

# Building the future

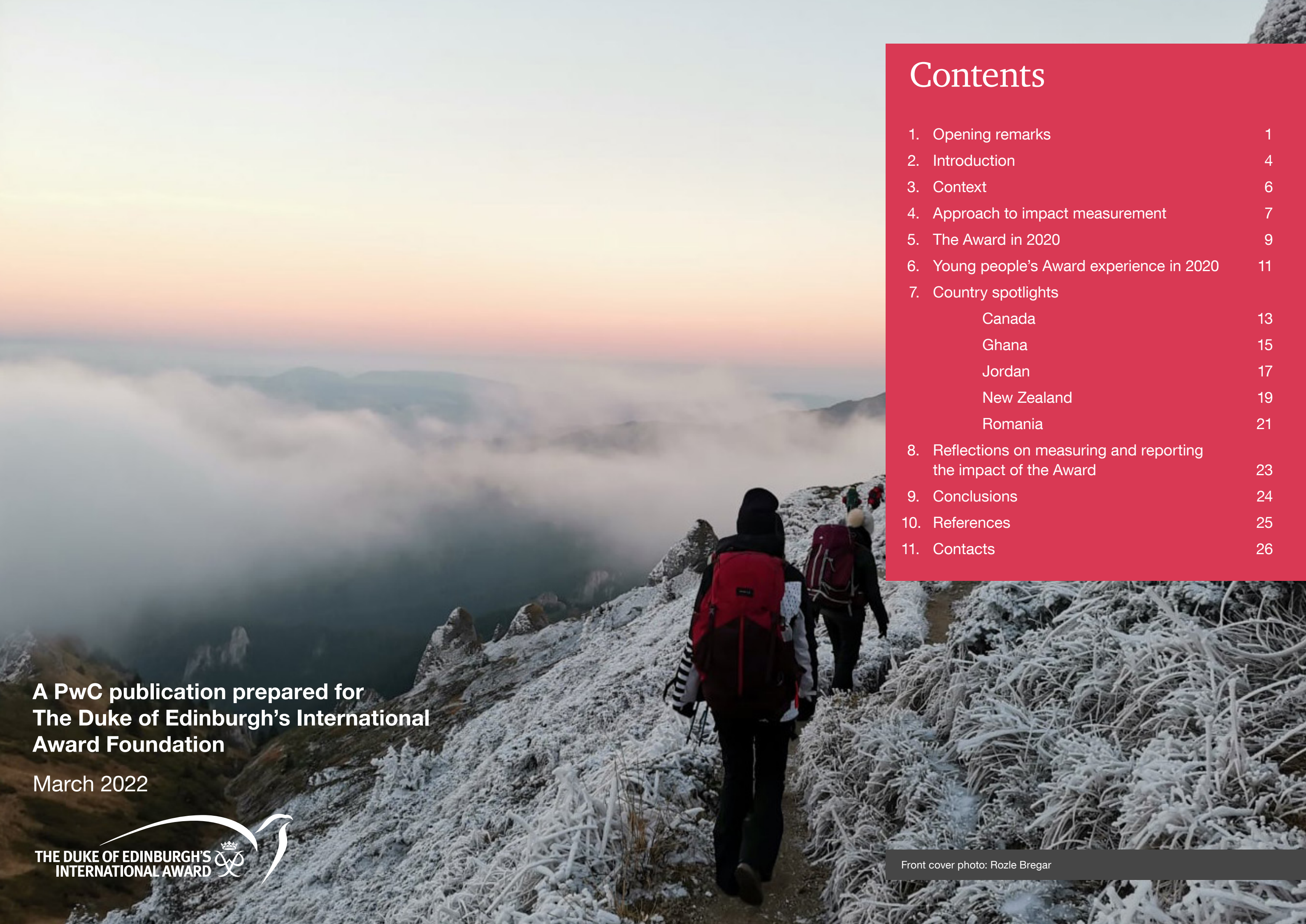
The impact of non-formal education  
and learning in times of disruption



**The Duke of Edinburgh's International Award**  
Global Impact Report for 2020







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The Duke of Edinburgh’s International  
Award Foundation

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Front cover photo: Rozle Bregar



# Opening remarks



2020 was a tough and demanding year for the world. COVID-19 has had a massive effect on all our lives. We have seen extensive changes in society and the long-term implications are yet to be fully appreciated or understood. However, one thing is certain: young people will be amongst those to experience the greatest impact.

We face an uncertain future, as changes to the job market pivot from automation to artificial intelligence; as the digital landscape evolves and we begin to explore the metaverse; as climate change becomes the key issue facing our planet.

Young people now need truly flexible and accessible education, learning and development opportunities, to help them overcome the challenges they face; to inspire them and empower them to transform themselves into young adults; and to equip them with the qualities, values, and resilience that we will come to depend upon tomorrow and beyond. The next generation is

ready, if properly supported, to invest in their future, their communities, and their societies.

With more than 65 years’ experience of equipping young people to be ready for the world, The Duke of Edinburgh’s International Award is primed and perfectly placed to help. The Award’s framework for non-formal education and learning is flexible and can adapt to the constant change we see around us. It enables and empowers young people to learn and grow, while working towards globally recognised accreditation. It supports mental health and long-term prospects, by giving young people the tools to develop their resilience, adaptability, leadership, and problem-solving skills.

The Award directly contributes to several United Nation’s Sustainable Development Goals; primarily Quality Education, but also Good Health and Wellbeing, and Decent Work and Economic Growth. It has direct, positive financial and non-financial impact on the people and communities it touches.

Our ground-breaking impact measurement initiatives, developed in collaboration with PwC and academic institutions, allow us to establish and maintain a robust evidence base for the impact of the Award.

With this inaugural impact report, we start to tell the story of the Award and its impact by sharing highlights from our rich impact data relating to a year like no other.

**John May OBE DL**  
Secretary General  
The Duke of Edinburgh’s International Award Foundation



Our world has been confronted with substantial challenges in recent years: climate change, international conflict, and the global pandemic. In these times of disruption, non-formal education and learning can play a substantial role in supporting our young people to navigate these challenges and provide them with opportunities.

The Duke of Edinburgh’s International Award develops the skills, curiosity and resilience of young people around the world in more than 130 countries and territories.

The Award Foundation has established its outcomes and impact assessment approach. PwC is proud to have supported the Award Foundation in its journey to measure its global impact, including throughout the pandemic.

The global impact of the Award, presented for the first time in this report, represents the true global presence of the Award. The country spotlights included also show how the

impact generated varies from country-to-country, reflecting the different context and nuances that each country has.

PwC and the Award Foundation continue to develop and share best practice in social impact measurement, to contribute to wider conversation in the sector and across other organisations.

The Award Foundation is equipped with the tools and knowledge to measure and communicate its global impact in future years, and – more importantly – to use this information to further enhance its impact for all of its stakeholders.

**Alan McGill**  
Partner  
PwC





The Duke of Edinburgh's International Award had an impact of £400m across more than 130 countries and territories, in 2020.

The global findings presented in this publication reflect the global presence of the Award, and the impact that it had in 2020 for young people, adult mentors and wider society.

The COVID-19 pandemic presented significant challenges for the Award in 2020, as it did to people and organisations across the world. Despite this, the findings in this publication demonstrate that the Award network continued to reach new participants, provided support to young people and stakeholders, and delivered a significant global impact.

