

THE DUKE OF EDINBURGH'S  
INTERNATIONAL AWARD



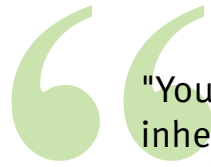
**#WORLD  
READY**

# READY FOR THE WORLD

## A DISCUSSION

The Duke of Edinburgh's International Award Foundation  
March 2019

# INTRODUCTION



"Young people – with their dynamism, their energy and their inherent understanding of our interconnected world – have much to teach us. Increased educational attainment, advances in technology and the spread of information have made this generation the best educated, most connected and most informed in history."

**Kofi Annan, 2013**

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 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, we believe they are growing up with a mosaic of complexities and challenges unseen by previous generations.

**In this rapidly-changing environment, how do young people prepare themselves for their future? For their world? And when it comes to education, is formal education alone still enough to ensure they have the skills they need to tackle it all head-on?**

Young people are also labelled by a range of stereotypes – 'work-shy', 'unwilling', 'entitled' and 'narcissistic' are just a few of the negative labels attached to this demographic. Yet when such labels are cast aside, adults' experience of most young people shows them to be hard working, interested, engaged in society, and to have a genuine desire to make the world a better place. They simply have a different way of approaching things.

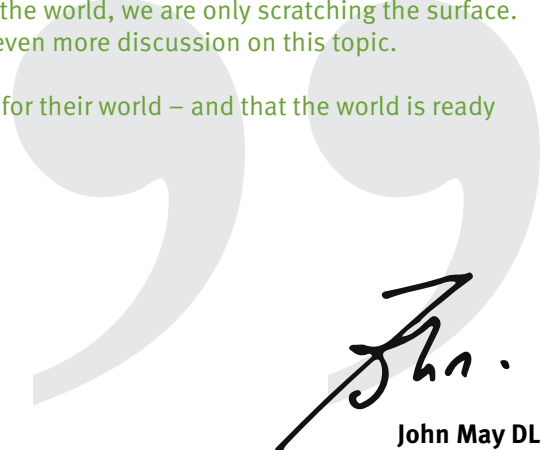
The Duke of Edinburgh's International Award aims to help young people find their purpose, passion and place in the world. It has never been more important to equip young people with skills and confidence for life and to help them to find their potential. On an individual level this can make a transformational difference to a young person's life; on a collective basis, it has the power to bring significant change to wider society.

But is this just a matter of young people being ready for the world? Or do we also have to consider whether the world itself is really ready to engage positively with young people and the opportunities that they present?

Over the past few months, we have been running a series of surveys to investigate this further.

To date, we have surveyed more than 12,000 people across 150+ countries and territories. We know that in trying to capture something of the complexity and diversity of young people around the world, we are only scratching the surface. Nevertheless we hope this document can go some way in starting to drive even more discussion on this topic.

Join the debate and help even more young people to ensure they are ready for their world – and that the world is ready for them - by visiting [www.worldready.org](http://www.worldready.org).



**John May DL**  
Secretary General

The Duke of Edinburgh's International Award Foundation

# AN ONGOING EXPLORATION

The Award works with...

**1.3 million participants and 180,000 volunteers**  
**across 130+ countries and territories, every year.**

Through this network, we hear of insights, ideas and discussions around the challenges and opportunities that young people face today.

We realised there was an opportunity for us to delve deeper into this.

To start, we have asked the opinions of more than 12,000 people via three surveys:

## 13-25 year olds

In partnership with  
U-Report<sup>1</sup>.  
7,681 responses from  
countries and territories  
including Bangladesh,  
Kenya, Ghana and India.

September 2018

## 16-25 year olds

In partnership with the Award family  
around the world. 3,487 responses  
from countries and territories  
including Turkey, Barbados, New  
Zealand, India, Canada, the United  
Kingdom and more.

July - September 2018

## Adults 25+

In partnership with the Award family around the world.  
1,825 responses from countries and territories including Bulgaria,  
Australia, Mauritius, South Africa and more.

