

#WORLDREADY

THE DUKE OF EDINBURGH'S
INTERNATIONAL AWARD 

2019 Canada Adults in the Award Satisfaction Survey Results



IMPORTANT NOTE ABOUT THIS REPORT:

This report presents the analysis of data from a very small sample of adults who are involved in the delivery of The Duke of Edinburgh's International Award (the Award). Due to the non-representative sample size, the results presented here do not have statistical significance and may not be generalized to the entire population of the adults in the Award. However, we share these results to recognize the respondents for the time they gave to complete the survey and with the view that, although a small sample, it still provides an insight into the adults' experience, observations and motivations about the Award.

We recommend acknowledging the limitations of these results when using them for communication purposes. The Communications team of The Duke of Edinburgh's International Award Foundation (the Foundation) will upload resources to the Brand Centre as and when they are created. Should you have any questions, please contact the Communications team atbrand@intaward.org.

We thoroughly recommend all Award Operators launch the 2020 round of the Adults in the Award Satisfaction Survey in their country. Together, we can reach more adults to understand their Award experience and capture more views. This enables us to produce statistically significant results that inform management practices about adults in the Award, with an ultimate aim to increase their satisfaction and retention.

Introduction

The Duke of Edinburgh's International Award Foundation runs satisfaction surveys with adults who support young people to take part in the Award. Award staff and volunteers around the world play an indispensable role in providing young people with the opportunity to take part in the Award. Within this report, we refer to the staff and volunteers who support the delivery of the Award as '*Adults in the Award*'.

Once a participant has been registered in the Award, they need to be guided by an adult who understands the Award and who can provide advice and encouragement. This is the role of the Award Leader. Award Leaders understand the sections and levels of the Award and most importantly, support and assist participants to set and achieve challenging goals. Being an Award Leader is more like being a mentor to a young person than anything else. Many Award Leaders are also teachers and report that they use a different set of skills when working with young people in the Award, than when they are working in the classroom. They coach rather than instruct; facilitate and guide young people to make their own decisions; and encourage active reflection by Award participants on the learning that is taking place.

As well as being an Award Leader, there are many other ways in which adults in the Award support young people to participate in and achieve their Awards. For example, Award Co-ordinators take overall responsibility for the delivery of the Award to young people within their organisation, coordinating other adults in the Award, liaising with senior management and working with the Foundation / National Award Office (NAO), to ensure smooth operation of the Award within their organisation. Another role is that of Adventurous Journey Supervisors, who are responsible for organising and carrying out the Adventurous Journey section with the participants, and take a legal responsibility for the health and safety of groups while out on their journeys. All through young people's journey through their Award activities, they will be supported by adults.

This survey gives us an insight into the experience of the adults in the Award, and provides them with a space to give anonymous feedback. The aim of the survey is twofold: Firstly, to understand adults' experience of supporting the Award in order to help the Foundation, and National Award Operators (NAOs), to identify any areas for improving the service and support we provide adults. Secondly, to investigate adults' opinions on the Award and their perception of the impact of the Award, on themselves, and on Award Participants.

We don't go into country specific analysis in this report due to low number of responses from individual countries. We hope in the future years we will have more responses and will be able to report on country specific data.

THE SURVEY

- This report presents the analysis of the adult satisfaction survey responses, collected between 01 January 2019 and 31 December 2019.
- Survey respondents answered the survey online, via Qualtrics.
- The survey was available in English, Arabic, Bulgarian, Czech, French, French Canadian, Slovak, and Turkish.
- Multiple invitations to complete the satisfaction survey were sent to Adults in the Award, either via the Foundation's Operations Team (within the Independent Award Centre (IAC) newsletters), or via the NAOs, in emails to their licensed Award Centres.
- Although multiple invitations to complete the survey were distributed to Adults in the Award, we had a very low response rate to this feedback survey. In 2018, there were over 166,000 adults supporting the Award around the world. So the results from this survey (~300) represent the responses from a very small (non-representative) sample of adults in the Award.

DATA CLEANSING

- Since the survey was open throughout 2018, 2019 and the start of 2020. We first removed responses which were recorded in 2018 or 2020, to perform analysis of the responses over the calendar year.
- First, incomplete response were removed; Responses were removed if respondents only completed the first two questions (Selecting the country and Award Centre where they support the Award), and not the first survey question: *I recognise the value to my organisation of running the Award as a non-formal education framework, for our students / youth members*. All responses where the first survey question was answered were kept, then further cleansed as below.
- Responses were also removed if respondents provided the same answer for rating scale questions and the written responses did not match the rating scale responses.
- Duplicates were identified using IP address.
 - Responses were removed if they:
 - Had the same IP address
 - Were given within one hour of each other
 - Had similar responses

Where duplicates were identified, the incomplete response was deleted and the longer, more in-depth responses were retained to allow for greater data collection for analysis.

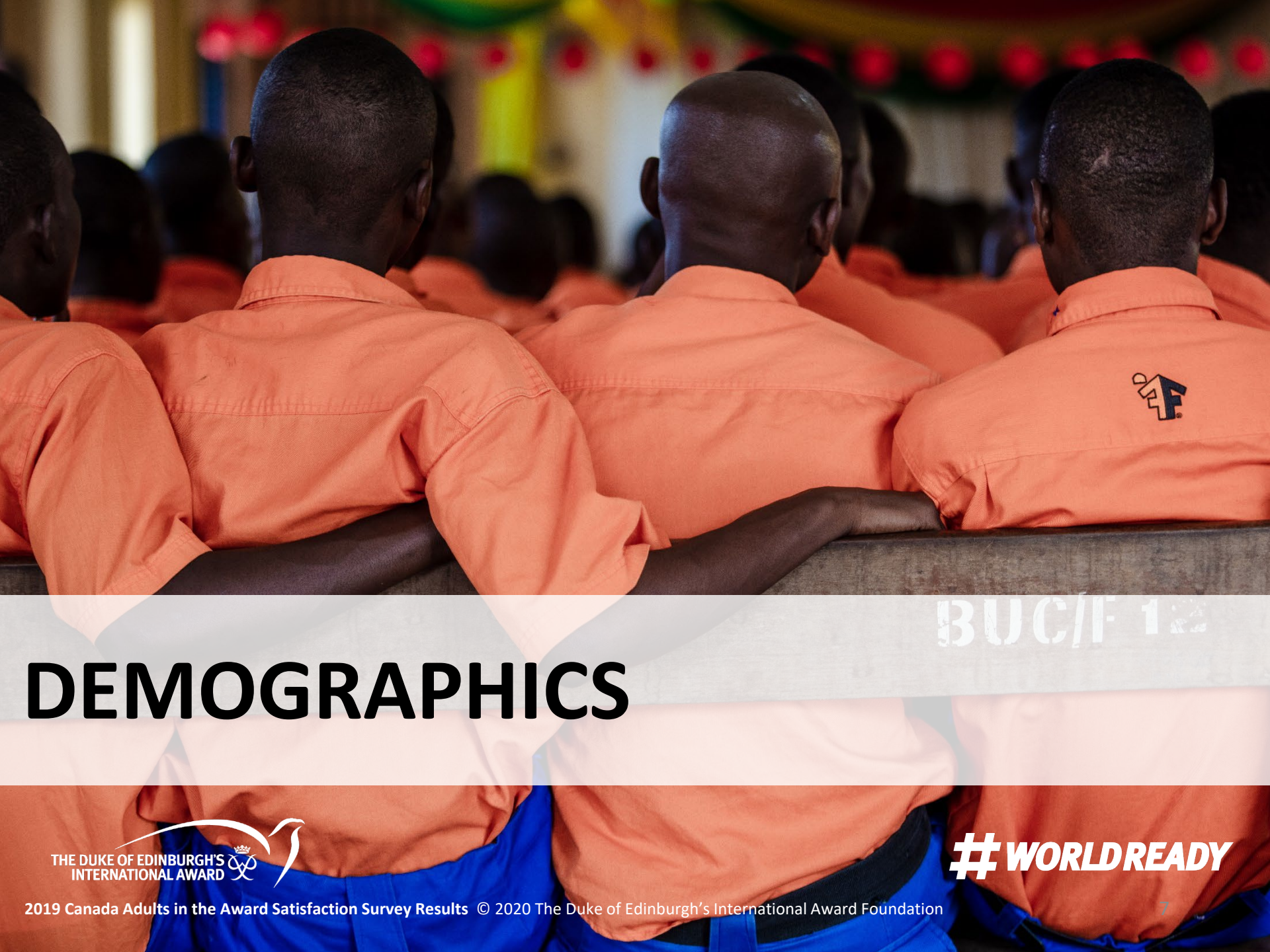
- In instances where respondents gave the same response to all closed-ended questions and did not provide any written response, we removed these responses.

METHODOLOGY



ANALYSIS

- The answers to the closed-ended questions have been analysed using descriptive statistics and Qualtrics' reporting functions. Our analysis was also verified by an external analyst, Hannah Collis, who we thank for her time and expertise.
- The answers to the open-ended questions have been visualised using the word cloud function on Qualtrics, where similar words are grouped and irrelevant words or words that were featured within the question cut out.