# Introduction

The Duke of Edinburgh's International Award is a non-formal education and learning framework which operates in more than 130 countries and territories. It aims to challenge young people to discover their potential and find their purpose, passion and place in the world. This publication sets out the Award's global impact in 2020.

HRH The late Duke of Edinburgh, KG, KT was a vocal and passionate champion of young people. In 1956 his vision for a scheme to empower young people was realised with the launch of the Duke of Edinburgh's Award. The Award has supported millions of young people with the aim of helping them to achieve their potential, develop self-confidence and build a sense of purpose.

It aims to create positive impact for participants, adults who support the Award delivery, and wider society.

Prince Philip's vision remains as relevant today as it was when initiated, in a world facing the challenges of climate change, conflict and a global pandemic.

Over the past 65 years more than 13 million Award journeys have started, and more than 6 million young people have achieved this unique international accreditation.

The Award contributes to the Sustainable Development Goals (SDG), primarily SDG4 - 'Quality Education', which aims to ensure inclusive and equitable education, and promote lifelong learning for all. It also contributes to Good Health and Wellbeing (SDG3), and Decent Work and Economic Growth (SDG8).

The Duke of Edinburgh's International Award is delivered through a network of organisations. The Foundation enables, develops and oversees the global delivery of the Award, licensing more than 480 operators, from National Award Operators to individual organisations. National Award Operators, in turn, licence the ecosystem of schools, universities, community organisations, youth groups, correctional institutions, and other operators.

The Award is delivered to participants in more than 130 countries and territories, reaching hundreds of thousands of young people every day. The Award's framework remains the same wherever it is delivered, but Award participants are encouraged to design and shape their own bespoke programme, meaning that no two experiences are the same.

This publication begins by setting out the context of the Award globally in 2020 and the impact that COVID-19 had. It then outlines the Foundation's approach to impact measurement, including an overview of its three key initiatives. Finally, it shares the global impact results alongside country spotlights for Canada, Ghana, Jordan, New Zealand and Romania.

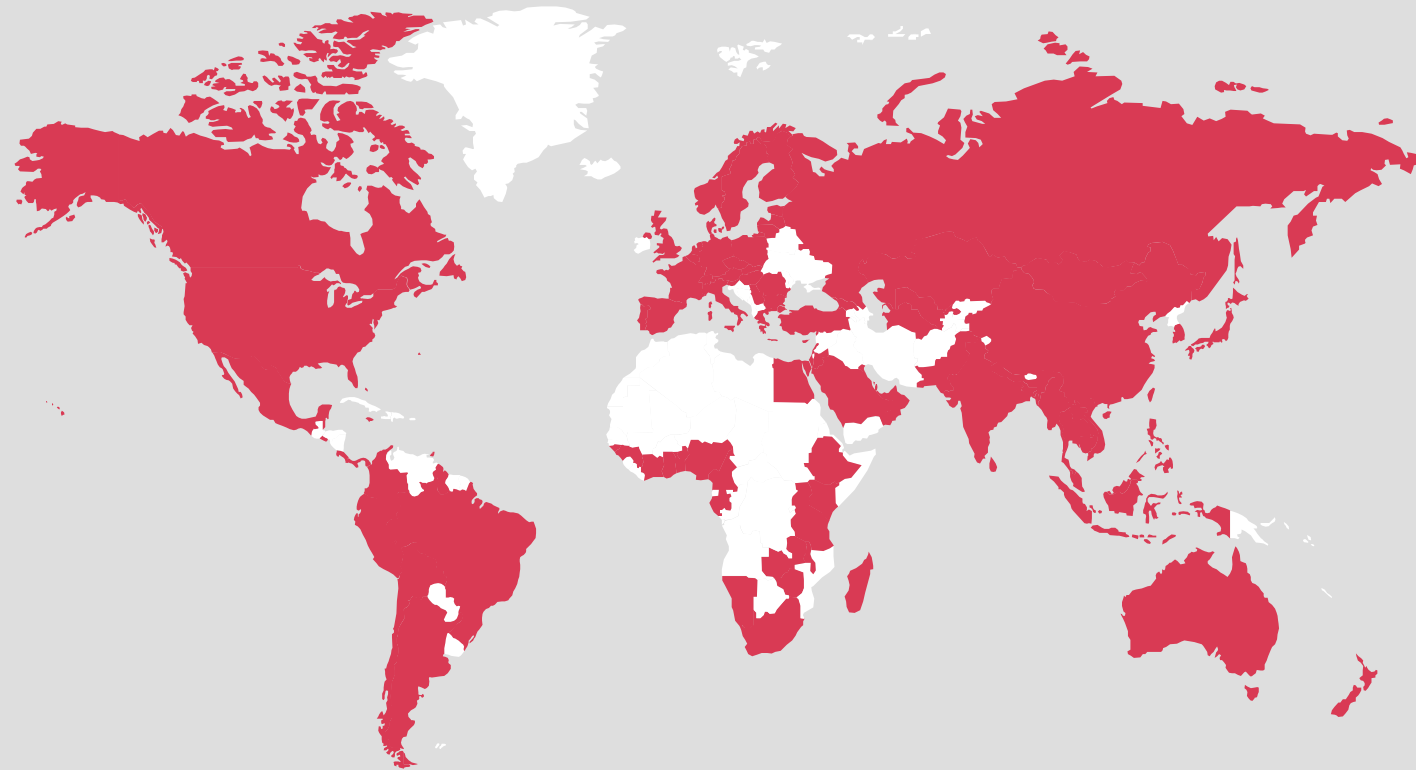
The global impact findings presented in this publication reflect the Foundation's progress in measuring the Award's impact in collaboration with its National Award Operators.

It builds on the methodology introduced in PwC's 2019 publication prepared for the Foundation, [Changing Lives in the Changing World](#). The findings are shared at a global level, with country spotlights, reflecting the Award's global presence.

Finally, this report contributes to a wider discussion on quantifying impact in non-formal education and learning, including the use of primary data and overcoming barriers where this data is not yet comprehensive.



# Context for the Award in 2020



## The Award is present across the globe

In 2020, more than 700,000 participants took part in the Award in 130 countries and territories. Thousands of partners, operators and volunteers support the delivery of the Award.

This publication sets out for the first time - the global impact of the Award, reflecting its global presence.

“

I have gained various skills like hard work, teamwork, discipline, time management, organization, and leadership. I feel that I have become a more social person as well who is more willing to help others. I was able to interact with people from my school community who I otherwise would not have interacted with and made friends with. The service component also helped me to reach my local community and it made me realize that there is a certain part of my identity within my community that I would have otherwise not realised.”

**Bronze, Silver and Gold Award Holder, 18 yrs, Kenya**

“

I personally loved the experience of completing a service, skill and activity. I found it was my motivation which keep me sane during COVID lockdown. I have learnt French which is a big accomplishment and I learnt to knit for the purpose of donating. This impacted me as a person and in the future I really want to give back to the community and work on developing myself as a person.”

**Bronze Award Holder, 14 yrs, Australia**

## Education sector in 2020

Prior to the pandemic, many young people faced significant barriers to fulfilling their potential: unable to access high quality education, secure meaningful employment, and more generally to enjoy good physical and mental wellbeing.

COVID-19 has deepened this crisis. UNESCO, UNICEF, and the World Bank’s joint mission entitled [Mission: Recovering Education 2021](#) called the COVID-19 pandemic ‘the worst shock to the education sector in a century, with the longest school closures combined with the worst recessions in decades’:

- More than 1.6 billion learners worldwide have been affected by school closures
- School closures and the resulting disruptions to school participation and learning are projected to amount to losses valued at \$10 trillion in terms of affected young people’s future earnings
- Because the education sector also provides health, nutrition, and psychosocial services, the overall welfare of young people has declined substantially.

