responsibility

esforços para atingir metas acadêmicas cada vez mais exigentes e urgentes, mas insuficientes para mudar o quadro.

Trabalhar os quatro pilares da educação do futuro (aprender a conhecer, aprender a fazer, aprender a viver juntos, aprender a ser) descritos no relatório de 1996 à UNESCO da Comissão Internacional para a Educação no Século XXI exige buscar muito além das estatísticas acadêmicas. A ênfase no desempenho acadêmico, em geral expressão do primeiro pilar, tende a perpetuar ou agravar o descompasso com a demanda da realidade. Uma abordagem mais completa que considere os outros pilares—a competência pessoal e a inovação (aprender a fazer), a descoberta do outro e o trabalho em projetos para objetivos comuns (aprender a viver juntos), a liberdade, a imaginação e a criatividade (aprender a ser)—acaba por refletir positivamente no desempenho acadêmico ao preparar o solo e fertilizar a concentração, a memória e o pensamento (aprender a conhecer).

A abordagem de um curso Outward Bound está perfeitamente sintonizada com os quatro pilares e é um excelente meio para promover esses aprendizados. Num país amplo com extensas áreas naturais, uma população predominantemente jovem e grandes carências educacionais, nossa missão é relevante e oportuna. Num esforço pioneiro, a OBB acaba de



is one of great importance. An Outward Bound Brazil course can and has contributed to attenuating one of the negative contrasts, the gap between rich and poor, by bringing together youth from different social classes on the same course in peaceful interaction and mutual growth.

Community service, a long tradition in Outward Bound centers around the world, is also present in every Outward Bound Brazil expedition, in both teenage and adult courses. Even short corporate courses kindle that awareness. The core of one course model consists of participants' involvement in identifying needs, then planning and carrying out a community project. Courses that do not include community service are also likely to raise surprising perceptions and attitudes. Recently, a group of executives on a course spontaneously auctioned among themselves the paintings they had produced as part of the activities and donated the proceeds to Outward Bound Brazil's scholarship fund.

Outward Bound Brazil is very proud to take part in those efforts and believes that its short eight-year history in the country has contributed to improving the educational prospects by promoting personal development, by valuing the colors and hues of people and cultures, and by lessening the contrasts that disunite them. 🌟

lançar um novo projeto, "Tripulantes da Escola", um programa para comunidades escolares vulneráveis voltado ao empoderamento de seus integrantes para cuidar melhor de si, do outro e do espaço de vivência e gerar melhorias no clima e no "ethos" escolar. Nosso grande desafio é ampliar o alcance do programa e dos cursos tradicionais não apenas vendendo serviços num país pobre e sem tradição de filantropia. Por outro lado, uma outra falta de tradição no país – a de educação associada à natureza e à aventura – é uma grande oportunidade, uma vez superado o desafio de tornar-se conhecida.

Dentre os sub-produtos valiosos de nossos cursos, a responsabilidade social é um dos mais importantes. Um curso OBB pode e tem contribuído para atenuar um dos contrastes negativos – a distância entre pobres e ricos – aproximando jovens de classes sociais diferentes num mesmo curso, numa convivência espontaneamente pacífica e geradora de aprendizados mútuos. O trabalho comunitário, componente tradicional nas escolas Outward Bound ao redor do mundo, também está presente em toda expedição da OBB, tanto nos programas para jovens como nos cursos para adultos. Até mesmo nos curtos programas corporativos essa consciência é despertada. Um dos modelos de curso consiste no envolvimento dos participantes na identificação de necessidades, planejamento e execução de um trabalho comunitário. Mesmo naqueles que não


incluem o trabalho comunitário, essa consciência também pode se manifestar de forma surpreendente. Recentemente, numa iniciativa espontânea dos executivos participantes de um curso, as pinturas produzidas no treinamento foram leiloadas e o resultado integralmente doado ao programa social da OBB.

Fazer parte desse esforço é um orgulho da Outward Bound Brasil, na certeza de que sua atuação nestes oito anos no país tem contribuído para melhorar as perspectivas na educação, despertando o auto-desenvolvimento, valorizando os tons e matizes de pessoas e culturas e atenuando os contrastes que as distanciam. 🌟





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# Praktikum

## Community Service in a Foreign Land

By Sjoerd Bergstra

One form of volunteering in Germany is a Praktikum, which can be roughly translated as an internship. That just doesn't cover it completely, though. A Praktikum at Outward Bound Germany means living at one of the five isolated home bases for six months to a year, doing every imaginable job there, from cleaning tents, to stapling together application forms, to paddling down rivers to see if they are suited for courses. This is all done for no pay to speak of, and the luxury of eating whatever course participants are served. For me, a 27-year-old adventure-addicted inhabitant of the Netherlands, becoming a "Praktikant" also meant sacrificing my social life, contact with home, and the very notion of free time, as well as large portions of my sanity trying to get the hang of the language.

What did I get in return for all this? Quite simple; the best six months of my life. How did I get to volunteering so much of my time for an experiential education institution in a foreign country? I can trace it back to two specific moments in my life.

On a foreign exchange to Northern Arizona University in Flagstaff, I walked outside on a very clear night and suddenly noticed a very bright, elongated cluster of stars stretching across the entire sky. I asked a person near me what it was. "Dude, that's the Milky Way, man!"

I was honestly astonished. Coming from the over-populated and

light-polluted Netherlands, I had never seen a night sky clear enough to see the Milky Way. It was then that I realized there was so much of the natural world that I had not seen, and with me millions of others. This had to change.

Then, three years later, traveling through New Zealand for a year after completing my degree, my then girlfriend and I rented kayaks to paddle the amazing Abel Tasman National Park. We were accompanied by a guide who seemed to love his job, and I realized I could save all my money to have these experiences, or have adventures as a job, and help others experience them also. From then on, my mind was made up.

After that, I spent my evenings in New Zealand contacting every outdoor company, outdoor training institution, and every Outward Bound in Europe. Then I read about the possibility of a Praktikum with Outward Bound Germany. It was exactly what I was looking for; a live-in Praktikum. All I had to do was live and work there, and I would learn what I needed to become an outdoor trainer from the most respected name in the business. The fact that I barely spoke German, had not been there in ten years, was living on the other side of the world, and had hardly any working experience barely mattered. I got German tourists to translate my application letters and resume into German, and kept writing until I either got an invitation or a rejection for a Praktikum at Outward Bound Schloss Kröchlendorff (the site of the 2005 Outward Bound International meeting).

*"The most intensive, exhausting, rewarding, and adventurous six-month period of my life."*



The former happened obviously, and I was invited to an end of the season meeting of all 100 employees and freelancers of Outward Bound Germany. There I noticed the amazing atmosphere among the people and became even more determined to get this position. That night, everyone introduced themselves individually in front of the whole staff. When it was my turn, and I had to say who I was, in a language I barely spoke, to a room full of strangers, all I could think of saying was, roughly, “Hi, my name is Sjoerd Bergstra, sorry my German is so rusty, but I really want this Praktikum, so if you talk to my potential boss Silvia over there, please tell her to give me the position. Thank you.” I was accepted that night.

I had no idea what to expect really, but have not regretted my decision one second. I quickly became friends with the five German interns at my base and from the very start what we actually did and learned was extremely diverse. We prepared the office and all the equipment for the upcoming season, going from organizing folders to pumping up inner tires for raft-building in one day. I could not be happier to be in a place where it was my assignment to learn how to make the perfect campfire or take a bike repair course. We six provided countless man-hours and thus learned about every aspect of the Outward Bound organisation.

*“The first month or so, I was dead tired each night just from trying to learn the language.”*

On top of that, soon the official Outward Bound basic training, an integral part of the Praktikum, started. Instead of lectures, we started out by strapping on snowshoes and heading into the Alps. All 15 Outward Bound Praktikanten got firsthand experience of how powerful experiential education could be, being part of an intensely motivated group, receiving feedback from your peers, and especially taking turns leading in the outdoors. We bonded into a well-performing team in hours.

More weeks of experiential education training in the Alps followed, and I got to have highly respected hard skills training, such as on an internationally recognized high ropes course, and a canoe guide course. I also had the chance to refresh my wilderness first aid and rescue swimming certificates. I worked hard learning and training during the day, and spent my evenings with similarly interested men and women of my age.

Then, as the season really got going, I started going along with trainers on courses, getting firsthand experience of how to deal with a myriad of situations on tour and being able to learn from years of experience. Later on we were asked to apply what we had learned as we started running courses ourselves in pairs and then alone. That was the pinnacle of the internship: having so much responsibility but always being supported by the entire staff and all the other trainers. A Praktikum seems to me the only way to get so much theoretical and practical experience in a short period of time.

