



## Measuring the Award's impact





**“Over the years I have been privileged to travel around the world, to meet and spend time with participants and Award holders; the adult volunteers, leaders and mentors who inspire and guide them through their Award programme and have seen at first hand the positive impact the Award has on their communities. I sincerely hope the results of our impact research framework will not just prove the value of this remarkable youth achievement award, but also convey the emotional effect.”**

**HRH The Earl of Wessex KG GCVO,  
Trustee of the The Duke of Edinburgh's International Award Foundation  
and Chair of the International Council**





HRH The Earl of Wessex, International Trustee and Chair of the Duke of Edinburgh's International Award Association International Council, with Gold Award holders



# Introduction

The landscape in which The Duke of Edinburgh's International Award operates is changing. It is not enough for us to *believe* that what we do makes a difference – we must *prove* that it does, and be accountable to everyone we serve. That's why we are now committing to an evidence-based approach to evaluating what we do. We have begun a process of robust measurement of the Award's impact, which will provide both qualitative and quantitative evidence of its success. This will also enable us to improve what we do. The first step in this process is the publication of this, our impact framework, which sets out very clearly how we will evaluate whether the Award achieves what we believe it does, through nine key impact measures.

The challenges to today's young people have never been greater. Globally they number 1.2 billion, nearly 18 per cent of the

world's population. Over a billion of these young people live in less developed regions of the world where issues such as poverty, HIV/AIDS and climate change affect them disproportionately. Formal education systems often fail to prepare young people adequately to play a full role in the economic, political and social life of their communities. Yet they are the world's richest resource and the biggest stakeholders in its future.

As a non-formal educational programme, the Award can play a vital role in providing opportunities for young people to develop essential life skills, complementing their formal education. This enables them to grow in confidence and in their ability to contribute positively to their communities. Its success and flexibility is evidenced by the fact that it has spread to over 140 countries and territories.





HRH The Duke of Edinburgh, KG KT meets Award participants in Wales, UK

Since it was founded in 1956 by HRH Prince Philip, Kurt Hahn, a German educationalist, and Lord Hunt, leader of the first successful ascent of Everest, The Duke of Edinburgh's International Award has been equipping young people with the skills and experiences they need as individuals to succeed in life. The Award's founders believed that learning through experience could transform young people and empower them to embrace life's opportunities.

Over seven million young people have participated in the Award and many millions more have felt its impact in their communities. However, we need to reach a more diverse range of young people and are aiming to increase the number beginning their Award each year from 300,000 to 750,000 by 2020. Our ambition is that every young person aged 14–24

should have the opportunity to do the Award. You can find lots more information at [www.intaward.org/impact](http://www.intaward.org/impact).



Gregory Belton CVO KCHS  
*Chair*



John May  
*Secretary General*

The Duke of Edinburgh's  
International Award Foundation

# Our Award

The Duke of Edinburgh's International Award is the world's leading achievement award for young people, bringing together practical experiences and life skills to create committed global citizens and equipping young people for life. The Award is:

- Open to all young people aged 14-24, regardless of their background and circumstances.
- About personal development: it is a non-competitive, enjoyable, voluntary and balanced programme, which requires sustained effort over time.
- A non-formal educational framework which can complement formal education or offer a substitute where formal opportunities are not available.
- A programme that enables young people to demonstrate self-development within an internationally recognised framework.
- Comprised of three levels: Bronze, Silver and Gold – each progressively more challenging.
- Comprised of four Sections: Service, Skills, Physical Recreation and Adventurous Journey, and includes a Residential Project at Gold level.



A close-up photograph of a woman with brown hair, wearing a white baseball cap and a white jacket. She is smiling broadly at the camera. She is holding two large, red, worn-out gloves in front of her. In the background, another person is partially visible, looking down.


## The unique strengths of the Award are that:

- It can be used by any group or organisation working with young people. It offers youth agencies and organisations a way of gaining international accreditation for development activities with young people.
- It is based on enduring principles and robust methodology, but is flexible enough to be used with any group of young people, whatever their needs.
- It focuses not on external and universal standards, but on self-directed learning based on individual goals – any young person can take part and achieve their Award, whatever their starting point.
- It is a low-cost intervention which uses existing youth development networks and infrastructure to reach young people. Each new leader trained to run the Award supports around twenty new participants to begin their Award.
- It is a locally adaptable programme, flexible enough to meet the objectives of local and national youth policy objectives.
- It is supported by an extensive global network that ensures its quality and provides access to youth development expertise, training and best practice.