With 56% of Award Centres across the world being schools, young people’s access to the Award was also affected by school closures.

The pandemic also limited young people’s access to non-formal education and learning opportunities through their local units of the Big 6 Youth Organisations\*, who collectively access 250 million young people (Joint Position on Non-Formal Education, December 2019). These local units represent 28% of the Award Centres across the world.

## Response of the Award to COVID-19

To support Award participants during this challenging time and to encourage them to stay active, the Foundation introduced some temporary changes to Award requirements, which were adopted by most National Award Operators. These changes mostly related to the Adventurous Journey section, the component of the Award where participants set out on an exploration or expedition. These changes included the introduction of virtual adventurous journey experiences, and allowing volunteering from home.

National Award Operators provided tips and resources specific to their national context, which provided guidance on doing the Award at home.

The Foundation’s digital tools enabled positive solutions to problems posed by the pandemic across the global Award network. The Online Record Book helped young people to continue to record their Award achievements.

It also ensured their adult mentors continued to monitor and celebrate their progress. The Award Community platform provided ongoing access to key training and operational resources for Award deliverers.

The Award joined forces with the other Big 6 Youth Organisations, World Health Organisation and United Nations Foundation to initiate [Global Youth Mobilization](#) - a movement of young people taking action to improve their lives now and in a post-COVID-19 world. With support from the COVID-19 Solidarity Response Fund, Global Youth Mobilization will support and scale-up youth-led solutions and youth engagement programs across the world.

## Impact of COVID-19 on Award participants

The Foundation collected data from 1,373 young people who completed their Award in 2020, to better understand the impact of the restrictions brought on by COVID-19 on their Award experience.

- 59% felt that the coronavirus lockdown/quarantine affected their ability to continue their Award.
- Voluntary Service and Adventurous Journey Sections were the most impacted at 72% and 68% respectively.
- 73% felt that the temporary changes introduced by the Award authorities during this time helped them to continue their programme.

Young people also reported the following benefits of being involved in the Award during the pandemic:

- 66% said the Award provided structure during lockdown/quarantine.
- 59% said the Award assisted with their mental health and wellbeing during lockdown/quarantine.
- 77% said the Award assisted with their physical fitness and health during lockdown/quarantine.
- 70% said the Award helped them to develop personally during lockdown/quarantine.

# Approach to impact measurement

Measuring social impact enables an organisation to understand how its activities have led to positive and negative effects for its stakeholders.

By measuring impact, the organisation can then truly start to manage it. This may include doing more of the activities that yield positive impacts, and adjusting others.

In the context of the Award in 2020, the Foundation used – and continues to use – primary data and external collaborations to explore the Award’s outcomes and impacts.

- The Foundation’s approach to impact measurement is shaped around the Principles of Social Value, defined by Social Value International:
- 1. Involve stakeholders
  - 2. Understand what changes
  - 3. Value the things that matter
  - 4. Only include what is material
  - 5. Do not overclaim
  - 6. Be transparent
  - 7. Verify the result
  - 8. Be responsive

## Understanding outcomes

The Foundation’s outcome measurement initiatives are designed to monitor the following outcomes of the Award for young people:

- **Behavioural outcomes:** Increase in activity levels in taking part regularly in volunteering, physical recreation, skill development and spending time in nature
- **Soft skills and competences:** Increase in confidence; resilience and determination; managing feelings; relationships and leadership; creativity and adaptability; planning and problem solving; civic competence; intercultural competence; personal and social well-being; and communication

In 2020, the Foundation partnered with King’s College London. It was found that regular involvement in a skills, physical or volunteering activity was linked to positive outcomes, see table below.

Outcomes found to be significantly correlated to activities, in the positive direction

✓	✓	✓	Confidence
	✓		Managing feelings
✓	✓	✓	Resilience and determination
✓		✓	Planning and problem solving
		✓	Personal and social wellbeing
Skill	Physical activity	Volunteering	

## Understanding impacts

In consultation with key stakeholders including young people, Award holders, adult mentors and national staff, the Foundation identified the following impacts of the Award for young people:

1. Improved employability and earning potential
2. Improved physical health and fitness
3. Improved mental health and emotional wellbeing
4. Increased engagement with charitable and community causes
5. Increased social cohesion
6. Improved environmental impact
7. Reduced offending

These impact areas are considered to be relevant globally, however it is important to acknowledge that they manifest themselves differently in local contexts. Examples of this can be seen in the country spotlights within this publication. Further, there may be other contextual impacts that are prevalent in different parts of the world, not considered within these seven categories.

Impact pathways were developed to help identify and evaluate impacts of the Award. A summary of this approach can be found in PwC’s [Changing Lives in the Changing World](#) publication.

## Three key impact measurement initiatives

The Foundation runs a number of initiatives to understand the impact of the Award on people and society. This publication includes insights from three key initiatives:

1. Satisfaction surveys to understand the Award experience of young people and adult mentors
2. Outcomes evaluation to monitor Award participants’ development of soft skills and competences for young people
3. Social value analysis to quantify the impact of the Award on young people, adult mentors and society.

### 1 Understanding Award experience

The Foundation runs satisfaction surveys for young people who participate in the Award and their adult mentors who support them during their Award journey.

These surveys provide data to develop an understanding of how young people and adults view the Award and how they experience it. Such information is useful for identifying any support needs, helps maintain the quality of Award experience, and informs the plans for the continuing growth of the Award worldwide.

This report includes notable results from the global satisfaction surveys conducted with young people and adults in 2020.

### 2 Monitoring outcomes

With the outcomes evaluation initiative, the Foundation aims to gather rich quantitative data about how the Award

makes a difference in the lives of young people. Here the focus is the soft skills and competences that the Award helps young people to develop.

The Foundation assesses the changes in outcomes by surveying young people before and after the Award. The Foundation works with national partners to support this research. The Foundation works with its academic partner – King’s College London – to secure continuous improvement of this initiative and data analysis.

In 2020, responses were analysed from over 2,000 young people who took the survey in the beginning of their Award journey. Data collection from young people who are completing their Award is ongoing and the Foundation intends to publish related findings from this initiative in the future.

### 3 Quantifying impact

The Foundation uses a social value methodology to quantify the impact that the Award has on its stakeholders. This approach was developed using PwC’s [Total Impact Measurement and Management \(TIMM\) Framework](#). The TIMM Framework builds on widely accepted approaches such as Social Return on Investment (SROI) Principles, WBCSD’S Social & Human Capital Protocol and the UK Government’s Green Book on Policy Appraisal and Evaluation. More information on the approach taken for the Award can be found in PwC’s [Changing Lives in the Changing World](#) publication.

A tailored model was developed for each Award country that enabled adjustments for contextual variations such as the age of participants and the extent of activities undertaken before and after the Award. Where possible, this included the use of primary data collected by National Award Operators. Primary data was incorporated for 10 countries and

territories including Canada, Ghana, Jordan, New Zealand and Romania. Key insights from their impact analyses can be found in the Country Spotlights within this publication.