A Praktikant provides Outward Bound with crucial labour, but I found I could only really give that amazing amount of energy if I was properly motivated. Though I was a volunteer Praktikant, the key for me was that I always felt appreciated for all the work

I did. I never felt taken for granted by either my bosses or trainers. To me, this was absolutely crucial for my continued motivation to work on our never-ending list of assignments. It is amazing what a difference a simple “Thank you” means after preparing the high ropes course at the end a long day (again).

From the perspective of a Praktikant, I discovered that another key to being motivated was being made aware of just how important my role was. In this line of business, you experience everything from emergency doctor visits, to having to prepare a seminar room in five minutes, to dealing with floodings, to going into the dark woods to help a lost group find its way.

As we were not really paid in money for our services, I was inspired by the knowledge that what we provided, the countless little things, with a flexibility that can only come from on-site


Praktikanten, made sure an organization like Outward Bound could adapt to every situation. However, I had to be made aware of this, and I was, through everything from simple thank yous or just sometimes being taken out to eat, to being able to use the

Outward Bound equipment to go on small trips or simply being shown what a financial investment having a live-in Praktikant who takes Outward Bound internal training is.

This appreciation and care for us Praktikanten was crucially put forward through individual meetings with my direct superior, Silvia Siegmund. These chances to have one-to-one conversations and feedback were not only a key learning tool but also another way to know that what you do is important to Outward Bound. I did realize that time is extremely precious to my superiors, and her taking the time to talk about how I was doing meant I was a serious investment of Outward Bound’s resources.

For me personally, the Praktikum obviously had another important aspect, namely being integrated into another culture, picking up another language, and learning all about the history of former East Germany. Though my name was quickly bastardized into the nickname “Shorty,” and I obviously had to hear about Germany winning one World Championship to the Netherlands’ zero, I felt instantly accepted.

The first month or so, I was dead tired each night just from trying to learn the language, something that did cause a bit of insecurity at first as I wanted to show my superiors and peers that I did belong and was able to contribute. This came slowly, but everyone was willing to explain what they had just said, repeat words, or just simply dumb it down for me. There’s no better way to learn a language, culture, or history.

Now, at the end of my Praktikum, I have gained a chance at a new profession, made new friends, learned a new language, and found a place that really feels like home. To me, a volunteer position is also a job. Either you trade your time and labour for money or you trade it for experiences. And having had the most intensive, exhausting, rewarding, and adventurous six-month period of my life, I can say that I was very well rewarded indeed. 

# SISTER CITIES

## *Sisters of War, Bridges of Love*

*By Koichi Inasawa*

During the Second World War, the New Zealand government brought 800 prisoners of war from the Battle of Guadalcanal—the first major offensive launched by Allied forces against the Empire of Japan—to the Featherston prisoner of war camp, 60 kilometers northeast of Wellington. This former military training camp established during World War I operated from 1942 until 1945.

On February 25, 1943, during a prisoner sit-down strike, an altercation developed. The guards panicked and opened fire with rifles

and submachine guns as the prisoners advanced toward them. Within 30 seconds, 31 prisoners and one prison guard were killed. A court of enquiry absolved the prison guards, attributing the event to cultural and linguistic differences. The government of Japan did not accept the court's findings.

Of course, both sides took captives. Approximately 100 New Zealand servicemen, mostly those attached to the Royal Air Force or Royal Navy, were imprisoned in Japanese prisoner of war camps in Burma, Japan, Java, and Singapore. The

Japanese took over 140,000 military prisoners during World War II. About 105,000 survived.

### *Sister cities*

In 1962, less than 20 years after the Japanese prisoners at Featherston left New Zealand on two 100-meter U.S. Landing Ships, Outward Bound New Zealand was established about 100 kilometers away at Anakiwa, an old farm settlement on the Marlborough Sounds. This is the sunniest region in New Zealand, with mild and mostly snowless winters and warm dry summers.

About 9,000 kilometers to the north is Otari Village, located in the foothills of the Northern Alps in northeast Nagano Prefecture. Its summers are predictably cool, and its winters are among the most heavily snowed in Japan. Facing the Sea of Japan, the region has received record snowfalls of more than 300 centimeters. Otari Village has been home to Outward Bound Japan since 1989.

In 1988, in Cooperstown, New York, at the third Outward Bound International Conference, the future chairman of Outward Bound Japan, Koichi Inasawa, sat next to the vice president of Outward Bound New

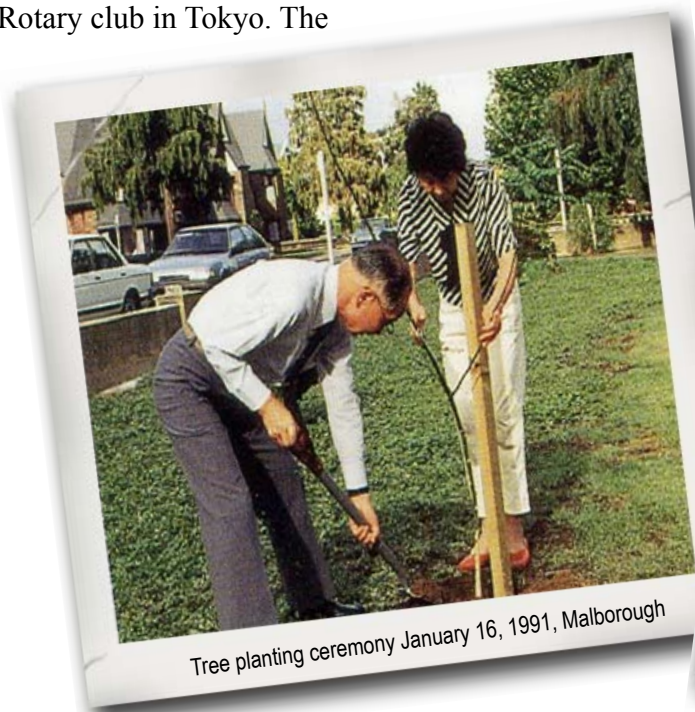




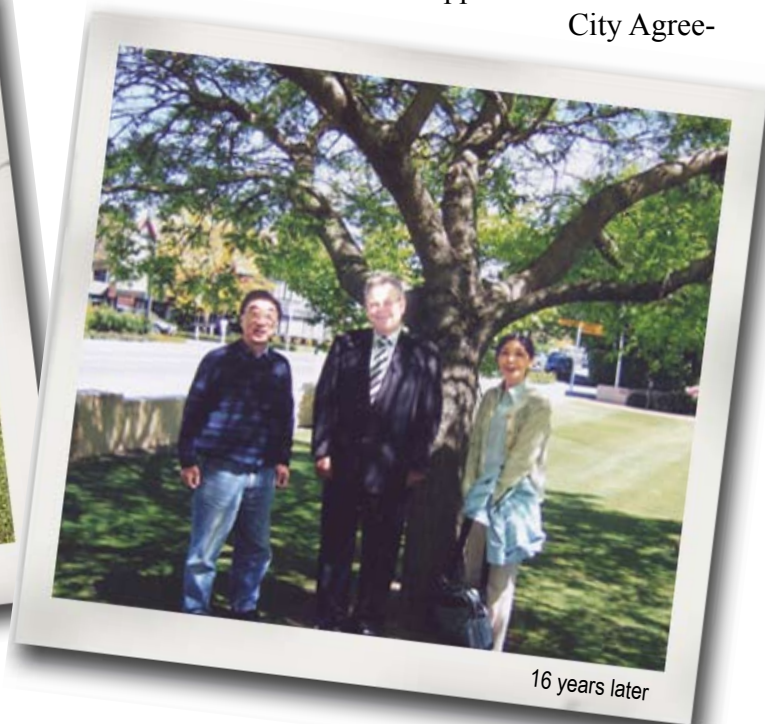
Zealand, Peter Kyle. The two men had much in common. They were both lawyers and Rotarians. Peter chaired the Youth Committee of his Rotary club and Koichi, by extraordinary coincidence, chaired his Rotary club in Tokyo. The

Bound schools around the world assisted OBJ with OB New Zealand lending great support. Peter Kyle, vice president of OB New Zealand, whom I met at an International Outward Bound Conference in

land delegation upon their return to their country decided to proceed with the Sister City Agreement. However, not long after, I was dismayed to receive a letter from Mayor McKendry relating that there was some opposition to the Sister City Agree-



Tree planting ceremony January 16, 1991, Marlborough



16 years later

two men became friends. During a subsequent business visit to Japan, Peter Kyle was invited to visit the Outward Bound School in Otari. While he was there, Koichi introduced the idea of a sister city relationship between Japan and New Zealand.