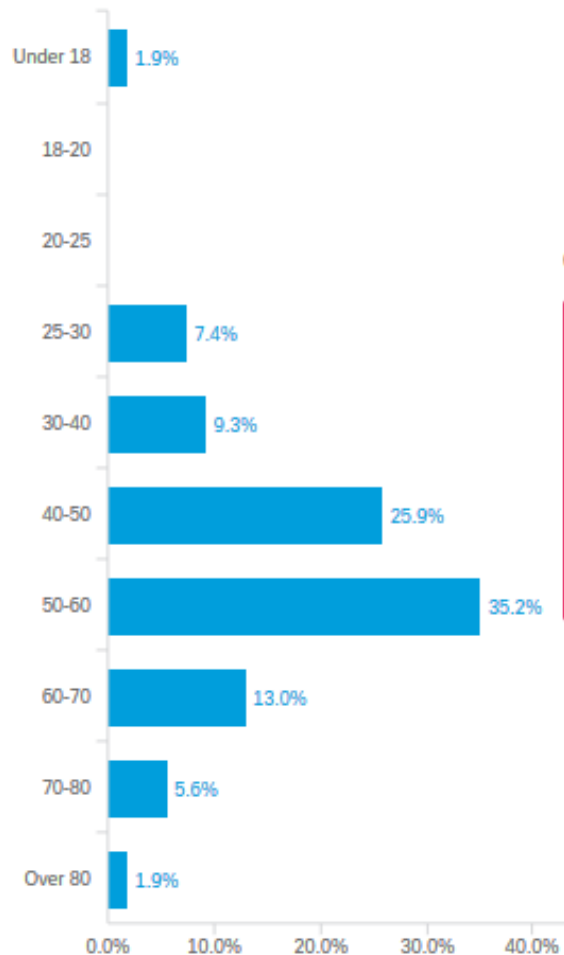
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DEMOGRAPHICS



SAMPLE SIZE, GENDER, AGE

Age Distribution



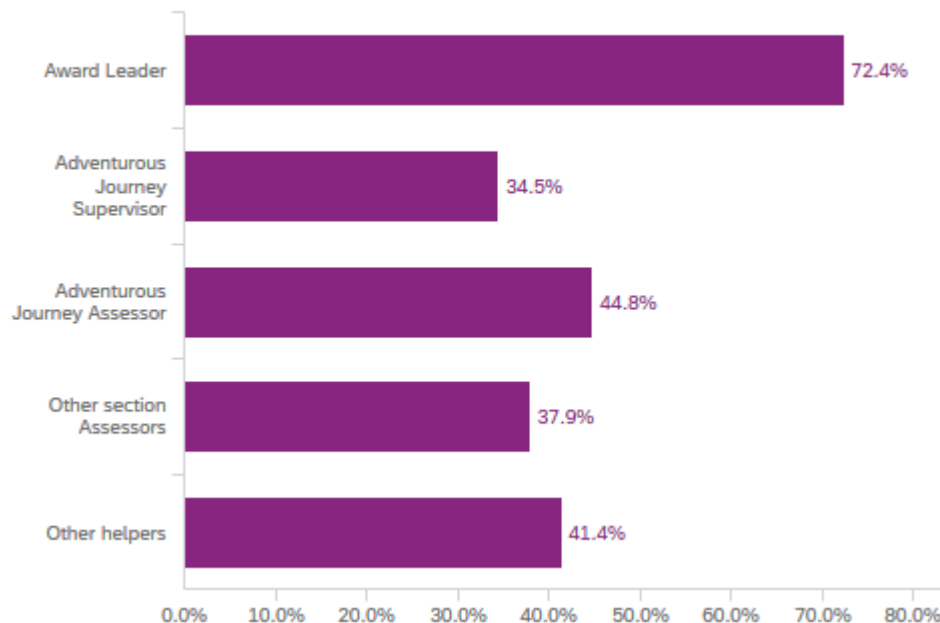
Sample size:
68

Gender Distribution



ROLE IN AWARD

Please indicate which role(/s) you perform within the Award Team.



Adults can have more than one role in supporting the Award, so survey respondents could choose more than one option to this question.

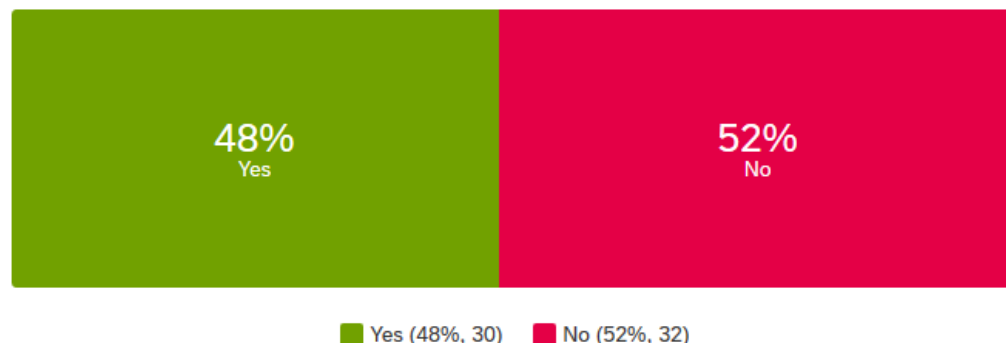
The majority of respondents were Award Leaders (72%).

To put this in context, in 2018*, 90% of Adults in the Award were Award Leaders.

*The 2019 Adults in the Award statistics are not yet available, as a result this data has been compared to the most recent demographic data we have, from 2018.

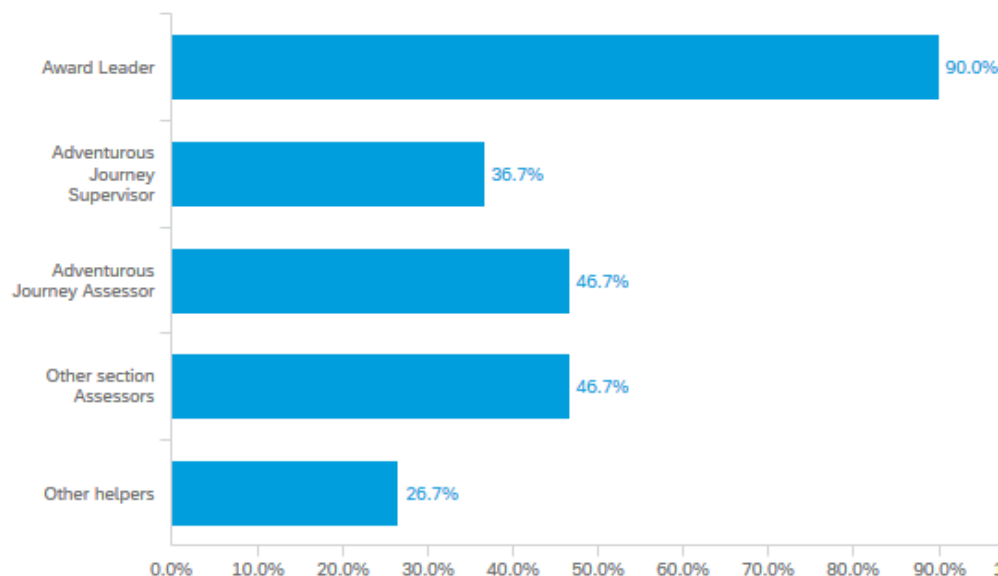
AWARD COORDINATORS

Are you an Award Coordinator?



Award Co-ordinators take overall responsibility for the delivery of the Award to young people within their organisation, coordinating other adults in the Award, liaising with senior management and working with the Foundation / National Award Office (NAO), to ensure smooth operation of the Award within their organisation.

Please indicate which other role(/s) you also perform within the Award Team

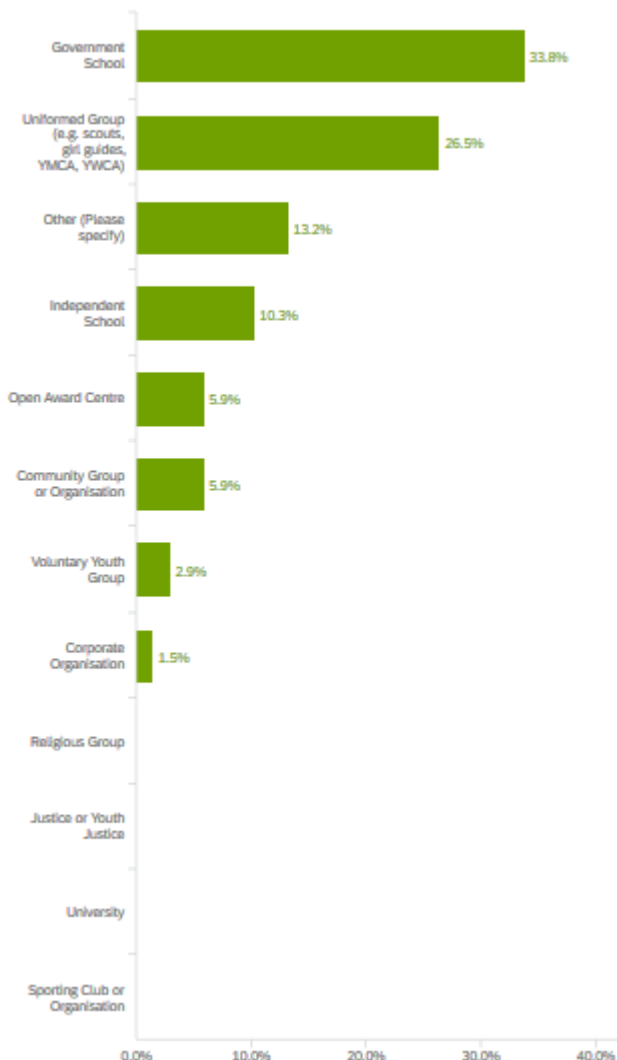


48% of respondents were Award Coordinators in this sample.

The majority of Award Coordinators also perform at least one other role. **90%** of Award Coordinators are also Award Leaders.

AWARD CENTRE TYPE

Type of Award Centre



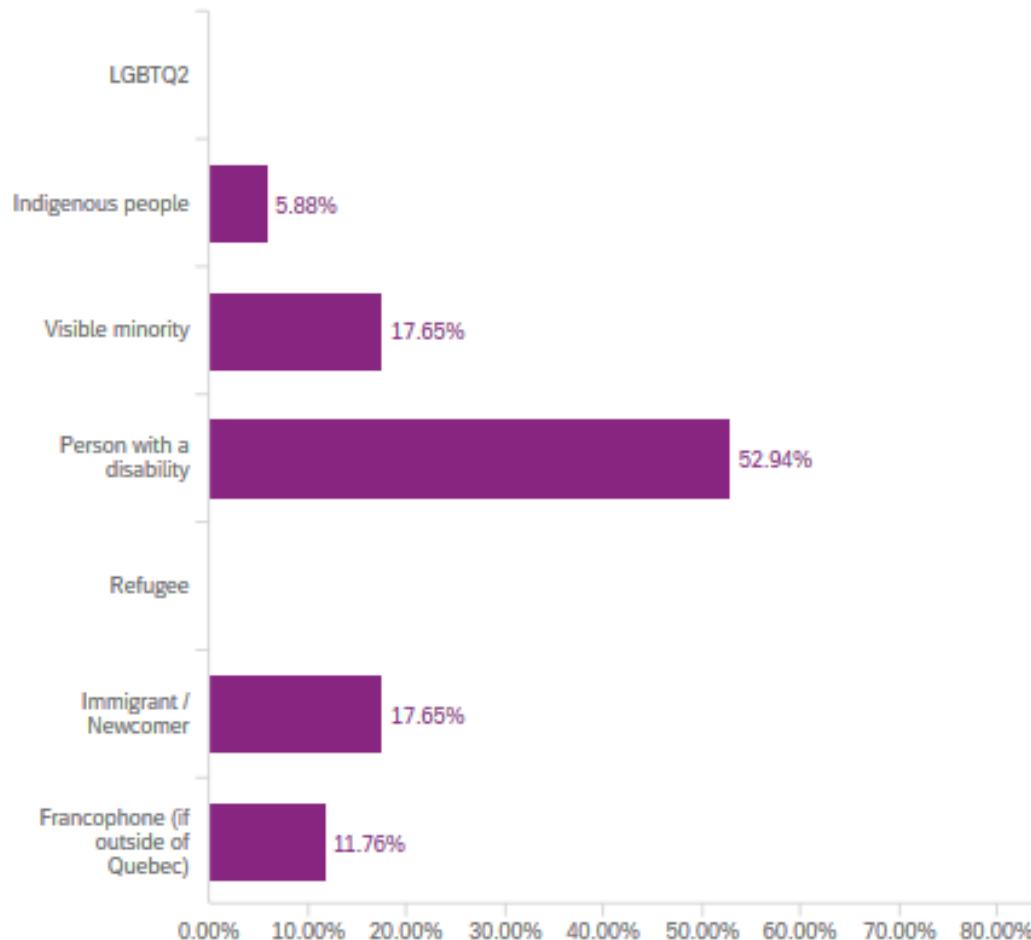
Overall, the majority of respondents are from Government Schools (34%).

