

Changing lives in the changing world

The Duke of Edinburgh's International Award

The social value of the Award as a non-formal
education and learning framework



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A PwC publication prepared for
The Duke of Edinburgh's
International Award Foundation

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Forewords



How do we measure the impact of character?

The Duke of Edinburgh's International Award has been helping 14 – 24 year olds to develop character for more than 60 years. To help ensure young people are ready for the world.

But in this rapidly-changing environment, how do young people prepare themselves for their future? For their world?

In 2018, The Duke of Edinburgh's International Award Foundation conducted a series of surveys to investigate whether young people were ready for the world and whether the world was ready to engage positively with young people and the opportunities that they present. Over 12,000 people across 150+ countries and territories were surveyed and the results showed that 2 in 3 young people and 4 in 5 adults believe classroom learning alone is not enough to prepare them for the world.

Through a tried and tested non-formal education and learning framework, the Award has been enabling young people in more than 130 countries and territories to be ready for the world for

decades, through fostering skills such as confidence, resilience, problem solving and communication.

We know – and have been told by Award alumni, participants, volunteers and their communities time and time again – that participating in the Award can have a truly transformational impact on young people and the societies in which they live. However to date, the opportunity to measure that impact using anything other than anecdotal evidence has not really existed.

That is why the social value model detailed here is ground-breaking. For the first time, with the support of PwC, we can start to measure the financial and non-financial impacts that people and their communities experience, as a result of being involved in non-formal education and learning.

We believe the Award framework can be a blueprint for successfully investing in human capital, specifically strengthening resilience, promoting global prosperity and helping the world's most vulnerable. The Award does this today, just as it has done for the last 60+ years, through working in partnership with young people and their communities, supporting them in

finding their own development solutions, rather than imposing solutions on them.

It has never been more important to equip young people with skills and confidence for life and to help them to realise their potential. On an individual level this can make a transformational difference to a young person's life; on a collective basis, it has the power to bring significant change to wider society.

In the coming months and years, this social value measurement activity will continue to grow and evolve to a point where we will be able to paint a global picture of the Award's social value and impact.

We wish to thank PwC for all their support on this project to date and we very much look forward to exploring and expanding this further in the future.

John May DL
Secretary General
The Duke of Edinburgh's International Award Foundation



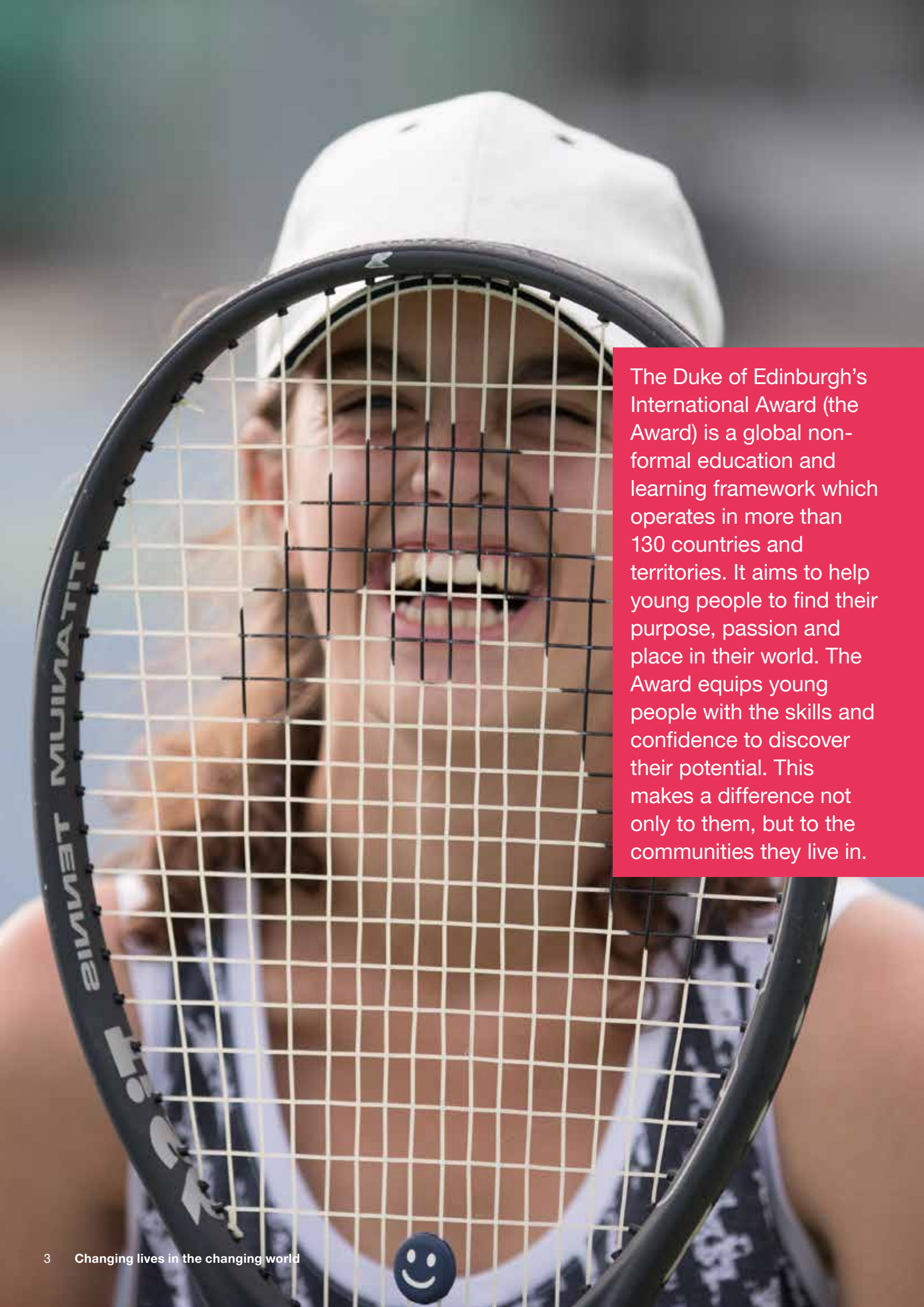
The Duke of Edinburgh's International Award provides non-formal education to more than a million young people in over 130 countries each year. The Award provides opportunities for participants to develop valuable interpersonal and physical skills, as well as to contribute to their local communities.

In recent years, The Duke of Edinburgh's International Award Foundation has conducted and commissioned research to evidence to help understand the Award's impact on young people and their communities. PwC is delighted to have helped the Foundation to develop methods to measure the Award's social value.

Social value measurement is not easy but, as demonstrated in this report, it is certainly possible and is increasingly being adopted. With this report, and the ambition to broaden social value assessment across the countries in which it operates, the Foundation sits at the forefront of social value assessment in the charity sector.

PwC hopes that the Foundation will be able to use social value assessment both as a management tool to help further improve the value it delivers, and to engage and inspire both internal and external stakeholders.

Alan McGill
Partner
PwC



The Duke of Edinburgh's International Award (the Award) is a global non-formal education and learning framework which operates in more than 130 countries and territories. It aims to help young people to find their purpose, passion and place in their world. The Award equips young people with the skills and confidence to discover their potential. This makes a difference not only to them, but to the communities they live in.

Introduction

The Award champions non-formal education and learning which focuses on developing the wider 'soft' – or core – skills that help young people ensure they are ready for the world. When paired with a formal education through schooling, it aims to provide a comprehensive foundation for a young person to thrive.