### ***Solidifying the relationship***

As excerpted from "Heart to Heart," the sister city agreement between Otari Village and Marlborough District, Koichi Inasawa shares the story of building one of the bridges of love between former nations at war:

**W**ith the cooperation of the people of Otari Village, Outward Bound Japan launched its operations in 1989 as the 21st OB School in the world. Outward

Bound, visited 1988, visited Outward Bound Japan to attend a course graduation ceremony and offer advice. At that time, Mr. Kyle and I were inspired to envision a mutually beneficial relationship between Otari Village, where OBJ is located, and Marlborough District, where OB New Zealand is found.

We hit upon the idea of the two districts making a Sister City Agreement through their OB connection. After that, we exchanged several communications which led to the arrival in Otari of Mayor and Mrs. McKendry and a delegation from Marlborough, which included Paul Chaplin, President of OB New Zealand, on July 3, 1990. The New Zealand delegation was welcomed by elementary and junior high school students and all of the Village Councilors and citizenry of Otari. Impressed by Otari's natural beauty and people, the New Zea-

land delegation upon their return to their country decided to proceed with the Sister City Agreement. However, not long after, I was dismayed to receive a letter from Mayor McKendry relating that there was some opposition to the Sister City Agree-

ment by the older people of Marlborough who had suffered bad experiences during World War II, and that opposition was growing. I then sent a letter to the Marlborough Councilors addressed to the opposition, which read in part:

"As the second generation, we extend our apologies for the behavior of the soldiers from our country who acted without love and mercy. These soldiers were poorly educated and misled by fascists and imperialists. At the end of the war, the fascists and imperialists were crushed and eradicated [...] we renounce war in our constitution as a means of settling international disputes [...] I understand that once we have hated, it is very difficult for us human beings to forget bad memories and forgive, even as Jesus Christ taught us to love and forgive



Mayor McKendry presenting Outward Bound Japan with an award of appreciation from the Marlborough District Council

each other. But in order to create a brighter, more optimistic, more peaceful world, we earnestly beg you to make a bridge of friendship between Marlborough and Otari for our younger generations to tread on [...] I sincerely hope the people who are opposing the sister city relationship will leave a heritage of love, peace, and greater awareness for the next generation.”

Fortunately, this letter, which was delivered to the Marlborough Council, was published in the newspaper. At the same time, Mayor McKendry made vigorous efforts to convince the citizens of the benefits of the sister city relationship. In time, the opposition faded. On October 8, 1990, the Marlborough District Council unanimously resolved to make a Sister City Agreement with Otari Village.

On January 16, 1991, Mayor Chikuda and a 15-member delegation from Otari visited Marlborough and were given a magnificent formal welcome by the Maori people after which a solemn signing ceremony was held. Finally, the relationship between the two districts was established.

I trust that the people of Marlborough District and Otari Village will overcome language difficulties and come to understand each other's culture through the exchange of language teachers, the development of heart-to-heart friendship, citizen exchanges, and the import and export of products between the two districts.

### *Peace and Understanding*

The first sister city relationship between New Zealand and Japan was created between Christchurch and Kurashiki in 1973. At present there are 43 sister city relationships between Japan and New Zealand.

In 1974, almost 30 years after the war, the first prisoner of war to return to Featherston burned incense at the site. A memorial ground was later dedicated where a commemorative plaque carries this 17th-century haiku inscription:

*Behold the summer grass*

*All that remains*

*Of the dreams of warriors.* ☸





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**THE  
OUTWARD  
BOUND TRUST**





At the time one of the biggest cities in the American Old West, Salt Lake City was founded by Mormon pioneers in 1847. The city and the surrounding region then were part of Mexico. In 1849 the city became a major way-station to the California gold rush. It became the Utah Territory in 1850 after the Mexican-American War.

Salt Lake City became known as the “Crossroads of the West” in the early 1870s after the transcontinental railroad was completed at Promontory Summit, 130 kilometers to

the city’s northwest. With this new railroad connection providing access to a greater market, mining and smelting were the boom industries of the late 1800s.

While mining is still big in Utah, outdoor recreation is the growth industry today. After getting an enormous boost from the 2002 Winter Olympic Games in Salt Lake City, the outdoor industry now contributes approximately \$4.5 billion yearly to Utah’s economy. Nothing brings focus to the size of this business more clearly than the gathering of the outdoor industry’s top retailers for the Outdoor Retailer summer and winter marketplaces.



Photo: Steve Greenwood

When the \$46 billion outdoor industry sets up camp at Salt Palace Convention Center, one city block from where the Mormon pioneers built the Salt Lake Temple in the early 1890s, it is an extraordinary sight. Encompassing over 39,000 square meters of exhibit space, this modern-day bazaar attracts over 1,000 exhibitors and more than 40,000 participants from the top gear manufacturers and purveyors worldwide. Buyers from nearly fifty countries, including just about every country in which Outward Bound has a presence, from Australia to the United Kingdom, are represented at this four-day trade show.

Once past the friendly security staff (the OR, as it is known, is not open to the general public—just to exhibitors and retailers), one is immediately overwhelmed by the Me-



dina-like labyrinth of exhibits, food concessions, “street performers,” book signings, and promotional events housed by the Salt Palace. From the closet-size booths of first-time retailers to the multi-level structures erected by large manufacturers such as the Vancouver, British Columbia-based ARC'TERYX, the tradeshow exhibits such a spectacle of industry that it is almost impossible to imagine that the world's outdoors people could possibly consume it all.

Pre- and post-show proceedings include the Outdoor University®, an Outdoor Industry Association event, that focuses on management and high-level retail and manufacturing staff to help improve business through skill development and discussion of emerging trends and technologies. There is also the ever-popular Open Air Demo, which allows hands-on demonstrations of watercraft,

along with its winter equivalent, the Backcountry Base Camp, which offers on-snow demonstrations for buyers and media.

To the Salt Lake City of the mid-1800s, provisioning the outdoor industry meant selling fresh horses, tents, and other dry goods to the flood of people heading west by covered wagon to the California gold rush. Today, in Utah's largest city, people from around the world are provisioning a different kind of gold rush, this one fueled by a global revival of the great outdoors. 🧭



Photo: Salt Lake Convention and Visitor's Bureau



Wilderness Medical Associates® provides the highest quality medical training to outdoor professionals. Our courses have been taught on all seven continents. Please visit our website for information on course offerings and training schedule.

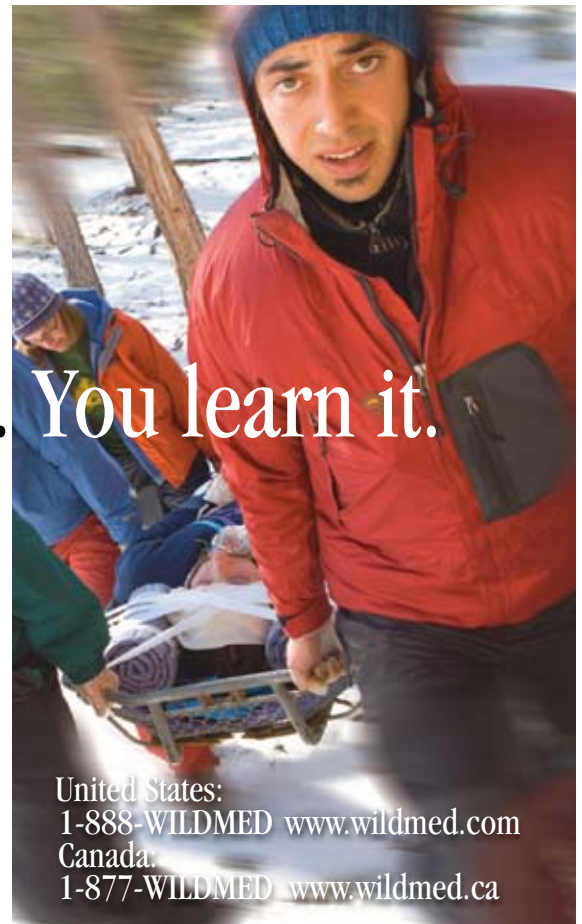
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# *Bonding in the Shadow of the Andes*



## *Ecuadorian Andes Host Unique Parent and Child Program*

*By Jose Antonio Torres*

**Y**oung Presidents Organization (YPO) is an international network created to provide growth and learning opportunities to company presidents. It organizes very exclusive and unique events around the world with objectives such as business learning, personal growth, and family interaction. For businesses, YPO uses resources from London Business School, Harvard Business School, and Stanford Graduate School of Business among others. For personal and family growth, Outward Bound has been an important ally around the world.

In the summer of 2008, Outward Bound Ecuador partnered with YPO to run an international “Parent and Child” program in the Andes. This is a four-day adventure program that will happen yearly. It starts in Quito, the capital, and heads to Outward Bound Ecuador’s base camp in San Pablo del Lago, Imbabura (a very beautiful mountain and lake province full of local indigenous communities). The program is introduced the first night and each parent and child pair defines objectives they want to work on during the program. The remaining three days provide opportunities for them to reach their objectives.