In practice, our proportions of Award Centre types are different. In 2018, 51% of all Award Centres in Canada were Uniformed Organisations and 23% were Government Schools.

As this highlights, the respondent sample of this survey does not truly represent the total, Canada population of Adults in the Award, but provides a snapshot of the responses from the 68 adults who gave us their feedback.

DEMOGRAPHICS

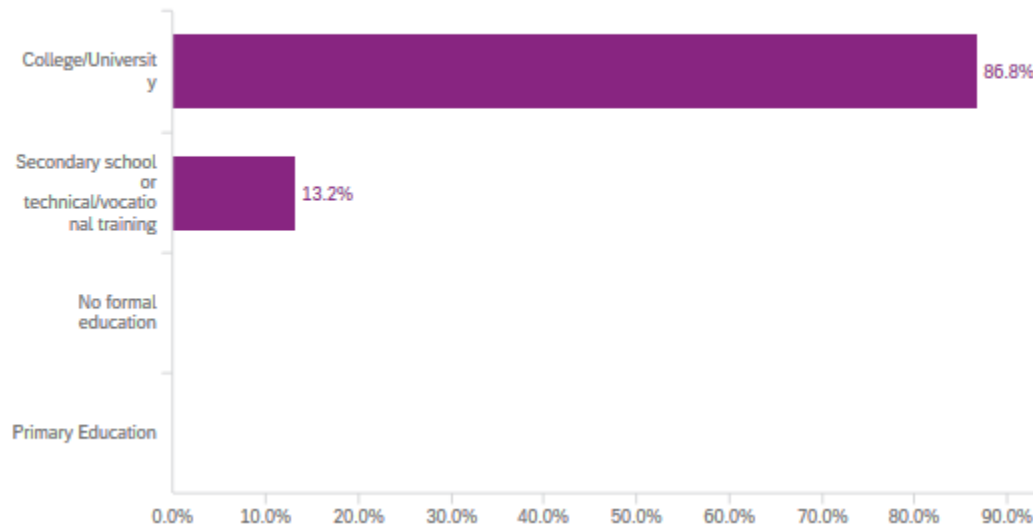
Do you self-identify as any of the following? Choose all that apply.



The respondents to this survey come from diverse demographic backgrounds.

SOCIOECONOMIC STATUS

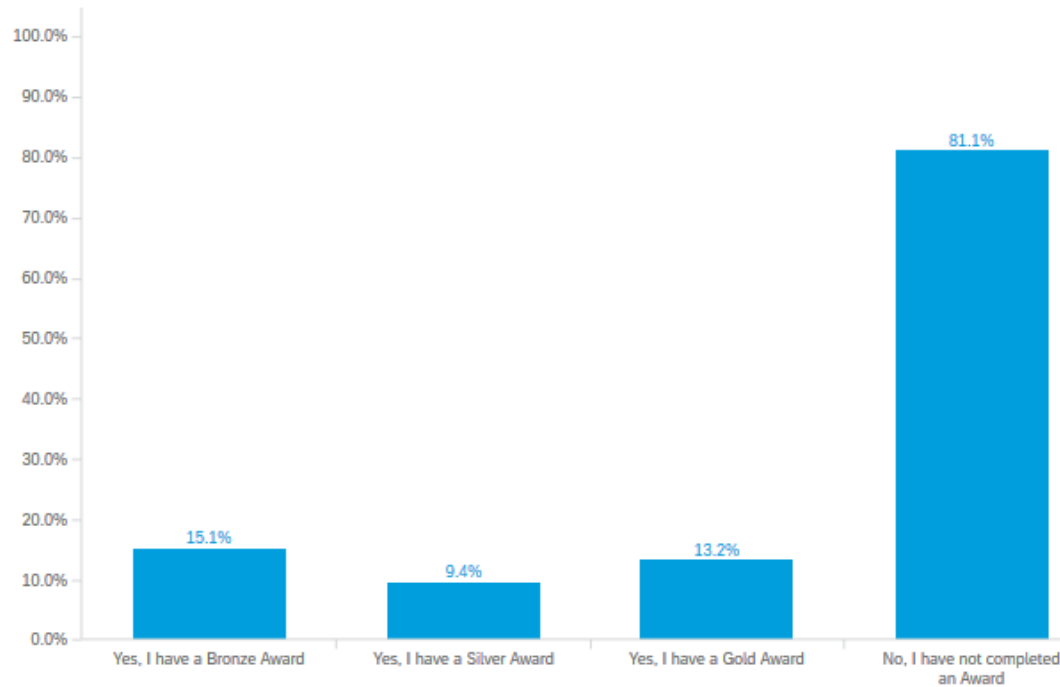
What is the highest level of education you have completed?



The majority of respondents are from a high Socio-Economic Status, according to their education levels.

AWARD LEVEL

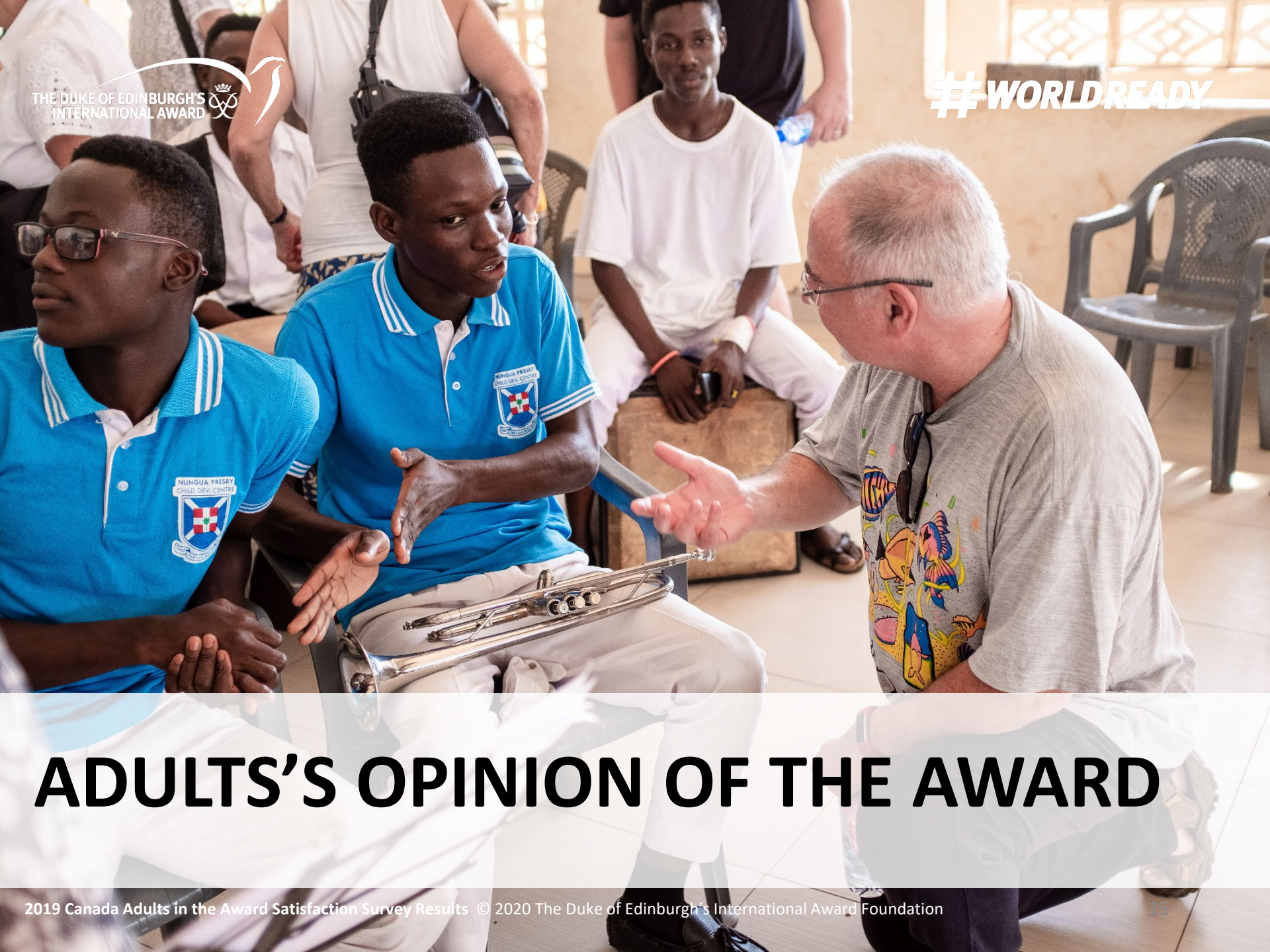
Are you an Award Holder?



19% of the Adults in the Award surveyed have completed an Award themselves:

- 15% of the adults surveyed had completed a Bronze Award
- 9% of the adults surveyed had completed a Silver Award
- 13% of the adults surveyed had completed the Gold Award*

*These percentages don't sum to 100, since respondents could have completed more than one Award level.

