

# **A summary of research to date into The Duke of Edinburgh's International Award**

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

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## Version control

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Eilenberg, Jon. Pearce, Amy. Williamson, Howard. (2018) The Duke of Edinburgh's International Award as non-formal education for young offenders. *Advancing Corrections. Innovation in Education: Voices from the Front Line. Edition 6 – 2018. Advancing Corrections Journal*. ISSN 2517-9233 © Copyright International Corrections and Prisons Association 2017. P163 – 173.

New Zealand Doctor (2018) Panel members hear about success and growth. [Press release] Media release from Govt Inquiry into Mental Health and Addiction. *New Zealand Doctor*. Tuesday 5 June 2018. Retrieved from: <https://www.nzdoctor.co.nz/article/undoctored/panel-members-hear-about-success-and-growth>

Singh, Namarata R. (2018) The Impact of DEIA on the Youths of Fiji. *Fiji*.

The Duke of Edinburgh's Award, UK (2017) UK employers value soft skills. [Press release]. The research was conducted by Censuswide using a sample of 506 UK senior managers. Retrieved from <https://www.dofe.org/uk-employers-regard-soft-skills-as-important/>

Cole, David. Parada, Roberto. Gray, Tonia. Curry, Christina (2019) Learning attribution in the Duke of Edinburgh's International Award (DoEIA). *Journal of Adventure Education and Outdoor Learning*. DOI: 10.1080/14729679.2019.1571423 Available at: <https://doi.org/10.1080/14729679.2019.1571423>

The Duke of Edinburgh's International Award Foundation (2019) 2018 Global Participant Satisfaction Survey Results. Data collection period: May 2017 to September 2018.

The Duke of Edinburgh's International Award, Canada (2017) Measuring the Award in Ontario.

The Duke of Edinburgh's International Award, Canada (2019) Youth Resiliency Project – Year in Review, Reports.

Kildani, Samar. (2016). Impact of El Hassan Award on the personal development of participants in its programmes. *Non formal Education Seminar, Jordan: El Hassan Youth Award.*

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## Introduction

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The Duke of Edinburgh's International Award Foundation (The Foundation) has produced this paper to summarise the predominantly qualitative international research which has studied the impact of the Award. This research took place between 1997 and 2019. It was conducted by a range of organisations including academic institutions, professional bodies and consultancies. We are publishing this summary initially to Foundation staff and the operators of The Duke of Edinburgh's International Award, so that they are aware of the research that supports the value and relevance of the Award. Staff and Award Operators can use this summary to communicate with their different stakeholder groups about the impact of the Award.

This is only a summary document, and a fuller summary of each individual piece of research, as well as the full copy of each study is available on request from The Foundation. This research summary will be updated regularly to reflect any new research conducted during the year.

This document has been structured under some key headings which should help you to find the research most relevant to your area of interest. It begins with studies which covered the broad outcomes and impact of the Award, then goes on to cover research which addressed specific sections of the Award, and that which relates to each of Award's impact areas. However, you will find that there is some cross-over between themes and areas, so it is worth reading the whole document.

For all enquiries about this paper please contact The Foundation's Research Team at [research@intaward.org](mailto:research@intaward.org).

## Overall outcomes and impact of the Award

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In 2015, MacMohan and O'Reilly investigated whether The Duke of Edinburgh's International Award in Ireland (where it is known as Gaisce – The President's Award) acts as a catalyst in the enhancement of psychological attributes including hope, self-efficacy, self-esteem, happiness, and psychological wellbeing in Award participants. Study participants were asked to complete pre- and post-Award participation questionnaires, and to take part in interviews and focus groups. Quantitative results from 647 study participants revealed a significant increase in hope and self-efficacy levels for both Bronze and Gold participants over time when compared with a control group who did not participate in the Award. Findings from interviews and focus groups supported the positive effects of Award participation on the development of young people's psychological attributes and positive personal strengths. Award participants felt that they were better able to develop friendships and team relationships, improved their communication skills, felt more empathy towards others, developed a greater sense of commitment, accomplishment, self-efficacy, self-worth, and they felt more positively about themselves and more confident.

These positive effects have been confirmed by a qualitative study conducted by The Duke of Edinburgh's International Award Foundation (2015). The aim of this research project was to explore the impact of the Award on the social inclusion of young people from an ethnic minority or immigrant background in The Foundation's Europe, Mediterranean and Arab States Region (EMAS). In total, 41 Award participants from five different countries (UK, Israel, Netherlands, Ireland, Finland) who belong to an ethnic minority within their respective home country were interviewed about their Award experience. None of the interviewees witnessed any intercultural arguments or conflicts within the context of their Award participation. Participants reported that their involvement in the programme had a positive impact on their personal growth, self-esteem, physical fitness, social and team working skills, and their employability.

Similarly, a report commissioned by the National Youth Development Agency in South Africa (2015) supported the positive impact of the Award in South Africa (where it is known as The President's Award (TPA)) on young people's lives. Employing a mixed-methods design, findings showed that the Award helped participants to discover their potential, and increase their self-esteem and discipline. In addition, participants felt that their lives had changed for the better as they had developed new personal and social skills (for example team working, leadership, and empathy) and stopped taking drugs. Although they encountered challenges during their programme (which included their physical fitness, motivation and dedication to completing the Award, and empathising with people who were less privileged than them during community service), participants reported that the Award had a beneficial influence on their lives.

Lee (2012) conducted research on the link between the learning outcomes of the Award and mentoring practices; 90 young people in Malaysia took part who were Silver or Gold Award participants or Gold Award holders. The results showed high percentages of skill learning outcomes through participation in the Award in the areas of goal-setting (85.6%), teamwork (84.4%), vocational skills (83.3%), creativity (81.1%), and communication, leadership, organisation, and social relationships (80% each).

Terry (2012) explored what long-term benefits the Award had for its participants and whether the challenges still remain relevant today, by making comparisons of the experiences of six Gold Award holders in Australia. Their ages ranged from 19 to 55 years and represented five decades. All participants agreed that their career paths have a direct link to their participation in the Award. Five participants believed that they gained a significant life attribute from the Award, with confidence being a significant factor. Other attributes included commitment and volunteering, following things through, satisfaction in completing something and committing to a long-term goal. Four of the six participants indicated having continued to volunteer in the same organisation post Award completion. In addition, five participants thought that the skills learned during their Award helped them achieve their potential as an adult. Four participants mentioned that the people skills and management skills they gained from the Award assist them in their every-day life activities.

In 2010, The Duke of Edinburgh's International Award – Canada and McKinsey & Company conducted a research project in Toronto with 219 Award participants from all levels to understand the impact of the Award on participants, its long-term direct and indirect benefits to the community, and risky behaviour avoidance as a natural benefit of the personal development provided by the Award.

Regarding the impact of the Award on participants, they identified four themes that arose from the value participants receive: life skills, leadership, life enrichment and achievement. Participants reported they feel that they obtain a variety of life skills to prepare them for their adult life such as teamwork, commitment, organisational skills, motivation, time management, interpersonal skills. Participants also reported developing the core components of leadership, such as self-reflection, decision making, planning, taking responsibility and conflict resolution. Through their participation in the Award, young people took away lasting memories, relationships and lessons that provide them with new perspectives, which results in life enrichment. The series of accomplishments during their participation gave them a sense of achievement which motivates them towards further accomplishments in their adult lives.

Regarding the long-term direct and indirect benefits that the Award brings to the community, they identified three themes: educational achievement, community involvement, health and well-being. They found that participants are more likely to aspire to higher education than what is achieved by their peers, and commend the Award for providing the skills to do so. They reported that an Award participant is 34% more likely to graduate high-school and 20% more likely to enrol in university than the average Canadian. They also have a greater desire to be aware of issues within their communities, and have better habits of involving themselves in Voluntary Service activities. Finally, they are more likely to be aware of health issues and to be involved in active recreational activities. They reported that participants who have completed the physical recreation component of the Award are 29% more likely to engage in regular physical activity than the average Canadian aged 12-24.

The Duke of Edinburgh's International Award – Canada and McKinsey & Company (2010) identified personal confidence, ability to socialise with a variety of people and strong linkage with the broader community as the major drivers of risky behaviour avoidance. Eighty-seven percent of their

respondents reported that the Award helped them be more confident; 83% of them agreed that the Award helped them develop lasting relationships and 88% agreed that the Award had resulted in an increased interest and continued involvement in community activities.

In 2009, the Scottish Government in the UK commissioned HM Inspectorate of Education to perform a review of the Award in Scotland (HMIE, 2009). Inspectors reported that all the young people they met said they could feel an increase in their confidence and self-esteem, as well as the development of independence, resilience and self-reliance. They mentioned that they improved relationships, met new people and worked co-operatively with other people.

In addition, participants felt that the Award played an important role in helping with future career choices as well as with applications for university courses and curriculum vitae. Other people described learning practical skills, planning more effectively and motivating others. Some were progressing to become Award Leaders.

From a community impact point of view, the Voluntary Service component of the Award was found to be received very positively. Many voluntary groups, local and national charities benefited through the significant “funds being raised by Award participants.”

In 2007-09, the Award in the UK (where it is known as The Duke of Edinburgh’s Award) commissioned research from the Centre for Children and Youth (CCY) – a research centre based at the University of Northampton – to make a national evaluation of the impact of the Award on young people in the UK. A series of quantitative and qualitative studies were conducted and 1,848 participants from all levels, 383 delivery partners and 25 Gold Award holders over five decades participated in the research.