July - September 2018

<sup>1</sup> U-Report is a social messaging tool that is free to 13-25 year olds across the globe, to enable them to speak out on development issues, support child rights and help to improve their communities. [www.ureport.in](http://www.ureport.in)





# PART ONE

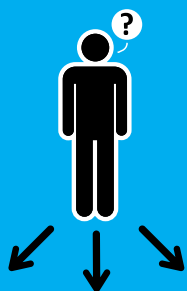
## YOUNG PEOPLE: READY FOR THE WORLD

# GROWING UP TODAY

There is no denying that today's young people are growing up in a rapidly-changing world.

We asked some young people and adults for their thoughts on this...

## A 16-25 year old's perspective



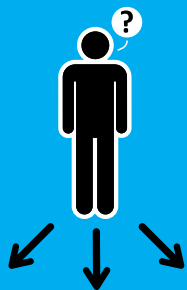
**6 in 10**

...believe their journey to adulthood is more complicated than it was for previous generations

**7 in 10**

...feel they have to deal with more uncertainty today

## An adult's perspective



**6 in 10**

...feel a young person's journey is more complicated than it was for their generation

**Almost 7 in 10**

...think young people face more uncertainty today

## Striving for perfection



**8 in 10 young people<sup>2</sup>**

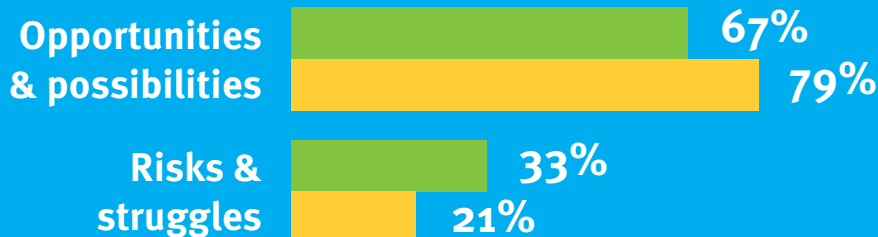
feel pressured to be perfect

**7 in 10 adults**

think there's more pressure on young people to strive for perfection

## Opportunities or struggles?

The world today is full of...



Young People<sup>2</sup> Adults

<sup>2</sup>As taken from the survey of 16-25 year olds

# BEYOND THE CLASSROOM

**With so much to navigate, what skills do young people need, to ensure they are ready for future opportunities and challenges?**

How can they ensure they are adaptable and resilient to fast-paced change? Is there still such a thing as a job for life, or is the world of work much more transient now?

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 new-found 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 outcomes) delivered through what is known as non-formal education, also needs to play a key role in the development of young people.

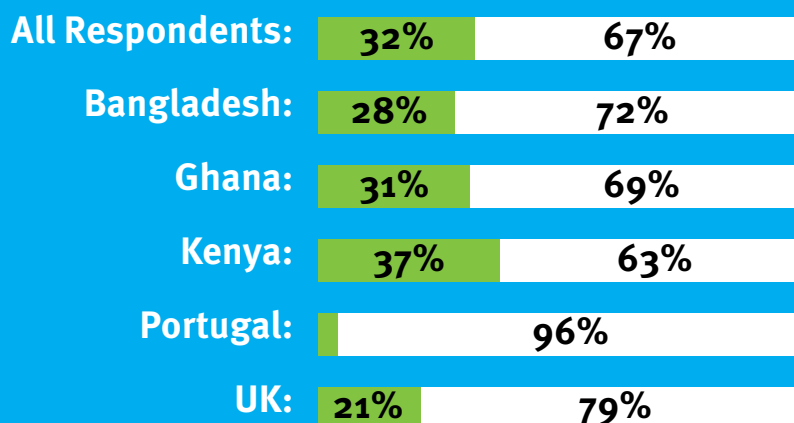
## IS CLASSROOM LEARNING ALONE, ENOUGH?