There are 1.8 billion young people aged 10-24 in the world today; the largest youth generation in history. Though fast-paced developments in technology mean the world has, in many ways, never been smaller or more accessible, it has also become increasingly unstable, uncertain and often insecure.

As today's young people set out to find their place in this world, and are bombarded by information, expectations and uncertainty, they are growing up with a mosaic of complexities and challenges unseen by previous generations.

Tried and tested formal education models have been helping to prepare young people for their futures for generations, in many societies. In some, access to school is a relatively newfound right; in others, that right has still to be won. New technologies and advancements see this continuing to evolve. However, many are now recognising that a less structured form of learning (though still with defined objectives and outcomes) delivered through what is known as non-formal education and learning, also needs to play a key role in the development of young people.

Non-formal education and learning, such as that offered by the Award, focuses on developing the wider 'soft' or 'core' skills – such as resilience, adaptability, problem solving, decision making and communication – which can help young people to ensure they are ready for the world.

This publication starts with a section written by The Duke of Edinburgh's International Award Foundation (the Foundation) on the history of non-formal education and learning and its benefits for individuals and society. This section also explains how the Award is positioned in the field of youth work and development. It goes on to introduce the social value model of the Award, which explains the journey of outcomes and impacts that result from young people's and adults' involvement in the Award. Finally, it illustrates the methodology used to measure the social impact of the Award and presents the results of the social value analysis conducted in collaboration with The Duke of Edinburgh's International Award in Australia.

The Award's social value model and its methodology, which continues to develop, represents an important step in The Foundation's ambition to strengthen the measurement and reporting of the Award's impact and contributes to the wider discussion about quantifying the benefits of non-formal education and learning.

Non-formal education and learning: The Duke of Edinburgh's International Award

This section has been written by the Foundation to provide context on non-formal education and learning and to describe how the Award fits within this context.

In 1972 UNESCO launched The Faure Report which introduced the notions of 'the learning society' and promoted lifelong learning as the 'master concept' that should shape educational systems. This prompted the categorisation of learning systems and the best known definition of non-formal education and learning was first introduced in 1973 by Comms, Prosser and Ahmed among three forms of education (Smith, 2001):

- **Formal education:** the hierarchically structured, chronologically graded 'education system', running from primary school through the university and including, in addition to general academic studies, a variety of specialised programmes and institutions for full-time technical and professional training.
- **Non-formal education and learning:** any organised educational activity outside the established formal system – whether operating separately or as an important feature of some broader activity – that is intended to serve identifiable learning clienteles and learning objectives.
- **Informal education:** the truly lifelong process whereby every individual acquires attitudes, values, skills and knowledge from daily experience and the educative influences and resources in his or her environment – from family and neighbours, from work and play, from the market place, the library and the mass media.

This led to the declaration by the Organisation for Economic Co-operation and Development (OECD) countries' education ministers of the 'life-long learning for all' strategy in 1996, which involved 23 countries from five continents, who have sought to clarify and validate all forms of learning including formal, non-formal and informal (OECD, 2001). Non-formal and 'experiential learning' has been at the heart of the methodology and philosophy of the Council of Europe's (CoE) youth activities since 1972, though the term itself 'non-formal education' was introduced only in the 1990s (Council of Europe, 2012). Today CoE uses 'non-formal education/learning' as its formal terminology.

In 2000, England and Wales' Economic and Social Research Council had a 'Learning Society' initiative led by Frank Coffield (2000). In 2009, led by Richard Pring, The Nuffield Review was published as an independent review of all aspects of 14-19 education and training (Pring, et al., 2009). Both of these initiatives identified and celebrated the importance of non-formal learning.

Following the Communication on Lifelong Learning published by the European Union in 1990s, the EU has more recently developed policies for life-long learning which focus strongly on the need to identify, assess and validate non-formal and informal learning (Garcia, n.d.).

Outcomes and impact of non-formal education and learning

In the early days the discussions on non-formal education and learning were more policy-oriented and they focused on how non-formal education and learning can be a means to an end for reducing the gap between the poor and the rich, pointing out to the impact and value it can have in society as a whole. More recently, non-formal education and learning initiatives have been portrayed as a way to 'empower and embolden' rural communities and marginal groups in society. In developing countries, the societal focus of non-formal education and learning initiatives is unclear due to not being widely known, not much scientific evidence being available or having context-specific names (Willems, 2015). Some of these initiatives would be commonly defined under experiential learning, social pedagogy, or head, hand and heart learning (Orr, 1992) (Sipos, Battisti, & Grimm, 2013).

On the other hand, some social scientists from education and psychology fields have focused on the benefits of non-formal education and learning on individuals. These contributions were mainly on the specific skills and capabilities that individuals can gain relative to what they learn in the formal education system.

How social impact of non-formal education and learning is inherently intertwined with impact on the individual has also been explored in some recent qualitative studies (Willems, 2015).

From a societal perspective, non-formal education and learning enables young people to engage in society and it provides a platform for discussing and tackling local, regional and global problems. From a personal perspective, it brings direct benefits for its participants, such as skills, experiences and personal networks (Willems, 2017).

There is a growing expectation to quantify the outcomes of non-formal education and learning and access better data on the process for achieving them – similar to the OECD's Programme for International Student Assessment (PISA) in the context of formal education – to inform more robust scientific insights and better policy recommendations (Willems, 2017). The CoE youth sector started working on this question of 'indicators' in 2003 and it remains a challenging area to tackle. On the other hand, the United Nation's Sustainable Development Goals (SDGs) which officially came into force in January 2016 firmly establishes non-formal education and learning under SDG 4, which is about ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. It introduces targets and indicators with which the impact of non-formal education and learning initiatives can be aligned.

Non-formal education and learning in the world

There is no specific target group for non-formal education and learning; it could be children, youth or adults. For the purposes of this publication, we focus on non-formal education and learning for youth. Nor is there a particular location for its practice. It can happen anywhere. Everything hinges on how things are done in order to create a learning environment for participants, as Howard Williamson elaborates in one of his recent contributions about non-formal education and learning:

“

After all, a hike in the hills with a group of friends is really just a hike in the hills with a group of friends (that is what they did) unless somebody works through with those involved some of the who, how, why and when questions that preceded the activity in question. A hike in the hills is much more than that – it has resulted from planning and preparation and may have had to overcome other challenges during the event itself.

...So virtually anything can be a platform for non-formal education and learning – both individual and group activities, indoors and outdoors, active or static, at home or elsewhere, with friends or with strangers, over time or as a one-off, as oneself or in a role, and much more. But nothing within this broad framework is automatically non-formal education and learning. Everything depends on how it is done.”

Howard Williamson, *The Duke of Edinburgh's International Award*, 2019

In the context of youth development, non-formal education and learning may take many forms from small-scale individual or small group educational activities to large scale national programmes; highly contextualised to standardised programmes; temporary learning programmes introductory to formal schooling to a permanent alternative to formal schooling; state programmes to those offered by commercial agencies; separate educational activities to practical exercises inside schools – out of school hours (Blakey, 2015).

The focus and scope of non-formal education and learning varies in different parts of the world, which results in thousands of bespoke programmes and initiatives addressing the culture and the needs of the individual and society.

On the other hand, there are international movements and organisations that focus on positive development of young people and they use non-formal education and learning principles in their programmes (Williamson, et al., forthcoming).