The quantitative survey results revealed that young people thought that doing the Award had a positive effect on the way they viewed new experiences. Young people were generally positive about their local community and 62% felt that doing their Award helped them make a positive difference to their local community. Eighty-two per cent reported that the Award made them want to take part in volunteering activities and that they wanted to participate in future volunteering activities as a result of their involvement with the Award. This was also supported by the results of the study with the 25 Gold Award holders from five decades, which revealed that 16 of them carried on volunteering after finishing their Award and ten of them were still actively volunteering at the time of the research (Campbell et al., 2009). In 2007, the Award in the UK’s survey with 324 Gold Award holders from five decades also showed similar results, where 61% stated that they still participated or volunteered with their community in some way.

Seventy-four per cent of the participants reported that the Award helped them develop self-esteem and 80% felt that doing the Award helped them understand their own strengths and weaknesses better. Regarding the effect of the Award on mental aspects of participants’ well-being, the statements, “Since starting the Award I believe in myself more” and “Doing the Award means that I am less bored”, scored highest.

Respondents were generally positive regarding statements that the Award helped them to achieve their goals in life or changed their life. Five hundred and fifty-five young people completed both the

initial questionnaire and a repeat questionnaire later in the project. Results revealed more positive attitudes towards new experiences, more positive community attitudes, increased perceptions of physical and mental well-being, increased self-esteem, and improvement in perceptions of employment skills and future employment prospects (Campbell et al., 2009).

In the qualitative study, the participants reported that they found that achievement and sense of achievement, firstly with the Adventurous Journey and secondly completing the rest of their Award was, on reflection, the most rewarding thing about doing their Award. The reasons for this include being able to achieve – “achieving the impossible” – realising their own capabilities, overcoming personal and team challenges and pride at their achievement. The participants also mentioned that through their involvement with the Award they had the opportunity to engage with their local community, create and enhance friendships and interact with others with different backgrounds and cultures. They also explained how the Award helped them with their self-development and confidence and how it helps them increase their chances to get into university or a job (Campbell et al., 2009). These results were also supported by the results of an earlier piece of research on Gold Award holders where 85% of respondents stated that the Award had improved their self-confidence and 83% stated that participation in the Award taught them how to understand and work with different types of people (The Duke of Edinburgh’s Award, 2007).

The results of the study with the delivery partners were in line with the results of the studies with the participants. Delivery partners reported that doing the Award helps young people to develop decision making skills (95%), motivational skills (94%), teamwork skills (93%), leadership skills (93%), organisational skills (92%), problem solving skills (82%), to become more responsible (95%), learn perseverance (92%) and learn about others with different backgrounds to themselves (82%).

Lipshitz and Gelber (2008) interviewed 615 Jew and Arab Award participants in Israel from all levels and 10 staff members to understand the Award experiences of young people. Findings suggested that the Award had a positive impact on participants’ development in all three domains: individual (sense of self-confidence and competence, making their leisure life fuller, managing their time better and developing them as people), social (developing social skills, such as accepting others and inculcating values of friendship) and community (enhancing desire to serve the country and the community).

Lico (2008) reported on the feedback from Gold Award holders in Ontario, Canada, who stated that “participating in the program has a transformative effect. Careers have been chosen based on activities; life-long friendships have been cultivated; experiences have been had that never would have occurred if not for the motivation of completing the Award.” Furthermore, the Adventurous Journey component of the Award has been described as the “greatest challenge and the one with the most lasting and positive effects.”

Maccariello (2006) conducted a study in Essex, UK to understand how the Award was perceived and how it was relevant to society from the point of view of young people (both Award participants and non-participants) from formal and non-formal education institutions and their parents. The replies of the participants related the Award most frequently to enjoyment (“a fantastic opportunity”, “fun”, “satisfying”), challenge (“you do lots of activities”, “challenging”), *fitness* (related to outdoor activities), *achievement*, accreditation, reward, time (they would like to do more but “too much



school and exam work”), and the Award being available to all. The parents considered the Award as “good” for the employability of their children, “a great opportunity and experience”, “fun”, and a way to “meet new people” and “gain confidence”. Parents also said that the Award was a possible way to overcome prejudices related to social background, gender and ability. They also believed that the Award helps young people not to “take things for granted”, to “get away from materialism” and to “learn new skills”.

Lähteenmaa (2006) studied six Award participants in Liperi, Finland over three years of their involvement with the Award and found out that enjoyment and fun was a major aspect of their Award experience and they also learned to work in a group when doing their Award activities.

Kroll (2005) conducted a study to understand the effect of the Award on young people from 23 Award Centres in Germany. She found that the participants reported on increased self-esteem, self-reliance, self-belief, motivation, taking responsibility, self-discipline, pride in own success, self-awareness, teamwork and independence as a result of their involvement in the Award. They also reported improvement in motivation to volunteer (71%), integration in social life (52%), ability to organise (57%), ability to work independently (59%), communication skills (43%), ability to deal with conflicts (61%), ability to take responsibility (69%), ability to work in teams (67%), ability to collaborate (67%), ability to have and create relationships (54%), ability to take criticism (47%) and ability to understand the needs and interests of others (51%).

In 2016 Samar Kildani investigated the impact of the Award on various outcomes in Jordan. The outcomes include health and wellness, improving educational attainment, the environment, civil life, and the reduction of violence and crime. The research surveyed over 200 participants on these aspects in a qualitative research design. The report reaffirms the benefit of the Award across the given outcomes and the research specifically highlights better attitudes of participants towards reducing violence and crime.

In a cross-country comparison, Award Leader Sandra Milliken (2016) explored the delivery of the Award within two GAIL schools (Global Alliance for Innovative Learning)- one in Scotland and one in New Zealand. Staff and participants from both Award Centres were surveyed and gave positive feedback about the Award. The staff indicate that the Award develops a number of positive attributes in young people such as confidence, self-esteem and the ability to recognise their own strengths and weaknesses. They believe the Award gives participants the opportunity to work with people of different cultures and spiritual beliefs, and that the skills students learn through their Award are useful for them as adults. The survey also investigated the Award’s effect on participants’ global awareness, spiritual awareness, cultural awareness and academic challenge, these attributes were identified considerably less as effects of Award participation. The participant results echoed this; indicating that the Award helped them learn new skills and take part in physical activity and community service, but giving much lower ratings for the Award’s influence on them developing international or cultural understandings, and spirituality. The participants affirm that the Award helped them learn the attributes of giving back to the community and looking after others, and make insightful comments about their experiences and how the Award has impacted their lives.

Investigating what the learning effects of the Award are and how learning is attributed to the Award, Cole et al. (2019) used a mixed methods approach to research the 'personal effectiveness' of Award Leaders and participants in Australia. Interviews revealed there are participants and Award Leaders who believe the Award has a profound impact on participants' personal effectiveness, and others that doubt the Award has such effects, or that we can measure these effects effectively. These results point to the spectrum of interpretations of young people of their Award experience and of the themes that underlie the Award's delivery. The researchers explain that "both of these perspectives show how the common sense, positive appraisal of the effects of the Award on youth development can be doubted or over-stated" (p.16). Nonetheless, the quantitative study finds there are some qualities that young people are attributing to the Award, scoring this attribution with an average of 2.1 out of 3. The most significant attribution scores were for Self-Confidence, Cope with Change, Leadership Ability, Overall Effectiveness, Active Involvement.

The researchers note that these are qualities that the Award as a youth development program encourages, since the learning effects of the Award are pre-identified in the Award's Outcomes<sup>1</sup>. However, other skills and capabilities that are often associated with the Award, such as Time Efficiency, Self-Efficacy, Social Effectiveness, Cooperative Teamwork, Stress Management, External LOC (Locus of Control), Internal LOC, are only attributed by a medium strength to the Award. The more academic attributes of Open Thinking and Quality Seeking are only mildly attributed to the Award, as participants may associate them with the traditional formal classroom setting.

The research team conclude that the effects of the Award on learning are subtle and nuanced. They argue we cannot attribute the learning of personal effectiveness qualities solely to the Award, but can demonstrate that the Award has had a positive influence on the learning of these qualities. While the quantitative study confirms that some short-term learnings are attributed to the Award to varying degrees, these results do not necessarily mean that this development/learning will result in long term benefits and their attribution to the Award, such as those identified as the Award's Impacts<sup>2</sup>. A longitudinal approach is suggested; "It may well be the case that participants come to positively attribute effects differently to the Award as they mature and look back at its activities in a new light" (Cole et al. 2019. p16).

Using thematic analysis of interview records, Naylor et al (2017) reveal how the Award affects each of its stakeholder groups; Award participants, community members such as Award Leaders, staff at National Award Offices, staff at The Foundation, and donors of the Award. The main theme identified is of transformation; involvement with the Award transforms each of its stakeholder groups in different ways. For example participants describe being transformed into role models, Award Leaders benefit from playing a pivotal part in the transformation of young people, and donors expressed enjoyment in supporting an organisation with such capacity to transform. Communities, schools and business organisations benefit from peoples' positive personal transformations, but also

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<sup>1</sup> The Award's Outcomes are the ten social and emotional capabilities, or 'core skills', young people may develop or improve through the Award, such as confidence, creativity, communication, and leadership.