# Our impact measures





**We have developed our impact measures by examining existing research and evidence on the Award's effectiveness as a youth development tool. Much of this evidence is based on young people's own reports of how doing the Award has transformed their outlook, but it also takes into account the views of employers, educational institutions, parents and youth leaders.**

**We have benchmarked our measures against international frameworks such as the UN's Millennium Development Goals, and against the development objectives of regional and international organisations such as the Commonwealth Youth Programme.**

# Our impact measures

## Impact 1

### Improved educational attainment

Improving young people's attendance at school and college, their commitment to education and their achievement levels.

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## Impact 2

### Improved employability and sustainable livelihoods

Improving young people's employment levels and ability to support themselves financially when they need to do so.

**page 15**

## Impact 6

### The environment

Increasing young people's awareness of environmental issues, and involvement in environmental and sustainability initiatives.

**page 19**

## Impact 7

### Gender equality and the empowerment of women

Bridging the gender gap and empowering marginalised young women, building their self-worth and enabling them to demonstrate their potential.

**page 20**



### **Impact 3**

## **Improved health and well-being**

Increasing young people's physical fitness, and their own sense of emotional and mental well-being.

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### **Impact 4**

## **Increased participation in civic life**

Increasing young people's involvement in volunteering and community activities, and their participation in the social and political life of their community.

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### **Impact 5**

## **Social inclusion**

Improving community integration, acceptance of individual differences, and increasing the access of all young people to development opportunities.

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### **Impact 8**

## **Reduction and prevention of violence, conflict resolution and peace-building**

Reducing inter- and intra-group conflict and violence, and building dialogue and co-operation within communities.

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### **Impact 9**

## **Reduced reoffending (recidivism) rates**

Reducing youth crime and contributing to the reduction of reoffending rates.

**page 22**



**“...it is culpable neglect  
not to impel young  
people into experiences.”**

**Kurt Hahn**





# Improved educational attainment



**In 2009, 72 million children of lower secondary age worldwide were out of school (Global Education Digest 2011, UNESCO).**

Being excluded from the educational system can have a life-long influence on a young person's ability to reach their potential. Good quality and relevant education, both formal and non-formal, enables a young person to participate fully in their country's social, economic and political development.

The Award is a non-formal educational programme which promotes the development of skills such as perseverance, self-confidence, self-awareness, self-motivation and self-belief which can increase a young person's commitment to formal education. We believe that the Award helps develop critical and creative thinking, problem solving and time management skills which improve how well young people do in education. It also increases young people's willingness to set stretching goals and take on new challenges.

**"I get to see every day the difference [the Award] makes, in particular for our rural kids, who often don't have many opportunities to expand their interests and activities. I have also seen, first hand, how involvement with the Award has helped to keep students in school."**

**David Maynard, a teacher and Award Leader in rural Nova Scotia, Canada**

## Improving high school completion rates in Canada

Canada's 2001 census identified that 41 per cent of residents living in rural areas of the province of Nova Scotia did not have a high school diploma, compared with a figure of 25 per cent for those living in urban areas. The Nova Scotia division of the Award in Canada has had a partnership with the provincial department of education since 2004 which is helping to address this issue. High school students who complete their Award receive additional credits towards their graduation. This has increased the number of young people doing their Award through school by 230 per cent and encouraged those taking part to finish school. In a 2009 research study by the Award in Canada, 49 per cent of respondents agreed that the Award had helped them to complete high school.



# Improved employability and sustainable livelihoods



**According to the UN World Youth Report, in 2010 the global youth unemployment rate was 12.6 per cent, around two and a half times the adult unemployment rate of 4.8 per cent.**

Young people frequently accept poorly paid and low skill jobs, as it is hard for them to compete with those who have more experience. Employers often report that young people have not been adequately prepared for the working world by their formal education.