Six of these organisations came together in 1995 to form The Big 6 Alliance. The 'Big 6' comprises the five largest youth movements in the world; The Young Men's Christian Association (YMCA), The Young Women's Christian Association (YWCA), The World Organization of the Scout Movement (WOSM), The World Association of Girl Guides and Girl Scouts (WAGGGS), The International Federation of Red Cross and Red Crescent (IFRC) and a leading programme for youth development, The Duke of Edinburgh's International Award. Collectively, they reach more than 100 million young people in over 200 countries and territories.

The Award's approach to non-formal education and learning

The Duke of Edinburgh's International Award was founded by HRH The Duke of Edinburgh KG, KT in 1956, in conjunction with Kurt Hahn, the German educationalist. Both were concerned that young people's development was lacking in certain key areas, and they resolved to create a programme that would support young people on a journey of self-discovery and self-development.

“

The aim of education is to impel people into value forming experiences... to ensure the survival of these qualities: an enterprising curiosity, an undefeatable spirit, tenacity in pursuit... and above all, compassion... It is culpable neglect not to impel young people into experiences.”

Kurt Hahn

The Award is about individual challenge and developing a sense of commitment. As every individual is different, so too are the challenges that young people undertake to achieve their Award. With guidance, mentoring and support from their Award Leader, Assessor or other Award volunteers, each young person is encouraged to examine themselves, their interests, abilities and ambitions, then set themselves challenges in the four sections of the Award. These challenges should be overcome through persistence and determination.

It is important that these challenges are pitched at the right level for the individual participant – if they are too easy, there will be no sense of real achievement; if they are too difficult then the young person may give up. They either stay in their comfort zone and so are not 'stretched', or they are propelled into their panic zone in which case they retreat back to their comfort zone as fast as possible. The challenge for Award Leaders and other adults is to help young people stay within their stretch zone.

Young people do not need to excel to achieve an Award. They simply need to set personally challenging goals for improvement and then strive to reach those goals. A demonstration of commitment will help a young person get out of the Award what they put in: essentially, there are no short cuts to a real sense of achievement.

To help young people overcome their challenges, the Award provides them with opportunities to learn from experience. So, it isn't just undertaking Award activities that is important. It is the reflection on what one has learned from each activity that really makes a difference. Following from Donald Schön's (1984) notion of reflective practice which is defined as the practice by which individuals become aware of their implicit knowledge base and learn from their experience, the Award places great emphasis on reflection in action and reflection on action. 'Reflection in action' is to reflect on a behaviour, activity or event as it happens, whereas, 'reflection on action' is about reflecting after the event, to review, analyse, and evaluate the situation. This approach forms the basis of a 'plan, do, review' cycle which lies at the core of a young person's individual Award programme.



Nia's story

Nia is a young Indonesian who not only lives with a hearing impediment, but also tirelessly campaigns for others who are living with their own disabilities.

"I first heard about the Award through the Wisma Cheshire Home, Indonesia – a locally registered not-for-profit foundation with an affiliation to the worldwide NGO, Leonard Cheshire Disability. The charity runs a programme called the 'Young Voices', which works with young Indonesians to campaign for the rights of people living with a disability in Indonesia.

On hearing about the Award I became curious about how it might be able to help me develop my own potential.

I had lots of challenging experiences while participating in my Award, including completing my Adventurous Journey with Outward Bound Indonesia. I was selected to join a programme called Turning Disability into Achievement. I climbed to the top of a mountain and crossed a lake using a canoe with my hearing impaired friend.

There was a lot of miscommunication in the process, but we both learned a lot about how to communicate and understand each other better. In fact, we built a life-long friendship with one another.

Through doing my Award I definitely felt that I developed my confidence, which helped me to engage better with my community. The programme taught me many other things too. I have learned to manage my time better, to keep building experiences, and also to embrace trying new things."

Nia, Bronze Award holder, Indonesia

The Award Framework

The Award encourages young people to learn new skills, get physically active, volunteer within their communities and discover a sense of adventure, outside the classroom.

It aims to offer young people a range of opportunities to help them unlock their potential.

Using the Award framework and with the support of adult volunteers, young people develop their own bespoke programmes in that they are able to choose from a wide variety of different activities, as they work towards achieving the internationally recognised Bronze, Silver and Gold Awards.



Bronze

For those over 14 years.
6 months minimum participation.



Silver

For those over 15 years.
12 months minimum participation.



Gold

For those over 16 years.
18 months minimum participation.

Voluntary Service

Participants volunteer in their communities, make a positive contribution to society and demonstrate social responsibility.

Physical Recreation

Encourages young people to improve their fitness and performance, and enjoy healthy lifestyles for good mental and physical well-being.

Skills

Enables participants to develop their talents, broaden their abilities, increase their self-confidence and improve their employability.

Adventurous Journey

Young people discover a spirit of adventure and gain a deeper understanding of the environment and the great outdoors.

Gold Residential Project

Participants broaden their experience by staying in an unfamiliar environment with other young people, taking part in a worthwhile project and building new relationships.

At Gold level only.



The global Award network

The Duke of Edinburgh's International Award is a global non-formal education and learning framework which operates in more than 130 countries and territories. In 2017, 1.3 million young people followed their own unique Award programme, via hundreds of thousands of youth-focused partners and operators, including schools, youth organisations, examination boards and young offender institutions.

The Award is delivered internationally through a global and diverse network of licensed Operators, varying in scale from large National Award Operators (NAOs) with hundreds of thousands of participants to directly licensed Independent Award Centres (IACs) – typically international schools or youth clubs – with just a few young people taking part.



Akimiel's story

Akimiel Imri was born and raised in the city of Dimona in Israel. Prior to reaching 8th grade, he had never been out of the city alone and did not speak the local language of Hebrew. Living in a closed community, Imri says that he felt that he was missing something, that there was more to life than what he already knew.

"I started the Award at the Bronze level, not speaking Hebrew. Starting school was a new chapter in life for me and I was scared, nervous, shy and insecure. I had no self-identity.

On this journey with the Award I felt confident and I was no longer the boy from an unknown city, with a strange name to pronounce, who did not speak Hebrew. The Award is one of the first multi-cultural programmes of its kind which allowed me to feel comfortable in my own skin.

I became so comfortable that I found myself speaking of and teaching my culture in the language I was still learning. Only then did I feel safe getting on the bus alone and riding to the last stop because the Award showed me how much I loved to travel. Suddenly I had access to the whole world and I could spend a life time seeing it. When I'm on the road I forget about my problems and I'm just free.

Because of the Award, I am now a proud Hebrew boy from Dimona who speaks good Hebrew and is no longer afraid to speak before a large crowd or to speak of his culture. The Award taught me to accept and respect other people and cultures which in turn taught me the power and importance of my own.

I am now an Award Leader. I became the one teaching kids peace love and acceptance. Teaching young people how to respect other cultures."

Akimiel Imri, Gold Award holder, Israel

The social value of the Award

This section introduces the social value model of the Award and explains the methodology developed to measure this value. To illustrate the use of this methodology, we present social value results for Australia in the next section.

PwC's Total Impact Measurement and Management (TIMM) Framework

PwC's TIMM framework uses robust methodologies to quantify and value in monetary terms the impacts of activities across economic, social, environmental and fiscal dimensions. This framework can be applied at the level of a product, a project, a site or even entire organisation. PwC has worked with many private and third sector clients, as well as academics and other experts, over the last 10 years to develop and refine its methods for valuing social, natural and economic capital. The methods build on widely accepted approaches such as the UK Government's Green Book on Policy Appraisal and Evaluation, Social Return on Investment (SROI) Principles, and WBCSD's Social & Human Capital Protocol. We review and update our approaches in line with evolving best practice. See www.pwc.co.uk/TIMM for more information and case studies.