<sup>2</sup> The Foundation has identified seven long term impacts of the Award. Some examples are improved employability and earning potential, improved physical health and fitness, improved mental health and emotional wellbeing, and reduced offending.

through the material resources and fundraising created by the Award, and the opportunities for networking, publicity, and activities provided by Award participants specifically to help the community. At a higher level, the report then demonstrates that whole communities can be affected by the Award, through the transformation that happens to individuals; in Kenya, the Award inspires girls who are at risk from being married young, to follow their ambitions to have careers and contribute to society. Information on FGM has been shared through the Award to further changes in cultural attitudes, and Voluntary Service section activities have helped reduce tribal tensions and discrimination. Secondly, young male participants with a residential centre in New York have found a sense of self-worth and have improved their behaviour, reducing the load on the social services.

A summary of the Award, with a focus on its' benefits for students and schools, is given by Robin Ann Martin (2017) in her 'PIL Profile' of the Award as part of an International Baccalaureate/ Creativity, Activity and Service (CAS) Discussion Paper. Martin liaised with the Africa Regional Office and with Foundation staff to finalise this paper. Martin highlights the similar elements between the CAS programme and the Award, and how both aim to "[...] counterbalance and complement the rigorous academic disciplines during the last years of high school." (2017) She discusses how within the Award, priority is given to participants setting their own goals and objectives within their chosen activities, as they are mentored through their programme by trained staff. The paper briefly explains the structure and the history of the Award programme, The Foundation's mission to make the Award available for all young people (no matter of their background or ability), and its current global delivery structure of licensed countries/territories that are supported by The Foundation and regional offices to deliver the Award within their national context. Martin also explains using research examples the positive effects and impacts of the Award, and the roles of the student and teacher (participant and Award leader) along with the other adults involved in Award delivery; she notes the importance of training for these roles so that participants are fully supported through the programme. Finally, some of the potential challenges that are involved in delivery the Award worldwide are presented; such as recruiting teachers or volunteers for these Award delivery roles, and time constraints on adults and on participants themselves.

## Outcomes and Impact by Award section

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### Adventurous Journey Section

Findings from the qualitative study carried out by the Award in the UK (where it is known as The Duke of Edinburgh's Award, or DofE) (2015) emphasised the important role of the Adventurous Journey as Award participants perceived this to be "the most spectacular of course" because "we all went on together, working towards a shared goal is a lot of fun." (Female Gold participant from the UK.) Participants reported that the Adventurous Journey not only helped them to develop survival skills but also increased their confidence and team working skills.

Likewise, results from a study commissioned by the National Youth Development Agency in South Africa (2015) demonstrated that the Adventurous Journey is one of the most exciting elements and activities of the Award. Participants felt that undertaking the Adventurous Journey had improved

their confidence levels by unlocking their potential. Young people reported that they had “overcome things” that they had never thought they were capable of doing. Thus, the Award seems to strengthen participants’ belief in themselves and their skills.

Bronze Award participants who took part in Dubberley’s research (2010) in the secure estates in England and Wales mainly focused on the Adventurous Journey component of the Award when talking about learning acquired through the Award. It was perceived as the most important component of the Award as it was associated with anticipated excitement and activities outside of the prison grounds. Preparation leading up to the event was perceived as very useful, even for those unable to leave prison grounds. Many young people reported having gained positive experiences throughout preparation and the expedition itself; some participants even felt that they had changed as a result of it.

Bailey (2003) explored the processes involved in the Adventurous Journey section in a Bronze Award Group in a high school in Australia and found that this component of the Award significantly increases participants’ active involvement, co-operative teamwork, self-confidence, social effectiveness, stress management and time efficiency.

In the Umhlaba Development Services’ research (2003) the Award participants from the rehabilitation and re-integration facilities in South Africa reported that the trust that was placed in the participants when they go out on their Adventurous Journey was extremely powerful and meaningful for them. It further builds relationships between participants, and between participants and facilitators.

In Smith and Isles’ (2004) research, across all of the interviews with pupils there was a clear linkage between being involved in the expedition and the development of personal skills and attitudes. “I think being involved in the expedition brings the best out of you. It certainly helped me find out about myself and about other people. I suppose it gave me a sense of responsibility and an understanding that people have to work together to bring out the best in people.” (Jack, Geneva)

The opportunity which the Award offered to develop leadership qualities (mainly through the planning and organisation of the Adventurous Journey), was highlighted by pupils across all schools and was regarded as one of the long-term benefits of signing up for the Award.

In addition to developing basic leadership skills, pupils also reported that being involved in teambuilding exercises helped them to view others in a different light. One pupil expressed this succinctly: “I remember we were working on map skills and there was this girl who I had never seen contribute anything and she was just doing everything. She could calculate the height, the distance, the time travelled, the compass bearing. I think the Award pushed her to contribute. It certainly changed my view of her.”

Roff (2001) investigated whether a short, self-planned expedition can have a measurable effect on the self-esteem of young people in the context of one cohort of Bronze participants in a secondary school in east Devon, UK. She reported that a significant change took place in some domains of self-worth. She found that self-concept and in particular the domains of physical appearance and global self-worth are immediately influenced by an expedition experience.

Within Milliken's 2016 study of the Award in two Award Centres- one in New Zealand and one in Scotland- participants indicated that they felt the Award's outdoor experiences specifically had a very positive effect on their personal development, and the skills learnt from this were transferable to other situations. One participant said "Whilst out on the expedition, you develop an understanding of where you fit into a group and so you begin to realise strengths and this is a massive self confidence booster as you feel you can make a worthwhile contribution to something bigger." (Milliken, 2016).

The Foundation's 2018 Global Participant Satisfaction Survey asked young people if they had participated in an Adventurous Journey type of activity (such as hiking, kayaking, sailing and so on) before the Award. 31% of young people reported they had never participated in an Adventurous Journey type of activity before the Award. Further to this, only 6% said they would never participate in this type of activity again after the Award. The results show an increase in young people regularly participating in these type of activities from before to after the Award; 25% of young people participated regularly in this type of activities before the Award (once a month or more often), which rises to 60% who intend to participate regularly after the Award.

## **Physical Recreation Section**

In a qualitative study carried out by the Award in the UK (where it is known as the DofE) (2015), participants reported that being active had a positive impact on their health, both psychological – in terms of making new friends and to help relax from daily stressors – but also physical – in terms of improving their stamina and becoming fit.

Not only does the Physical Recreation section have a beneficial influence on people's health, but also the Award itself seems to exhibit positive effects by changing people's health behaviours. The National Youth Development Agency in South Africa (2015) explored the impact of the Award on youth development. Results revealed a change in lifestyles, including quitting drug abuse. Hence, the Award appears to play an important role in facilitating a healthy lifestyle.

Herttuainen (2009) investigated the Award participants' and their Award leaders' experience of the Physical Recreation section in practice. The benefits of physical exercise activities were reported as enjoyment, lifting of self-esteem, creation of a healthy lifestyle, improvement in fitness, increase in self-discipline, growth in determination, increase in motivation and achievement, interaction with others, and social co-operation.

The Foundation's 2018 Global Participant Satisfaction Survey report found that globally, young people increased their participation in sports / exercise through the Award. Before the Award 88% of the young people were participating in some sort of physical activity regularly (at least weekly), during the Award 100% of these young people were regularly participating in their chosen physical activity to fulfil the Award's requirements, and after the Award 94% of young people intended to continue their regular participation (6% more than before the Award). Further to this, of the participants that did infrequent exercise before the Award (once a month or less often), 73% intend to do physical recreation regularly (at least weekly) after completing their Award (The Foundation. 2019).

Interviews conducted with 22 youth participants in Fiji showed that the Physical Recreation section gave some young people the opportunity to represent their local team or school in competitive team sports, which in turn encouraged them to continue and complete their Awards (Singh, 2018).

## Skills Section

The Foundation's 2018 Global Participant Satisfaction Survey found that although the majority of young people are practicing a skill before the Award, participation rates increase through the Award. Before the Award, 78% of young people practiced a skill once a week or more often, while during the Award all participants are required to practice a skill for at least an hour a week for the duration of the Award. When asked how often they intend to continue practicing a skill after having completed their Award, 88% intend to continue participating in their skill regularly – an increase of 10%. Furthermore, of the participants that practiced a skill infrequently (less than once a month) before the Award, 54% now intend to practice weekly or more than once a week, and 28% intend to practice at least once a month. The increase in skills practice is more pronounced in particular countries, for example in Malaysia, before the Award 83% of young people were volunteering before the Award regularly (once a week or more often), and 96% intend to continue their regular skills practice following the Award – an increase of 13% (The Foundation, 2019).

## Voluntary Service Section

In 2015, the Award in the UK (where it is known as The Duke of Edinburgh's Award) conducted several interviews with young people from five different countries to explore their experience of being involved in the Award. Findings suggest that Voluntary Service participation was very useful to participants in terms of improved employability and career prospects, an increase in their awareness regarding their responsibility for their community and other people, and personal growth.

In addition, a report by the National Youth Development Agency in South Africa (2015) advocates that the Voluntary Service section is the most meaningful activity, and one of the most exciting components of the Award. Participants enjoyed being involved in the community service, mainly because they felt that they helped a lot of children and other people, and because they got a chance to meet new people and to network. Therefore, community service appears to be a very important part of the Award in facilitating youth development.