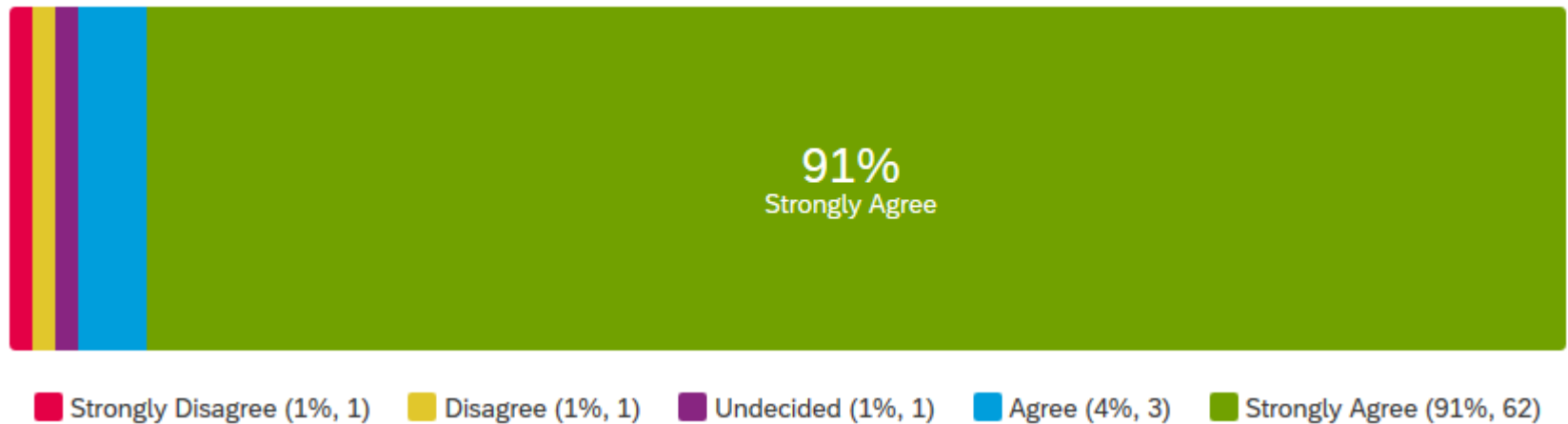


ADULTS'S OPINION OF THE AWARD

BENEFITS FOR YOUNG PEOPLE

96% of adults surveyed believe that young people benefit from participating in the Award.

I believe that young people benefit from participating in the Award.



EFFECT OF THE AWARD ON YOUNG PEOPLE

What effect does the Award have on young people, if any?



"It gives them confidence, it encourages them to try things they normally wouldn't do, thus broadening their horizons...and gives them independence, striving to complete a goal"

"It builds friendships, self esteem and encourages them to participate in their communities"

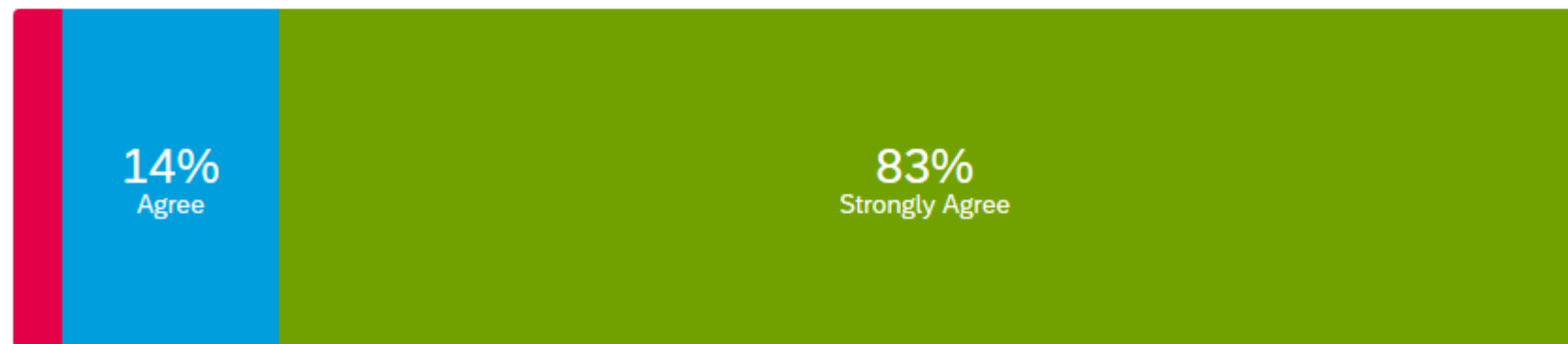
"Better confidence, stronger community involvement, improved physical health, sense of independence"

"Positive reinforcement of their personal skills and abilities."

VALUE OF THE AWARD

97% recognise the value of running the Award, for the young people at their school/organisation.

I recognise the value to my organisation of running the Award as a non-formal education framework, for our students/youth members.



Strongly Disagree (3%, 2) Disagree (0%, 0) Undecided (0%, 0) Agree (14%, 9) Strongly Agree (83%, 54)

DELIVERING THE AWARD

POSITIVE IMPACT OF THE AWARD

90% believe that running the Award has a positive impact on their organisation.

Running the Award has had a positive impact on my school / organisation.



Strongly Disagree (0%, 0) Disagree (0%, 0) Undecided (10%, 6) Agree (31%, 19) Strongly Agree (60%, 37)

INCLUSIVITY

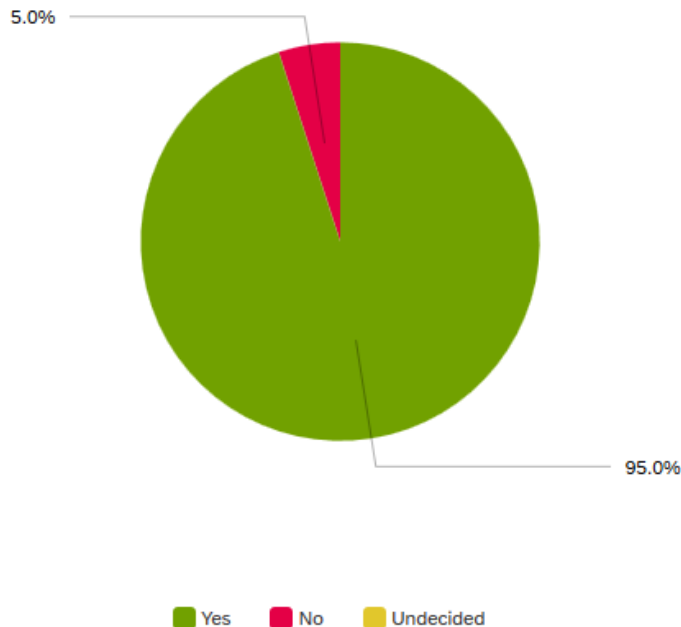
Since the Award is designed to be achievable by all young people, and since it is our aim as an organisation that all young people around the world have the opportunity to participate in the Award, we are interested in whether Award Centres open up the Award to all young people, or if they have to limit the number of young people who can take part at any one time.

We asked adults in the Award, and Award participants, through our satisfaction surveys: ***'Does everyone aged 14-25 in your school / organisation have the opportunity to take part in the Award if they want to?'***

95% of adults feel that the Award is inclusive to all.

In contrast, **74%** of young people feel that the Award is inclusive to all*.

Does everyone aged 14-25 in your school/organisation have the opportunity to take part in the Award if they want to?



*This result was found in the 2019 Participant Satisfaction Survey Canada Results Report.

This suggests that there is an 'inclusivity gap' - the gap between how adults and young people perceive the inclusivity of the Award.

THE EXPERIENCE OF SUPPORTING AWARD DELIVERY

MOTIVATION

What motivates you to support the delivery of the Award?



“To be honest, it is the Adventurous Journeys that keep me hooked. I enjoy being part of the experience when the students realize how far they can push themselves. I also like seeing the students' growth in self-awareness as they move through the programme.”

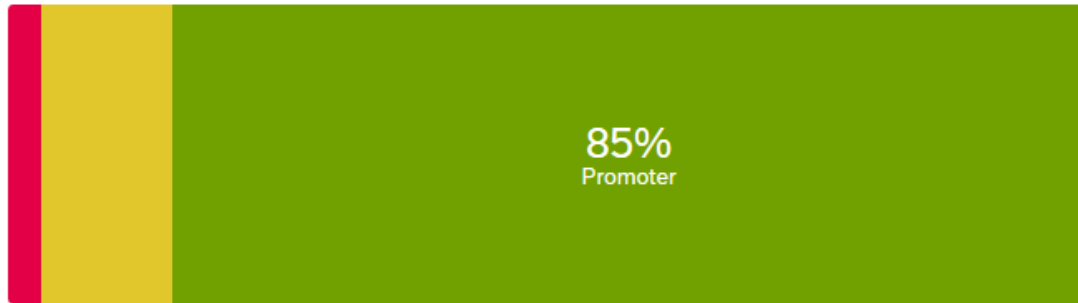
“To help the students accomplish their goals of participating and finishing the award”

“The end result. Achievements of our youth.”

“I see the value for students who are involved with completing the award. It is also reward for me to see these young people accomplish their goals, growing a young men and women.”

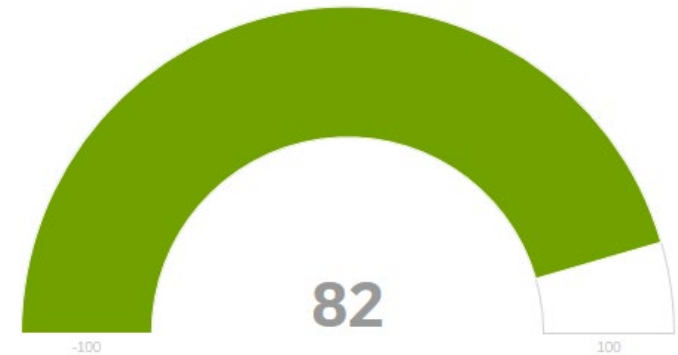
NET PROMOTER SCORE (NPS)

How likely is it that you would recommend supporting the delivery of the Award to a friend or colleague?



■ Detractor (3%, 2) ■ Passive (12%, 8) ■ Promoter (85%, 56)

The majority of adults surveyed here, indicate that they *would* recommend supporting the delivery of the Award to others.



**Overall NPS for the Award=82
(Excellent).**

What is NPS score?

NPS aims to measure the loyalty that exists between a provider and a user. Survey respondents mark on a scale from 1 (not at all likely) to 10 (extremely likely), how likely they are to recommend your product to others. You subtract the percentage of detractors, from the percentage of promoters (ignoring the neutrals) to calculate your NPS score. Scores above 0 are considered good, scores 50+ excellent and scores 70+ world class. Based on Canada NPS standards, any score above 0 would be considered 'good'. This simply means that the majority of your user base is loyal.

BENEFIT FROM INVOLVEMENT

Although the Award is a non-formal education and learning programme for young people, over the years our research has shown us that it's not only young people who benefit, but also the adults who support them.