Definitions of social impact vary, but it generally refers to an activity's positive and negative impact and dependence on people and society (WBSCD, 2015). Social value in the Award's context refers to the value of the change created by the Award for and through its stakeholders (such as young people participating in the Award, adults involved in the delivery of the Award, and wider members of society such as businesses and governments), in monetary terms. To measure this, we applied our TIMM framework. The method uses principles of welfare economics and economic valuation techniques, and is aligned with the principles of SROI (Nicholls et al., 2012).

Our social value approach

Using the TIMM framework, methods for quantifying impacts and expressing them in monetary terms were developed. Attention was given to the Foundation's objectives to roll out the approach across many different countries in which it operates. This meant thinking about how methods and valuation approaches need to be adapted to suit different economic and social contexts.

Our approach followed the principles of SROI, an important part of which is 'establishing impact' by accounting for attribution, deadweight, displacement, and drop-off. How these are addressed is detailed next:

Attribution

Attribution is how much of any change is due to the Award-related activities, as opposed to other factors. In the surveys for Award participants and Award holders, they are asked questions, such as "On a scale of 0-10, how much do you feel that the Award contributed to the change in your physical activity levels?" where 0 means "The Award had no influence" and 10 means "The Award had extensive influence on the change in physical activity levels". The average score is used to estimate how much of the change could be attributed to their involvement in the Award; as opposed to other external influences. It is also considered how attribution decreases over time e.g. the reason someone continues to volunteer after they complete the Award may become less attributable to the Award as time passes.

Deadweight

Deadweight is described as "a measure of the amount of outcome that would have happened even if the activity had not taken place". In the Award's context, deadweight is the extent to which the participant/adult would have experienced an outcome anyway without participating in or delivering the Award. Like attribution, the deadweight effect is estimated through survey questions to understand what percentage of beneficiaries were doing the activity even before they started the Award.

Award participants and Award holders are asked questions, such as "If you had not done the Award, what percentage of your current level of physical recreation do you think you would be doing now anyway?". Respondents are asked to rate their answer on a scale, where 0% means "I wouldn't at all be engaging in a physical recreation activity now if I hadn't done the Award" and 100% means "I would definitely be engaged in a physical recreation activity now even if I hadn't done the Award", and the average of the answers are taken to give the deadweight percentage.

Displacement

Displacement accounts for the possibility that "the outcome displaced other outcomes"; i.e. that participating in the activities may prevent individuals from experiencing positive impacts elsewhere or prevent others from experiencing positive impacts. Displacement was considered for each calculation pathway. In many cases, displacement was not considered an issue because there was no evidence to suggest that beneficiaries doing an Award-related activity prevented them from doing other activities, or prevent others from participating in the same activity.

Drop-off

The impact of an activity is assumed to drop off over time. For example, while the Award causes some young people to do more exercise while they are doing the Award, it is unlikely that all of these people will continue doing that increased level of exercise after they complete the Award. A 'stickiness' factor of 30% is assumed, i.e. only 30% of those who change their habits 'stick' with this habit in future (Homer, 2015).

Double counting

The impact pathways identified certain impacts that are common across multiple sections of the Award, which requires being mindful to avoid double-counting. For example, improved mental health and wellbeing is associated with every section of the Award. It is assumed that these impacts are additive on the basis that each section contributes a relatively small wellbeing increase and no single section of the Award takes up so much of an individual's time that their mental wellbeing is 'saturated' or reaches a peak.



How the social value was identified, measured and valued

Each section of the Award is associated with different activities leading to a variety of impacts. Moreover, there are differences in the way the Award is run and availability of data across over 130 countries in which the Award operates. The remit of this study meant that not all impacts in all countries could be assessed at once. As a result, a scoping process was undertaken to identify the impact areas on which to focus first.

First, impact pathways were developed for each section of the Award and for adults delivering the Award. This generated a 'long list' of impacts for consideration. Through a review of existing literature on the Award, and consultation with stakeholders¹, these impacts were prioritised by considering which of these impacts were:

- **Most material:** Those impacts most relevant in the eyes of Award stakeholders and those experienced most significantly and by the greatest number of beneficiaries of the Award
- **Most feasible to measure:** The relative availability of data, resources and existing research to assess the impact areas.

The outcome of the scoping process was to focus on the following impacts:

-  **Improved mental health and emotional wellbeing**
-  **Improved employability and earning potential**
-  **Improved physical health and fitness**
-  **Increased engagement with charitable and community causes**

Australia was the first country where this approach was implemented. Building on the information gathered during the scoping process, data were collected for analysis through the following means:

Data collected by the Foundation and Australia National Award Operator (NAO):

Statistics collated for 2017 by the Foundation and Australia NAO through annual reporting tools and the Online Record Book were used. This included the number of young people who completed Bronze, Silver or Gold Awards, the cost of Award delivery at Award Centre, regional and national level and how long it took to complete an Award level.

Surveys of Award participants, Award holders and adults who support the Award delivery:

Surveys were designed to strengthen the understanding of the outcomes experienced by beneficiaries (e.g. how often they volunteer or do physical exercise), how much of this would have happened anyway (deadweight), and the extent to which the impact is due to the Award (attribution). The cost of delivering and taking part in the Award was also questioned in these surveys. Over 300 responses were received to these surveys.

Desk-based research:

Where the Foundation, the Australia NAO, or the surveys were unable to provide sufficient data relevant proxy data was identified from the literature. Desk-based research was also conducted to identify values to drive estimations to express impacts in monetary terms.

¹ Stakeholders consulted include: the Foundation Research Team, Trustees of the Foundation, National Award Operators, participants, adults who support Award delivery and Award holders (based on views expressed in existing research).

Social value in the charities sector

Traditionally, charities have reported annually on 'inputs', the resources used in their business activities, and 'outputs', the activities that have been carried out. This remains at the heart of how many charities report, as these elements are tangible and easily measured. However, as the pressures of reduced funding and greater scrutiny become the new normal, increasingly charities are being challenged to do more to demonstrate transparency, accountability and contribution to society.

Measuring and reporting on impact by using monetary units to convey social value is one way that charities are responding. For the charity sector, this can be a powerful way to engage and inspire both internal and external stakeholders and to communicate the value of the organisation's activities to existing and potential donors. Moreover, social value measurement is most effective when it is used as a management tool to help organisations better understand how and for who value is being created, and how it can be enhanced. For the Foundation, measuring social value is not just about proving the social value of the Award, but improving it.

Despite this, a 2016 report on Impact Reporting in the UK Charity Sector found that there is a gap between what charities should be doing with regard to impact reporting on social value in theory and what is happening in practice (Breckell, et al., 2016). In a sample of 75 charities of varying sizes, while 68% of the charities provided some information on outcomes, very few disclosed targets and only 8% of the charities provided impact information in their external reporting. The report suggested that likely reasons for this lack of impact reporting include resource constraints to undertaking impact measurement exercises and challenges in obtaining quality baseline data. Similarly, the 2015 Pro Bono Australia Sector Survey revealed that 67% of respondents thought they measured their financial performance well, but only 44% thought they fared well in measuring social outcomes created (Pro Bono Australia, 2015).