Where countries and territories had not yet undertaken primary data collection and analysis, country-level impact was estimated using a benefit transfer approach. This approach was used to estimate the benefit in one place, using the benefit observed in another place. Estimated values were adjusted using secondary data to account for country-level variations e.g. GDP per capita based on purchasing power parity (PPP), minimum wage and average earnings. In this publication, global results are the aggregation of all country and territory results, both those using primary data and those using a benefit transfer approach. The Foundation continues to collect and integrate more country-level data into the methodology, to enhance its accuracy and track changes over time.

The impact results shared in this publication consider five impacts:

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

Primary research work is underway by the Foundation to establish an approach to quantifying additional impacts, particularly ‘improved environmental impact’. A social value initiative with national partners working with correctional institutions is intended to be developed in the future to evaluate the impact of the Award on reducing offending and re-offending.

# The Award in 2020

## Global Reach and Access

In 2020, global reach of the Award was impacted by the COVID-19 pandemic and its restrictions; 59% of young people reported that the restrictions affected their ability to continue their Award<sup>1</sup>. To illustrate the effect that this had on reach and access, some 2019 figures are included alongside the 2020 figures, below.

### Global network

**Award Operators**

- 64 National Award Operators
- 347 Independent Award Centres in a further 66 countries and territories

### Young people

**Participation**

- 369,757 young people started their Award (↓44% from 2019)
- 129,199 young people completed their Award (↓62% from 2019)
- 729,139 young people actively participated (↓29% from 2019)

**Satisfaction<sup>1</sup>**

Net Promoter Score<sup>3</sup>: 46.15 (↑5 points from 2019)

**Gender distribution**

49% Female, 42% Male, 9% Gender not specified

### Adults in the Award

**Active involvement**

- 173,779 adults (↓5.5% from 2019)
- 97% volunteer, 3% paid

**Satisfaction<sup>2</sup>**

Net Promoter Score<sup>3</sup>: 58.25 (↓8 points from 2019)

### Award Centres

**Award Centres**

- 18,836 Award Centres (↓12% from 2019)
- Top 3 delivery channels: Government schools (39%), Uniformed organisations (28%) and Independent schools (14%)

## Global impact <sup>4</sup>

**Total impact**

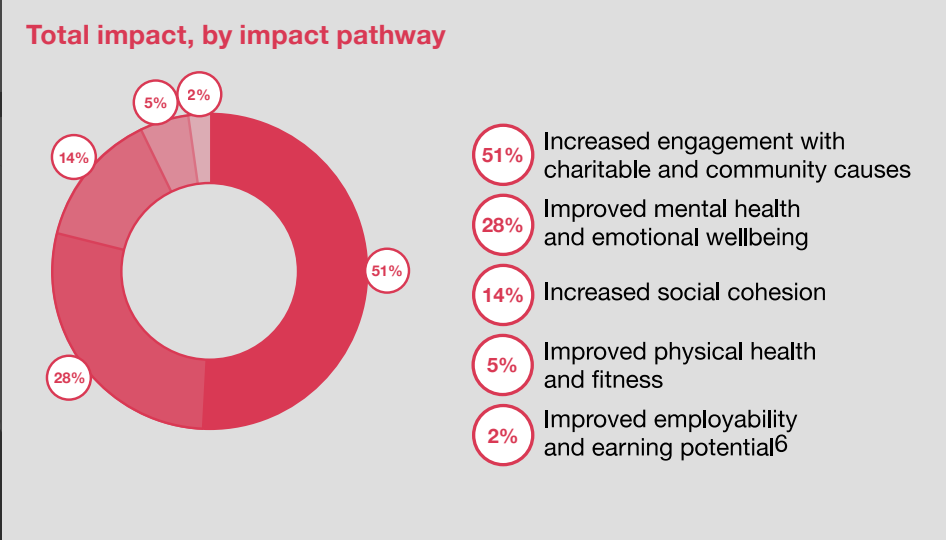
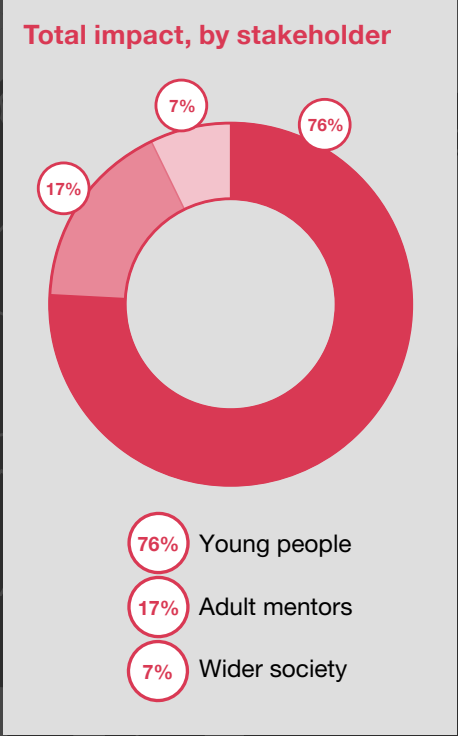
£ 400m

Total impact<sup>4</sup> generated through young people completing their Award in 2020, across all countries and territories

**Total impact per participant, by Award level**

£ 2,200	£ 2,000	£ 4,200
Bronze	Silver	Gold

Impact<sup>4,5</sup> of the Award per participant, completing their Award in 2020, across all countries and territories, split by Award level



1 2020 Global Participant Satisfaction Survey, n=2,466, data collected between January – December 2020. from 64 countries, but mainly from Australia, Canada, New Zealand, Slovakia, Jordan, Lithuania and Czech Republic.

2 2020 Global Adults in The Award Satisfaction Survey, n=390, data collected between January – December 2020.

3 Net Promoter Score is a commonly used stakeholder satisfaction measure. It aims to measure the loyalty that exists between a provider and a stakeholder. Scores above 0 are considered good, scores 50+ excellent and scores 70+ world class.

4 Total impact was calculated using an impact pathway and economic valuation approach, outlined in the [Changing Lives in the Changing World](#) publication. The approach is based on PwC's [Total Impact Measurement and Management \(TIMM\) Framework](#).

5 In some countries/territories, the impact per participant for the Silver Award was found to be lower than the Bronze Award. This was due to two factors: firstly, some Silver participants had already completed the Bronze Award, so their level of participation in Award-related activities was already high before commencing the Silver Award. Secondly, there were more high income countries offering the Bronze Award than the Silver Award. This means that the Bronze Award global average included more high income countries which had a higher absolute impact per participant.

6 Further to the impacts presented on this page, the additional future benefit of increased earnings for young people who completed an Award in 2020 was estimated to be £190m across all participants.