...say classroom/formal learning alone is not enough to prepare them for the world.

### A global snapshot of young people's opinions

Yes, classroom learning is enough ■ No, it's not ■



Young people are recognising the need to do more and get more experience, in addition to classroom learning – the big question is:

## How can they be helped to do so?

<sup>3</sup>U-Report data of 13-25 year olds



# DEVELOPING SKILLS

**The development of skills is not a new priority. However, in many societies, formalised academic education has taken precedence.**

HRH The Duke of Edinburgh KG, KT saw the need to address the imbalance when he founded The Duke of Edinburgh's Award in 1956. And for more than 60 years, the development of 'soft skills' – a 'toolkit for life' as HRH refers to them – has been paramount in the work of the Award.

During the past few years, the Award around the world has seen a rising interest in its work and outcomes. We are now regularly approached by leaders in education, government, and youth organisations who are interested in exploring the benefits of non-formal education and the role it can play in developing skills such as resilience, confidence, communication, and problem solving.

LinkedIn  
defines soft skills as  
**“less tangible and  
harder to quantify, such  
as etiquette, getting along  
with others, listening  
and engaging in small  
talk.”**







# THE 'SOFT SKILLS' PHENOMENON

**A Google search of the term 'soft skills' immediately generates more than 160,000 results.**

They include people skills, social skills, and personality traits. Unlike 'hard skills' - those technical skills needed for a specific job - they are more difficult to measure. However, their flexible nature can help a person thrive in a variety of ways.

For a number of years, LinkedIn has published lists of the top 'hard skills'. In 2018, these were dominated by technological skillsets such as cloud and distributed computing; statistical analysis, and data mining. But for the first time, it has also included 'soft skills' - of which leadership, communication, collaboration, and time management top the list.

Ask most CEOs, HR directors or line managers and they will tell you how much they value these skills. During the spring of 2017, nearly 1,400 CEOs globally took part in PwC's 20th CEO Survey, comprehensively focusing, in part, on today's workforce. The survey found that 77% of respondents viewed underdeveloped soft skills as the biggest threat to today's business.

## THE ROLE OF NON-FORMAL EDUCATION – AND THE AWARD – IN DEVELOPING SOFT SKILLS

**Non-formal education is a tried and tested way of helping young people define and develop these skills.**

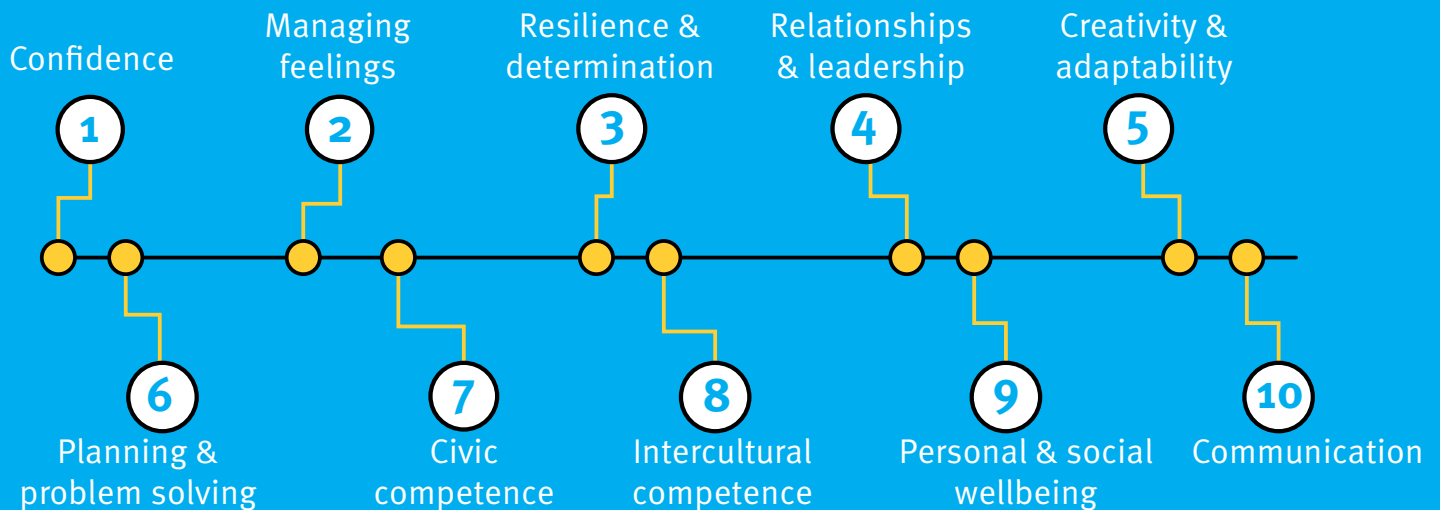
Our research at The Duke of Edinburgh's International Award shows that through engaging in voluntary service, taking part in physical recreation, discovering personal interests and talents, and learning about leadership through adventurous activity, young people become confident, responsible, reflective, innovative and engaged learners.