Social value measurement is not easy but, as demonstrated in this report, it is certainly possible, and can be a powerful tool. It is increasingly being adopted across sectors and countries to measure the social return on investment. For example, the WBCSD launched the Social and Human Capital Protocol in April 2018 to help business measure and value their interaction with people and society.

We believe charities will increasingly be using this type of analysis to demonstrate the impact they are having in a meaningful and comparable way.



The Award's key stakeholder groups

Through discussions with stakeholders of the Award, three key stakeholder groups were identified who potentially benefit from the activities related to the Award:

Award participants

Young people who have been taking part in any level (Bronze, Silver, Gold) of the Award through an Award Operator and following a set of activities of their choice, based on the operational principles of the Award framework.

Adults in the Award

Individuals who have been trained by the Foundation or an NAO to support the delivery of the Award within their school or organisation; as Award Leaders who mentor Award participants throughout their Award programme or Activity Coaches and Assessors who conduct specific training for participants in any section of the Award. The involvement of such adults can be on a voluntary basis or it can be a part of their job.

Society

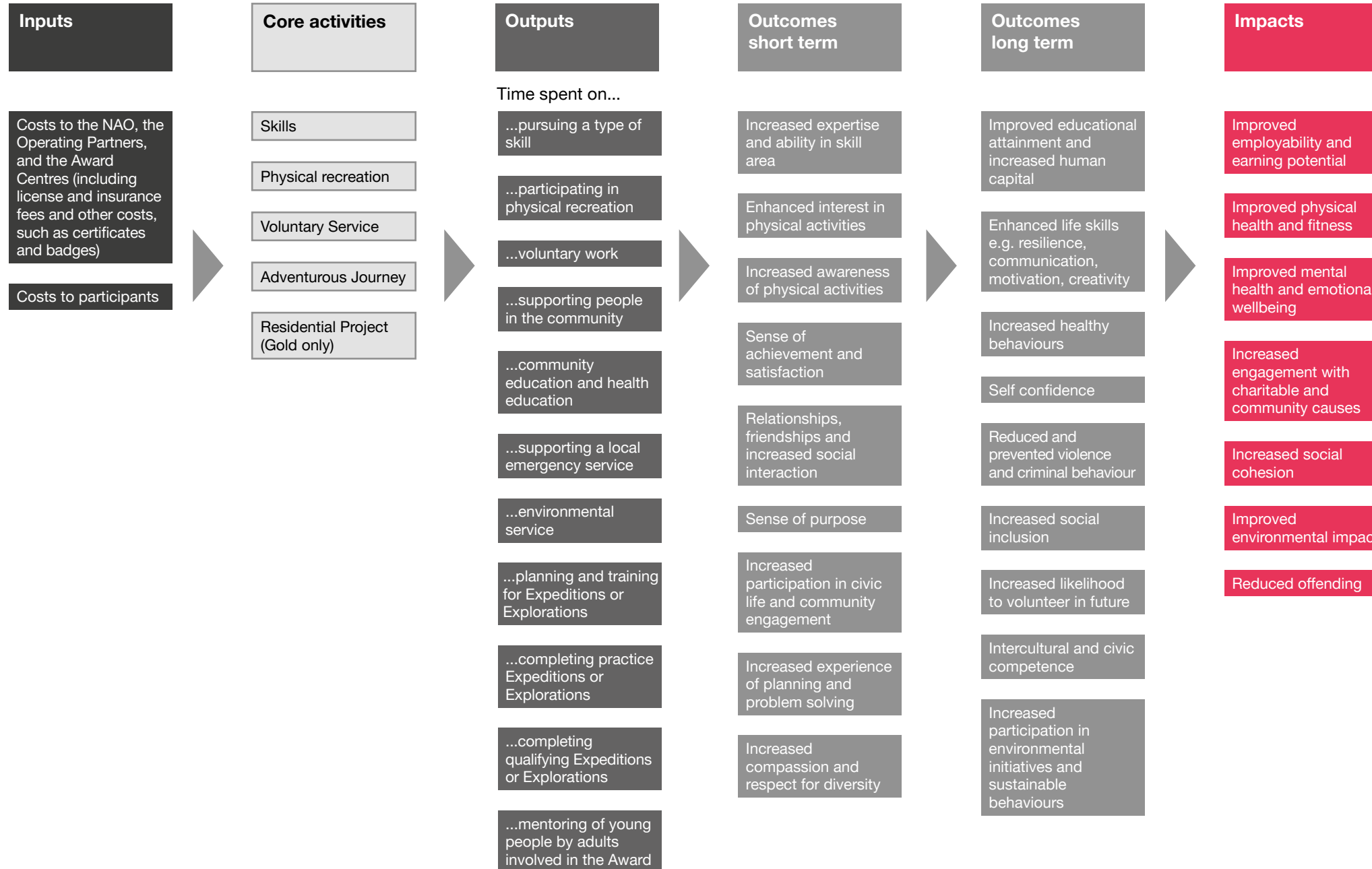
There is also the wider community that benefits from the Award-related activities undertaken by Award participants and adults in the Award, in terms of contributions to the economy and through volunteering.

The Award's impact pathways

To help identify and evaluate the impacts arising from the Award, impact pathways were developed for each section of the Award and for adults supporting the delivery of the Award. The impact pathways set out the relationship between the:

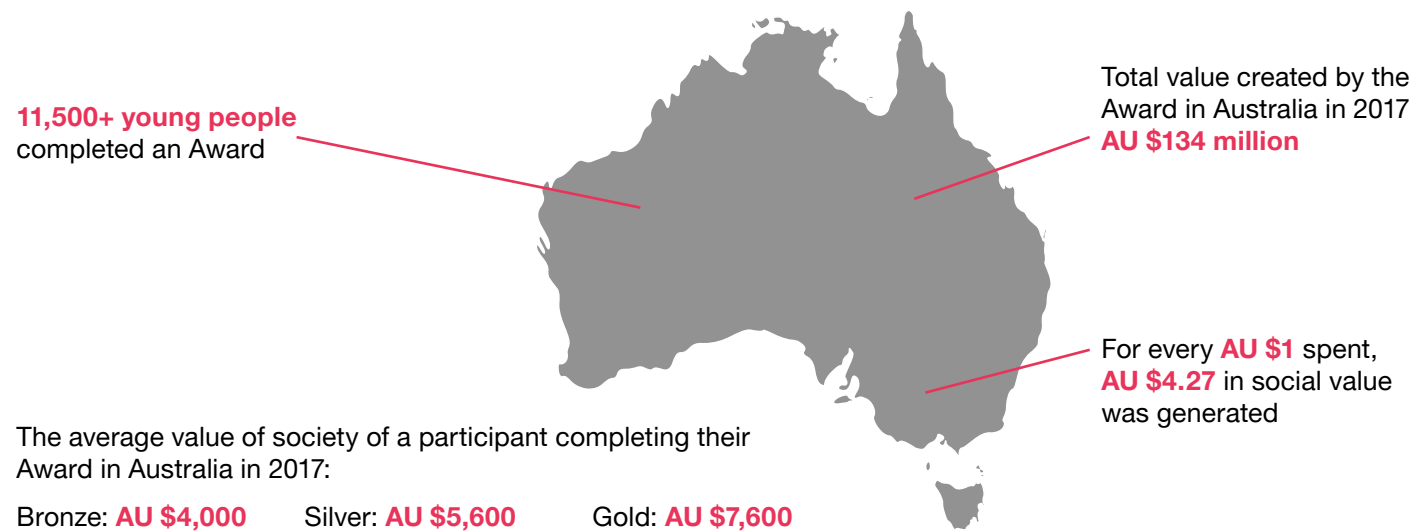
- **inputs:** the investment made to set up and deliver the Award
- **outputs:** the activities undertaken as a result of the investment
- **outcomes:** what has changed as a result of the outputs
- **impacts:** what longer term effects occurred for the individual and the society as a result of the outcomes.