Adults in the Award can benefit from developing new skills in their roles within Award delivery, they benefit from the wellbeing benefits of giving back and mentoring young people, and they have the opportunity to complete training to develop transferable skills, for example training about delivering the Award, conducting Adventurous Journeys, and mentoring young people.

For an example of this research, see the results report from our social value research in Australia in in 2018 [here](#).

92% of adults feel they benefit from being involved with the Award.

I feel I benefit from being involved with the Award.



Strongly Disagree (0%, 0) Disagree (0%, 0) Undecided (8%, 5) Agree (26%, 17) Strongly Agree (66%, 43)

BENEFIT FROM INVOLVEMENT

We want all adults involved in Award delivery to have a positive experience and to benefit from their involvement. We would therefore value your feedback on your involvement with the Award. Please tell us how you benefit from being involved in the Award?



“Community involvement, mentoring, contact with families.”

“Satisfaction of helping the young people attain their goals”

“I feel a personal satisfaction when helping participants who struggle in other areas of life or school and see them succeed at the activities of their award.”

“Experience the young people growing into adults and feeling positive about their accomplishments.”



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ROLE WITHIN THE AWARD

**THE DUKE OF EDINBURGH'S
INTERNATIONAL AWARD**

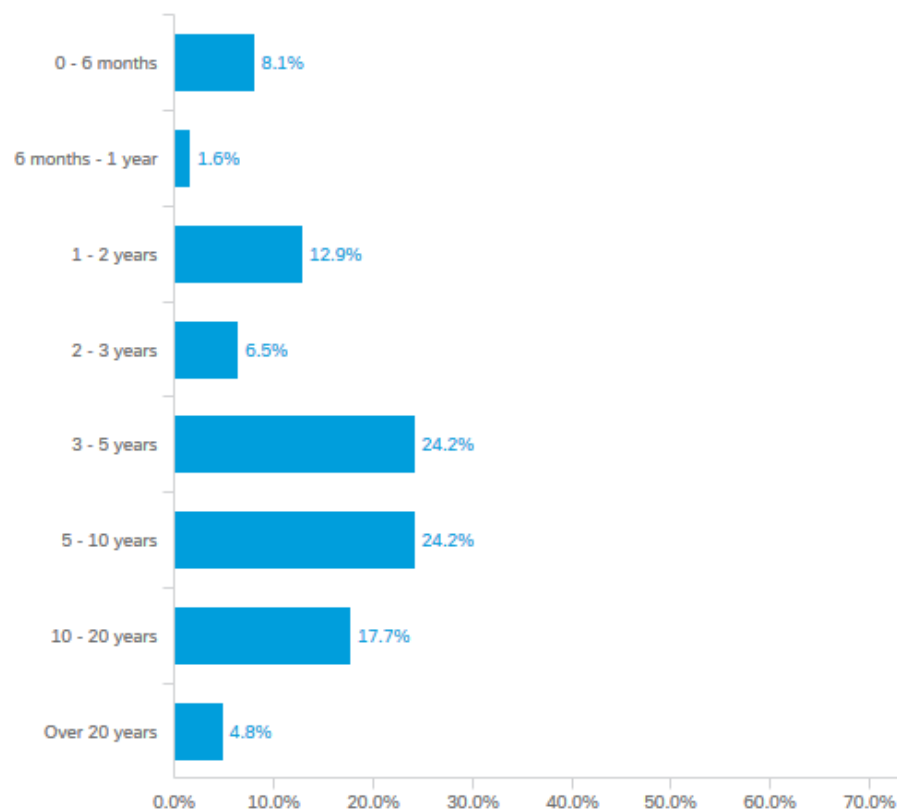


“Advisor mostly, I try to steer them in a direction where they would be challenged and need to step it up to both stay motivated and improve themselves.”

LENGTH OF INVOLVEMENT

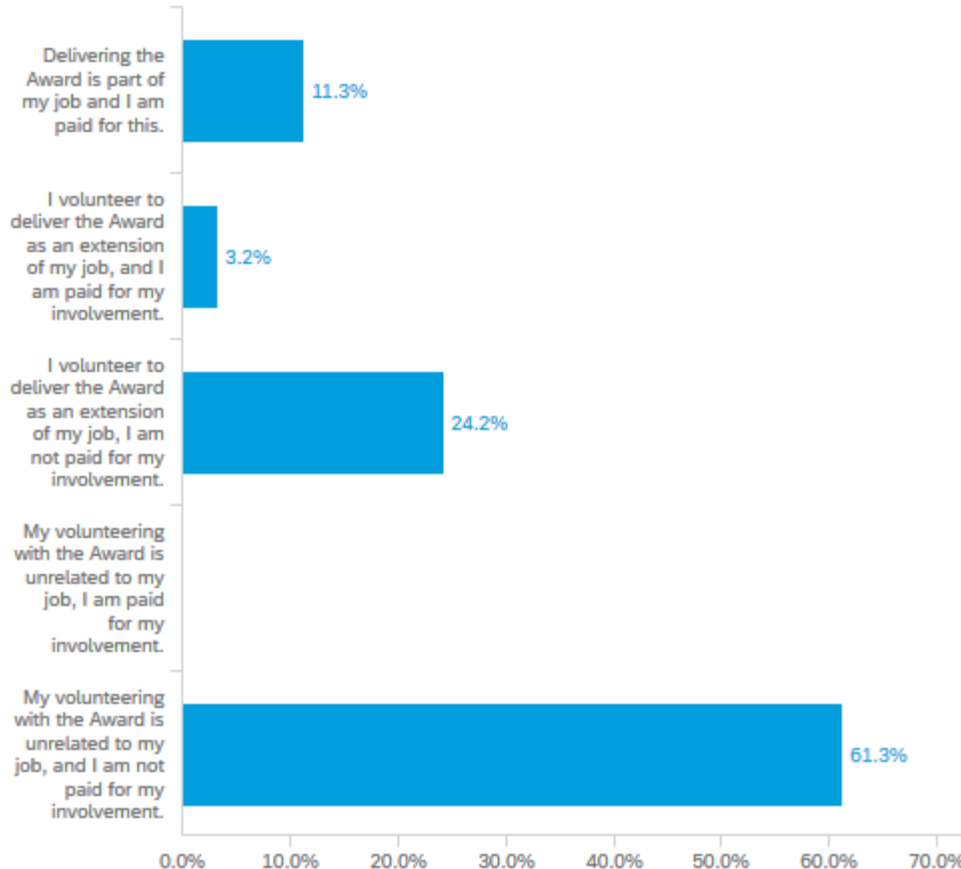
- **10%** of those surveyed, had been involved in the Award for **under a year**.
- **19%** had been involved for **between 1 and 3 years**.
- **48%** had been involved for **between 3 and 10 years**.
- While **23%** had been involved for **10 years or more**.

How long have you been involved with the delivery of the Award?



INVOLVEMENT WITH THE AWARD

How are you involved with the Award?



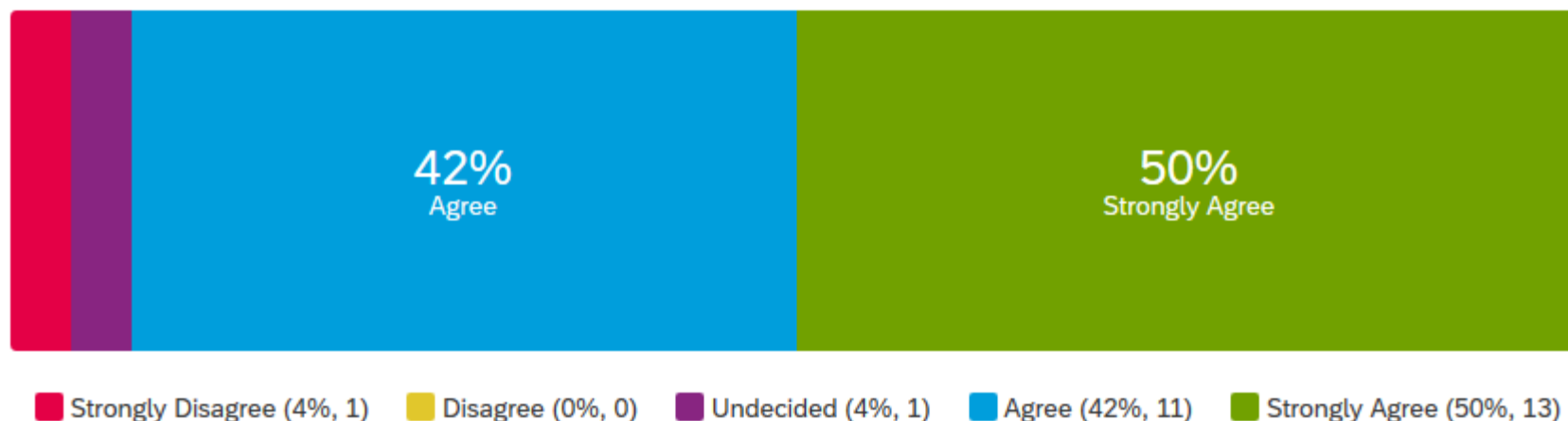
The majority of survey respondents are volunteers (they are not paid for their involvement with the Award) **(86%)**.

SUPPORT FROM THE AWARD COORDINATOR

Award Co-ordinators are the key point of contact between the Award Centre (the school / organisation that is delivering the Award to their young people), and the Foundation / National Award Operator. Award Coordinators are therefore responsible for providing information, recourses, and overall support to other staff and volunteers within their Award Centre.

92% of Adults in the Award respondents felt their Award Coordinator offered them the support they needed.

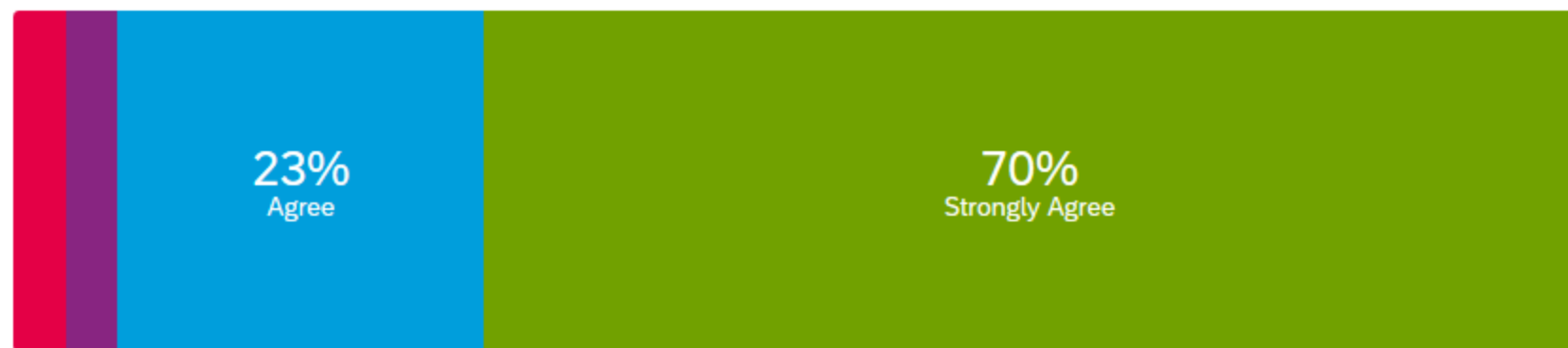
The Award Coordinator at my Award Centre offers me the support I need to fulfil my role within the Award.