The Award's research and experience around the world shows that the development of these skills can assist young people from the widest variety of backgrounds; from correctional facilities to youth and sports clubs, and refugee camps to international schools.

# THE **IMPACT** OF THE AWARD

The Duke of Edinburgh's International Award Outcomes, published in 2015, outline the skills, behaviours and attitudes that young people acquire through participation in the Award:

## OUTCOMES

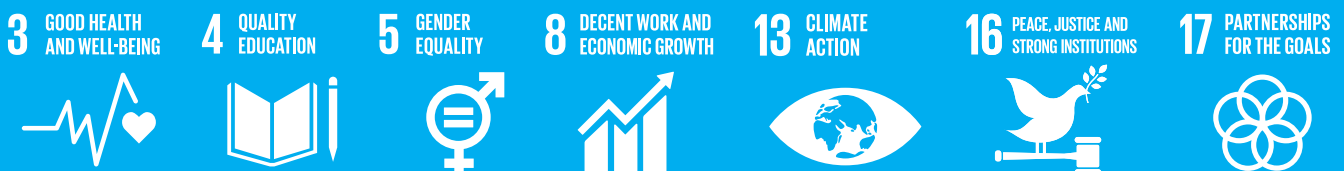


## IMPACTS

The Outcomes were extended further in 2018, with the introduction of new Award Impacts - the long-term benefits of the Award on individuals and their communities:



The Award's activity also directly aligns with a number of the UN's Sustainable Development Goals (SDGs), including:



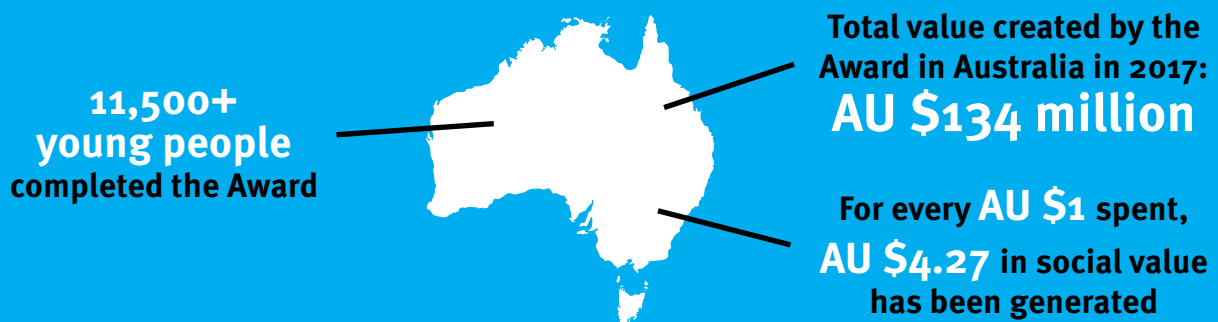


# WHAT IS THIS ACTIVITY WORTH?

Since June 2017, The Duke of Edinburgh's International Award Foundation has been working with PricewaterhouseCoopers (PwC) UK to develop a model, coupled with bespoke research methodology, to determine the social value of the Award. Social value measures and quantifies the financial and non-financial impacts that people and their communities experience, as a result of being involved in the Award.