The impact pathway to the right summarises the overall outcomes and impacts of the Award that were identified for the participants as they complete each section (or core activity) of the Award.



Case study: The social value of the Award in Australia

The social value of the Award in Australia in 2017:



Based on the social value analysis of the Award in Australia in 2017, we estimate that for every \$1 that was invested in the Award, \$4.27 in social value was generated. A more detailed explanation of how this social value breaks down across the different impact areas is provided on the following pages.

For the purposes of the SROI calculation and to align the value created with the annual cost of Award delivery, the value of one year only has been included².

\$4.27 : \$1
SROI of the Award in Australia

Total social value in 2017
AU \$134 million

Total cost in 2017
AU \$31 million

² The average time to complete the Bronze, Silver and Gold Award level is 1.2, 1.4 and 1.9 years respectively.

Impact on and through Award Participants	Impact on and through Adults	Impact on Society	Cost of running the Award
\$46 million	\$85 million	\$2 million	\$31 million
\$29,800,000 of wellbeing benefits from increased volunteering	\$71,800,000 of wellbeing benefits from increased volunteering	\$2,100,000 of participant volunteer hours	\$31,300,000
\$15,400,000 of physical health benefits due to the Adventurous Journey	\$7,000,000 of physical health benefits due to the Adventurous Journey		
\$400,000 of wellbeing benefits from physical activity	\$3,300,000 of wellbeing benefits from receiving Award training		
\$400,000 of wellbeing benefits from spending time on skills	\$3,200,000 of increased earnings benefits associated with delivering the Award		

Due to rounding the sum of individual numbers may not add up to the totals.

The SROI calculation compares two types of value:

1. The 'cash' amount to deliver the Award. This includes costs incurred by the NAO, the Operating Partners (Divisions in Australia) and the Award Centres, as well as costs incurred by the participants such as registration costs and costs incurred in undertaking Skills, Physical Recreation, Voluntary Service and the Adventurous Journey. We only took into account participants' costs that were directly attributable to the Award (i.e. we didn't include costs that they would have incurred even if they were not doing the Award).
2. The social value of the impacts on those affected by the Award.

In the SROI calculation, we only include costs incurred and value created during one year (2017). The value created is based conservatively on participants who gained an Award in 2017. It does not capture value created for young people who participated in the Award for the entire year but did not complete an Award, so actual value created (and hence the corresponding SROI ratio) could be greater. In future, collecting information on average statistics on drop-out would help to refine this estimate.

We note that, while we have estimated the value that participants would receive in future years, we have not included future values in the SROI as we do not have an estimate of future costs that would be incurred.

Social value of increased engagement with charitable and community causes

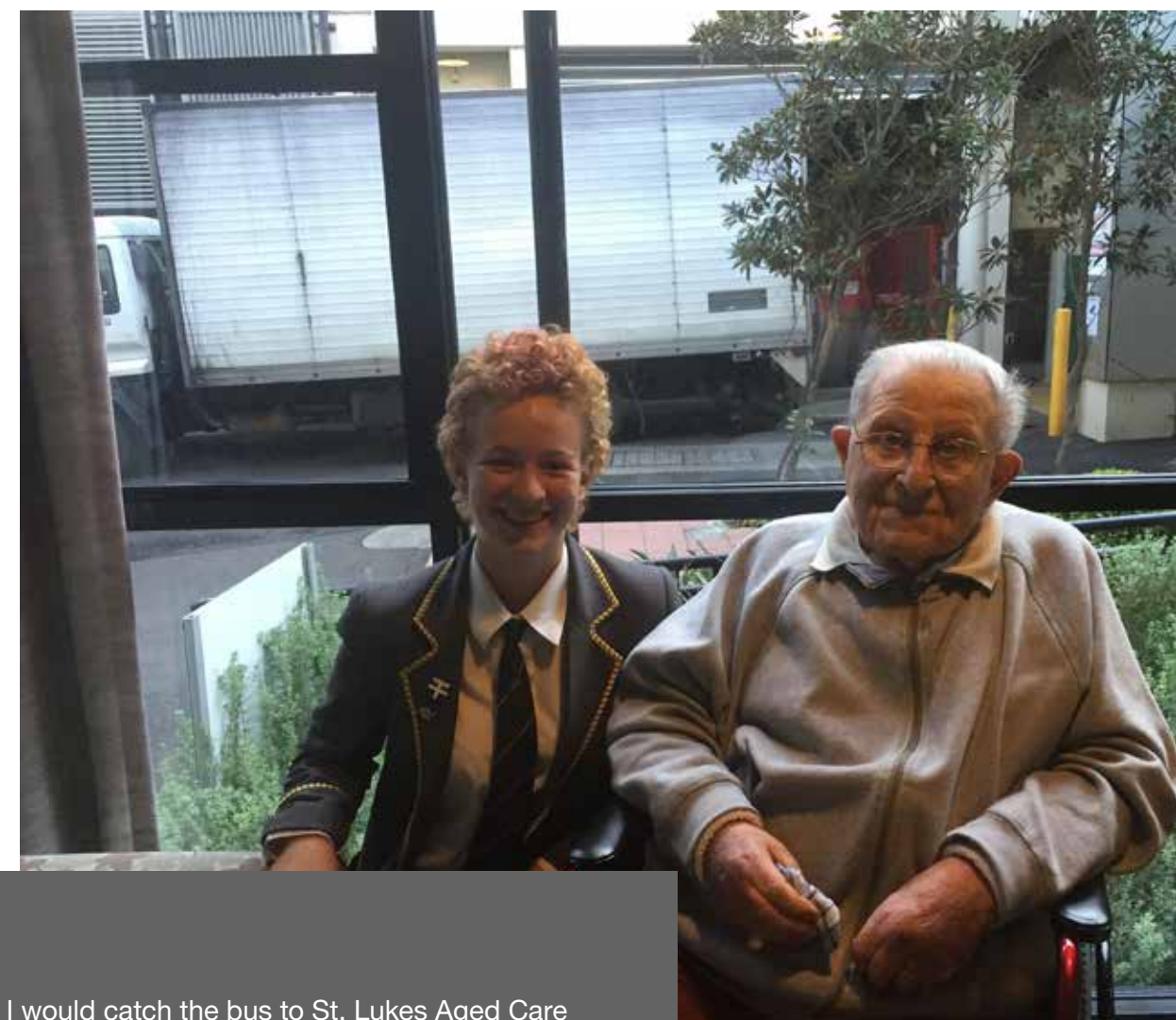
Young people participate in various forms of voluntary and community activities for the Voluntary Service section of the Award and therefore become more actively engaged with charitable and community causes. The survey showed that, on average, 39% of participants volunteered as a direct result of the Award (after factoring in deadweight and attribution). Adults who volunteer to help deliver the Award also experience wellbeing as a result of their engagement. We estimated values for three key measures for increased engagement with charitable and community causes created in 2017:

- Wellbeing³ of participants from increased volunteering = \$29,800,000
- Value of participant volunteer hours = \$2,100,000
- Wellbeing of adults from increased volunteering = \$71,800,000.