Similar findings emerge in a qualitative study by Fleuren et al. (2014) who aimed to explore whether service activities can foster young people's thriving, development and their civic engagement. Results from 22 semi-structured interviews with Gold Award holders revealed a perceived improvement in participants' skills related to teamwork, networking, leadership and time management. In addition, many individuals expressed feelings of self-worth, accomplishment, and an increase in their confidence as a direct result of their involvement in the Award's Voluntary Service section. Moreover, several participants felt that they had developed skills to form relationships with various people, observed changes in their habits and moral development, and expressed a greater sense of sympathy and empathy to others. In this way service activities can facilitate positive youth development by improving young people's competences, confidence,

connection, character, sense of caring, and their ability to make a positive contribution to the behaviours and norms of themselves, their families, peer groups, and community.

In 2013, The Ministry of Youth Development in New Zealand commissioned an evaluation of the Voluntary Service component of the Award to improve understanding of its impact, and to gain evidence of the outcomes achieved through participation in it, across a range of ethnicities, communities and Award levels. The research consisted of a series of qualitative studies and 48 Award participants from all levels, 18 Award Leaders, teachers and parents and four Gold Award holders took part in the research. The feedback from the participants consistently identified the Voluntary Service section of the Award as the most challenging, pushing them well out of their comfort zones and into roles they had not previously considered. In many instances, the Voluntary Service section was found to encourage young people to take a somewhat courageous step beyond their everyday environment and regular networks and to venture into the community, on their own. The research also revealed that the Award offers an introduction to community service for many young people who would not otherwise have found themselves involved in volunteering (Collie, 2014).

The culture of individualism and perceived 'navel gazing' among young people was consistently referenced by the adults taking part in the research, who saw the Voluntary Service section as a powerful tool to engage young people in their wider community. They applauded the Service section as a means of getting young people out and involved in society. They also credited the Award with changing the way young people see the world. They also reported that they saw immense benefits in the Voluntary Service section refocusing young people's attention away from themselves and into their communities (Collie, 2014).

Growth in leadership through involvement in the Voluntary Service section was widely acknowledged by both participants and adults. This increased as participants moved up through Bronze and Silver, to Gold. Those still involved with the Award at Gold level showed significant levels of leadership beyond the Award, in both school and community. Eighty-one per cent of young people felt the Voluntary Service section enhanced their leadership skills and this was confirmed by 83% of the parents and 83% of the Award Leaders (Collie, 2014).

All young people who participated in the research felt the Voluntary Service section enhanced their personal skills, which was also confirmed by the adults. Young people reported the following key personal benefits from involvement in the Voluntary Service Section: making connections with new people, "warm fuzzies", satisfaction, growth in confidence, commitment, empathy. It was reported that the Voluntary Service section provided an opportunity for young people to make linkages with others beyond their peer group that they might not necessarily have had the opportunity to make outside the Award. It also provided an opportunity to break down barriers and stereotypes in the community, both for participants and for the broader community.

Ninety per cent of young people felt the Voluntary Service section of the Award enhanced their practical skills, such as interpersonal skills, planning, preparation, and organisation and acquisition of new practical skills.

Four past participants who completed their Gold Award more than five years ago were also interviewed to gain insight into the impacts of their involvement in the Voluntary Service section of the Award. Upon reflection, past participants were able to identify a range of personal benefits from participation in the Award. These included increased confidence and leadership abilities, broadened networks and networking opportunities, improved communication and interpersonal skills, and organisational and practical skills that often lead on to contribute to chosen job and career paths. While not all were currently involved in community service, each identified a range of Voluntary Service opportunities that they had taken on post-completion of the Award and identified their openness to continued community service in the future (Collie, 2014).

In 2016, the Duke of Edinburgh's Award in the UK collected quantitative data from over 7000 participants about their well-being, in relation to their participation in the Voluntary Service section. Their results suggest that the Voluntary Service section not only benefits the organisation or group in which the participants volunteer, but has a positive effect on participants' well-being. 97% of participants said that regular volunteering makes them feel happy, and when asked to choose options for how it makes them happy, 83% of participants indicated that it makes them feel more responsible, 77% that it makes them feel more confident and 46% that it has improved their self-esteem. 92% of these participants say they feel satisfied with the way their life is heading and 88% of those believe that it is their regular volunteering that helps towards this satisfaction. When asked about their motivations, helping other people was voted the leading reason to volunteer, with over half citing this as their main motive, a third of the respondents indicated that they volunteer to feel good about themselves, and 97% identified that regular volunteering gives them a sense of achievement.

The Foundation's 2018 Global Participant Satisfaction Survey found that young people increased their participation in volunteering through the Award. Before the Award 48% of the young people were volunteering regularly (at least monthly), during the Award 100% of these young people were regularly volunteering to fulfil the Award's requirements, and after the Award 86% of young people intended to continue their regular participation (38% more than they did before the Award). Further to this, while 27% had never volunteered before the Award, and only 4% reported that they intended to never volunteer after the Award. Of the participants that volunteered less than once a month before the Award, 75% reported that they intend to continue volunteering once a month or more often after completing their Award. The increase in volunteering levels are even more pronounced in particular countries, for example in Slovakia where before the Award only 29% of young people were regularly volunteering before the Award, and 83% intend to continue their volunteering following the Award – an increase of 54% (The Foundation, 2019).



## Research relating to the Award's identified impact measures

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### Improved employability and earning potential

*Increase in employability and earning potential due to improved life skills.*

In 2015, the Award was chosen by UK HR professionals in a CIPD survey as the most recognised volunteering programme during the recruitment process of new candidates. More than a quarter of UK companies look for the Award when reading applications, above any other recognition programme. In addition, 67% of UK companies who participated in this survey believed that entry-level candidates with a volunteering background have more employability skills (team working, communication, time management, prioritisation, problem-solving, adaptability and leadership) compared to those who do not volunteer.

A 2014 study in the UK (where the Award is known as The Duke of Edinburgh's Award) explored the views and expectations of 816 Award participants regarding their future and career beyond school by asking them to complete an anonymous online survey. Findings revealed that Award participants felt that they had gained many skills: team working (91%), communication (75%), problem solving (59%), self-management (55%), and a positive approach to work (55%). Although 93% feel under pressure to demonstrate that they can be an 'all-rounder' in the workplace, 83% of the Award participants thought that doing their Award would help them to get a job.

The role of volunteering as preparation for the working world was also recognised in this 2014 UK study. Nearly two-thirds of current Award participants believed that volunteering was the best activity to equip them with valuable skills for the workplace, beyond any other extra-curricular activities that also formed part of their Award programme.

Completion of the Award was perceived to be very important by young offenders in the secure estate in England and Wales, as it was linked with the anticipated potential to improve future opportunities, thus suggesting improvements regarding providing more support during the programme (Dubberley, 2010). Many young people attributed a potential to enhance their future opportunities in terms of employment and gaining access to education upon release, and to compensate for the lack of previous qualifications, to successful completion of the Award.

At the Global Youth Forum 2009, Yoganathan reported on the impact of the Award in the tertiary sector, specifically in Victoria, Australia. He argues that for the Award to be successful in any context, there needs to be support, enthusiasm and positive leadership from adult mentors as well as those at every level of the relevant institution. He also gives an account of how the Award gives a structure and a routine to the participants to work with and how it helps them to gain life experience, and excel in teamwork and commitment. He also provides insights from employers and how they see the Award: "As an employer in the health and fitness industry I often look on a resume for an aspect that will distinguish an applicant from other candidates. When I see that someone has participated in the Award I immediately prioritise that candidate. The Gold Award in particular demonstrates the qualities of leadership, initiative and social conscience that I am looking for in my employees.

Participation in the Award speaks volumes about one's integrity and desire to participate fully in society. I recognise that completing the Award has been a challenge, and it is an internationally recognised and prestigious Award. It speaks to me about who the person is, the values they hold and the qualities of their character that other information on a resume often can't reflect." Liam Dobson, Chapel Fitness Gym Owner, Melbourne, Australia.

Lico (2008) mentioned that the universities in Ontario recommend embarking on the Award as they suggest that it is "a great way to demonstrate your commitment to community and your own personal achievements." In addition, it has also been seen as beneficial for "older youth" when "applying and interviewing for employment".

The UK Award's (2007) survey with 324 Gold Award holders from five decades, which aimed to explore the impact of the Award, revealed that 93% felt that by including the Award on an application form it would help to secure employment or places at preferred colleges. In addition, 64% believed that having an Award helped them gain their most recent/current job.

Respondents were generally satisfied with their employment skills. Young people agreed that the Award helped them develop team work skills (93%), taking responsibility (84%), and working independently and sticking to a task (76%). Most respondents also agreed with statements relating to the development of skills concerning communication, leadership (82%), motivation, decision-making (84%), problem solving (77%), organisational skills (75%), and public speaking. The highest levels of agreement were with the statements "Doing the DofE will help me get a job/career in future" and "Doing the DofE will give me an advantage over other people in the job market." These results were also supported by an earlier piece of research with 324 Gold Award holders where 58% believed that having an Award had helped them in their job/career and the most helpful section was that of Voluntary Service (The Duke of Edinburgh's Award, 2007).