There are three main components of this program:

**1) Framing** - We have adapted a corporate leadership model to parenthood, which provides great opportunities for insights on growing possibilities.

**2) Adventure with comfort** - The program includes a high ropes course, trekking, camping, and cooking, as in classic Outward Bound courses, but is also full of surprises—a gourmet breakfast in the middle of the mountains, local indigenous musicians around the campfire, and dining in a great restaurant on the lakeside.





**3) Cultural interaction** - Parents and children learn how Andean people around San Pablo Lake harvest totora to weave sleeping mats, build boats, and make countless other handicrafts. They share time with local parents and kids and learn about their lifestyle and customs.

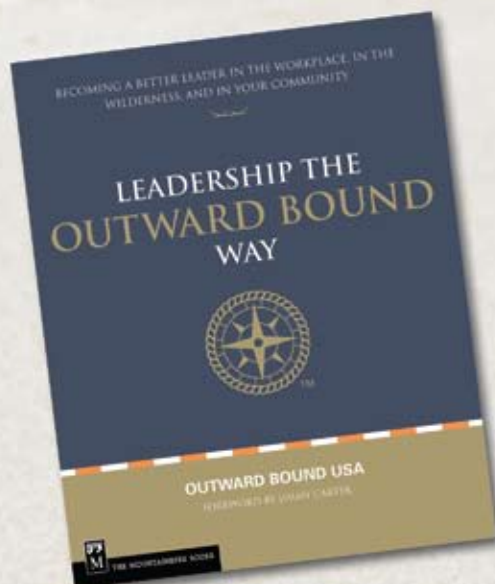
At the end, through a very emotional closure, the learning from the program is transferred to their everyday life.

The Young Presidents Organization ranked Outward Bound's delivery of this program a perfect 10 out of 10. This is an outstanding achievement because this group has had experiences with top providers around the world. YPO's opinion of Outward Bound represents an opportunity not only for Outward Bound Ecuador but also for the Outward Bound International network as a provider of excellence for YPO International.

Additional information about this program is available from Jose Antonio Torres [jat@outwardbound.ec](mailto:jat@outwardbound.ec) 🌟



## Become a Leader in business, outdoors and your community



Foreword by Jimmy Carter, 384 pages,

*"The ways of leadership are as diverse as the circumstances that call for great leaders. In Leadership the Outward Bound Way, the authors have successfully captured this pre-eminent non-profit organization's core values, which have helped to guide my own business and personal life and the professional development of numerous Home Depot managers."*

— Arthur Blank, co-founder and former CEO of Home Depot

Forty-five years of leadership training as developed by Outward Bound USA is now available in this new book: *Leadership the Outward Bound Way: Becoming a Better Leader in the Workplace, in the Wilderness, and in Your Community*.

This detailed reference includes leadership skills that have been part of the life-changing program taught to business executives, politicians, change agents, and thousands of others who want to reach their potential and benefit those around them.

Learn to communicate effectively, instill trust, build teams, overcome fear, take risks, and make decisions.

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THE MOUNTAINEERS BOOKS



# Under the Shelter of the Night Sky

## Outward Bound's outreach to the denizens of South Africa's street shelters

By Jacques de Jongh and Julie Staub

South Africa is faced with problems very different from any other country's. We are currently finding our feet as an emerging democracy and at the same time experiencing the problems faced by those in our neighbouring countries, who suffer suppression and often starvation by their less than democratic leaders. These problems have led to large numbers of unemployed people making their ways to the major centers in search of work. Unfortunately, jobs are usually not forthcoming and these people eventually find themselves living off the streets.

Several years ago, Outward Bound South Africa ran very successful programs with the street shelters. In 1997 we established a relationship with Othandweni (Place of Love), a shelter that provided meals, counseling, recreation, and mentorship to kids living on the streets. No residential facilities were offered and partici-

pants were still living on the streets fending for themselves in a cutthroat world. Outward Bound South Africa designed a 14-day wilderness experience that would take the participants to places never imagined. It was an education for participants and facilitators alike. We never thought that the program would be so successful in the first year. More than 50 percent of the participants left street life behind and went home or back to school, or got a job that could support them. Sadly, the funding dried up as other popular causes seemed more attractive, and the street kids of Johannesburg were left to their own devices.

Late in 2006, Outward Bound South Africa was awarded a major investment by Murray & Roberts, one of Africa's largest construction companies. Murray & Roberts believes that by investing in the people of our country, a difference can be made to the nation as a whole. Their request was that

their funding be used to uplift people living on the streets. This once again gave us the opportunity to work with these desperate people.

Outward Bound and Murray & Roberts agreed that the program would work only with recognized street shelters in the major centers. These organizations monitor the people who live on the streets, very often giving them one meal and one shower a day. Many of the unemployed eventually live in the shelters, where they participate in skills development programs and are helped to find work.

Outward Bound South Africa leaves participant selection to the shelters, but often this is difficult, as sometimes those who agree to participate either find work first or simply disappear before the courses begin. However, those that do join us on our 14-day programs benefit enormously.



These people often arrive with very little clothing and with no idea of what to expect. However, being given food and shelter for 14 days, they think they have arrived in paradise! Many of them have never left the larger cities. They often live in informal settlements where there are always people, noises, and lights. Seeing the stars at night in the pitch-dark sky is a new experience for them. Climbing a mountain in the dark in the early hours of the morning to watch the sun come up is something most of them never dreamt of.

The street people participate in a normal 14-day Outward Bound course, where they face and overcome their fears, meet challenges head on, and realize that they all have potential. All the activities are related back to life and they become aware that their lives back home are also a challenge that they can and must overcome. Most of them are then absorbed into the skills development programs within the various shelters and we are very proud to say that in excess of 70 percent of our participants in 2007 have found work, either locally or back in their communities. The project today is achieving more success than the 50 percent we had celebrated before.

Murray & Roberts, our sponsor was so pleased with the work that we were doing in 2007 that they doubled their investment for 2008 and we have been working with a larger number of shelters and disadvantaged schools around the country as a result. They also agreed that the participants that come from the shelters should receive a pair of shoes and a fleece jacket when they arrive for the program.

Outward Bound South Africa is very proud of the results we have achieved on these programs and gratefully thanks Murray & Roberts for its continued support. ☀



## Germany's Outward Bound Professional Reprises its Role with the Allianz Group

**O**n the heels of its successful effort with the 2007 Allianz Group annual meeting, the Munich-based Outward Bound Professional has delivered another successful program for Germany's US\$121 billion financial services provider.

According to Dieter Reinig, Outward Bound Professional's managing director, there were 26 Outward Bound facilitators, including repre-

sentatives from Belgium, the Czech Republic, Germany, Romania, Singapore, Slovakia, and the United States. The Outward Bound group delivered its teambuilding exercises to 230 Allianz Group participants.

This year's venue was Berlin, Germany's largest city and a continental transportation center for the European Union. Reinig reported another "very good rating" from his very pleased client. ☀



# Tervetuloa!

Welcome to the Outward Bound Staff Symposium 2009

Nurmes, Finland  
September 28–30, 2009

Outward Bound Finland is the host of this biennial Outward Bound staff event.

The theme of this Scandinavian symposium is “Kalevala”. A 19<sup>th</sup> century book and epic poem informed by Finnish Karelian folklore, the Kalevala is the national epic of Finland. It was edited by Elias Lönnrot from his collection of epic folk poems from the Viena Karelian villages of eastern Finland. The first edition of the Kalevala appeared in 1835.

J.R.R. Tolkien claimed the Kalevala as a source for his mythopoeic work, *The Silmarillion*.

The Symposium will be held in Nurmes, in the North-Karelia region, approximately 400 kilometers northeast from Helsinki. It is structured around speakers and presenters from the worldwide Outward Bound community. Pre- and post-symposium events are planned.

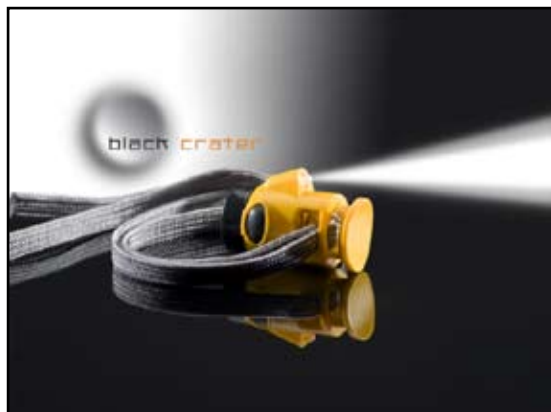
- 25% of Finland’s total area lies north of the Arctic Circle.
- Finland is the most heavily forested country in Europe—75% of the country’s total area is forest.
- There are 190,000 lakes in Finland.
- There are 180,000 islands in Finland.