Seven impact pathways have been developed, which demonstrate some of the changes which take place for Award participants and the adults supporting them. For example, the Award improves young people's physical health and mental wellbeing by encouraging continued participation in volunteering, skills development and physical activities. Using welfare economics, a methodology has been developed which calculates the value of this increased health and wellbeing in monetary terms.

**In 2018, a pilot took place with The Duke of Edinburgh's International Award Australia, measuring four of the seven impact areas, with initial results detailed below:**



**The average value to society of a participant completing their Award in Australia in 2017:**  
**Bronze: AU \$4,000   Silver: AU \$5,600   Gold: AU \$7,600**

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. Perhaps most importantly, 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.

We are excited to use the social value measurement tool not only to prove, but to improve the impact of the Award locally, nationally and globally.



# (NOT SO) 'SOFT SKILLS'

Skills such as resilience, confidence, communication, and problem solving seem far from soft. They're not expendable, as the word 'soft' might suggest. They're essential. They're skills for life.

The Award is championing new, more fitting names for these skills such as 'core skills', 'universal skills', and 'real skills'. Moving forward, we will not be using 'soft skills' to describe these essential attributes.

“The Award made me recognise how empathy and optimism can make you overcome difficulties and that only those who do not try actually fail.”  
**Greta, Award holder, Lithuania**



READY FOR THE WORLD A DISCUSSION



## PART TWO

**IS THE WORLD  
READY FOR TODAY'S  
YOUNG PEOPLE?**



# EXPLORING LABELS: ARE OUR MISCONCEPTIONS HOLDING YOUNG PEOPLE BACK?

**Around the world, there are different ways of describing today's young people and young adults – Generation Z, Snowflakes and the Strawberry Generation are but three.**

Dig a little deeper and these names have a series of connotations attached to them. Whilst Gen Z is generally associated with a range of positive stereotypes, the Snowflakes and the Strawberry Generation paint a different picture.

‘Entitled’, ‘narcissistic’, ‘lazy’, ‘self-absorbed’, ‘addicted to technology’... these are all labels which are given to young people today. And it seems these aren't limited to individual countries. For example, in the UK the ‘Snowflake Generation’ is described as:



**“The generation of people who became adults in the 2010s, viewed as being less resilient and more prone to taking offence than previous generations.”<sup>4</sup>**

In Taiwan, the ‘Strawberry Generation’ is used to describe young people (and now adults) born in and after the early 1980s:



**“...easily bruised self-esteem, inability to weather hardships, and over-reliance on the shelter of parents.”<sup>5</sup>**

Even though there is no ‘one size fits all’ way of thinking about – or talking about – our young people, there do seem to be some similarities in the labels and stereotypes used, which transcend national and cultural boundaries.