In 2005, The United Learning Trust (ULT) published the results of a major survey, undertaken by them in association with Ratcliffe Hall Ltd, focusing on the methods major employers in the UK used for selection of new employees. It was primarily about graduate recruitment and asked for the employers' views on the attributes that were most attractive in candidates. The following were rated the highest: leadership, teamwork, self-motivation, communication, confidence, consideration and the ability to learn. Asked to list the five most important school activities in terms of future recruitment, the employers put taking part in the Award top, with work experience in second place (The Duke of Edinburgh's Award, 2006).

In his article about the use of the Award as a tool for rehabilitating young offenders, Robathan (2001) quotes Mark Harrison, the Award coordinator of Prescoed Young Offenders Institution in South Wales: "To achieve any of the Awards takes a lot of motivation, and that is very important for employers. It also demonstrates reliability, commitment, decision-making and the ability to work as part of a team."

Some participants from New Zealand and Scotland indicate that suggest that the skills they have developed through the Award, will have a long term impact in helping them within their future employment. For example "Duke of Ed not only teaches individuals to successfully complete the

tramps [adventurous journeys] but it allows us to manage our time properly and complete specific tasks and activities on time. It helps one to remain consistent and organised throughout their lives and it helps to prepare us for the future where skills such as collaboration, communication, organisation and motivation are essential for all jobs and occupations.” (Milliken, 2016).

Different stakeholders’ responses to the question ‘Why do young people need the Award?’ are summarised by Naylor et al. (2017) in the following five sub-themes: ‘Social, Cultural and Political Pressures’, ‘Family Breakdown and Abuse’, ‘Poverty and Marginalisation’, ‘Developmental Needs’ (to do with self-esteem issues, a need for connection to society and discipline issues), and ‘Competition for success’. This last sub-theme discusses how the Award can be advantageous for young people within the competitive environment of gaining employment and academic opportunities. The Award participants interviewed here explained described the skills development they experienced that increased their employability, naming skills that were useful to employers, (such as time management, commitment, teamwork and leadership skills), and skills useful for succeeding in job interviews (such as communication and interpersonal skills).

The results from a poll of UK business leaders commissioned by The Duke of Edinburgh’s Award, UK in 2017 highlighted the importance of young people developing soft skills for the workplace. 9 in 10 of the 500 senior managers said young people with strong soft skills often progress faster in the workplace and 98% said they think young people should invest more time enhancing their soft skills. Furthermore, 93% revealed they are more likely to employ a candidate who can demonstrate achievements beyond their curriculum studies, such as the Award (The Duke of Edinburgh’s Award UK, 2017).

In a study on the impact of the Award in Fiji, Award participants stated that while the Award had given them skills “which assist them in their daily employability” the Award itself had not assisted in finding a job (Singh, 2018). They stated that this was because “The Award program was not much recognized in the job market.” Singh recommends parliament and relevant ministries to publicise the Award as an “added advantage of the skills and experience qualification.” This highlights the importance of the Award for skills in the workplace and the importance of its recognition.

## **Improved physical health and fitness**

### *Improved physical health due to increased long-term participation in physical activities.*

In a qualitative study carried out by the Award in UK (2015), participants reported that being active had a positive impact on their health, both psychological – in terms of making new friends and to help relax from daily stressors – but also physical – in terms of improving their stamina and becoming fit. Similarly, as discussed earlier in this paper, The Foundation’s 2018 Global Participant Satisfaction Survey report found that globally, young people increased their participation in sports / exercise through the Award (The Foundation, 2019).

Within Singh’s study on the impact of the Award in Fiji, 100% of interviewed Award participants agreed that the Award encouraged physical health and “protection against health-related risks.” This

finding was specifically tied to the Physical Recreation section, where improving an existing sport or learning a new one allowed the participants to be “physically fit” (Singh, 2018).

## **Improved mental health and emotional wellbeing**

*Improved mental health and emotional wellbeing due to increased social interaction, self-confidence, enhanced life skills and sense of purpose.*

The Duke of Edinburgh’s Award, UK’s 2016 Well-Being Survey provides further support that the Award has a positive effect on participants’ psychological well-being; 97% of survey respondents said that the regular volunteering that the Voluntary Service section requires makes them feel happy, 77% said that it makes them feel more confident and 46% that it has improved their self-esteem. Additionally, 92% of these Award participants say they feel satisfied with the way their life is heading and 88% of those believe that it is their regular volunteering that helps towards this satisfaction (The Duke of Edinburgh’s Award, UK. 2016).

Gibbs and Bunyan (1997) conducted a study to evaluate any changes in global self-esteem which may have occurred as a result of the completion of an Adventurous Journey expedition in the UK. One hundred and twenty-six participants from all Award levels took part in the research and global self-esteem, physical self-worth, sport, condition and body strength were measured with pre- and post- questionnaires before and after the expedition. Results revealed significant differences between pre-and post-expedition scores on all areas, suggesting an increase in self-esteem following the expedition.

Semi-structured interviews with 8 participants from Australia, Bangladesh, Czech Republic, Ghana, Kenya, South Africa, Uganda and the USA revealed that participants saw the Award as providing them with the discovery and development of skills and talents, these included life skills, non-academic and practical skills, social and leadership skills (Naylor et al., 2017). They identified a personal transformation as a result of the Award, characterising this as gaining greater confidence, purpose, drive and motivation, self-esteem and self-efficacy, and increased hope, patience and enthusiasm for life. They described becoming role models, who now feel connected to the community, a sense of civic responsibility and have social/cultural awareness.

A set of interviews conducted with 22 Award participants in Fiji revealed a unanimous agreement among the participants that the Award promotes mental wellbeing. The study highlights the fact that study related stress and imbalances caused by rigorous curriculums and schoolwork can be alleviated by young people’s participation in a variety of activities through the Award, allowing for a more balanced lifestyle rather than focusing solely on academia (Singh, 2018).

## **Increased engagement with charitable and community causes**

*Increased engagement with charitable and community causes directly, through the Service section of the Award, and indirectly, through increased likelihood of long-term participation in volunteering and other forms of community and local participation.*

The 2007-09 research from the Award in the UK revealed that young people thought that doing the Award had a positive effect on the way they viewed new experiences. Young people were generally positive about their local community and 62% felt that doing their Award helped them make a positive difference to their local community. Eighty-two per cent reported that the Award made them want to take part in volunteering activities and that they wanted to participate in future volunteering activities as a result of their involvement with the Award. This was also supported by the results of the study with the 25 Gold Award holders from five decades, which revealed that 16 of them carried on volunteering after finishing their Award and ten of them were still actively volunteering at the time of the research (Campbell et al., 2009). In 2007, the Award in the UK's survey with 324 Gold Award holders from five decades also showed similar results, where 61% stated that they still participated or volunteered with their community in some way.

Smith and Isles (2004) conducted a study in the UK to investigate whether pupils and teachers perceived the Award as an "appropriate vehicle for the development of citizenship." In addition, they explored how the Award is organised and managed within schools, whether participation facilitates the development of personal skills and qualities associated with citizenship education, and finally whether participating encourages active citizenship. There was an overwhelming view from headteachers, teachers and pupils that participation in the Award was an appropriate mechanism for developing the personal skills and qualities associated with citizenship education, such as self-esteem, confidence, initiative, determination and emotional maturity. Headteachers and teachers made frequent reference to the importance of developing personal skills such as self-confidence and initiative and suggested that the Award offered a range of opportunities for this to happen. A number of pupils stated that they felt they had changed as a result of having to work closely with others to achieve a common goal. When pupils were asked whether they thought participation in the Award helped to develop citizenship, the majority of them were of the opinion that it did. Smith and Isles (2004) found that teachers and pupils believed it would enhance pupils' understanding of citizenship if they actively took part in some sort of service within the community. The results of this study showed that many pupils continued to be involved in Voluntary Service activities even after their participation in the Award was over.

The story of Alice and Esther from Ghana (Agyiri & Chinebuah, 2010) serves as a good example of how Award participants engage with community causes, and how this can even contribute to combat poverty. Two university students, Alice Agyiri and Esther Chinebuah, were travelling through an impoverished area in Ghana, called Pampaso, whilst undertaking their Bronze Award. They decided to help the children in this area and set up a positive scheme, called YES – the Youth Empowerment Service. This service was focused on five to 15 year old children and their families to "fight poverty, tackle hunger, encourage school attendance and to bring greater sense of hope". Esther and Alice managed to encourage and support 60 children to enrol in locals schools, and provided them with free meals and clothing.

## Increased social cohesion

*Increased social inclusion and community cohesion, not specifically captured by the other impacts in the framework. This encompasses the resources and relationships provided by people and society, including skills, knowledge, wellbeing, relationships, shared values and institutions.*

*As a result of participating in Award activities, young people have increased respect for diversity and ability to accept differences as a result of increased social interaction with people from different ages, abilities and backgrounds. Young people also improve their social and cultural competence due to increased participation in civic life, which improves social inclusion and 'community spirit'.*

A qualitative study conducted by The Duke of Edinburgh's International Award Foundation (2015) aimed to explore the impact of the Award on the social inclusion of young people from an ethnic minority or immigrant background in The Foundation's Europe, Mediterranean and Arab States Region (EMAS). In total, 41 Award participants from five different countries (UK, Israel, Netherlands, Ireland, Finland) who belong to an ethnic minority within their respective home country were interviewed about their Award experience. None of the interviewees witnessed any intercultural arguments or conflicts within the context of their Award participation. Participants reported that their involvement in the Award had a positive impact on their personal growth, self-esteem, physical fitness, social and team working skills, and their employability.