As a non-formal educational programme, the Award can help to bridge the gap between the skills that employers are looking for, and those which formal education systems typically provide. The Award cultivates skills such as leadership, teamwork and co-operation, flexibility, problem solving, negotiating and influencing, and communication, which not only appeal to employers, but which can also drive job creation and socio-economic empowerment. In UK research from 2009, 64 per cent of young people believed that having the Award helped them gain their most recent or current job.

**“The role of the Award in building leadership and more self-esteem in an individual makes it a unique programme and helps build great teams at work in any business.”**

John Curicatt, Head of Human Resources, Global Service Delivery, HSBC India

## Developing employees at HSBC India

In 2009, HSBC India adopted the Award as part of their talent development initiative. The pilot project enabled 100 employees in Global Service Delivery Centers across India to undertake the Award, which HSBC India believed could successfully enhance their human resource development plans. The company also wanted to strengthen their corporate responsibility agenda by promoting volunteering, involvement in the community, a better understanding of the environment and a healthier and fitter workforce. As part of meeting these aims, 20 Award participants from two different HSBC locations took part in a residential project in Rajasthan which focused on team-building, conservation and community outreach work. To date, 52 of HSBC's employees have completed their Award.

**HSBC**   
The world's local bank



# Improved health and well-being



## Encouraging healthy behaviour and protecting young people from health risks has benefits not only for individuals, but for countries and societies as a whole.

Young people regularly face risks that threaten their health and limit their learning opportunities. For example, the World Health Organization (WHO) reports that young people aged 15-24 years old accounted for 40 per cent of all new HIV infections among adults in 2009. WHO figures also state that in any one year, at least 20 per cent of adolescents will experience a mental health problem.

We believe that the Award provides a sound framework for health education and promotes healthy lifestyles. It can improve both physical and mental health, by building physical fitness and developing personal attributes such as self-esteem and confidence.

**“The Award came into my life when I had almost lost all hope... I had low self-esteem, no confidence and regarded myself as unfortunate, desperate, hopeless and unworthy. I thought that I would never be able to make it in life and attempted to commit suicide... By the time I completed my Award, I had reaped a lot of benefits and had achieved so much. Honestly, my life changed a great deal – I was able to deal with my issues. The interesting thing was that no one offered the solution, I worked on the issues myself with guidance from the assessors.”**

Julius Irungu Krush,  
Award holder and volunteer, Kenya

### Reducing risky behaviour in Guyana

According to a report from the Pan American Health Organization (PAHO) from 2007, HIV/AIDS is the leading cause of death among Caribbean youth. Guyana has one of the highest rates of infection in the Caribbean which is why a recent Award project has focused on HIV/AIDS education. Based on a model of peer education – an approach endorsed by the 2011 Commonwealth Youth Forum – the initiative trained young people to use street theatre to communicate key messages about HIV/AIDS with the aim of reducing risky behaviour. Over a period of five years, approximately 25,000 young people were reached across Guyana and the Award secured funding from the World Bank to integrate this project into its day-to-day work.

# Increased participation in civic life



**Under the UN Convention on the Rights of the Child (UNCRC, 1989), children have the right to express their own views freely in all matters affecting them; their views should be considered in accordance with their age and maturity.**

With 1.2 billion young people making up almost a fifth of the global population it is more important than ever to listen and collaborate with them to bring about positive change. This means encouraging new and non-traditional means of political and civic engagement.

Active participation in volunteerism, sport and other activities through the Award enables young people to develop their knowledge, skills and maturity. We believe the Award develops their sense of self-worth, an awareness of social and global issues, and encourages empathy and responsibility towards others. In 2010 Award participants worldwide completed a minimum of 4.1 million hours of service within their communities.

**“I grew up in a society where young people are usually relegated to the background due to cultural and traditional beliefs... The Award introduced me to a set of civic values and attributes that has impacted on me. It has challenged me to the edge and exposed me to best practice in youth development at national and international levels.”**

Peter Anum, Gold Award holder from Ghana, and member of the Commonwealth Youth Forum 2011 planning committee

## Understanding volunteering

The Erasmus University in Rotterdam, the Netherlands is helping us to research the impact of the Award on participants' volunteering. Initial interviews with Kenyan Award holders in 2011 indicated that participants value the Service Section of the Award programme and the opportunity to give back to the community. “The service has made me believe, has made me want to do something for the community that I live in.” The Service Section helps participants understand their potential to make a difference, to identify local issues, and to understand how they can contribute to a solution.