<sup>4</sup> Collins English Dictionary

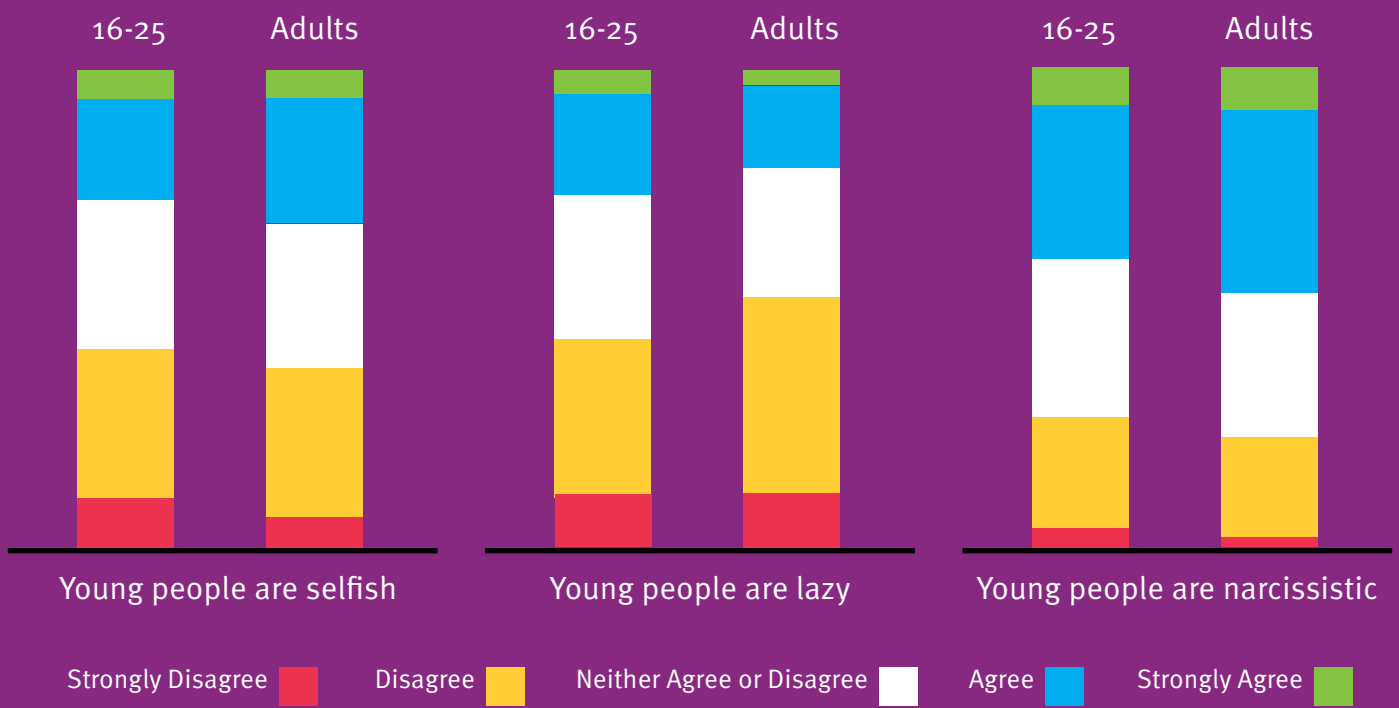
<sup>5</sup> Asia Times, 2018



# A MIXED RESPONSE TO NEGATIVE STEREOTYPES

When asked to list stereotypes and labels surrounding young people, many of those surveyed were able to give examples of words they had heard used.

Yet, they are less convinced that those labels are true. The survey showed a very mixed response to a number of the more common negative labels:



## Young people and entitlement

Of all the negative labels explored, a sense of entitlement was one which predominated in both groups surveyed:



# THE POSITIVE FLIPSIDE

Not all stereotypes surrounding young people are negative. We found that some of the more optimistic labels drove a much greater consensus - amongst adults and young people alike.<sup>6</sup>

**2/3** say young people are engaged in the world around them.

More than **3/4** think they are passionate.

More than **2/3** say young people are globally-minded.

More than **2/3** think they're value-driven.

Almost **3/4** of young people and **2/3** of adults think they are socially conscious.

Almost **3/4** consider young people open-minded.

Many adults surveyed highlighted that there is no 'one size fits all' and that every young person is different - particularly when we take into account national, societal and cultural differences. This is heartening, as it shows many adults genuinely want to perceive young people based on their individual merits, rather than group stereotypes or labels.

<sup>6</sup>Data from the adult and 16-25 year olds' surveys. Where there is one figure, it was the same for both groups.