For additional information: [toimisto@outwardbound.fi](mailto:toimisto@outwardbound.fi) [www.outwardbound.fi](http://www.outwardbound.fi) [www.visitfinland.com](http://www.visitfinland.com)

See You There!



# A Brighter Idea



The humble cord lock hardly inspires. Sure, it's better than tying a knot, especially with cold-numbed fingers, but, other than that, there's not much to talk about, right?

Wrong. Welcome to the 21st century. The homespun contraption described in a 1951 U.S. Patent application as a "Unidirectional restraining device for a fastening cord" has just had its coming-out party. Meet the Cord Lock Light by Black Crater. This 8-gram, three-function, water resistant cord lock will light your way like no other. Set it to flash in your hoodie while jogging, or on high as you fumble to find the contact lens solution in your bottomless ditty-bag, or dim it down as a nightlight for that hard-to-find tent zipper. US\$10.00; [blackcratergear.com](http://blackcratergear.com)

## Big Mugs

Keeping well hydrated in the backcountry can be a challenge, especially when it's time to get your share as the camp cook ladles out the last of the Darjeeling tea. It used to be that if you didn't want to be left holding an empty cup your only option was to buy a 500 ml measuring cup, bundle it carefully into your backpack, and hope for the best. Now you can quench your thirst with one of two nearly indestructible polycarbonate mugs.



Stanley's new entry in the backpacker's mug category adds a new twist to the game. It's a mug and a bowl. The inner mug separates from the outer bowl with a simple twist. Leave them together and you've got a double-wall insulated mug. The urban sophisticate of the two mugs, its lid is equipped with a rubber gasket and a tab that slides open to reveal a drink opening. Of course, sophistication comes with a weight penalty; this 500ml hybrid tips the scales at 285 grams. US\$18.00; [www.stanley-pmi.com](http://www.stanley-pmi.com)



The GSI "Fairshare Mug" is made of Lexan and comes with a screw-top lid, to prevent spills or safely carry an extra 800 ml of liquid to the next watering hole. It's a favorite for people who like to eat and drink out of their mug. At 190 grams, it also has the best capacity-to-weight ratio of the pair. US\$9.95; [www.gsioutdoors.com](http://www.gsioutdoors.com)



# Outward Bound In the Resplendent Land

On a cold misty morning, an English gentleman was seated on a collapsible camp chair on a mountaintop overlooking the Welimada plains of the Uva Hills of southeastern Sri Lanka. With him he had a walking stick, a pair of binoculars, and a felt hat. Occasionally, he would look intensely through his field glasses, chuckle, and smile to himself contently.

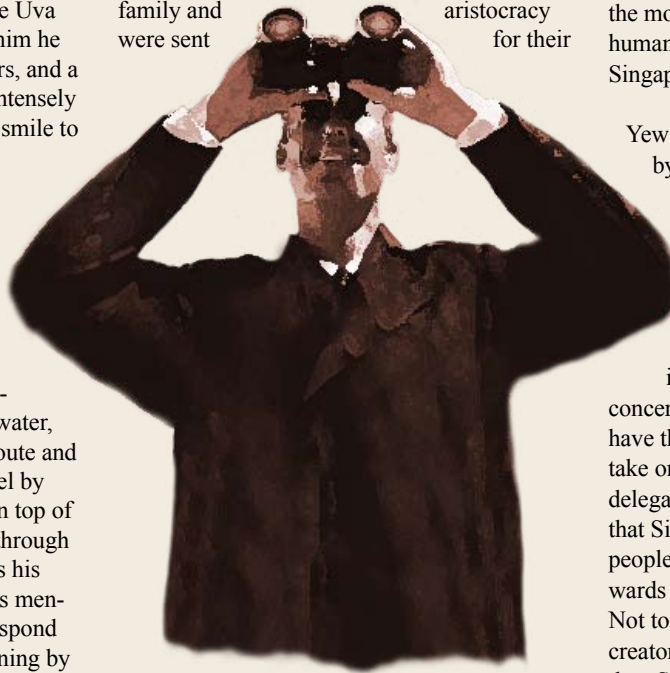
This was Dr. Hayman, legendary educationist and headmaster of St. Thomas's College Gurutalawa. It was the early 1950s, and he had sent his senior students off at the crack of dawn on an unaccompanied hike through the Uva Hills and the Welimada Plain, with a route map, some water, and provisions. They had to hike the route and wend their way back to the Guru Hostel by sunset. Their headmaster was sitting on top of a mountain monitoring their progress through his field glasses. He could not suppress his delight at seeing the young men he was mentoring through their formative years respond to the unforeseen challenges, the "learning by doing" that is the very essence of experiential learning.

In the evening, headmaster and students would sit around a crackling camp fire, recounting their experiences, the decisions and the choices made, possible other options, and pros and cons—a guided reflection on their exceptional day.

Sixty years ago, on a cold October's day at Moray Firth in Aberdovey, Scotland, a similar event took place. Dr. Kurt Hahn, an early pioneer in experiential learning and the legendary headmaster of the world renowned Gordonstoun School at Aberdovey, and his good friend Sir Lawrence Holt, owner of the Blue Funnel Line, put a group of young men through some experiential learning processes to improve their self-confidence and ability to face and overcome unexpected challenges.

No known link has been established between Hahn's activities at Moray Firth and those of Hayman at the Uva Hills in Sri Lanka approximately ten years later. However, Hayman was a leading educationist who must have known about the latest developments in experiential

learning in Britain, especially since Hahn was famous for his innovative work at Gordonstoun, where members of the British royal family and aristocracy were sent for their



education. Therefore, Hayman was perhaps the first to introduce experiential learning techniques as enunciated by Hahn to modern Sri Lanka.

In Sri Lanka's traditional education and training system, apprenticeship as a "golaya" or "ath udawwa," or apprentice, is the very essence of experiential learning. One also hears about students of leading schools such as Trinity College, in Kand in the 1930s, going, through their Social Service Club, to Bogambara Jail to assist illiterate prisoners in writing letters to their loved ones at home. There are innumerable examples of educationists keeping to Dr. Hahn's Outward Bound motto of "To Serve, To Strive and Not to Yield."

In the early 1980s a delegation led by the Honorable Prime Minister of Sri Lanka, Ranasinghe Premadasa, and including Ranil Wickremesinghe, Minister for Youth Affairs and Employment, Minister for Education, and Deputy Minister for Manpower Mobilization, made an official visit to Singapore on its way back from the Commonwealth Heads of Government meeting in Lusaka, Zambia. The

delegation had a meeting with the then Prime Minister of Singapore, Lee Kuan Yew, who described the challenges faced by Singapore, the most critical of which was the quality of its human resources—in his words, "the ability of Singaporeans to take on the world and win."

Yew explained that Singapore was created by a group of pioneering immigrants who had left their countries of origin, such as China, Malaya, India, and Ceylon. These people had faced immense challenges to reach Singapore and faced even more hurdles to make a prosperous republic from the barren island that was now their home. He was concerned that the next generation may not have the same "gumption," or the capacity to take on odds and not to give in. He told the delegation about the Outward Bound program that Singapore was implementing for its young people and explained the importance of Outwards Bound's motto, "To Serve, To Strive and Not to Yield." He also spoke of Kurt Hahn, the creator of Outward Bound, and introduced the then Singaporean Defense Minister, Dr. Goh Ken Swee, who had introduced the experiential learning program to Singapore. (Swee is now the Education Minister.) They recommended that the Sri Lanka Minister for Youth Affairs visit Puala Ubin, the island on which Singapore's Outward Bound Training Centre was located, and Wickremesinghe was heli-lifted there for a complete presentation later that afternoon.

Immediately after the delegation returned to Sri Lanka, the National Youth Services Council, an agency operating under the Ministry of Youth Affairs and Employment, started Outward Bound courses for young Sri Lankans with the assistance of Outward Bound Singapore. Later, an independent trust was created to carry forward the program.

Today, with approximately 700 programs and 20,000 participants in Sri Lanka, Outward Bound is the largest and most successful experiential learning program on the island. Outward Bound Sri Lanka specializes in professional development programs for corporate, government and non-government agencies.





Outward Bound Canada students look into the heart of the Rocky Mountains from Cataract Pass in the province of Alberta.





A Buddhist nun negotiates the narrow trail to Taktsang Goemba, the Tiger's Nest Monastery, 700 metres above Bhutan's Paro Valley.