SUPPORT FROM THE DIVISIONAL AWARD OFFICE

93% of Award Coordinators felt the Foundation/National Office offered them the support they needed.

The Divisional Award Office offer me the support I need to fulfil my role as Award Coordinator.

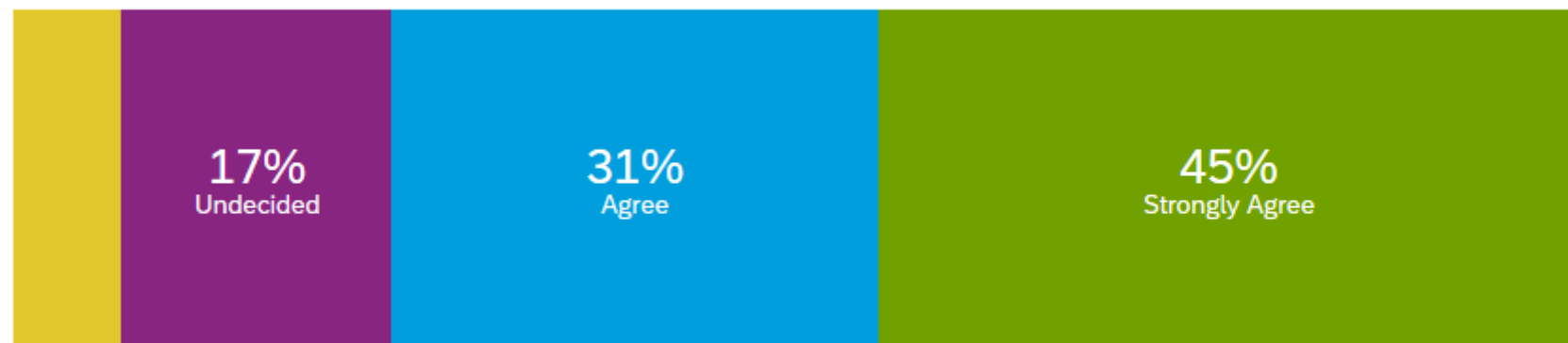


Strongly Disagree (3%, 1) Disagree (0%, 0) Undecided (3%, 1) Agree (23%, 7) Strongly Agree (70%, 21)

LICENSE STANDARDS

76% of respondents are aware of and understand their license standards.

I am aware of, and understand, the licence standards that myself and my organisation must meet when delivering the Award, as set out in the Licence we have with the Divisional Award Office (/NAO Sub-licence).



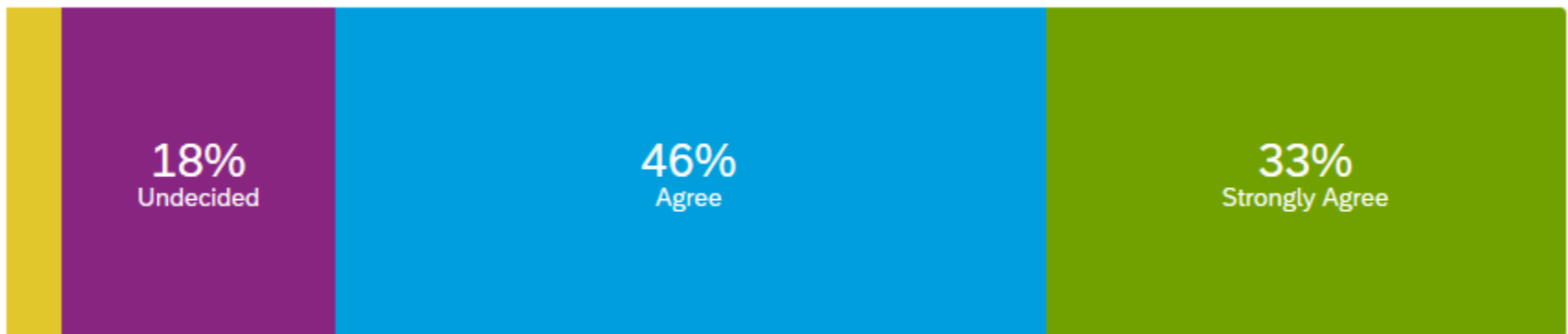
Strongly Disagree (0%, 0) Disagree (7%, 2) Undecided (17%, 5) Agree (31%, 9) Strongly Agree (45%, 13)

TRAINING

TRAINING

79% of all respondents felt they received the training they needed to fulfil their role.

I feel I have received the training I need, to fulfil my role(/s) within the Award.



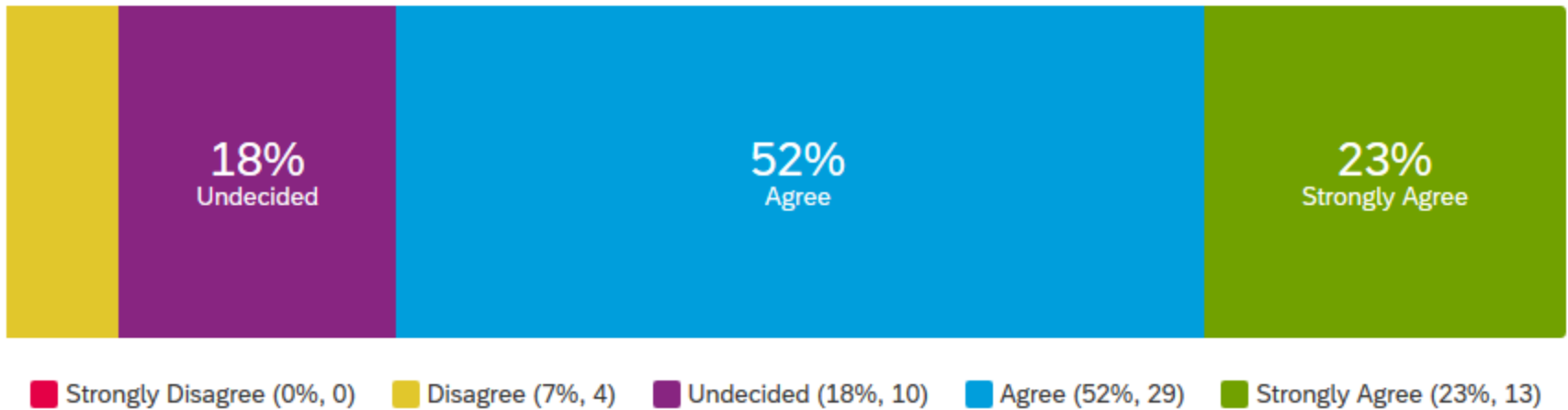
Strongly Disagree (0%, 0) Disagree (4%, 2) Undecided (18%, 10) Agree (46%, 26) Strongly Agree (33%, 19)

FURTHER TRAINING

Although 79% of all respondents felt they received the training they needed to fulfil their role...

75% felt they would benefit from further training

I would benefit from further training.



SKILLS NEEDED BY AWARD LEADERS

In your opinion, what are the top 3 skills Award Leaders need?



The top 3 skills respondents felt Award Leaders needed, in order to support their young people through the Award were:

- **Organisation skills**
- **Communication skills**
- **Patience**

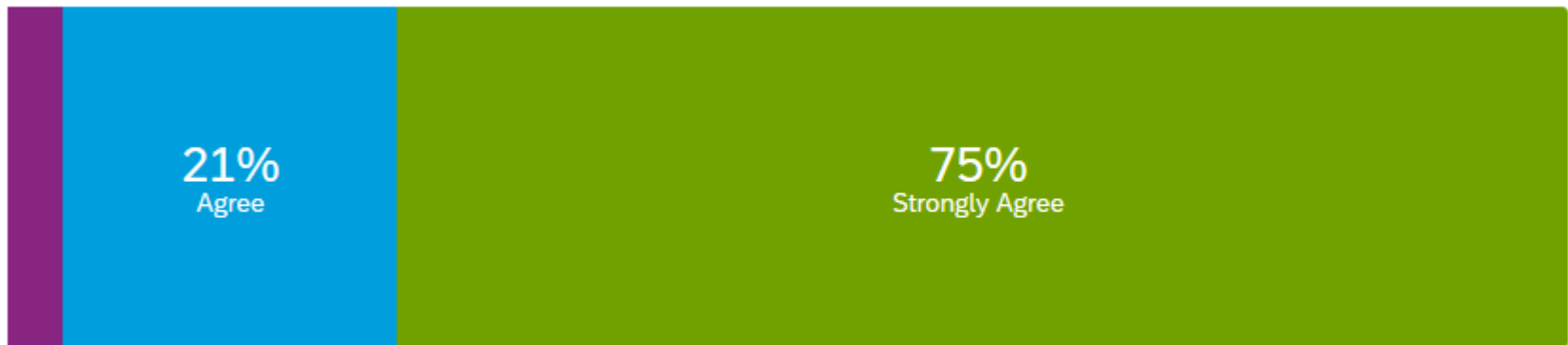


SUPPORT FROM THE FOUNDATION / NAO

OVERALL SATISFACTION

96% of Adults in the Award respondents are satisfied with the support the Divisional Award Office provides to their organisation.

Overall, I am satisfied with the support that the Divisional Award Office provides to my organisation.