# I'M  
WORLD  
READY!



# A DRIVE TO MAKE THE WORLD **A BETTER PLACE**



**9 in 10  
young people<sup>7</sup>**

**...tell us they want to make  
a difference in the world...**

**8 in 10 believe  
they can.**

Our survey strongly reinforced the idea that today's young people are more values-driven, than before. Eight out of ten 16-25 year olds told us that they felt confident standing up for what they believe in – and further, almost three quarters felt confident speaking out against things they believe are wrong. But interestingly, only a quarter felt comfortable doing so on social media.



**7 in 10 adults**

**...think young people can make more  
of a difference in the world than they  
could at their age.**

<sup>7</sup>As taken from the survey of 16-25 year olds





## **2/3 of 16-25 year olds**

**...want to find a job which fulfils their passion.  
Conversely, only a fifth are driven by salary.**

Across the world, there are examples of young people and young adults achieving great things at a relatively young age. In the political sphere, young leaders are emerging; in business, young people are becoming entrepreneurs and CEOs before they reach 20.



**8 in 10 young people** and



**7 in 10 adults**

**...think young people can hold positions of  
power and influence society.**

Generation Z has also become known by some as the 'Philanthrokids' and we can see why. They are passionate, globally-minded and value-driven, and they want to make a difference.

**So how can we all help, to better enable them to do so?**





# PART THREE

**READY,  
TOGETHER**

# WORLD READY, **TOGETHER**

**Together, we have the opportunity to reassess the way we view today's young people and ensure that we are open to the opportunities they may bring.**

These surveys just scratch the surface, but we hope this activity goes some way to helping us re-assess some of the long-held beliefs that surround young people and the value of non-formal education.

The responses we have received from around the world suggest that some of the labels and stereotypes explored do extend further than the cultural and societal boundaries many would expect.

We also know that the concept of being 'World Ready' varies hugely from person to person and country to country. For a student at university in Melbourne, it may mean something very different to someone in a refugee camp in Jordan. But the Award has relevance to both.

Each and every young person faces their own unique challenges and they vary greatly. No generalisations can be made. We also believe that when young people are challenged, empowered and encouraged to believe in themselves, incredible things can happen.

Over the coming months, we hope to explore these ideas further. If you would like to share your opinions, work with us to develop new surveys and discussion around this subject, or generally join us in exploring these areas further, please register your interest via [worldready.org](http://worldready.org) or by emailing [info@intaward.org](mailto:info@intaward.org).

“I have seen timid girls improve their self-esteem because they were given a chance by the Award to make decisions for themselves. Students who were truants and had difficulties settling down totally transformed to be responsible young people. I've seen leaders being nurtured. I have seen young people leading from the front knowing they have a role to play in their community.”  
**Ms Kamanda, Teacher, Kenya**



# HELP US TO ENSURE EVEN MORE **YOUNG PEOPLE CAN BE WORLD READY**

**Our challenge** is to grow the Award so it is available to as many young people as possible.

**Our long-term ambition** is that every eligible young person will have the opportunity to participate in the Award.

**Our vision** is to reach more young people from diverse backgrounds and equip them as individuals to succeed in life.

We know that whatever you call them, universal / core / soft skills are essential for helping to prepare young people for the world, particularly a world as dynamic as ours.

Non-formal education such as that offered through The Duke of Edinburgh's International Award can directly contribute to the development of those skills.