In her article addressing the provision of wider multidisciplinary support for children and young people with visual impairment, involving educational, social care and voluntary sectors, Wrench (2011) mentions the Award in the context of children's social and emotional development. She suggests that offering access to pursue the Award challenge "can make all the difference." The article highlights that support has "to go beyond the classroom". Risk assessment and consultations with medical professionals "can be essential when considering these activities." Wrench proposes that young people should be provided with these "positive experiences which raise confidence, success and self-esteem."

"Award is a journey where the teaching is based on becoming a community-oriented person. It will strengthen your ability to become a mature person who is open for continued growing. I feel that I got a chance within the Award and by living in Finland. Award is like a key which encourages me to continue forward and try out new things in my life. I can proudly state that Award has changed my life in a positive way." (Experience relating to the Award by an immigrant young person in Finland, quoted in Finnish Youth Network, 2007.)

By studying the delivery of the Award within two GAIL schools (Global Alliance for Innovative Learning) Sandra Milliken (2016) demonstrates that the Award ethos aligns with the GAIL ethos, and asserts that all GAIL schools should deliver the programme. In arguing this, Milliken refers to Award participant's involvement in civic life: "[The Award] encourages young people to challenge themselves for their own personal growth so that they can appreciate the needs of other people and

become global citizens. After doing the award, students are more aware of the role they can play in helping the community both locally and globally, which is also the aim of the GAIL schools.”

Drawing upon existing literature, Flanagan (2001) investigated the link between the Award and poverty and inequality reduction. The Award has a positive impact on young people by increasing their awareness of the needs of others, and their skill set, civic responsibility, community involvement, and agency. These qualities are essential characteristics for individuals to improve not only their own lives but also that of others, impacting at different levels and to various extents, on inequality and poverty. Flanagan pointed out that it was difficult to establish a direct link between the Award and a reduction of poverty and inequality. Nevertheless, if looking at indirect pathways, including community service and skill acquisition, the Award has got wider implications and can possibly make a contribution to combat poverty and inequality by supporting today’s young people who will be tomorrow’s adult leaders, shaping the future world.

In a 2018 study in Fiji 22 Award participants described how they became more socially involved through their Voluntary Service activities. Those who volunteered in their local community reported feeling appreciated and gratified for their work and attested that the Award made them more socially involved in the community. Those who chose to work outside of their own community were accepted into a new community, even with ethnic, gender, socio-economic, and personality based differences. None of these differences became an issue with discrimination according to the research report and all young people were treated respectfully. Through the respect and gratitude shown the participants were able to gain closer ties within their community and also new communities (Singh, 2018).

## **Improved environmental impact**

*Increase in positive, or reduction in negative, environmental impacts as a result of behaviour change resulting from being more aware of environmental issues and having increased connection with and compassion for nature.*

The research conducted by McKinsey & Company (2010) in Canada showed that the majority of the participants agreed that as a result of taking part in the Adventurous Journey section they gained a greater appreciation of environmental issues faced by society.

The research of The Duke of Edinburgh’s Award (2007) in the UK on the impact of the Award revealed that 75% of Gold Award holders believed that the section of the Award that they valued most as part of their personal development was the Adventurous Journey. Eighty-four per cent experienced a new environment whilst doing their expeditions and 83% felt they had a greater understanding of the importance of the environment as a result of taking part in the Award.

In his article which aimed to shed light into the origins of the development of outdoor training, Cranfield (2005) stated that “the expedition section of the Award offers participants the chance to plan, organise and make real decisions, work as a member of a team, develop self-reliance and leadership skill and respond to a challenge. A further benefit was the opportunity to enjoy and appreciate the environment and understand the issues that affect it.”

Singh's study showed how Award holders had increased environmental discovery and had gained a higher sense of care for the environment. As part of the Voluntary Service section many participants chose to clean up litter from nature areas, as well as participate in or run environmental campaigns in their local communities including planting trees and mosquito clean-up campaigns around their neighbouring communities. All participants interviewed agreed that they learnt more about the environment around them through the Award and that the experience prepared them to be more environmentally responsible (Singh, 2018).

## Reduced offending

*Reduction in first-term offending and reduction in reoffending by young offenders, due to long-term increased levels of physical activity, improved life skills, increased social inclusion and improved social skills resulting from increased levels of social interaction.*

In his article about the use of the Award as a tool for rehabilitating young offenders, Robathan (2001) explains the benefits of the Award for young offenders as an increase in self-esteem (by an official recognition for their hard work), more positive awareness of their abilities, self-worth and motivation.

Research by Dubberley et al. (2011) and Dubberley & Parry (2009/2010) showed that the Award had a valuable effect on the development of young offenders incarcerated in secure estate prisons. This impact was seen in a positive shift in attitudes towards offending, implying a potential smaller risk of re-offending following Award achievement. In addition to that, findings drawn from this research proposed a beneficial development to young people in terms of building relationships with their peers and with staff delivering the Award, people skills, teamwork skills and providing an opportunity to give something back to the community.

Dubberley (2010) explored the impact of the Award on Bronze Award participants in seven secure estate establishments in England and Wales. Participants reported several benefits of being involved in the Award: it was perceived as a strategy to avoid conflict and getting into trouble; it helped to manage daily life in the secure estate and to improve relationships with peers and within groups as the young people felt more confident in sharing personal experience in front of others and were noticeably more relaxed with each other following Award participation. In addition, it was beneficial in developing good relationships with staff delivering the Award which was different to relationships with those staff not delivering the Award. This suggested that it might be the nature of the Award and modes of delivery which informed these positive relationships.

Moreover, the completion of the Award was felt to increase respect towards people and participants' confidence in themselves. It also provided an opportunity for participants to succeed in activities they had previously deemed impossible. Furthermore, participants highlighted the importance of helping other people and described how their involvement in the Award had led to achievements in other areas.

In addition, participants expressed awareness of stigma and thus, saw the Award as a means to possibly repair their discredited identities. Therefore, they were motivated to complete the Award



and appeared more optimistic regarding future opportunities upon completion. Many of them acknowledged that they had the opportunity to give something back, to contribute to their environment or community and be re-accepted back into, and by, the community.

Dubberly (2010) also interviewed members of the secure estate staff and the Youth Offending Teams (YOTs) and they perceived the Award to have several benefits to young people: “acquisition of new practical and life skills”, helping them “gain employment/education places” and “recognised qualifications”. YOT respondents also noticed an improvement of young people’s interpersonal skills and communication, increased communication, increased self-esteem, the development of maturity and positive adult relationships.

Overcrowding of prisons and the high re-offending rate in South Africa has led to a shift away from punishment and towards rehabilitation programmes. The Reintegration and Diversion for Youth (READY) programme was founded in the Eastern Cape in 1994. It aims to assist with the rehabilitation and re-integration of young offenders between the ages of 14 and 25, through providing them with the opportunity to be involved in the Award. In 2003, the Umhlaba Development Services undertook an evaluation of the initiative on behalf of the Award in South Africa. They interviewed 38 Award participants from all levels, 24 facilitators and stakeholders and Award staff (Umhlaba Development Services, 2003).

The participants reported changes in their behaviour and attitude and said that they had learned a range of new skills and had positive experiences which they had not had before as a result of being involved in the Award. For some, the Award was seen as offering an alternative to getting involved with prison gangs and other negative influences such as substance abuse and crime while in prison. They also reported that the Award had many positive effects: boosting self-confidence, courage to face “the outside world upon their release”, being given a second chance, being taught to be realistic about the challenges that one has to deal with in life, and having received help to form and improve relationships both with warders and other inmates, as well as their friends and families outside the prison. In addition, they acquired a range of skills including art, crafts, music, drama, first aid, fire-fighting, hiking skills, HIV/AIDS awareness, conflict management, team work, leadership, communication, assertiveness. Through their Voluntary Service activities, they said they felt that, by being able to go out to help other people, they were really being given an opportunity to repay some of the debt they owed to society.

All of the facilitators who were interviewed had noticed a significant difference in the attitudes and behaviours of the participants as a result of taking part in the Award. They mentioned that a particular strength of involvement in the Award was the relationships that develop among the participants themselves, and among the participants and the facilitators. They all reported that the participants had improved self-esteem, fewer behavioural problems, and a better ability to form and maintain relationships (Umhlaba Development Services, 2003).

The Alberta, Northwest Territories and Nunavut Division of the Award in Canada have been running the Youth Resiliency Project since 2017. The project aims to increase the awareness of the Award, to increase participation of youth in the justice system in the Award, to use the Award to enhance the justice system’s ability to rehabilitate and provide a bridge of support to youth as they integrate

back into their communities and in turn to decrease re-offending. In 2018 the team evaluated the project and reported positive results from the first year, for example 40% of youth mentors reported that the young people taking part in the Award were demonstrating positive behavioural changes and 35% said the young people's attitudes improved. 92% of the Award participants said they learned new skills, 83% said they plan to complete their Award and 33% said they made new friends. When asked about their social behaviour, 25% said they have bullied someone since starting the Award.