Social value after completing the Award

We also looked at the social value attributable to the Award after a young person completes the Award (i.e. over the rest of their lifetime). The rationale behind this is that the Award creates certain habits/behaviours that may continue throughout someone's life. Surveys conducted by the Foundation in the past have supported this rationale. We take into account drop-off, attribution and deadweight in our calculations of future values. However, even so, these values are more uncertain than the values estimated for participants while they are undertaking the Award because they involve predicting behaviour into the future, which is inherently uncertain.

Our results estimate that for young people who gained an Award in 2017, the value of the future benefits of wellbeing of participants over their lifetime from increased volunteering and participant volunteer hours are \$75,200,000 and \$9,500,000 respectively.



Each Wednesday I would catch the bus to St. Lukes Aged Care Home and spend time chatting with an elderly resident there called Dr Retter. He was born in Czechoslovakia in 1915, and experienced the world at the time of WW2. His life was fascinating and I felt so privileged to be able to hear his stories directly from him. At the time, I was in year 9 studying history and learning about the World Wars so it was unreal listening to the real-life stories. Studying the history gave me more knowledge to connect with some of the things he would tell me, and I was able to engage on a deeper level and ask questions, which uncovered many more stories he had forgotten about. At first I was a little hesitant about this volunteering activity, and doubted my ability to sustain a competent conversation with an elderly person who I had never met, but I really misjudged the impact this experience would have on both Dr Retter and myself. The highlight of my three Awards was definitely the time I spent with and the friendship I built with Dr Retter. Once I had completed my Bronze Award I continued to visit Dr Retter. I didn't need to fill any more volunteer hours, I simply enjoyed his company and the way I felt when I left knowing I had made someone else's day a little brighter."

Isabella (Ellie) Burnett, Gold Award holder, The Illawarra

³ The wellbeing improvements reflect increases in stakeholders' life satisfaction as a result of, for example, participating in regular volunteering and in frequent exercise. In this study, wellbeing improvements were valued using relevant social impact values from HACT's Community investment and homelessness values from the Social Value Bank (available at www.socialvaluebank.org)

Social value of improved mental health and emotional wellbeing

The young people who take part, and the adults who support the delivery of the Award, interact with others, gain self-confidence, develop life skills, and experience a sense of purpose and satisfaction resulting in improved mental health and emotional wellbeing. We estimated the social value created in 2017 in this area of impact through the following:

- Wellbeing of participants from physical activity⁴ = \$400,000
- Wellbeing of participants from spending time on skills = \$400,000
- Wellbeing of adults from receiving Award training = \$3,300,000.

Social value after completing the Award

The value of the future benefits of wellbeing of participants from physical activity and spending time on skills are estimated as \$2,100,000 and \$1,500,000 respectively.



I found doing the Award training very beneficial to learning more about the purpose of the program and how it is run by Award Centres. I gained some insightful information on how to promote the Award in our organisations. It was also a great opportunity to meet the other Award leaders with a shared purpose to promote the benefits of participating in the Award to learn from and exchange ideas to take back with us. The training encouraged me to promote growth in myself and reaffirm my belief in helping others in my community.”

Ofa Fainga’anuku, Registered Activity Provider and Duke of Ed ‘Employer’, Sydney

⁴ The wellbeing value of physical health is based on values from the HACT Social Value Bank of regular exercise. This value considers the health effect as part of the direct impact on wellbeing because the benefit itself was primarily through a health mechanism. We have therefore not included a separate impact of Physical Recreation on physical health to avoid double-counting with the wellbeing benefit.



When Ronan Waters began The Duke of Edinburgh’s International Award last year, he discovered he was capable of achieving a lot more than he ever thought possible. Having dyslexia has meant Ronan often finds school extremely challenging and at times struggles to do what is required of him academically. His mother, Fiona Waters has seen the affect this has had on his self-confidence, until he began his Bronze Award when he was introduced to experiences and opportunities he loved and had a lot of success with.



He is a 16-year-old whose literacy and numeracy levels are quite low due to his dyslexia. He is the most courageous, funny, caring and resilient person I know. For ten years, he has gone to school and had to read and write for six hours a day and be asked to do tasks that are not possible because of the way he processes information. He has had limited academic success. Yet he smiles and returns back there. Last year he was given the opportunity to do his Bronze Award. He was able to complete all four areas with ease and success. I could see the affect this had on his self-belief, motivation and enjoyment of life. For once, he was the high achiever, people outside of school valued him and he was able to see the worth of helping others and contributing to his community in his own individualised way. I will forever be grateful for the effect this had on him and on his future.”

Fiona Waters



I loved meeting new people, being out of my comfort zone, being outdoors and developing skills in areas that I enjoy. The Award has given me confidence and reassured me that I am capable of so much. I may not be able to achieve as highly at school work but I can offer a lot in other areas. I was able to show people how to ride bikes well, to help them and lead people. I got to learn skills which will help me in the future. I would recommend the Award to others because you can decide how you want to get the Award. You can challenge yourself whilst having fun and gaining new skills. It gives you a chance to try different things and get better at the things you like.”

Ronan Waters, Bronze Award holder, Country NSW

Through doing the Award, Ronan has been exposed to numerous opportunities outside of school that have been highly beneficial to his future life and work and have had a positive influence on his self-belief.

Social value of improved physical health and fitness

Through the Physical Recreation and Adventurous Journey sections of the Award, young people become more exposed to physical activities (if they aren't already) and so are more likely to engage in sports and physical activities in the future. Supporting the delivery of the Adventurous Journey section creates physical health benefits for the adults as well.

Therefore the social value attributed to improved physical health and fitness is estimated through the following two measures, both of which are linked to the Adventurous Journey section:

- Physical health⁵ for participants due to the Adventurous Journey = \$15,400,000.
- Physical health for adults due to the Adventurous Journey = \$7,000,000.

There were no future benefits estimated for these measures because there is currently a lack of quantitative evidence that participating in Adventurous Journey-type activities as a young person makes them more likely to pursue similar activities in future.

⁵ The physical health benefits potentially include some element of improved mental wellbeing, so we have not separately estimated additional value associated with the wellbeing benefit of the Adventurous Journey.



“

My favourite thing about doing The Duke of Ed (apart from the days out hiking with students and staff of course) is watching the girls step outside their comfort zone and flourish in the many aspects of the program. They grow to love the great outdoors, and their favourite parts of the hikes are definitely the ‘riskier’ parts like rock hopping that their parents might not allow them to do. Reading their record books is so encouraging as they really enjoy the challenge the hike offers, as well as the opportunity to plan and run aspects themselves and step up to be a leader. They enjoy becoming friends with people they might not normally talk to at school and they also see a different side to their teachers! They even like being away from technology (temporarily)!

For me personally the Award program has given me a good diversion from the hectic nature of classroom teaching. Often the hikes come at a perfect time, when I need to get away and de-stress – leaving the confines of the staffroom and classroom and breathe deeply and enjoy some sunshine. It has changed my relationship with most students for the better, as they see me as more ‘real’ (especially away from the smart clothes and make up). It has helped me get to know staff members better and build positive relationships, which can be hard when we feel we don’t get to chat much. It has also set a good example to my children, that mum gets to go and camp with students during term time, as well as with my own in the holidays.”