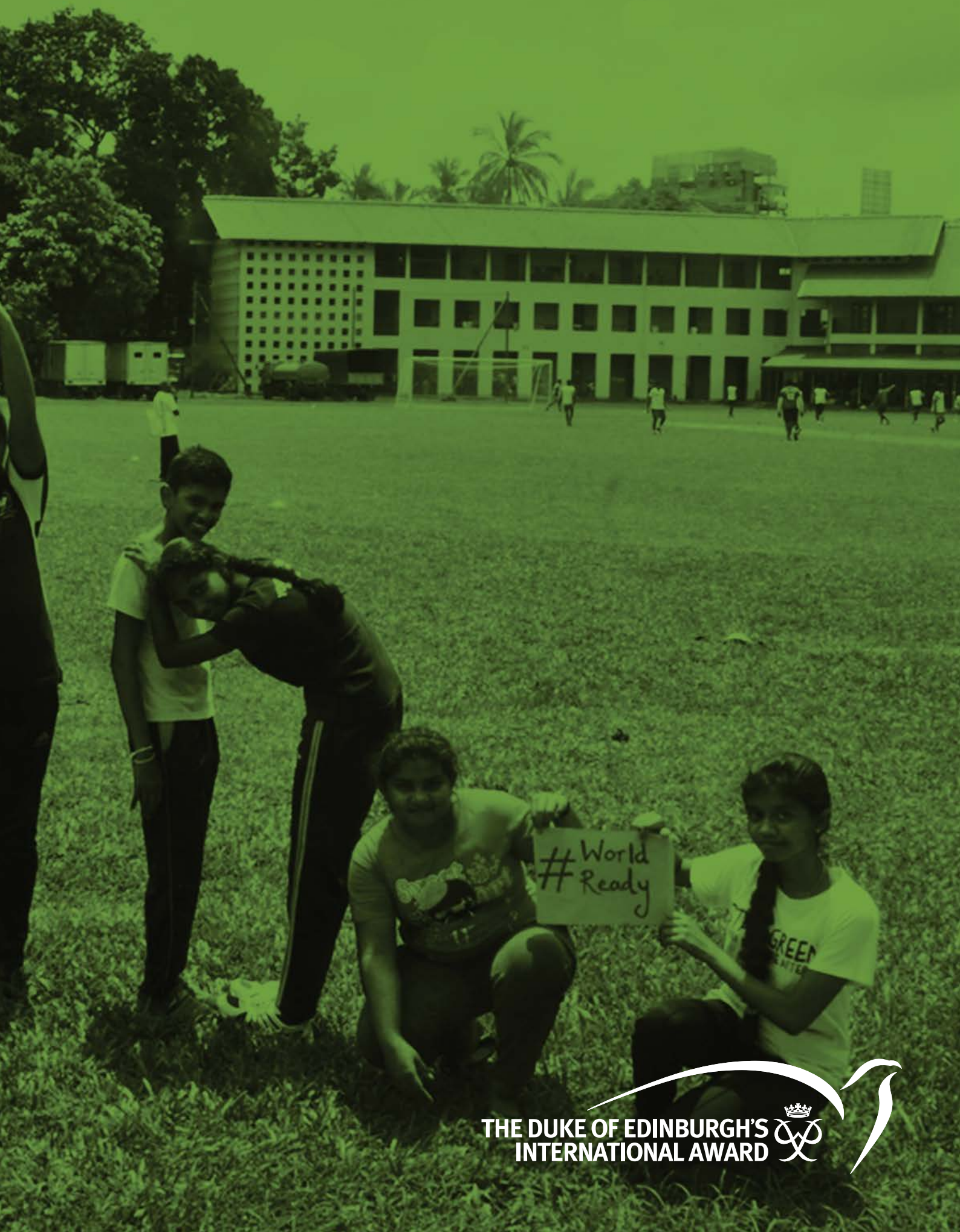
That is why The Duke of Edinburgh's International Award is working towards our global ambition that every 14-24 year old should have access to the Award. No matter where they are. No matter their ability, background, or experience.

We have ambitious targets and we cannot do it alone. The Award is delivered by a range of licensed National Operators, Award Units and Independent Award Centres around the world; all supported by adult volunteers. It is funded nationally and internationally, through the generous support of philanthropists, governments and organisations across the globe.

If you would be interested in supporting the Award – either via volunteering, running the Award, donating to our work or otherwise, please email us at [info@intaward.org](mailto:info@intaward.org) to find out more.









**Designed by Jamar Odwin**

Gold Award holder (Barbados)

Emerging Leader - Americas



**#WORLD  
READY**

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