Photo: Jennifer Rhodes Patton



## Outward Bound



## International



# Chairman's Letter



The first Outward Bound school was launched in 1941 and served 500 young British men in its first year. Sixty-six years later, in 2007, there were 42 organizations licensed to use the Outward Bound name and they served 232,310 men and women in 35 countries.

The first global gathering of Outward Bound schools took place in 1983 and the network has continued to strengthen ever since. Outward Bound International (OBI) is the organization that oversees licensing of new schools, risk management, quality, and networking among members. As part of an OBI strategic planning process, the mission of OBI was clarified this year as:

*To promote and protect the good name of Outward Bound throughout the world, and to assist in the establishment, development, and support of Outward Bound Centers' ability to provide safe, high quality programs that fulfill the Mission of Outward Bound.*

Outward Bound continues to expand each year by all measures: number of schools, number of participants, and total revenue. While the overall situation continues to be healthy, there are always issues to be resolved and the OBI Board continues to devote time to mapping our future in a changing world.

## **Safety and Risk Management**

OBI established a system of Program Reviews almost a decade ago whereby teams of senior staff visit each school every two years to review risk management practices. These staff members use a systematic approach to assessing and upgrading risk management, which is documented, and they also participate from time to time in training sessions specifically for them. This system of global reviews is unique in the industry and well regarded by outside consultants who are invited to be part of it.

Risk Management efforts are overseen by an OBI Board committee. In 2007, South African OBI Board member Francois Burman, a risk management expert in fields as diverse as nuclear engineering and hyperbaric medicine, took over as committee chairman from Sir Chris Bonnington, the UK's leading mountaineer and expedition leader. The committee also received extensive advice from Charles (Reb) Gregg, the leading USA-based attorney specializing in risk management.

## **Licensing Matters and Quality**

We have welcomed fifteen new countries to the network either as Full or Provisional Licensed members in the last decade. Another two are in Exploratory Status. New OB centers go through a three-stage licensing process, with appropriate support and an audit from OBI and established schools in the network. It is noteworthy that five centers have not advanced beyond the initial Exploratory Status because they did not meet OBI criteria.

As the originator of experiential learning, OBI has developed a Quality Improvement process, again unique in the industry, which aligns with methods used in other successful organizations worldwide. This initiative has been used by many new centers. Given the different levels of capabilities and resources of each new center, some have progressed well while some others are still evolving.

We continue to raise questions about how to make our licensing process and standards more effective and relevant to a dynamic, rapidly growing organization.



## Network Communications and Training

Every year a three-day conference or symposium is held for OBI members. In 2007, Outward Bound New Zealand organized a superb event that shared their expertise and that of the adventure education community in New Zealand. Many of the workshops were recorded and edited by OBI so that thousands of OBI staff who could not attend can still get the benefit of the training via the OBI website.

Another innovation in 2007 was the development of a “wiki” to provide an easy way for sharing resources and communicating with other practitioners on numerous topics that improve the best practices of Outward Bound.

OBI also significantly upgraded its publication from a two-color newsletter to a four-color journal. This journal was well received and placed a focus on the extraordinary programs and people working within the Outward Bound network.

## The Outward Bound Brand

As the originator of a rapidly growing field, Outward Bound has ongoing issues of trademark and domain protection. We often find violations and we take a sequence of steps to get those who use the name without permission or the obligation to meet Outward Bound standards to stop doing so.

The broader issue, however, is building the brand. Peoples’ jaws drop when they hear about the breadth of Outward Bound—over a quarter million participants each year, 35 countries and growing, over 1,000 organizations served worldwide, the hundreds of issues that involve the organization, and so on. While we have a single worldwide brand, there are different interpretations of it in different countries. We are now working on various ways to strengthen the global programs of Outward Bound and better promote the brand.

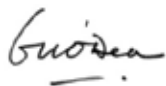
## Financial

Dues from OBI members account for over 40 percent of OBI revenue. The balance comes from Board gifts and Guest Expeditions. Guest Expeditions are a powerful way to learn about OBI and help us financially ([www.outward-bound.org/expeditions](http://www.outward-bound.org/expeditions)). Expeditions visit special places such as Bhutan, Kilimanjaro, the Amazon, Costa Rica, and Patagonia, and participants come from the Board and friends of Outward Bound worldwide.

Honoring the founding Chairman of OBI, the William E. Phillips Endowment Campaign continues to receive commitments, more than doubling OBI assets since being initiated by our Board Vice President Lorna Wendt.

OBI continues to evolve as a truly global network and we are increasingly well connected, both in person and virtually. One example of this growing unity is the spirit of volunteerism and collaboration taking place in our network with numerous countries such as the UK, Australia, Singapore, Hong Kong, South Africa, Canada, Costa Rica and USA who are undertaking several initiatives that benefit all members worldwide. Our progress would be impossible without their involvement and support. I also want to recognize the active, very generous members of the OBI Board and Operations Council who contribute so greatly to furthering the mission of Outward Bound, in both thought and deed. Their passionate dedication and personal leadership are simply invaluable. Today we enjoy continued progress and tomorrow will have no shortage of significant opportunities and challenges to address. The Outward Bound motto, “there is more in you than you know” is as true of the Outward Bound worldwide family as of its participants!

Onward.



A primary mission of Outward Bound International is to assist in licensing new Centers. Use of the Outward Bound trademark (OBI) is tightly protected and controlled to maintain the integrity of the global brand. A three-step process has been adopted, designed to help Centers succeed in serving participants in their country.

## 1. *Exploratory Status*

This stage is part of the planning before operations begin. Once an interested group decides that they are serious about establishing Outward Bound in their territory, they are allowed to use the Outward Bound name to make marketing and fund-raising plans. Typically, in this stage, groups recruit a Board of eminent people to support the fledgling Outward Bound center, and recruit a capable executive director.

## 2. *Provisional License*

Provisional Licensing to begin operations occurs through a vote by the members of existing Outward Bound Centers after recommendation from the Board of OBI. To obtain a Provisional License, there must be sufficient startup funding, as well as realistic marketing and operational plans, plus skilled staff. This is a temporary license agreement of approximately three years. OBI typically visits Centers and supplies consultants as needed before a Provisional License is granted. During the Provisional License period, annual program reviews are conducted by senior staff to assist in development.

## 3. *Licensed Member*

After the three-year trial period, if viable operations have been attained, a Center becomes a fully licensed member of OBI. Once fully licensed, program reviews are conducted by senior staff every two years.

## 4. *Charter Member*

Those Centers who were in existence at the time OBI was incorporated became Charter Members of OBI. Responsibilities are generally equivalent to members licensed since OBI was incorporated.

## *OBI Training for New Centers*

OBI, in collaboration with Outward Bound Singapore, designed and conducted a 14-day training course for new Outward Bound Center staff in March 2006. A total of eleven pioneer staff from five new Outward Bound Centers attended the course. The objectives of the course were to:

- Familiarize the new staff with the operations of an established Outward Bound Center

- Provide the quality frameworks used to assess effectiveness of business processes at Outward Bound Centers

- Promote sharing and discussion about the challenges faced by new Centers and strategies to overcome them.

## Outward Bound in Ecuador

Making a quick move from Exploratory Status to Provisional License status is typical of the energy and drive of José Antonio Torres. He has founded two outdoor training companies in Ecuador in the past decade; one focused on programs for youth and the other on corporate clients. This gave him a rapid start in creating Outward Bound Ecuador. His Board is made up of eminent Ecuadorians from business, education, and adventure fields. Programs that he has run in past years for the Young President Organization have helped locate a strong support team. Program areas include the Amazon rainforests and rivers, the high altitudes around Cotopaxi as well as a superbly situated base camp an hour from Quito with a world-class Challenge Course.