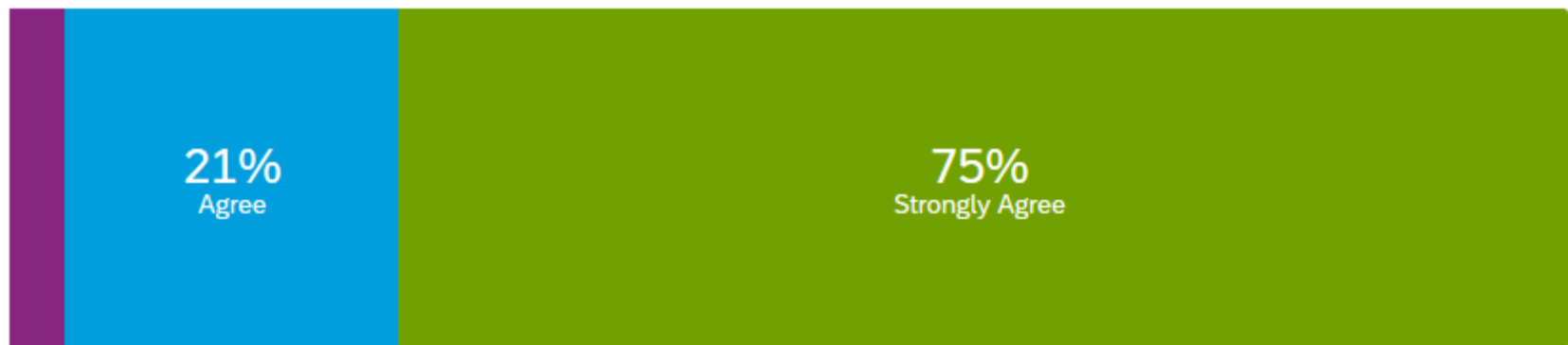


Strongly Disagree (0%, 0) Disagree (0%, 0) Undecided (4%, 1) Agree (21%, 6) Strongly Agree (75%, 21)

OPERATIONAL QUERIES

96% feel their operational queries are answered in a timely fashion.

The operational queries I raise are answered in a timely fashion.

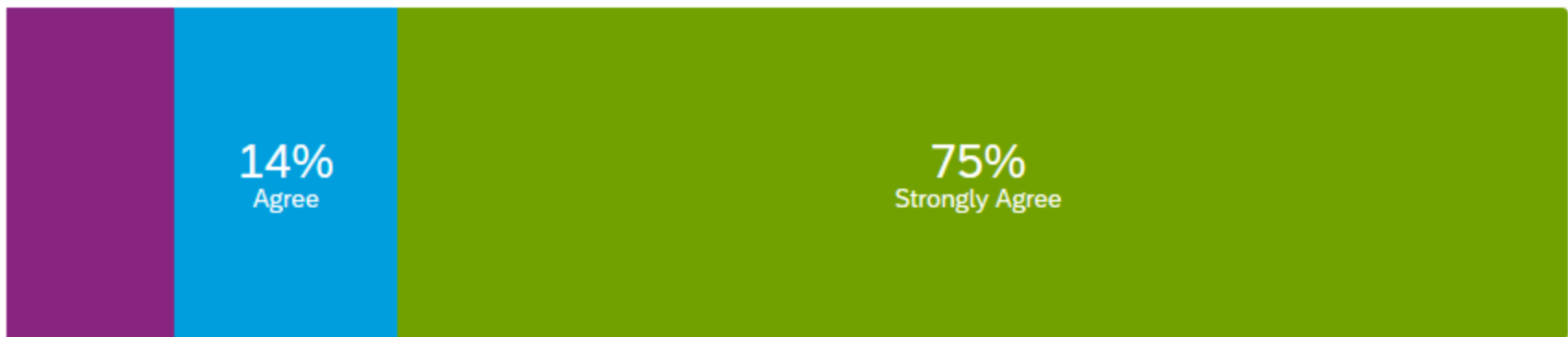


Strongly disagree (0%, 0) Disagree (0%, 0) Undecided (4%, 1) Agree (21%, 6) Strongly Agree (75%, 21)

COMMUNICATION FROM THE DIVISIONAL AWARD OFFICE

89% feel the Foundation/NAO maintains an appropriate level of communication with them.

The Divisional Award Office maintains an appropriate level of communication with me.



Strongly disagree (0%, 0) Disagree (0%, 0) Undecided (11%, 3) Agree (14%, 4) Strongly Agree (75%, 21)



TIME SPENT DELIVERING THE AWARD

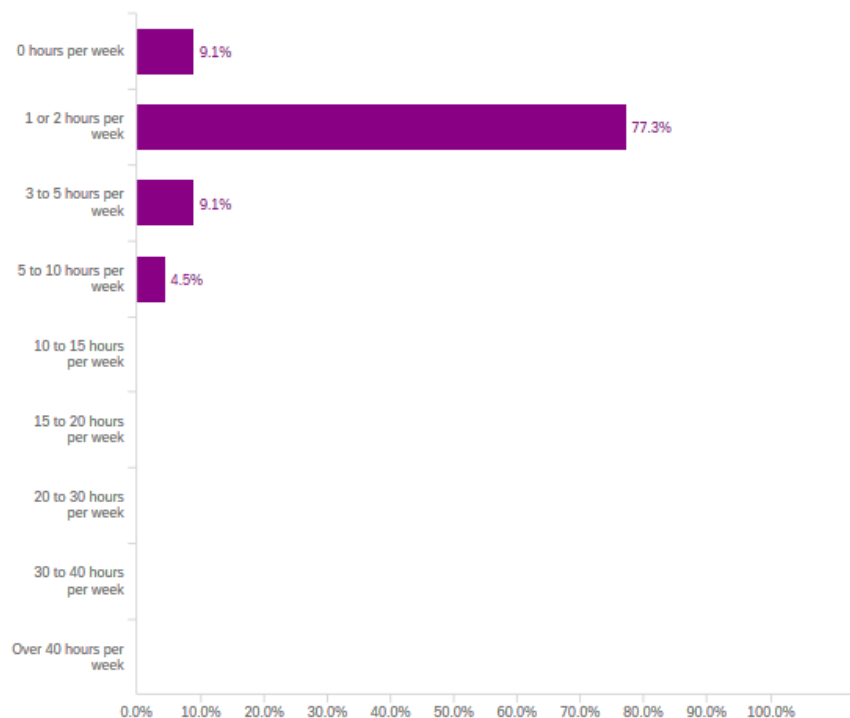
TIME SPENT MENTORING

Time spent mentoring Award Participants:

The majority of respondents in schools (**77%**), and in Award Centres that are not schools (**53%**), spend **1-2 hours a week** mentoring Award participants.

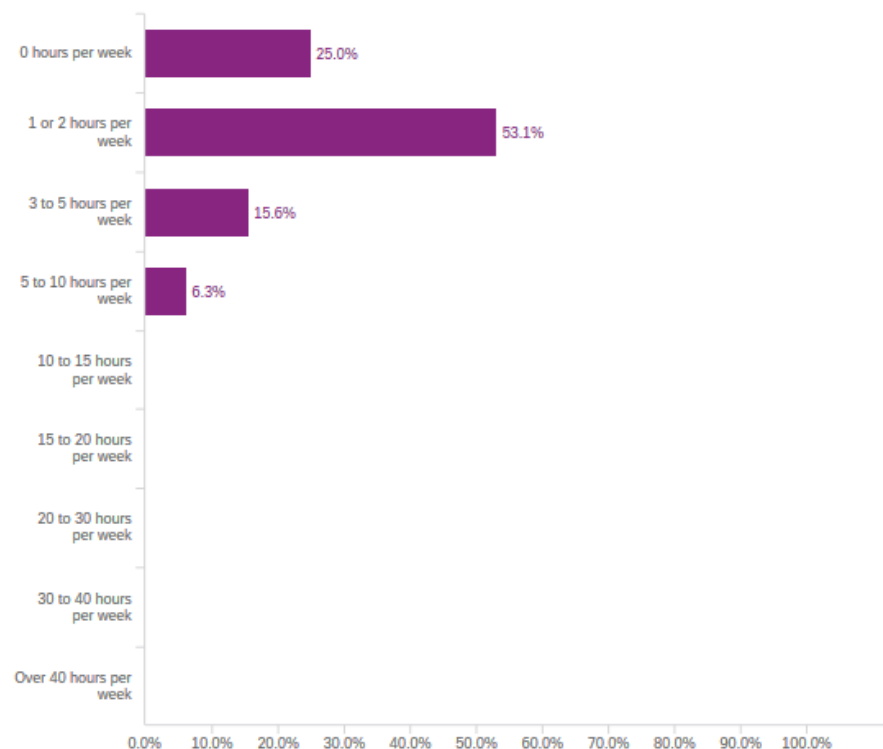
Respondents in schools

How many hours per week do you spend mentoring Award participants / spending time with young people for Award-related activities during term time (school terms / semesters)?



Respondents outside of schools

How many hours per week do you spend mentoring Award participants / spending time with young people for Award-related activities?



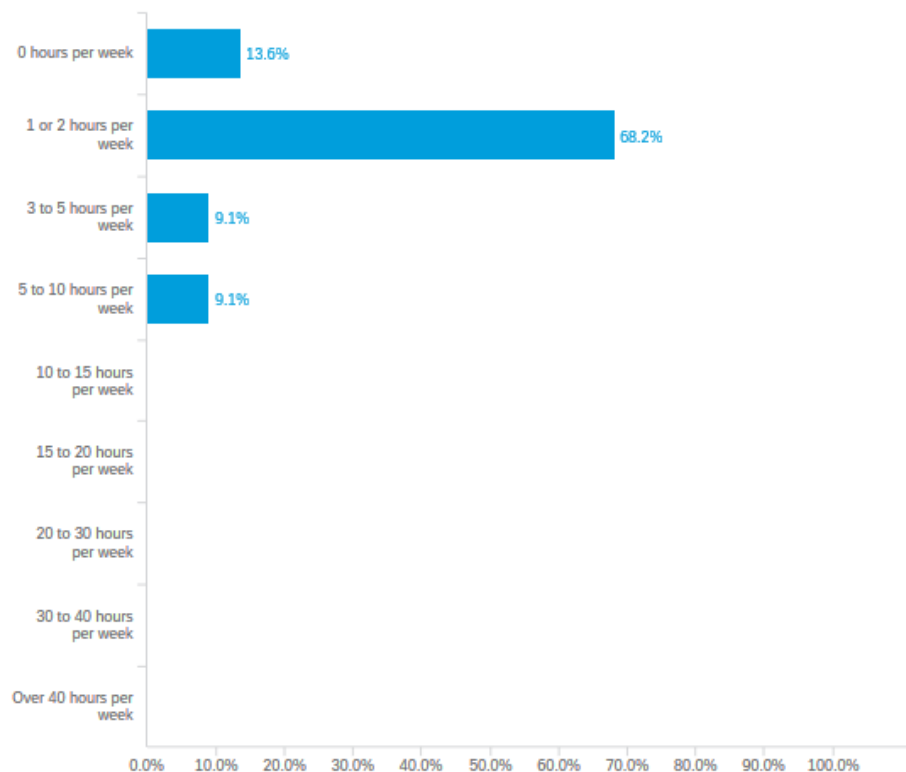
TIME SPENT COMPLETING ADMINISTRATIVE TASKS

Time spent on administrative / management tasks:

The majority of respondents in schools (**68%**), and in Award Centres that are not schools (**69%**), spend **1-2 hours a week** completing administrative and management tasks.