# Young people’s Award experience in 2020

## Outcome reported by participants<sup>7</sup>



## Importance

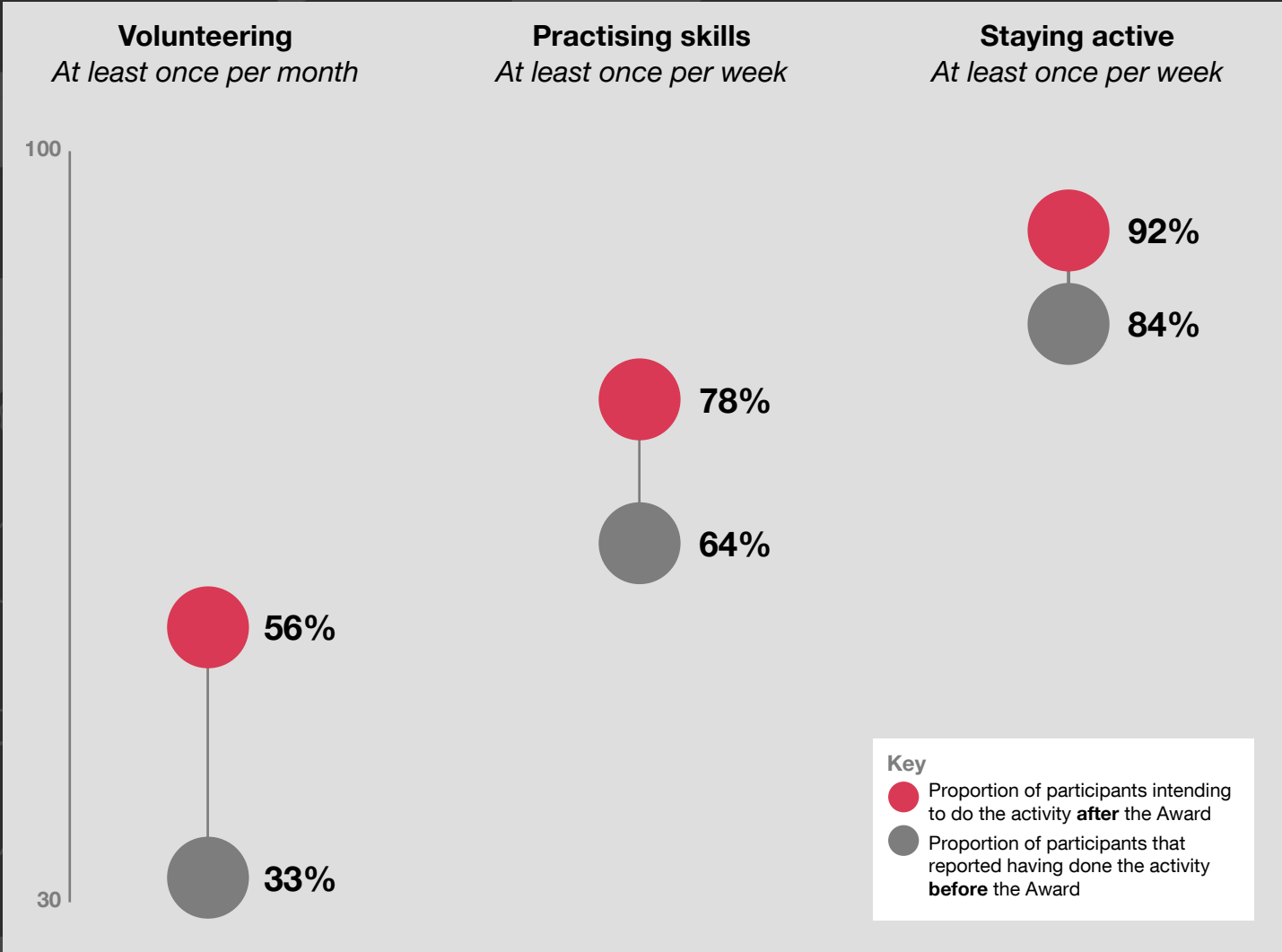
Willingness to try new things is a measure of creativity and adaptability. Young people who are more adaptable are more likely to participate in class, enjoy school, be more satisfied with life, have higher self-esteem, and have a more concrete sense of meaning and purpose in life (Martin et al., 2013)

Spending time in nature has many wellbeing benefits. 10-50 minutes spent in natural settings improves mood, focus and physiological markers like blood pressure and heart rate for young people (Meredith et al., 2020).

Increasingly, young people experience difficulty in making new friends. Making new friends is associated with feeling less lonely (YouGov, 2019). There are well established links between loneliness and poor mental health. In a recent review of the scientific literature, loneliness was associated with future mental health problems up to 9 years later with the strongest association being with depression (Mental Health Foundation, 2021).

Sense of community belonging is associated with physical and mental health (Michalski et al., 2020). People who are more socially connected to family, friends, or their community are happier, physically healthier and live longer, with fewer mental health problems than people who are less well-connected.

## Proportion of participants undertaking activities, before and after Award completion<sup>7</sup>



<sup>7</sup> 2020 Global Participant Satisfaction Survey, n=2,466, data collected between January – December 2020. from 64 countries, but mainly from Australia, Canada, New Zealand, Slovakia, Jordan, Lithuania and Czech Republic.

Benefits of volunteering include improved mental health, reduced social isolation and loneliness and enhanced physical health (Linning & Jackson, 2018).

Spending time on skills activities that enable creative behaviour leads to increase in wellbeing and creativity (Conner et al., 2018). Entrepreneurship skills development is positively associated with increased youth employment generation (Aun et al., 2018).

In addition to health and wellbeing benefits (U.S. Department of Health and Human Services, 2018), regular physical activity during childhood and adolescence is associated with higher earnings as an adult (Kari et al., 2016).



# Country spotlight

## Canada

This section has been written by **The Duke of Edinburgh’s International Award – Canada** to provide context on the country perspective.

“I would highly recommend the Award to my peers, friends and individuals interested in enhancing their, compassion, empathy and leadership skills. This Award has allowed me to transform into a passionate advocate for important local and global issues, and to gather like-minded youth to better the world around us. It has widened my perspective, given me opportunities to help me grow as a person, take steps outside of my comfort zone and has developed my character.”

**Bronze and Silver Award Holder, 17 yrs, Canada**

### The Award in 2020

#### A perspective from Stephen De-Wint, National Executive Director

“2020 was an exceptionally difficult year for young people in Canada. With the personal development of many young people being disrupted by the COVID-19 pandemic, the focus of the Award in Canada pivoted to ensure no Award participant was left behind. In response to lockdown restrictions we created the ‘Award at Home’ portal, which focused on providing accommodations to requirements, resources, and support to help them continue their Award progress from home.

As a result of focusing our efforts to support young people through the pandemic, the Award had a profound positive impact during a difficult time. As highlighted in the data below, Award participants were not only able to continue achieving their Award, but many attributed their continued development and positive wellbeing to having the Award to work on during lockdowns.

- 60% of Award participants stated the Award provided them with relief during the COVID-19 lockdown.
- “During the pandemic the Award empowered me to take control of my life and figure out how to handle what was happening around me.” – Award Holder

It’s clear the Award was built for times like these and is a catalyst for empowering young people to take ownership of their futures, regardless of circumstances they face. The data highlighted in this report is crucial to supporting our work in expanding the Access, Reach and Impact of the Award to all young people in Canada.”