Through 2018 and 2019 researcher Rita Yembilah ran an online mixed methods survey with young people taking part in the programme, Award holders from the same organisations, program officers and case workers. Her report on the project shows that the chosen outcomes of the project have continued to show improvement. Numbers of young people in correctional facilities engaging with the Award have increased, and the National Award Office in Canada have received both national and international interest in doing a similar project in other states and countries due to its success and intrigue. The results are mixed but with the suggestion of a positive direction of change. For example, on increasing life skills and personal abilities, 9 out of the 13 Award achievers reported that they had learned valuable life skills and improved their abilities, while only 16 of 41 current Award participants reporting improvements in their general skills and abilities. The report reveals that enthusiasm for the Award is more prominent in Award holders, and increases while young people take part in the Award, rather than the youth recognising the benefits of the Award from the outset. On re-offending there is positive reporting from the young people, for example the interviewed Award holders all described a positive change in their attitude, whilst 51% of the Award participants report a change in attitude. On the other hand the youth workers report less changes in attitudes, which the Yembilah suggest is more of an accurate measurement 'because youth workers have less of an incentive to portray a positive image of the youth, as opposed to the youth who would have more incentive to portray themselves in a positive light' (p7. Yembilah, 2019). When asked directly about re-offending, 46% of caseworkers agree that involvement in the Award will reduce the youth's risk of re-offending, 44 % are neutral, 20% disagree (Yembilah, 2019).

A media release from a Government Inquiry into Mental Health and Addiction, published in the New Zealand Doctor (2018) shed some light on the impact of the Award within the Youth Unit at Christchurch Men's Prison. Panel members visited the facility to discuss their successes, including the fact that several of the young people had received their Awards and in doing so, completed a marathon within the prison. One panel member stated "These amazing *whanau* have looked adversity in the face, having sometimes experienced chaotic personal situations including mental health and addiction challenges and have done the hard yards to achieve truly great things. Running a marathon and gaining Duke of Edinburgh awards, designing and maintaining their own veggie gardens and their artistic ability shown in their murals are huge achievements. I am familiar with the backgrounds many of these young people have come from so to see them taking up these opportunities makes me immensely proud."

Singh's study of 22 Award participants in Fiji indicated a reduction of violence and conflict committed by youths due to the Award. This was linked to several aspects, the first being the Award keeping youths occupied through the program, which became a large part of their leisure time and

thus reduced time for “ruthless acts and behaviour.” Second, the engagement with their own communities as well as other communities allowed participants to build intercultural/intercommunity understanding especially “amongst the people of different ethnic, gender and age.”. The Award has been shown in these instances to make the youths into an “intense part of the community”, discouraging any tensions inside the community which could be acted upon violently. The study shows that team building, a key focus in the Adventurous Journey section of the Award but also present in the other sections, also had a great impact on promoting peace amongst youths, aiding reduced offending (Singh, 2018).

An overview of the research on the Award within prisons and correctional facilities was published within the International Corrections and Prisons Association’s Advancing Corrections Journal in 2018 (Eilenberg et al.). As well as presenting the research on how non-formal education can benefit young offenders, the paper examines the specific challenges and methods of delivering the Award in correctional facilities using evidence collected from National Award Operators (NAOs) in Australia, Canada, Hong Kong, Ireland, Kenya, New Zealand, South Africa, and the UK.

## Research into stakeholders’ Award experience

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In 2017 the Ontario Division of the Award in Canada, ran a survey with over 650 current Award Participants, Award holders and Award Leaders to explore the experiences and benefits of the Award for these stakeholder groups. 84% of the participants who took the survey agreed that the Award offers unique learning opportunities and almost three quarters say the Award is a life-changing experience. On the Voluntary Service section 8 out of 10 participants reported they feel more connected to their community as a result and 76% were inspired to continue volunteering after the Award. 91% found the Skills section enables them to learn a skill that they are proud of and 81% intended to continue their skill. For Physical Recreation, 85% agreed it has a positive impact on their health and wellbeing and 81% were motivated to lead more active lives. 91% reported having a stronger connection with nature and the environment after completing the Adventurous Journey section, 84% felt it taught them the importance of teamwork and 86% said it provided them opportunities to be a leader. On the Gold Residential Project, 88% said this section provides opportunities to develop friendships with diverse groups of people and 85% said it was an opportunity to demonstrate their independence. Reflecting on safety, 93% rated the Award as a safe experience. The same research involved surveying Award Leaders, 86% of whom reported they would recommend being an Award Leader to others.

The 2018 Global Participant Satisfaction Survey, conducted by The Duke of Edinburgh’s International Award Foundation, received positive feedback from 7,000 young people in 62 countries about their Award experience. 91% of the surveyed Award participants enjoyed doing the Award, 93% tried new things and 91% agreed that the Award contained an element of challenge (The Foundation, 2019). These results reflected the findings from the 2017 Global Participant Satisfaction Survey in which

91% reported that they find the Award fun, enjoyable and challenging, and 97% said they would recommend the Award to others (The Foundation, 2017).

Feedback about the support received from Award Leaders was also positive; 91% felt comfortable seeking support from their Award Leader and 88% felt encouraged and supported by them. These results are a slight increase from the 2017 Global Participant Satisfaction Survey result that 86% felt their Award Leader was supportive and encouraging. In terms of taking responsibility for their Award programme, 88% felt there were enough activities to choose from locally for their Award sections and 85% planned their own Award programmes (The Foundation, 2019).

Areas for improvement, where less than 75% of responses were positive, were found across the following categories: 75% of participants felt inspired by the Award (one of the Award's 'guiding principles'), 66% felt part of their community through participating in the Award, 62% felt the Award is non-competitive (one of the Award's 'guiding principles'), and 73% felt there are enjoyable Award ceremonies for young people to receive their Awards. The Award ceremonies feedback is low, but is an increase on the 2017 Global Participant Satisfaction Survey results that 57% of participants said they feel there are enjoyable Award presentations. Another result which calls for improvement is that 85% of respondents felt the Award was available to all 14-24 year olds within their Award Centre (the licensed organisation that provides the young person with the opportunity to take part in the Award, and provides them with adult support through their Award journey). This is decrease from the 2017 Global Participant Satisfaction Survey result that 91% felt the Award was available to all 14-24 year olds within their Award Centre.

In the 2018 Global Participant Satisfaction Survey, young people were asked about their activity levels; how much they were participating in physical recreation, skills and voluntary service activities before the Award, and how much they intended to continue with these activities after the Award. We see the biggest change in activity levels in Voluntary Service activities: before the Award, only 48% of young people volunteered regularly (participating at least monthly or weekly), whereas after the Award 86% intend to volunteer regularly, an increase of 38%. Similarly, the percentage of young people intending to regularly practice a Skill (participating at least monthly or weekly) increases by 10% from before to after the Award. For Physical Recreation regular participation is counted as weekly or multiple times per week, and the increase from before to after the Award is 6% (The Foundation, 2019).

The 2018 Global Participant Satisfaction Survey results were also analysed per Award level (Bronze, Silver or Gold), and a trend is revealed for respondents' satisfaction with their Award experience increasing with their Award level. For the survey measures on enjoyment, feeling challenged, feeling inspired, participant's understanding of the Award and them taking responsibility for with their own programme, Gold level participants give the most positive responses and Bronze level participants the least. This is reflected in the fact the Net Promoter Score (NPS) increases noticeably with Award level. The NPS for Bronze level respondents was found to be 21, for Silver participants it was 42 and for Gold it was 61 (The Foundation, 2019).

The full 2018 Global Participant Satisfaction Survey report presents results per country for a selection of countries which had a large number of survey responses, revealing some interesting cultural / contextual differences.

## The role of adults

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Van Meijel and Custers (2015) undertook a research project exploring the needs and experiences of Award alumni, in order to develop strategies to get more alumni actively involved in the Award in the UK. Findings from 26 interviews with alumni demonstrated that the main motivation to become involved with the Award after their participation was “the giving back part, helping out others, the joy of seeing people growing”. Moreover, alumni felt that “it [the Award] recognises that you are good at something and asking if people want to share their skills is what made me stay involved.” In addition, some alumni believed that their role would improve their own career prospects. All those alumni who did stay involved on a voluntary basis did so because they were approached by the organisation directly. In order to increase the numbers of alumni involved several suggestions were made including setting up a national alumni policy, increasing the Award’s visibility, engaging alumni, and creating social infrastructure for alumni.

In the same year, the National Youth Development Agency in South Africa (2015) commissioned a project looking at the impact of the President’s Award on youth development. Interviews were conducted with stakeholders of the Award, including Award Leaders. They were responsible for organising activities, raising funds, and supporting their participants. Although many Award Leaders reported success stories in terms of their participants’ personal and social development, they also had to face many challenges during their role with regards to motivating participants to complete the Award, securing funding for participants, and dealing with the influence of participants’ negative environments (drug addiction). Moreover, Award Leaders felt that they needed more training on how to facilitate the Adventurous Journey. Furthermore, they suggested increasing the awareness of the Award so more young people can benefit from participating as well as to organise more events to bring participants together, not just the Adventurous Journey. Consequently, these suggestions should be taken into account when reviewing the current guidelines on guidance and support for Award Leaders.

Manninen’s (2011) research in Juva, Finland highlights the importance of the supervisors in Award activities. More supervisors and training was suggested to be beneficial for participants’ progress and support. The role of the Award Leaders was also emphasised in Lähteenmaa’s (2006) research in Liperi, Finland.