Clare Dorey, Award Leader, Sydney

Social value of improved employability and earning potential

As a result of the skills and experience gained through the Award, we anticipate that young people who take part will have improved employability and/or earning potential in future i.e. after completing the Award, which means no value was gained for young people in this impact area in 2017. The social value of this impact created in 2017 is focused on increased earnings of adults associated with delivering the Award (resulting from being paid to deliver the Award), which amounts to \$3,200,000.

Social value after completing the Award

The young people who take part are introduced to opportunities to develop key life skills. These include leadership, creativity, entrepreneurship and determination, specific technical skills, as well as relationships and self-confidence. In the long term, this leads to improvements in their employability and earning potential.

Multiple sections potentially contribute to this impact. This means there was a risk of double-counting as earnings are more likely to be capped/limited by external factors. To avoid over-claiming, therefore, the focus was on the increase in earnings potential only on the influence of Physical Recreation rather than Volunteering and Skills as well. The evidence in the literature was strongest for the relationship between physical recreation and earnings than for the other sections. We have estimated the future benefit of increased earnings for participants who completed an Award in 2017 from physical activity at \$900,000.

Value per young person

Data collected by the NAO show that participants, on average, spend more than one year to complete an Award level. When considering the overall time spent on each level of the Award, the average value for a young person in Australia while participating in the Award is estimated at \$4,000, \$5,600, and \$7,600 for the Bronze, Silver, and Gold Awards, respectively. Taking into consideration social value after completing the Award as a result of continued volunteering, physical recreation and regular practice of a skill into the future, it is estimated that there are additional future benefits amounting to AU\$6,800 per Award holder on average.

Sensitivity analysis

While our estimation of the social value of the Award is based on established economic valuation techniques and the best data available to us, there were a number of uncertainties in our calculations, including:

- the extent to which outcomes were attributable to the Award and additional to what might have happened in its absence
- the extent to which young people who develop new habits while completing the Award will 'stick' to those habits after completing the Award.

The numbers presented in this report represent where we have used average or mid-point estimates, which include a level of uncertainty.



Conclusions

The social value results provide a new way for the Award to communicate the various ways it creates impact for young people, adults and wider society.

It also highlights the value to adults through opportunities to volunteer, to mentor Award participants in their Award journey and to receive valuable training. This research has already helped the Foundation and NAO in Australia to improve the understanding of the contribution of the Award to society and the economy. For the Award more generally, this work provides useful lessons learned to improve the process in the future.

Lessons learned

There was a limited timeframe in which survey responses were collected, which limited the sample size and representativeness of the sample. A larger sample size in future would help to reduce uncertainty.

In particular, quota sampling would help to make sure the survey responses are representative of sub-groups that can be differentiated by, gender, disability, ethnicity and other factors, that may be important. This would permit the analysis of results to distinguish between different sub-groups of young people.

Due to data gaps, certain assumptions were made. In future, more data can be collected to refine these assumptions:

- For example, we had to rely on the NAO's estimate of the number of adults that participated in an Adventurous Journey, and number of adults that received training. NAOs collecting this data more systematically could close this data gap.
- We tried to establish attribution of impacts occurring after the Award from alumni surveys. However, the responses did not show a clear relationship, potentially because the sample was not representative. As a result, we assumed attribution decreased by 5% per annum. This assumption can be refined by continuing to collect data systematically from more alumni.

Certain data points from secondary sources were used in some calculations. These sources vary in terms of their reliability and direct relevance. In future, monitoring and identifying more directly relevant studies (e.g. studies published in Australia) could refine the calculations where data points from secondary sources were used.

Shaping the way forward

The Award's social value model and its methodology, which continues to develop, represents an important step in the Foundation's ambition to strengthen the measurement and reporting of the Award's impact.

There are numerous opportunities to build on the work to date (some of which are being addressed by other research initiatives of the Foundation, such as separate research to evaluate outcomes):

- **Gathering more evidence on impacts to include in social value results:** There was anecdotal evidence but insufficient data in Australia to value the impact of improvements in life skills such as confidence and resilience, impacts experienced from the Gold Residential Project, and the impact of the Award on reducing offending and reoffending.
- **Expanding methodology to include more impacts:** This social value analysis was limited in scope in that it focused on the impacts prioritised in the scoping process. Work is in progress to identify additional benefits for the impacts that were not included in this analysis.

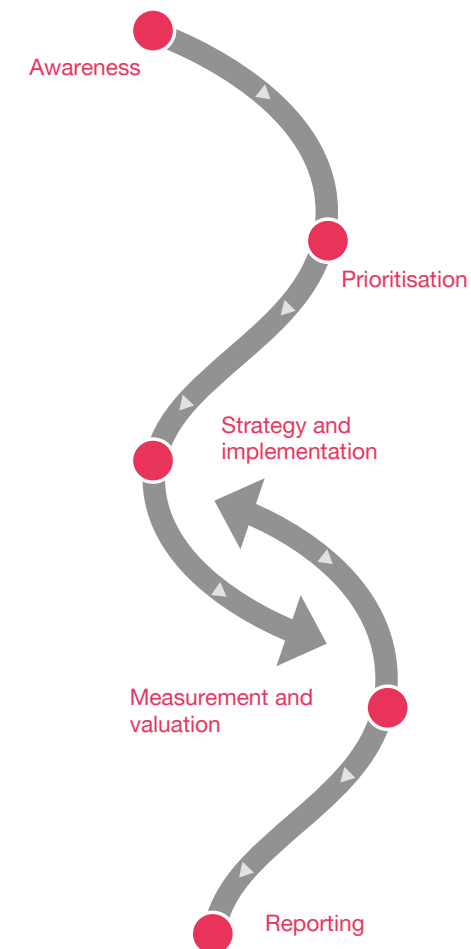
- **Improving data quality:** The data with the greatest amount of uncertainty used in this analysis were around benefits after completing the Award. As the Foundation has only recently started to collect data systematically through satisfaction surveys from Award holders on the extent to which they stick to habits developed during their Award, at the time of the analysis, assumptions were made based on literature to fill data gaps. Assumptions were also made on how, over time, the extent to which we can attribute beneficial behaviours to the Award decreases over time. These uncertainties could be addressed by collecting more data from Award holders in order to build up, gradually, a primary evidence base.

- **The results of the case study from Australia could offer insight to other NAOs:** The Foundation can explore the extent to which results and lessons learned identified from this analysis could apply to the Award in other countries, where the Award is run in a similar way. Key differentiators would be young people's activity patterns, type of Award units where the Award participants come from and participant to adult ratio in Award delivery.

- **Expansion of social value assessment to other countries:** The methodology to assess the social value of the Award can be used to measure this value in other countries. Currently, the Foundation is working with the NAOs in Canada, Czech Republic, Malta, Nigeria and South Africa to use this methodology to measure their social value.

- For many countries, this type of analysis will help provide a new way to communicate messages that have been talked about more anecdotally. In some countries, where there is currently very limited qualitative or quantitative research of this nature, this type of research could help to build understanding of social impact in such regions.

Measuring total impact – The journey



Through measuring the social value of the Award, the Foundation hopes to improve its own and its delivery partners' understanding of the extent to which they meet their objectives and support the development of strategies to increase the social value they create.

Furthermore, this work will help the Foundation and its delivery partners to communicate social value more clearly and in a more compelling way to funders and benefactors in order to open doors to new partnerships.

Finally, this approach will provide alternative ways of understanding the impact of the Award that may resonate well with those interested in its activity and in supporting it.

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