### Reach

#### Young people

- 6,019 young people started their Award
- 2,645 young people completed their Award
- 16,340 young people actively participated

#### Award Centres

- 1,327 schools and organisations delivered the Award

#### Adult mentors

- 1,220 adults supported delivery of the Award

### Access

#### Gender

- 54% female
- 45% male
- 1% other or did not disclose

#### Disability

- 6% disclosed having a disability

#### Population

- 7% disclosed as indigenous
- 10% disclosed as a newcomer to Canada
- 12% in an ‘at risk’ or marginalised group

### Impact <sup>1</sup>

Currency: Canadian Dollar

#### Social return on investment (SROI)

\$ 3.50 : \$ 1

Total impact<sup>2</sup> divided by total cost

#### Total impact

\$ 20.0m

Total impact generated through young people completing their Award in 2020

#### Total impact per participant, by Award level

\$ 5,900



Bronze

\$ 6,900



Silver

\$ 14,600



Gold

Impact per participant, completing their Award in 2020, split by Award level

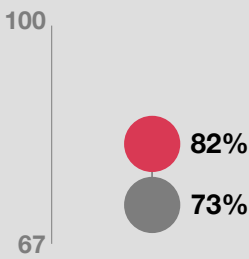
#### Proportion of participants undertaking activities, before and after Award completion

##### Key

- Proportion of participants intending to do the activity **after** the Award
- Proportion of participants that reported having done the activity **before** the Award

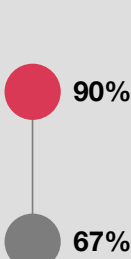
#### Volunteering

At least once per month



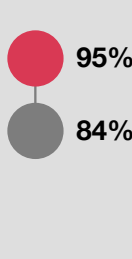
#### Practising skills

At least once per week



#### Staying active

At least once per week



#### Other key insights

- Nearly half of the total impact came from improved mental health and emotional wellbeing (45%), and a further 37% from increased engagement with charitable and community causes
- The majority of the impact (82%) was experienced by participants, with the remainder on wider society (11%) and adult mentors (7%)
- There was significant attribution<sup>3</sup> of the activity increases – as seen above – to the Award itself: skills (86%), volunteering (84%) and physical activity (65%)

1. All results presented in this country spotlight are based on the 2020 Social Value Survey, n=743 (415 Award participants, 149 adults, 179 Award Holders), data collected between March – June 2021.

2. To align the impact value (numerator) with the annual cost of Award delivery (denominator) in the calculation of SROI, the impact value is capped at 1 year.

3. For more information about the variables used when establishing impact, such as attribution and deadweight, please refer to the [Changing Lives in the Changing World](#) publication.

# Country spotlight

## Ghana

This section has been written by **The Head of State Award – Ghana** to provide context on the country perspective.

“

Taking part in the Award has taught me the importance of teamwork, communication, responsibility, kindness, self-control, endurance, perseverance, care, respect and discipline when partaking in activities with people and for personal achievement.

All the skills and activities I have taken part in, will go a long way to help me prepare for certain uncertainties that may occur. It has made me understand that it is ok to feel a certain type of way sometimes but that shouldn't stop me from achieving goals, overcoming milestones, and fulfilling dreams.”

Silver Award Holder,  
16 yrs, Ghana

### The Award in 2020

#### A perspective from Peter Anum, Executive Director

“The year 2020 required rapid innovation from the entire Award family in Ghana.

Approximately 90% of our Award Centres are government senior high schools, and we had to navigate the uncertainty of new government policies and necessity for new ways of delivering the Award due to the pandemic. We had to take a step back and re-strategize to fit into the new circumstances, which took a lot of effort and collaboration.

We had to find new ways of doing things as a result of the pandemic. Award Leaders moved to virtual training; it was as effective as it would have been done face to face. The Award completions concluded with a virtual graduation where the participants were celebrated and presented their certificates.

Gold Award Presentation (GAP) 2020 saw the first Awardees from two marginalized and at-risk Award Centres; Autism Awareness, Care & Training Centre and the Senior Correctional Centre.

Re-useable nose masks were made by the NAO staff and Award Participants and were presented to organizations working with marginalized and at-risk communities.

Reaching out to participants virtually was a highlight and a big opportunity; prior to the pandemic that was not the case. Post-pandemic, it will stay and serve as a means of reaching out to participants.”

### Reach

#### Young people

- 10,590 young people started their Award
- 5,999 young people completed their Award
- 17,109 young people actively participated

#### Award Centres

- 292 schools and organisations delivered the Award

#### Adult mentors

- 2,034 adults supported delivery of the Award

### Access

#### Gender

- 58% female
- 42% male

#### Disability

- 0.5% with a physical disability

#### Population

- 7% immigrants
- 13% from a diverse background
- 3% in an at-risk or marginalised group

### Impact <sup>1</sup>

Currency: Ghanaian Cedi

#### Social return on investment (SROI)

¢ 5.68 : ¢ 1

Total impact<sup>2</sup> divided by total cost

#### Total impact

¢ 23.0m

Total impact generated through young people completing their Award in 2020

#### Total impact per participant, by Award level

¢ 2,700



Bronze

¢ 3,900



Silver

¢ 5,300



Gold

Impact per participant, completing their Award in 2020, split by Award level

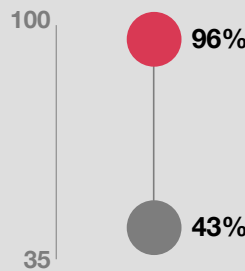
#### Proportion of participants undertaking activities, before and after Award completion

##### Key

- Proportion of participants intending to do the activity **after** the Award
- Proportion of participants that reported having done the activity **before** the Award

#### Volunteering

At least once per month



#### Practising skills

At least once per week



#### Staying active

At least once per week



#### Other key insights

- Nearly half of the total impact came from improved mental health and emotional wellbeing (43%), and a further 35% from increased engagement with charitable and community causes
- The majority of the impact (87%) was experienced by participants, with the remainder on adult mentors (10%) and wider society (3%)
- There was significant attribution<sup>3</sup> of the activity increases – as seen above – to the Award itself: skills (100%), volunteering (98%) and physical activity (100%)

1. All results presented in this country spotlight are based on the 2020 Social Value Survey, n=960 (492 Award participants, 292 adults, 176 Award Holders), data collected between February – July 2021.

2. To align the impact value (numerator) with the annual cost of Award delivery (denominator) in the calculation of SROI, the impact value is capped at 1 year.

3. For more information about the variables used when establishing impact, such as attribution and deadweight, please refer to the [Changing Lives in the Changing World](#) publication.



# Country spotlight

## Jordan

This section has been written by **The El-Hassan Youth Award in Jordan** to provide context on the country perspective.

### The Award in 2020

#### A perspective from Samar Kildani, National Director

“2020 was one of the hardest and most difficult years we have had, including challenges from COVID-19, the wider economy, the Dead Sea flash flooding accident, and teacher strikes. These events affected the number of participant registrations and participation activities.

The El Hassan Youth Award (HYA) reached to young Award participants by phone, directed them to register electronically using the HYA website, and encouraged them to practice their activities at home and share their experiences by recording videos. This was not possible for the Adventurous Journeys, but we were able to work with the Ministry of Education to stream Virtual Bronze Expedition on JTV (Jordan Television) for 3 weeks.

We paid extra attention to our Award Leaders and conducted online training courses for them. We increased our communication with the International Award Foundation and strengthened our communication with the participants and Award Leaders through social media. In the national office, our workspace transformed into an online working space. We translated the Online Record Book (ORB) into Arabic and trained staff and Award Leaders to start using it officially in 2021. We also formed an advisory committee to support the Award.

Despite all circumstances and the hard times we faced, we looked at the pandemic as an opportunity, not as an obstacle. We accepted the challenge and adopted the new digital tools to continue our work remotely; engage and communicate dominantly through digital channels; and stay on call for any urgent queries. Jordan’s country profile in this report shows our progress in numbers.”

“

El Hassan Award is one of the best experiences that I have lived. It taught me to love others and how to coexist with people who are different from me, and how to love my country more and I knew that Jordan is very beautiful. And it taught me to depend on myself.”