Lee (2012) conducted a study with 90 Award participants who were pursuing either their Silver or Gold Award as well as those who had achieved their Gold Award, to understand whether the learning outcomes of knowledge, attitude, and skills took place through the mentoring practice employed within the Award in Malaysia. The research also explored the relationship between different mentoring practices (such as facilitating, coaching, guiding and reflection) on knowledge,

attitude and skill learning outcomes and found that there were significant correlations between mentoring practices and learning outcomes, which highlights the importance of the role of Award Leaders throughout young people's Award experience. In particular facilitation and coaching appeared to contribute the most to new learning. Coaching showed the highest contribution to skill acquisition and knowledge learning, whereas facilitation contributed towards attitude learning (Lee et al., 2014).

Milliken (2016) highlights the importance of an appropriate sized and well-organised Award Team for the successful delivery of the Award. The criteria for success Milliken uses is a high conversion rate of Award entrants to Awards gained with the Award Centre. Through her 5 week observational study she found that the reason for the highly successful running of the Award programme in Robert Gordon's College, Scotland was the well organized and tightly monitored program that the Award Coordinator and large Award staff team run, which is assisted by use of the E-DofE (the UK Award's online record book system).

The effect of working with the Award on some of the adults involved (staff of Award operators, and staff within Award Centres), is revealed by Naylor et al.'s (2017) qualitative research analysis; Interviewees from National Award Operators discuss how The Foundation not only provides their organisation with support and advice in strategic, business development and funding and resourcing elements, but also enables them as people to develop and undergo training. National Directors report that their work with the Award has allowed them to increase their business skills (some specific examples given were communication, management, leadership, public speaking), and therefore increase their personal satisfaction. Through a mentoring relationship with staff from within The Foundation, Award Operator staff are developed; ensuring sustainability is promoted while global standards and principles are maintained. The Award Leaders also described experiencing a personal transformation due to their Award involvement. They defined a sense of fulfilment, and opportunity to increase their skills and the fostering of a greater appreciation of the value and potential of young people. They also discussed how the Award enabled them to have a different type of relationship with their young people which helped them be more able to meet the needs of the young people; something which positively affects both participant and Award Leader (Naylor et al. 2017). Participant interviewees here highlighted the support they received during their Award from their Award Leaders, Award Groups, family and the community. Specifically they praised the non-directive style in which Award Leaders provided them with emotional and practical support, preserving their autonomy and independence.

The 2017 Global Adults in the Award Satisfaction Survey, with over 800 responses from adults who deliver the Award from around the world, revealed that 93% feel they benefit from being involved with the Award and 98% would recommend others to volunteer for the Award. 93% said they feel that their contribution is of benefit to young people. They reflect on the opportunity the Award gives them to build relationships with their young people through the Award, spending time with them in a different environment to the classroom, and enjoy feeling that their involvement in the Award is making a difference to the young people they work with. Other results demonstrate where they feel less satisfied with their involvement in the Award; 11% of respondents said they don't feel their skills are valued and given recognition and only 77% felt that they had the opportunity to develop/change

their role. When asked to reflect on the weaknesses of the Award they expressed frustration with the Online Record Book and their administrative tasks.

In the 2017 Global Participant Satisfaction Survey, Award participants were asked about the support they received from their Award teams. 89% said they feel they knew who to contact for help and 86% felt their Award Leader was supportive and encouraging. 71% said they feel that they are given all the help, training and information they need to take part in the Award and that their progress and achievements are regularly reviewed. The 2018 Global Participant Satisfaction Survey revealed similar results, where 91% of participants felt comfortable contacting their Award Leader for support, while 88% felt supported and encouraged by them. 88% felt they received the training they needed and 85% said their progress and achievements were reviewed regularly.

## Critical Research

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There is only one study that engages critically with the Award. This is probably linked to the fact that the majority of studies on the Award has either been commissioned by Award operators or produced by people who are directly involved in the Award. One study, however, argued that the Award reinforces neoliberal hegemony:

“The Award scheme cites and reiterates the neoliberal values of individualism, voluntarism and choice, and we saw how some young women had taken them up as their own”  
(Petersen & O’Flynn, 2007: 209).

According to this line of argument, the Award’s emphasis on personal achievement encourages the participants to think of themselves as subjects who are entirely responsible for their own success or failure without taking social contexts into account (Petersen & O’Flynn, 2007).

## Non-Award research where the Award was mentioned

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Priola and Brannan (2008) looked at the experiences and careers of female managers in the West Midlands by conducting and analysing interviews from 56 female managers. One manager mentioned in a quote that she had “developed leadership skills all throughout” her life. She did the Award when she was 14 and felt that this experience laid The Foundations for “her later experiences.”

Piele and George (2007) discussed whether medical students should have a degree prior to entering medical school or not. Working towards a Gold Award was mentioned as being one of the “unwritten requirements for school leavers to get into medical school.”

Gardiner (1998) summarised results of 10,000 young people’s views on education, skills and learning, based on the Industrial Society’s 2020 Vision Campaign research study. The survey also revealed that some of the participants who were involved in schemes, such as the Award, felt that

these were “valuable in providing opportunities to *develop confidence and independence*, as well as giving them a *sense of responsibility and achievement*.”



## Glossary of terms

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- **Adventurous Journey** - One of the four sections of the Award. The aim being to encourage a spirit of adventure and discovery whilst undertaking a journey in a group. Also referred to as an 'expedition' in some countries.
- **Award participant** - A young person who has registered with an Award Operator and is working towards achieving a level of The Duke of Edinburgh's International Award.
- **Award holder** - Also referred to as the alumni; anyone who has achieved a Bronze, Silver or Gold Award or any combination of the three.
- **Award Leader** - An adult appointed by an Award Centre who is the contact and mentor for an Award Centre/Group. The Award Leader is responsible for engaging young people in their Award programme, inspiring, guiding and assisting them from start through to completion. The Award Leader can also be responsible for engaging and managing other volunteers. An Award Leader can undertake the roles of Activity coach, Adventurous Journey Supervisor or Adventurous Journey Assessor if properly qualified.
- **Award Centre** – A school / youth club / organisation, usually a single entity in a single location, sub-licensed by a National Award Operator or Operating Partner, to deliver the Award to young people.
- **Award Impacts** - The long-term effects or benefits of Award participation on young people and their communities. They are: improved employability and earning potential, improved physical health and fitness, improved mental health and emotional wellbeing, increased engagement with charitable and community causes, improved environmental impact, increased social cohesion and reduced offending. These impacts have been identified as perhaps the most relevant, important or measurable, but others may exist. Please see the Case for Support publication at [www.intaward.org/case-support](http://www.intaward.org/case-support) for more information. Definitions of each impact are given in each impact chapter of this report.
- **Award Outcomes** – The short and medium-term benefits of Award participation for young people. They are: confidence, managing feelings, resilience and determination, relationships and leadership, creativity and adaptability, planning and problem solving, civic competence, intercultural competence, personal and social wellbeing and communication. These outcomes have been identified as perhaps the most relevant, important or measurable, but others may exist. Please see the Case for Support publication at [www.intaward.org/case-support](http://www.intaward.org/case-support) for more information.
- **Award Operator** – An organisation or agency which is licensed to operate or deliver the Award. More specifically, it is one licensed by The Foundation so can be a National Award Operator (NAO), an Independent Award Centre (IAC) or Operating Partner (OP).
- **Bronze Award / Silver Award / Gold Award** - This is what a young person strives for and achieves. Refers to the three levels of The Duke of Edinburgh's International Award, comprising four sections (five at Gold) and requiring a minimum of six months participation for Bronze, nine months for Silver and twelve months for Gold.

- **Gold Residential Project** - This is an additional activity required at the Gold level of the Award. The aim of this section is to broaden experience through living and working with others in a residential setting.
- **National Award Operator** - An organisation licensed by The Foundation to promote, manage and deliver the Award throughout a specific country or territory. An NAO has the power to sub-license and approve Awards. It is run by a National Director who reports to a board of directors or trustees.
- **Online Record Book (ORB)** - The digital system by which Award participants record their activities and Award Leaders keep track of their progress through each section and level of the Award, before their submissions are assessed and achievement validated.
- **Physical Recreation section** - The Physical Recreation section aims to encourage participation in physical recreation and improvement of performance
- **Skills section** - The Skills section aims to encourage the development of personal interests, creativity or practical skills.
- **The Duke of Edinburgh's International Award (The Award)**- This is both the charity, as in the organisation, as well as the set of ideas, principles, structure and standards which forms the non-formal education framework that the charity delivers and is of public benefit. The Award is a global framework for non-formal education, which challenges young people to dream big, celebrate their achievements and make a difference in their world. Through developing transferable skills, increasing their fitness levels, cultivating a sense of adventure and volunteering in their community, the Award helps young people to find their purpose, passion and place in the world.
- **The Foundation [IAF]** - The charity at the heart of the Award internationally. The Foundation is the legal owner of the brand and intellectual property rights. The Foundation is composed of a board of ten Trustees referred to as The Foundation's Trustees, a Chief Executive, who is also the Secretary General of the Association, and a staff team who are located in four regional offices with London as the headquarters.
- **Voluntary Service section** - The Voluntary Service section encourages participants to learn how to give useful voluntary service to others in their community.

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