## Outward Bound in India

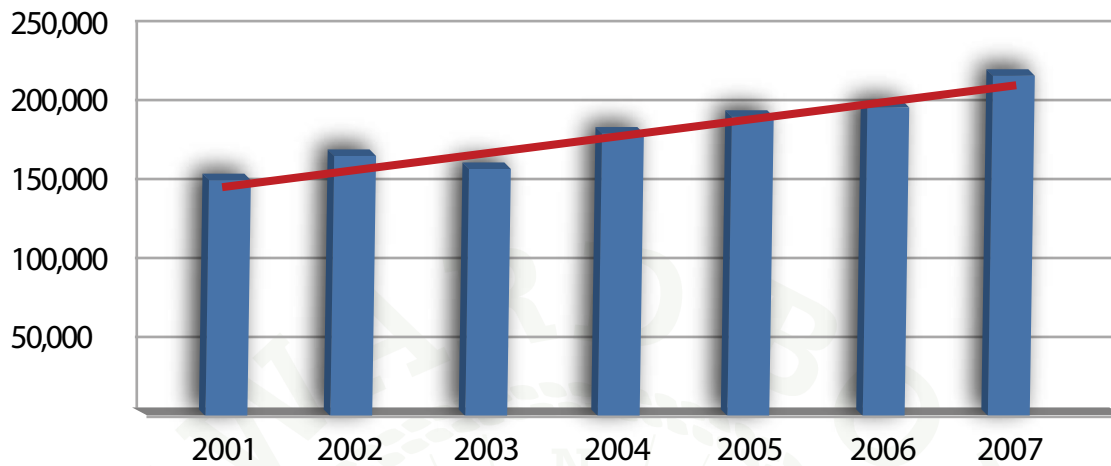
This is the second year of operations in India for two Provisional Licensed centers. To begin to serve such a large country, OBI chose to work with two well established educational organizations. In the city of Nagpur the Mundle Educational Trust had operated a project modeled on Outward Bound principles for 3 years. Camp programs for young people are operated near Nagpur and expeditions to the Himalaya take place in the summer. Outward Bound Bharat has received the support of Outward Bound New Zealand to help them transition to becoming fully licensed. The second Outward Bound licensee in India operates from Delhi and receives support from Outward Bound Singapore with whom they operate.

## Outward Bound in Taiwan

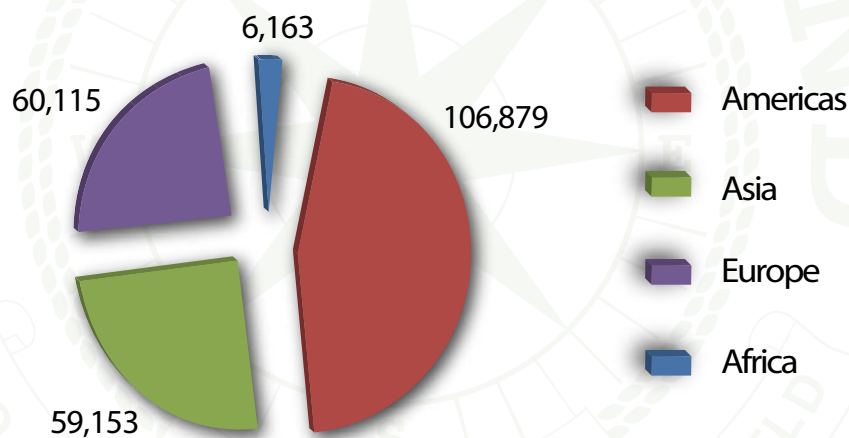
The Outward Bound organization in Taiwan has operated under a Provisional License for nearly three years and is almost ready to become fully licensed. This center grew out of an existing Team Adventure organization and has received training and program development advice from Outward Bound Canada Singapore and Hong Kong. Running joint programs with Singapore as well as reviews of risk management by Outward Bound International has provided a strong sense that this is a high quality Outward Bound organization ready to join the ranks of fully licensed members.



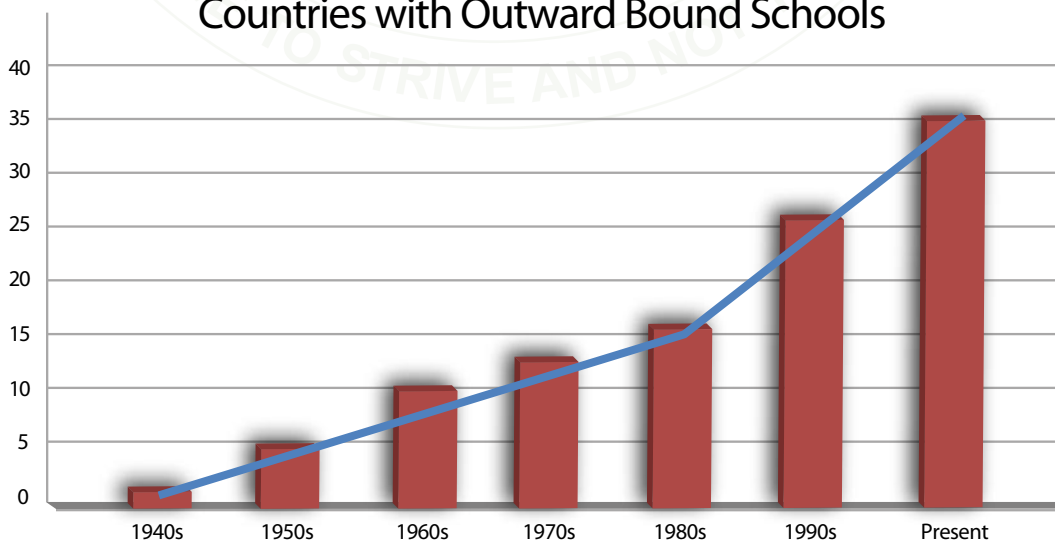
## Total Outward Bound Participants 2007



## Regional Attendance 2007



## Countries with Outward Bound Schools



It is said that when Outward Bound's founder, Kurt Hahn, first traveled to the United States, an immigration official asked him what he did for a living. His response was "I build bandwagons." Indeed he did. Hahn's legacy to Outward Bound is truly impressive: 66 years after the first center at Aberdovey, Wales, his educational ideas continue to animate and enrich the organization's countless supporters and the hundreds of thousands who participate in its courses every year in the 36 countries where it operates.

Today, when Outward Bound International's Executive Director, Ian Wade, arrives at the world's ports of entry, he is at the service of an educational network that far exceeds what Hahn had envisioned back in 1941. In the intervening years, Outward Bound has crossed oceans and borders, transcended wealth, poverty, religion, ethnic culture, and styles of government to take root in countries as diverse as Brunei, Kenya, Brazil, Bulgaria, Czech Republic, and Bermuda.

Outward Bound International is on a global mission to help improve the effectiveness and fitness of its network of centers through a variety of ongoing and special initiatives. The following five priorities guide the organization's efforts in supporting

Outward Bound worldwide.

## MISSION STATEMENT OF OUTWARD BOUND INTERNATIONAL:

**"To help people discover and develop their potential to care for themselves, others and the world around them through challenging experiences in unfamiliar settings."**

recent years domain name protection has received increased focus. To strengthen brand visibility, a website is maintained that serves as a global portal for those seeking information about Outward Bound.

**1.** Maintaining a focus on quality and innovation. In the last seven years, Outward Bound International has developed Risk Management and Quality Review systems. Every two years a detailed risk management assessment is made in each country in which Outward Bound operates, by teams of experienced Outward Bound staff trained by Outward Bound International. While this system is unparalleled in the adventure program field, Outward Bound International has developed a complementary process that systematically examines ways to improve the quality of service development and delivery processes.

**3.** Strengthening safety standards. Outward Bound International produces an annual Global Safety Report on operations. Through its Safety Review system, it also works with its member centers to continuously upgrade standards across the world.

**4.** Strengthening financial health. Outward Bound International is continually trying to expand the number of sources from which charitable contributions are made to the organization. These efforts include offers of Guest Expeditions to interesting regions of the world for supporters who are willing to make a tax-deductible contribution to Outward Bound, beyond the trip cost; and the establishment of an endowment campaign to ensure the future of Outward Bound worldwide.

**5.** Fostering free and open communication and collaboration. In partnership with the centers, Outward Bound International hosts events such as world conferences and staff symposia. Additionally, newsletters are published and offered electronically and in print, and an expanding internal website, which offers many resources and ways for sharing them, is available to Board members and the network of centers.

Every year numerous requests are made to Outward Bound International from individuals and organizations interested in bringing Outward Bound to their country. This is a clear tribute to Kurt Hahn and those who have pressed on in service of his bandwagon.





# OBI BOARD OF DIRECTORS



**G. Kelly O'Dea**  
Chairman  
*Global*



**Chien Lee**  
Vice Chairman  
*Hong Kong*



**Lorna Wendt**  
Vice Chairman  
*U.S.A.*



**Ian Slome**  
Treasurer  
*U.S.A.*



**Bill Phillips**  
Chairman Emeritus



**Peter Britton**  
*U.S.A.*



**Nigel Buchanan**  
*U.K.*



**Francois Burman**  
*South Africa*



**Bill Grabe**  
*U.S.A.*



**Dick Hubbard**  
*New Zealand*



**Michael Irving**  
*U.K.*



**Peter Kyle**  
Chairman Emeritus



**Charitha Ratwatte**  
*Sri Lanka*



**Mary Thomson**  
*Canada*



**Ian Wade**  
Executive Director  
*Ex-Officio*



**Wang-Ha Cho**  
*South Korea*

Patron, HRH The Duke of Edinburgh KG, KT, OM, GBE  
Honorary International Trustee, HRH The Duke of York CVO, ADC

## Board Committees

The OBI Board is enhanced and provided valuable support by its various committees. With gratitude we acknowledge the assistance of:

### Operations Council

This group is comprised of management leaders from Outward Bound centers who advise the Board on a broad range of important strategic, development and operational issues that affect Outward Bound's quality delivery.