## Impact 5 Social inclusion



**The World Health Organisation defines social exclusion as characterised by ‘unequal power relationships interacting across four main dimensions – economic, political, social and cultural... it results in a continuum of inclusion/exclusion characterised by unequal access to resources, capabilities and rights’.**

Young people who are identified as excluded include those living in poverty, the homeless, unemployed, or those who have turned to drugs, alcohol or crime. Achieving social inclusion goes beyond the elimination of poverty as exclusion is multidimensional and closely linked to an individual's social class, gender, ethnicity, and disability.

We believe that by being inclusive of all young people regardless of their socio-economic background, gender, ethnicity or disability, the Award can empower socially excluded young people. It provides a framework for them to get involved in the community, make new friends and meet people from different backgrounds, develop new and existing skills, and build self-confidence and self-esteem. It also encourages all young people to become aware of, and more accepting of, difference.

**“Getting to know the Award really helped us to integrate in our new home country. Through the Award we really got to know Finnish society well, the Finnish language well... Getting to know our new homeland gave us the spirit to live a new and better life.”**

Parya, Award holder and refugee from Afghanistan and Iran

### Researching intercultural understanding in Europe

A group of young peer researchers, with the support of the University of Surrey in the UK, are researching the impact of the Award on intercultural dialogue and understanding among young people in five countries within our Europe, Mediterranean and Arab States region. This project will be rolled out over two years and will explore how the Award can bring young people from different backgrounds together to improve understanding and social inclusion.



UNIVERSITY OF  
SURREY





## A 2008 survey by the United Nations Environment Programme found that while young people are extremely concerned about environmental issues, 84 per cent want to know more about how they can tackle climate change.

As those who will be most and longest affected by current environmental policy, young people are key stakeholders in its development.

By equipping them with skills and knowledge to engage in environmental challenges, the Award can prepare young people to create sustainable solutions. We believe that through the Award young people become aware of their environment and how it affects their community. In Canadian research from 2009, 62 per cent of Award participants said they had developed an awareness of environmental conservation through participating in the Award.

**“Many of the Award Sections I pursued remain my strongest interests today. The Tonga project [to install a solar-powered water pump in a school] particularly influenced my future direction in terms of developing skills in a field of interest and providing an opportunity to have fun whilst helping to solve people’s problems. I am now actively pursuing an engineering career with a long term goal of helping people from the Pacific region with sustainable technology.”**

Daniel Scott, Gold Award holder, New Zealand

### Raising environmental awareness

Award research echoes the UN findings: a 2011 poll in Australia revealed that over 75 per cent of Award participants are worried about climate change. However, doing the Award does connect them with the environment and empower them to take action. One participant commented: “I have started bush walking due to the Award and have formed quite an amazing relationship with the environment.”

This sense of empowerment can build the foundations for huge commitment. In 2011, a group of 20 Ugandan Scouts doing their Gold Award braved sweltering weather and dangerous roads to make an epic journey from Uganda to Sweden. Fuelled by a drive to improve environmental awareness, they planted 100,000 trees in the course of the journey, with local people committed to continuing the effort themselves.

# Gender equality and the empowerment of women



**In many parts of the world young women are deprived of the opportunities that are open to young men. For example, UNICEF reports that only around 43 per cent of girls of the appropriate age attend secondary school in developing countries.**

Meanwhile a 2012 study by the International Trade Union Confederation found that women across the world are on average paid 18 per cent less than men. Economic and educational exclusion are closely related to social and political inequalities.

The Award can address the gender gap by empowering marginalised young women through engagement in positive activities – such as sport and socialising with their peers – to which they would not otherwise have access. We believe that through undertaking their Award young women explore their potential and build skills which enhance their self-esteem, enabling them to make positive life choices. In 2010 54 per cent of those gaining their Award were female.