**Bronze, Silver and Gold Award Holder, 21 yrs, Jordan**

### Reach

#### Young people

- 2,089 young people started their Award
- 913 young people completed their Award
- 2,089 young people actively participated

#### Award Centres

- 196 schools and organisations delivered the Award

#### Adult mentors

- 946 adults supported delivery of the Award

### Access

#### Gender

- 73% female
- 27% male

#### Population

- 1% in an at-risk or marginalised group

### Impact <sup>1</sup>

Currency: Jordan Dinar

#### Social return on investment (SROI)

1.52 : 1.51

Total impact<sup>2</sup> divided by total cost

#### Total impact

1.5166,000

Total impact generated through young people completing their Award in 2020

#### Total impact per participant, by Award level

1.5120



Bronze

1.5170



Silver

1.5430



Gold

Impact per participant, completing their Award in 2020, split by Award level

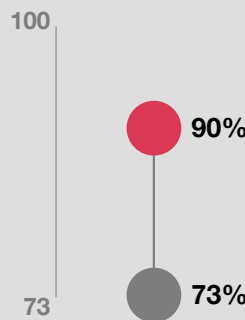
### Proportion of participants undertaking activities, before and after Award completion

#### Key

- Proportion of participants intending to do the activity **after** the Award
- Proportion of participants that reported having done the activity **before** the Award

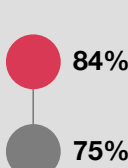
#### Volunteering

At least once per month



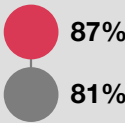
#### Practising skills

At least once per week



#### Staying active

At least once per week



### Other key insights

- Nearly half of the total impact came from improved mental health and emotional wellbeing (48%), and a further 38% from increased engagement with charitable and community causes
- The majority of the impact (74%) was experienced by participants, with the remainder on adult mentors (20%) and wider society (6%)
- There was significant attribution<sup>3</sup> of the activity increases – as seen above – to the Award itself: skills (69%), volunteering (72%) and physical activity (69%)

1. All results presented in this country spotlight are based on the 2020 Social Value Survey, n=710 (258 Award participants, 243 adults, 209 Award Holders), data collected between March – December 2021.

2. To align the impact value (numerator) with the annual cost of Award delivery (denominator) in the calculation of SROI, the impact value is capped at 1 year.

3. For more information about the variables used when establishing impact, such as attribution and deadweight, please refer to the [Changing Lives in the Changing World](#) publication.

# Country spotlight

## New Zealand

This section has been written by **The Duke of Edinburgh’s International Award – Aotearoa New Zealand | Hillary Award** to provide context on the country perspective.

“I think I have learnt heaps about who I am and how I relate to others. Duke of Ed throws some pretty challenging situations at you and having to effectively communicate and navigate through those has really improved my inter-personal skills. I would recommend The Duke of Edinburgh Award to everyone even if it is just to ensure you are mindful of the balance of activities in your life. Each level brings with it different challenges and rewards. It has been such a fun and positive experience.”

**Bronze, Silver and Gold Award Holder, 17 yrs, New Zealand**

### The Award in 2020

#### A perspective from Karen Ross, National Director

“While we face the future of uncertainty, we are certain of the Award’s purpose in Aotearoa. COVID-19, the changing landscape of technology, politics, the environment, and evolving expectations of our rangatahi (young people) and their future roles were the trends in 2020.

The introduction of the Kakariki pathway, followed up by opportunities for a te ao (the Māori world view) pathway and financial literacy for Skills activity optimise the outcomes for rangatahi, expanding the accessibility and inclusion aspects of the Award. These, along with the digitisation of the Award and programme alignment with education in Aotearoa, form part of our Education to Employment response to enable a leaping off point for Award rangatahi to a life of their choice in the community, job market, further study, and parenthood.

Lockdowns and restrictions impacted the Award, but by being adaptable and innovative, we consequently flourished. Registrations, progressions, and completions were ahead of previous years - a 21% increase in 2021 registrations.

Open and purposeful communication ensured clear navigation. Tireless work enabled participants’ enthusiastic and resilient involvement. Belief and investment from stakeholders, and support from Award Governors were integral.

Our ground-breaking digital development and delivery enabled us to go online for most interactions and Award key processes and we have continued this process to be at the forefront of digital transformation in the Award world including the digital delivery of accreditation for both participants and Award leaders.

The Award attracted new partners and delivery agencies. We trained new Award Leaders and partnered with organisations such as Habitat for Humanity, Capital Creative Arts Trust, NZ Gymnastics, WORD, The Brave Thinkers, The Chip Packet Project, Heritage Gardens, Piha Surf Academy and the New Zealand Sailing Trust. Partnership growth flourished, and together we continued delivering the Award in the tenuous environment of 2020-21.”

### Reach

#### Young people

- 8,400 young people started their Award
- 3,500 young people completed their Award
- 10,992 young people actively participated

#### Award Centres

- 398 schools and organisations delivered the Award

#### Adult mentors

- 561 adults supported delivery of the Award

### Access

#### Gender

- 60% female
- 40% male
- 1% other or did not disclose

#### Population

- 3% Pacific Peoples
- 7% Māori
- 3% Indian
- 11% Other Asian

### Impact <sup>1</sup>

Currency: New Zealand Dollar

Social return on investment (SROI)

\$ 5.77 : \$ 1

Total impact<sup>2</sup> divided by total cost

Total impact

\$ 20.3m

Total impact generated through young people completing their Award in 2020

Total impact per participant, by Award level

\$ 4,300



Bronze

\$ 5,300



Silver

\$ 13,600



Gold

Impact per participant, completing their Award in 2020, split by Award level

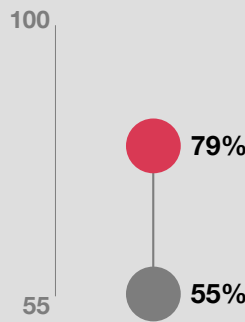
Proportion of participants undertaking activities, before and after Award completion

#### Key

- Proportion of participants intending to do the activity **after** the Award
- Proportion of participants that reported having done the activity **before** the Award

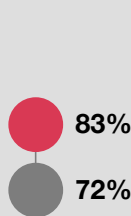
#### Volunteering

At least once per month



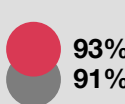
#### Practising skills

At least once per week



#### Staying active

At least once per week



### Other key insights

- Nearly half of the total impact came from increased engagement with charitable and community causes (47%), and a further 40% from improved mental health and emotional wellbeing
- The majority of the impact (83%) was experienced by participants, with the remainder on wider society (9%) and adult mentors (8%)
- There was significant attribution<sup>3</sup> of the activity increases – as seen above – to the Award itself: volunteering (72%), skills (60%), and physical activity (47%)

1. Results presented in this country spotlight are based on the 2020/21 Social Value Survey, n=538 (414 Award participants, 124 adults) data collected between December 2020 – March 2021 and the Award Holder responses from the 2019/20 Social Value Survey n=119, data collected between October – December 2019.

2. To align the impact value (numerator) with the annual cost of Award delivery (denominator) in the calculation of SROI, the impact value is capped at 1 year.

3. For more information about the variables used when establishing impact, such as attribution and deadweight, please refer to the [Changing Lives in the Changing World](#) publication.



# Country spotlight

## Romania

This section has been written by the **The Duke of Edinburgh’s International Award – Romania** to provide context on the country perspective.

### The Award in 2020

#### A perspective from Shajjad Rizvi MBE, Chairman

“During this difficult time, the Award played a key role in supporting young people, adults and their communities to be resilient, active and engaged. The pandemic has had a devastating impact on education, mental health, personal development, and career prospects for many young people in Romania.

In 2020 extensive challenges have already emerged because of COVID-19 and the long-term implications are yet to be seen. However, one thing is certain: young people will be among those to experience the greatest impact and we will continue developing the right resources to help them thrive, even during lockdowns.