Nicholas Conceiao, Singapore  
Jon D'Almeida, Hong Kong  
Jacques De Jongh, South Africa  
John Read, USA  
William Ripley, UK  
Jim Rowe, Costa Rica  
Trevor Taylor, New Zealand  
David Wolfenden, Canada

### Global Advisory Council

This group is comprised of influential leaders from around the world who support the Outward Bound mission and provide ongoing counsel.

Chien Lee, Chairman  
Robert Anderson  
Bob Barton  
Dato Ham  
John Hasell  
Koichi Inasawa  
Kristina Kloberdanz  
Djoko Kusumowidagdo  
Peter Kyle

Winston Lim  
Rudy Massimo  
Tim Medhurst  
Bill Phillips  
Anthony Richards  
John Strickland  
Don Welsh  
Sarah Wendt  
Brooks Wilson

# Thank You! From All of us at Outward Bound

## Significant Contributors to Outward Bound International Annual Fund

### *Chairman's Club- \$25,000 and above*

Jamie Anderson  
Peter Britton  
William Grabe  
Chien Lee  
Ian Slome

### *Summit Climber- \$10,000 and above*

Outward Bound Canada  
Barrick Gold  
Kelly O'Dea  
William Phillips  
Lorna Wendt  
Brooks Wilson

### *Mountaineer- \$5,000 and above*

Mary Thomson

### *Expeditioner- \$2,500 and above*

Paul Allaire  
Francois Burman  
Michael & Sharon Clark  
Tom & Jan Frick  
Bob & Karen Jones  
Djoko Kusumowidagdo  
Peter Kyle  
Anne Morgan Wiedenmayer  
Outward Bound New Zealand  
Wade & Carolyn Nagy  
Stephen Reynolds  
Carl & Sharon Spaulding  
Richard & Susan Thomas  
Mabel Vogel  
Frederick and Susan Winthrop

### *Alpinist- \$1,000 and above*

Guncel Avci-Wolf  
Nigel Buchanan  
Antonine Gal  
Outward Bound Germany Pro  
Laura Grabe  
Outward Bound Hong Kong

Dick Hubbard  
Bart MacDougal  
Lam Mei Kam May  
Teru Miyashima  
Rick Palin  
Charitha Ratwatte  
Harald Seeberg  
Lisa Taffe  
Ian Wade  
Spencer Wallin

### *Trekker- \$500 and above*

Michael Irving

### *Other Gifts*

Alan Clark  
Joe Delgado  
Jay Gronlund  
Ellen Levy  
Claudia Lisenby  
John Raynolds

### *Gifts In Kind*

Tom Glaisyer  
John Hasell  
Outward Bound New Zealand  
Ian Slome  
Noelle Thurlow  
Ian Wade

### *William E. Phillips Endowment Campaign*

Jamie Anderson  
Francois Burman  
Djoko Kusumowidagdo  
Peter Kyle  
Chien Lee  
Kelly O'Dea  
Bill Phillips  
Charitha Ratwatte  
Harald Seeberg  
Ian Slome  
Karen Watson  
Lorna Wendt  
Brooks Wilson



## Treasurer's Report on Operations of Outward Bound International



This report covers only the operations of the headquarters organization, Outward Bound International Inc. (OBI). The total revenues of the Outward Bound global network of 32 licensed centers exceeded \$85 million and are accounted for separately by each center.

During 2007 OBI experienced a small operating deficit of \$6,996. This reduced the Net Assets to \$167,761. These assets are unrestricted and generated from past surpluses and gifts.

In addition OBI received contributions to the William E. Phillips Endowment Fund of \$15,565 bringing the total Endowment Fund to \$273,016. These funds are permanently restricted with only a percent of earnings being available to spend.

Temporarily Restricted funds from the 2005 and 2006 Global Leaders Program were fully expended with completion of a video during 2007. A small temporarily restricted fund to benefit startup of Outward Bound in Tanzania was received in 2007.

Excluding Temporarily Restricted funds OBI Net Assets at the end of 2007 were \$440,777. Further increases in Net Assets are expected as a result of the Endowment Campaign.

In previous years this report has spoken of the excessive dependence of OBI on funding from a small number of Directors. We have been able to reduce dependence on Directors contributions to 40% in 2007 from a high of 55%. This is the result of a modest dues increase that was approved in 2004, which will gradually increase dues revenue to near 50% of OBI expenses. This was the best compromise attainable at the time. It remains an unsatisfactory situation, however, that basic services to OBI Members must be funded by a small number of donors who may not always be willing to provide this level of underwriting.

The Statement of Financial Position as of December 31st, 2007 was again prepared by Peterson, Allred, Jackson LLP.

Ian Slome  
OBI Treasurer

A handwritten signature in dark ink, appearing to read 'Ian Slome'.

# Financial Report

## Outward Bound International Inc. Comparative Statement of Financial Position As of December 31, 2007

Expressed in US\$

	2007	2006
<b>Assets</b>		
<b>Current Assets:</b>		
Cash	\$113,319	\$128,421
Funds held for Outward Bound Centers	69,722	37,450
Legal Fees Receivable	59,647	40,295
Contributions and Other Receivables	31,700	68,962
Prepaid expenses	<u>11,480</u>	21,069
Other Assets	<u>10,680</u>	1,631
<b>Total Current Assets</b>	<b><u>\$296,548</u></b>	<b><u>\$297,828</u></b>
<b>Non-Current Assets:</b>		
Permanently Restricted Cash	236,408	195,495
Pledges Receivable	17,408	23,043
Capital Assets	-	544
<b>Total Non-Current Assets:</b>	<b><u>253,816</u></b>	<b><u>219,082</u></b>
<b>TOTAL ASSETS</b>	<b><u>\$550,364</u></b>	<b><u>\$516,910</u></b>
<b>Liabilities &amp; Net Assets</b>		
<b>Current Liabilities:</b>		
Accounts Payable	\$12,699	\$9,482
Deferred Revenue	17,000	40,500
Funds held for Others	<u>69,722</u>	<u>37,450</u>
<b>Total Current Liabilities</b>	<b><u>\$99,421</u></b>	<b><u>\$87,432</u></b>
<b>Net Assets:</b>		
Unrestricted	\$167,761	\$174,757
Temporarily Restricted	10,166	4,483
Permanently Restricted	<u>273,016</u>	<u>250,238</u>
<b>Total Net Assets</b>	<b><u>450,943</u></b>	<b><u>429,478</u></b>
<b>TOTAL LIABILITIES &amp; NET ASSETS</b>	<b><u>\$550,364</u></b>	<b><u>\$516,910</u></b>



# Outward Bound International Inc.

## Comparative Statement of Activities (Unrestricted funds)

### For the Year Ended December 31, 2007

Expressed in US\$

	2007	2006
<b>Revenue &amp; Support:</b>		
Directors Donations	\$138,985	\$122,775
Donations, Global Leaders	7,062	63,912
Other Donations	89,696	11,959
Guest Expedition Contribution	45,433	66,952
Other Income	5,924	4,299
Dues from Centers	<u>138,405</u>	<u>103,638</u>
<b>Total Revenue &amp; Support</b>	<b><u>425,505</u></b>	<b><u>373,535</u></b>
<b>Expenses:</b>		
Amortization	544	1,201
Fundraising/Guest Expeditions	708	799
Legal & Miscellaneous	156,600	42,182
Office	20,641	23,999
Global Leaders Expense	7,015	174,777
Publications	27,223	20,259
Salaries	199,927	168,319
Allowance for Bad Debt	-	3,652
Travel	24,326	24,948
Net Assets Released from Restriction	<u>(4,483)</u>	<u>(110,865)</u>
<b>Total Expense</b>	<b><u>432,501</u></b>	<b><u>349,251</u></b>
<b>Net Surplus for the Year</b>	<b>(6,996)</b>	<b>24,284</b>
Net assets, beginning of period	174,757	150,473
Net assets, end of period	\$167,761	\$174,757



Australia • Belgium • Bermuda • Brazil • Brunei • Bulgaria • Canada • Costa Rica • Croatia  
Czech Republic • Ecuador • Finland • Germany • Hong Kong • India • Indonesia • Israel • Japan  
Kenya • Korea • Malaysia • Mexico • New Zealand • Oman • Romania • Rwanda • Sabah • Singapore  
Slovakia • South Africa • Spain • Sri Lanka • Taiwan • Tanzania • UK • USA • Zimbabwe



OUTWARD BOUND INTERNATIONAL

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