**“As a youth development programme, the Award teaches a young woman that she can reach the highest levels; if she can climb mountains then she can also achieve at school and at work. The Service Section is particularly positive as it teaches young people to help, respect and have empathy for others. Participating in community service and being seen to make a difference by community members and peer groups can really help young women to overcome traditional views that they are unable to achieve.”**

Honourable Lady Justice Mary Atieno Ang'awa,  
Kenyan High Court Judge

## Engaging marginalised women in East Africa

The Award's Murembo project in East Africa is working with schools, colleges and other NGOs to engage young women from marginalised and disadvantaged backgrounds. As of February 2012, a total of 650 girls from rural villages within the former-conflict zone in Northern Uganda, Somali refugees and immigrants living in isolated areas of Kenya, and Maasai girls and orphans living in rural Tanzania had been introduced to the Award. These girls are engaging in regular recreational activities and community service for the first time, and are finding a voice in their schools and communities as well as broadening their horizons.



# Reduction and prevention of violence, conflict resolution and peace-building



**Millions of young people worldwide suffer daily violence and exploitation. Young people between the ages of 16 and 19 are most likely to be on the receiving end of violence, according to the UN, with 91 in every 1000 becoming a victim of crime.**

A disproportionate number of young people are involved in armed conflict: roughly two million of them have died from this cause in the last decade, and five million have been disabled.

With the right skills and educational tools young people have enormous potential to act as agents of peace, preventing crises and reducing violence. Through active engagement in their communities and skills development, we believe that Award participants around the world are making a positive contribution to restoring peace.

**“The Award provides an interesting and playful alternative for youth to overcome vulnerable situations, by leading processes of change in their communities. With this partnership, UNODC hopes to build and promote positive changes in communities affected by violence in order to contribute to the success of the UN Joint Programme on Security with Citizenship. The Award is a promising initiative to promote public safety policies and build safer societies.”**

Nivio Nascimento, Program Officer in Crime Prevention, UNODC Brazil and South Cone Office

## Reducing youth violence in Brazil

In Brazil, a country with the world's fifth largest youth population (33 million), over 35 per cent of deaths among young people are due to violent crime. This figure rises to 48 per cent in some regions. Since 2009, the Award in Brazil has been partnering with UNODC (the United Nations Office on Drugs and Crime) as part of a multi-agency project: 'Security with Citizenship'. Active in the states of Minas Gerais, Bahia and Espirito Santo, the initiative aims to reduce violence by building skills and bringing about behavioural change among vulnerable young people who may be both agents and victims of crime.



**UNODC**

United Nations Office on Drugs and Crime

## Reduced reoffending (recidivism) rates



**UNICEF estimates that at any one time more than one million children are being detained through justice systems worldwide.**

Drug and alcohol abuse, poverty and family dysfunction are strongly associated with youth crime. Young people with poor social skills and low educational achievement are also at risk, because they may find it harder to resist negative influences within their peer group.

The Award's non-formal educational model can provide an alternative way for young people in the prison system – many of whom are not in formal education – to gain a sense of self-esteem and achievement. We believe that the Service Section helps young people in custody to reconnect with the communities from which they have become alienated. By developing practical and life skills through the Award, young offenders are equipped to make more positive life choices when they leave custody.

**“The Award has inspired me to look forward and provided me with the courage and strength to rebuild my life after my release from prison and be a responsible citizen who can contribute to society.”**

Augustine Goh, ex-offender and Award participant, Singapore

### UK prison study finds Award impact

In 2010, Award programmes in 24 countries were working with young people within the prison system. As part of its 2008 ASPIRE project, the Duke of Edinburgh's Award in the UK commissioned a study on its impact within the prison sector. The findings suggested that participating in the Award has a positive impact upon the experiences of young offenders, and may improve their chances for a brighter future, increasing their resilience and resistance towards reoffending. Participating in Award activities increased young people's maturity and empathy, which encouraged a sense of wanting “to ‘make right’ and ‘give something back’ to the community.”



**“Enabling young people to flourish is a fundamentally important element of building sustainable communities. We are delighted that through our partnership, the Award will reach even greater numbers of young people.”**

Mick Davis, Chief Executive Officer, Xstrata,  
Global Partner of The Duke of Edinburgh's International Award Foundation



**The Duke of Edinburgh's  
International Award Foundation**

Our vision is to reach more young people from diverse backgrounds and equip them as individuals to succeed in life. We license operators around the world to deliver The Duke of Edinburgh's International Award. We aim to be empowering, diverse, connected and progressive.

Find out more on our website at [www.intaward.org](http://www.intaward.org)  
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