We started the year facing a real challenge. COVID-19 pandemic changed everything and we needed to rethink our entire strategy. We focused our efforts on supporting existing Award centres and young people, and the Award had a profound positive impact during a difficult time. Despite all the restrictions, our participation doubled.

On the upside, the Award has been a clear lifeline to many and our numbers doubled. On the downside, our funding collapsed. Existing funding for youth related projects – already stretched - was all diverted to assist the dire COVID-19 medical situation in Romania. As a result, our NAO came out of COVID-19 on financial life support, a situation that many other NAOs are experiencing. Looking ahead we will refocus our efforts on building a sustainable funding front in Romania to not only ensure growth but for our very survival.”



The Award is all about perseverance. It definitely pushed me into becoming a better person, more involved in the community and more present in every task which I am carrying out. It is a test of strong will and determination which will help you discover yourself.”

**Bronze, Silver and Gold Award Holder, 18 yrs, Romania**

### Reach

#### Young people

- 824 young people started their Award
- 111 young people completed their Award
- 1,493 young people actively participated

#### Award Centres

- 56 schools and organisations delivered the Award

#### Adult mentors

- 412 adults supported delivery of the Award

### Access

#### Gender

- 56% female
- 44% male

#### Population

- 10% ethnic minorities
- 6% young offenders
- 12% in other at-risk or marginalised groups

### Impact <sup>1</sup>

Currency: Romanian Leu

Social return on investment (SROI)

lei 1.2 : lei 1

Total impact<sup>2</sup> divided by total cost

Total impact

lei 1.8m

Total impact generated through young people completing their Award in 2020

Total impact per participant, by Award level

lei 6,800

lei 6,700

lei 14,900



Bronze



Silver



Gold

Impact per participant, completing their Award in 2020, split by Award level

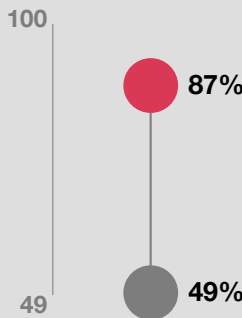
Proportion of participants undertaking activities, before and after Award completion

#### Key

- Proportion of participants intending to do the activity **after** the Award
- Proportion of participants that reported having done the activity **before** the Award

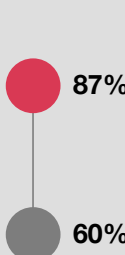
#### Volunteering

At least once per month



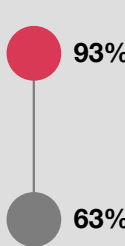
#### Practising skills

At least once per week



#### Staying active

At least once per week



### Other key insights

- More than half of the total impact came from increased engagement with charitable and community causes (63%), and a further 26% from improved mental health and emotional wellbeing
- The majority of the impact (58%) was experienced by adult mentors, with the remainder on participants (39%) and wider society (3%)
- There was significant attribution<sup>3</sup> of the activity increases – as seen above – to the Award itself: volunteering (90%), skills (78%), and physical activity (69%)

1. All results presented in this country spotlight are based on the 2020 Social Value Survey, n=175 (109 Award participants, 57 adults, 9 Award Holders), data collected between March – June 2021.

2. To align the impact value (numerator) with the annual cost of Award delivery (denominator) in the calculation of SROI, the impact value is capped at 1 year.

3. For more information about the variables used when establishing impact, such as attribution and deadweight, please refer to the [Changing Lives in the Changing World](#) publication.

# Reflections on measuring and reporting the impact of the Award

This section has been written by colleagues from the Foundation and National Award Operators to provide context on their experience of measuring and reporting the impact of the Award.

Researching and evidencing the impact and value of the Award for young people, adults and society is firmly established as a strategic initiative under the Impact strand of the Award’s [Global Strategy for 2018-2023](#).

In the first years of this strategy the focus was on laying the foundations and the infrastructure for setting up impact measurement initiatives in consultation with National Award Operators and in partnership with academic institutions and expert organisations, including PwC.

More recently, the focus has been on implementation and refinement. Despite the disruption caused by the pandemic, many Award operators chose to invest their time and efforts in implementing these initiatives. Some of them, like Canada and New Zealand, have integrated their impact reporting into their annual reporting process.

## A reflection from Victoria Selano, National Director of Fundraising and Development, The Duke of Edinburgh’s International Award – Canada

Social value research has been critical in showcasing the value our framework plays, not only for young people, but society as a whole.

The feedback we have received from our donors has been overwhelmingly positive and has helped to quantify their philanthropic investment.

Even more exciting is the interest we are seeing from government agencies, corporations, and major financial institutions around how they value this type of research. It has opened the door to start conversations to cocreate sustainable partnerships with major donors such as Scotiabank Canada, RBC as well as Provincial and Federal levels of Government. We now have research tools that align with their impact and giving strategies, providing insight into how their investment makes a deeper impact beyond the Award.

With government agencies, the social value research has enabled us to begin conversations around incorporating the Award into the education agenda through whole grade entry and on a Federal level, it illustrates how the Award framework contributes to the youth agenda around volunteerism, health and wellness, as well as employability. We have been weaving this research into all of our external communications to demonstrate how the Award framework is a vital contributor to building a stronger Canada on a variety of levels.

## A reflection from Karen Ross, National Director, The Duke of Edinburgh’s International Award – Aotearoa New Zealand | Hillary Award

The decision to commit the Award in Aotearoa to the Social Value Impact Analysis work has been a business changing decision. The data and scrutiny provided within the results has been a major part of growing partnerships and relationships in a highly successful manner. It’s been a pivotable and active ingredient in our lobbying of government and peak body agencies.

It provides an intimate lens to inform strategic and business analysis, lending weight to the evaluation of our outcomes and impact. Often research with this detail is seen as an add on or too much work; think again, it’s essential, enlivening, challenging and a game changer.

Whaiwhia te kete mātauranga – Fill the basket of knowledge.

# Conclusions

The global findings presented in this publication reflect the global presence of the Award, and the impact that it had in 2020 for young people, adult mentors and wider society.

The Foundation and its Award network have already started to use its outcomes and impact measurement methodologies to support strategic decision-making and communication with stakeholders.

Going forward, there are helpful lessons learned that can support the Award network going forward.

## Lessons learned

- The magnitude and attribution of changes that young people and adults experience due to the Award varied – sometimes significantly – from country to country.
- Primary data continues to be the best source of local insight, and also a key challenge. The Award network is committed to expanding its primary data collection to more countries and territories to enhance the accuracy of the global impact findings.
- The country spotlights highlighted country nuances, showing that the distribution of impact between the five impact pathways differed.
- The National Award Operators that have adopted the impact measurement initiatives have used the results to engage stakeholders. In some countries it helped to acquire and sustain partnerships; in others it helped endorsement and support from government institutions.

## Moving forward

- The Duke of Edinburgh’s International Award is at the forefront of impact measurement in the non-formal education and learning sector. While challenging to undertake, it has demonstrated that it is feasible and the Award network aims to continue developing best practice in the sector.
- Other organisations in the education and non-profit sectors can learn from the insights in this publication, whether they are at the start of their impact journey or further progressed.
- Measuring and reporting on outcomes and impact are the first step in creating a more impactful future. The Award network should look to identify opportunities for enhancing impact. Insights from the impact measurement initiatives can inform strategic planning and resource allocation, with the ultimate aim of maximising impact.





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