

SPECIAL PROJECTS – THREE FUNDS: THE FOUNDATION'S GRANT GIVING PROGRAMME

The Duke of Edinburgh's International Award helps young people to unleash their potential and discover what they are truly capable of achieving. Through the Award, young people can be empowered with not just the confidence but the desire to create meaningful change; to find their purpose, passion and place in the world.

At its heart is the global ambition that every young person aged between 14 and 24 should have the opportunity to participate in the Award regardless of ability, experience or culture. When paired with a formal education, it provides a fantastic foundation for a young person to thrive.

Non-formal education also benefits those young people who may not be able to access a full formal education – such as refugees, those living in poverty, young parents, those with physical or learning disabilities or those from an at risk or marginalised background.

In April 2018 the Foundation launched a new grant making programme – Special Projects: Three Funds – representing a significant change in the way in which we grant funds across the International Award Association. It forms a key element of the Award's global strategy 2018-2023 which seeks to achieve notable growth in the numbers and diversity of young people participating in and achieving the Award worldwide.

To meet its ambition, the Foundation grants funds to support the delivery of and achievement of this global strategy and prioritises the following three areas:



Improving Access to the Award and overcoming perceived barriers to entry;



Increasing Reach and helping national operators to develop and expand services and;



Improving Impact or assisting delivery organisations to enable more young people to achieve their Award.

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WITH NEW BEGINNINGS COMES NEW HOPE

In 2014, when he fled Syria with his parents and three siblings, Kamal was just 12 years old. He arrived in Germany frightened and confused. Then he discovered the Award...

“When I met Kamal, he was 15 years old and hated school. As his form teacher, I tried to help him with academic requirements, and although it was clear that deep down he wanted to achieve, he hid behind the words *“No, I don’t care, I don’t need that, I can’t do that”*. His attitude was understandable; his grandfather had not wanted him to go to school in Syria which meant that Kamal was illiterate. He felt that however hard he tried, he would never be able to catch up with the other students. He started getting into trouble and many teachers had actually given up on him.

At the end of the school year, we began delivering the Award in our school. We took our first nine participants on their Adventurous Journey practice training. While on a high ropes course, in an extraordinary moment, the eight other students told Kamal they would lay their lives in his hands despite the fact that he had not been much of a team player up to this point.

From this magical moment onwards, things changed. I believe it was the first time he felt he belonged somewhere outside of his family. All the good qualities I knew he had in him began to shine. He was helpful and reliable and the other students saw this in him too. A year later in Norway he showed real leadership qualities on his Adventurous Journey with both teachers and peers following him in heavy weather conditions.

For the various sections of his Bronze Award, Kamal chose boxing, planning the school festival and learning sailing theory on an old yawl. For his Adventurous Journey, along with three other boys, he did a biking tour through secluded



Uckermark, a region north of Berlin. This tour turned out to be a real game-changer. Kamal found his passion.

Since this trip, he has completed an internship at a bike store where he learnt to repair bikes. He found a job he could do in the evenings and was soon able to buy an old bike. He now enjoys regular biking tours using outdoor websites to plan his journeys which has significantly helped improve his German too.

This year, Kamal is doing his Silver Award. In March he will travel to Osterburken to join an Award mentoring course for young people. His dream is to be a teacher at his current school helping young people in difficult situations like he was to find their passion and purpose in life. I have never heard the words *“I don’t care, I don’t need that, or I can’t do this”* from Kamal again.

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