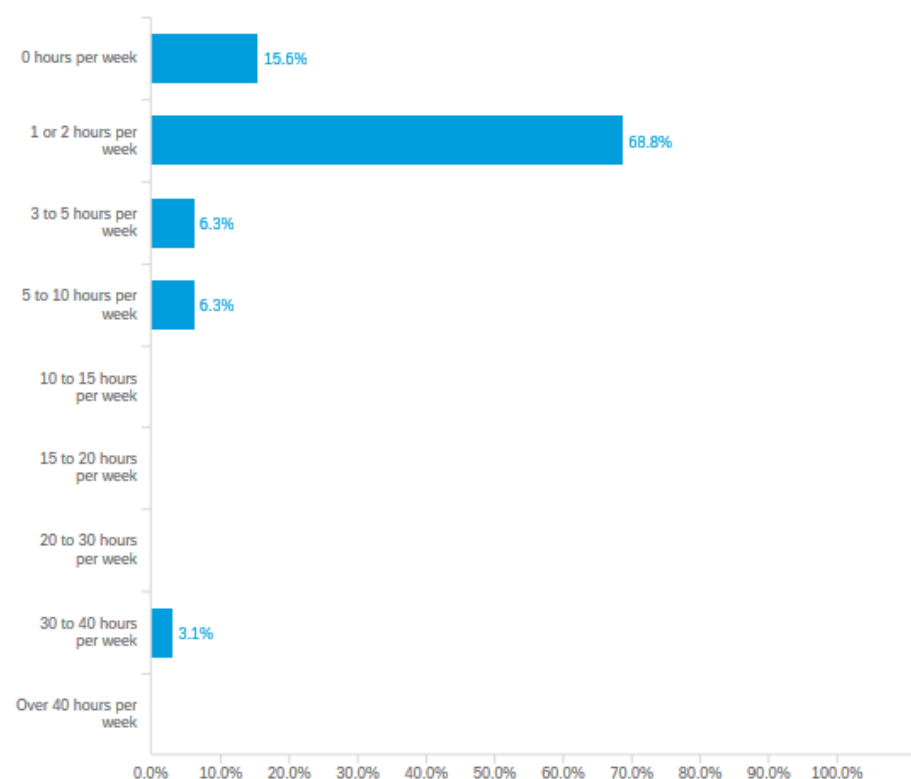
Respondents in schools

How many hours per week do you spend completing administrative and management tasks, related to Award delivery during term time (school terms / semesters)?



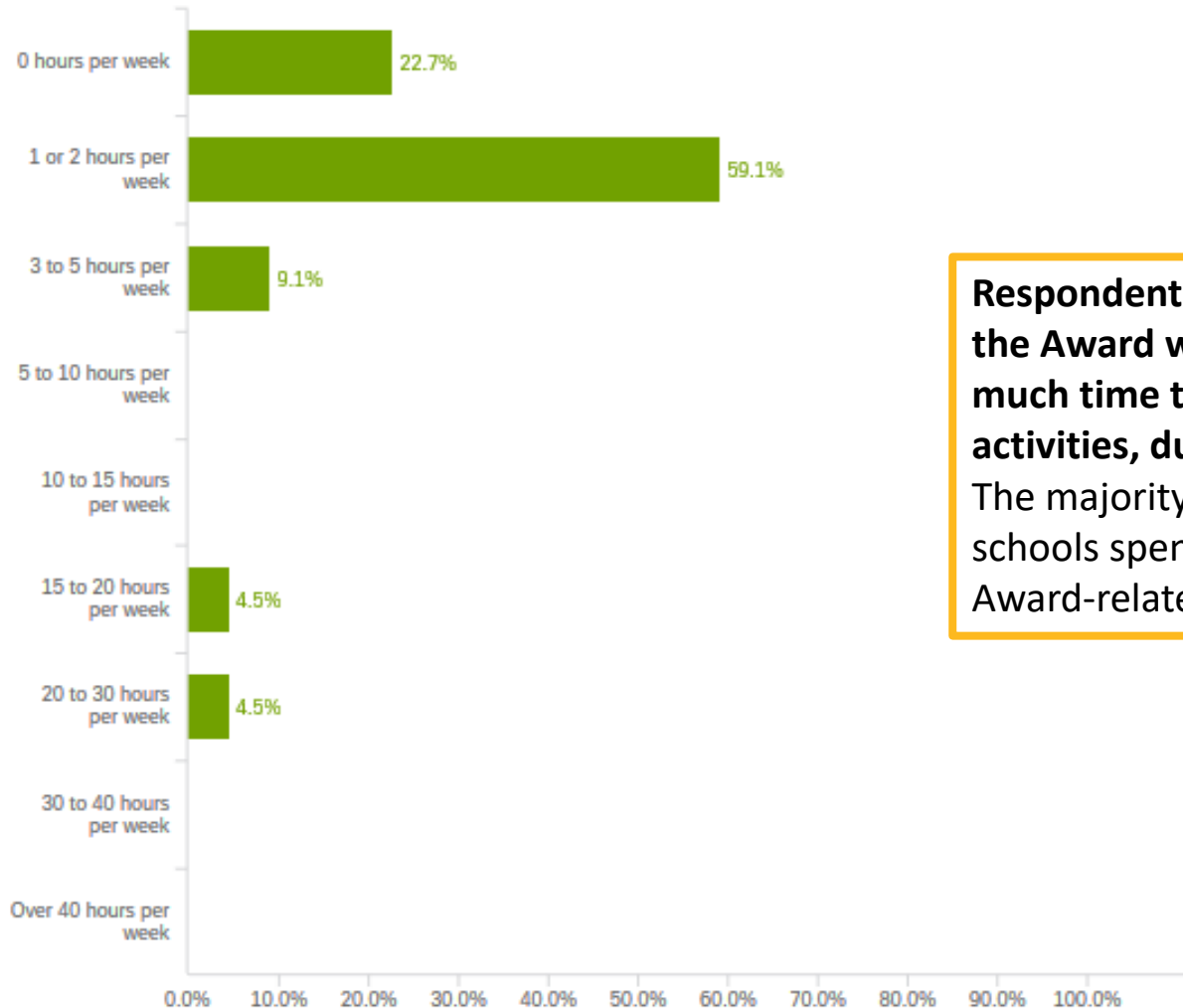
Respondents outside of schools

How many hours per week do you spend completing administrative and management tasks, related to Award delivery?



TIME SPENT COMPLETING AWARD-RELATED ACTIVITIES DURING THE HOLIDAYS

How much time do you spend on any Award-related activities during school holidays?

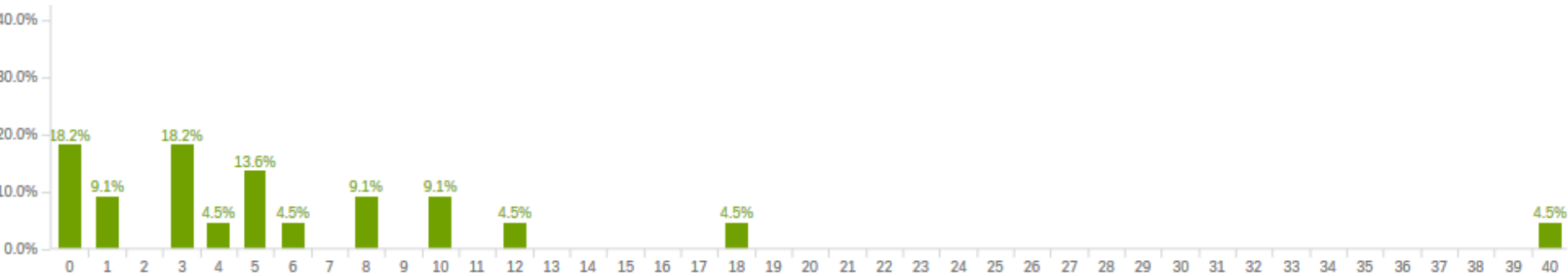


Respondents who support the delivery of the Award within schools, were asked how much time they spend on Award-related activities, during the school holidays:
The majority (59%) of respondents from schools spend **1-2 hours a week** completing Award-related activities

TIME SPENT ON ADVENTUROUS JOURNEYS

The majority of respondents spend less than 10 days supporting Adventurous Journeys (Travelling to and from, and time spent at Adventurous Journey locations and / or training sites)

How many days per year do you spend supporting Adventurous Journeys? (Travelling to and from, and time spent at Adventurous Journey locations and / or training sites):



CONCLUSION

CONCLUSIONS

As these results demonstrate, generally Adults in the Award around the world are satisfied with their experience. Although the results of the survey have helped us identify some key areas for improvement; ensuring adults have received sufficient training to fulfil their roles and ensuring they receive the support they need from the Foundation / NAO; in order to do a fuller analysis of what training and support is needed, we hope to work with Award Operators during 2020 to promote this survey among Adults in the Award so that in future years we will have more responses for further analysis.

We hope that in the future, with more survey responses, we will be able to perform country specific analysis and examine the satisfaction with the Award amongst different demographic groups (disabled adults, ethnic minority adults, and amongst different genders) as we have done in the Participant Satisfaction Survey analysis. These results can then be used to enhance the experience of all Adults in the Award.

This year is the first year we have collected data on how much time Adults in the Award contribute to Award delivery, and from our small sample of surveyed adults we find they spend 3-6 hours per week supporting Award delivery (half of this is time spent mentoring participants, and half of this is time spent on admin), plus 10 days per year supporting Adventurous Journeys. This new data gives an idea, for new adults who wish to support Award delivery, about how much time is generally spent by staff/volunteers who deliver the Award in their Award Centres. If we have more data on this in the future, we will be able to better advise Award Centres around the world, of how much capacity is needed from their staff/volunteers, to ensure a smooth running of the Award, as well as high satisfaction of those involved in Award delivery.

As mentioned in the introduction, the Adults in the Award Satisfaction Survey is available in English, Arabic, Bulgarian, Czech, French, French Canadian, Slovak, and Turkish. This online survey system can hold any other language versions. The surveys can also be run offline (in paper format) and the data can be uploaded and merged with the survey data on Qualtrics for ease of analysis.

These surveys are reviewed and improved each year to ensure we are collecting the data we need. Any feedback on this report, or on the survey, is highly appreciated, and should be sent to the Foundation's research team.

Thank you for reading this report. For more information, please contact the research team:



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