

## **Culture Committee - CC-3-02(p.3)**

**Date:** 23<sup>rd</sup> January 2002  
**Time:** 9.15am-12.45pm  
**Venue:** Muni Arts Centre, Pontypridd

## **Fact Sheet - Duke of Edinburgh's Award**

**Background** Prince Philip developed the ideas and philosophy of Kurt Hahn, his teacher at Gordonstoun, and launched The Duke of Edinburgh's Award as a programme of activities for young people in 1956.

**Aim** The Award aims to provide an enjoyable, challenging and rewarding programme of personal development for young people, which is of the highest quality and the widest reach. The Award is an informal education process of social and personal development. It introduces participants to a range of new opportunities, allowing them to learn from their experiences and enabling them to discover new skills and interests.

There are three Awards

**Bronze** (for those aged 14 and over) – minimum commitment of six months

**Silver** (for those aged 15 and over) – minimum commitment of twelve months

**Gold** (for those aged 16 and over) – minimum commitment of eighteen months

Each Award has three Sections; the aims are as follows

- **Service** to encourage service to individual and the community
- **Skills** to encourage the discovery and development
- **Physical Recreation**

to encourage participation and improvement in physical activity

- **Expedition** to encourage a spirit of adventure and discovery
- At Gold there is a **Residential Project** to work with others in an unfamiliar environment

**Key principles of the Award**

non-competitive progressive available to all

achievement focused balanced voluntary

a marathon not a sprint enjoyable

personally developing flexible

**Introduction**

I note from the literature pertaining to this review that most of the organisations presenting evidence are traditionally Welsh speaking and use Welsh as the main language of business, I would therefore like to stress that the information presented by the Duke of Edinburgh’s Award is in a different league. As an organisation operating throughout the UK and internationally, it has often been a battle for the Wales office to ensure that the Welsh language receives the same status as English when preparing resources and literature. However we can also utilise the experience of the wider organisation in terms of operating in multi-cultural and multi-lingual domains.

The Award works with young people in the most varied of settings, places where other youth organisations, especially those working bilingually do not reach. The Award is accessible for young people in schools, colleges, youth clubs and centres, prisons and young offender institutions, universities, at their work place, both in rural areas and inner city areas. The Award work in partnership with all Local Authorities in Wales, as well as the national voluntary youth organisations. The growth in participation in recent years reflects our commitment to widening the reach of the Award.

Year	Number of New Entrants	Reflecting a Participation of
1985/6	1419	3547

1990/1	4039	10097
1995/6	3353	8382
2000/1	6698	16745

The Extending Entitlement Document is concerned with extending the access of young people to opportunities that are challenging and exciting. This is in keeping with both The Award's aim and Strategic Plan. Our aim is to explain how we are extending the opportunities to young people and the wider community to participate within the Award in their chosen language.

We will pay particular attention to the following themes:

### **enabling people to use either language or both in all aspects of national life and in their communities**

- On completion of one section of the Award, as well as on completion of the whole Award young people are presented with certificates. All these certificates are produced bilingually.
- In 1990 Welsh Entrance packs were made available for young people entering the Award. In 2000 new entrance packs were developed throughout the UK. To coincide with this development a bilingual pack was developed for Wales. All entrance packs sold in Wales are now bilingual.
- The Award now publishes all resources bilingually in Wales. Leaflets for participants, leaders and parents are available. The quality remains high and is of the same format as the English. Posters, leaflets, booklets and fact sheets are all available.
- The policy documents produced are bilingual.
- In 1995 the first Welsh video produced by the Award was launched. Currently all videos and CD-ROMs are developed bilingually from the outset.

### **supporting Welsh as a family and community language**

- A Learning Pack for pupils Learning Welsh at Key Stage 3 has been developed, with the aim of introducing pupils to the Award. This pack allows pupils to see the Welsh taught in the classroom as a language used in the wider community. The Award may be used to encourage young people to volunteer and participate within the community using their Welsh language skills as part of their service section. This enables the bridging of the gap between Welsh in school and Welsh in the community. Teachers in schools can support pupils to utilise Welsh as a leisure time activity outside school through the Award.
- The Award is a ready packaged programme of activities for young people which is widely recognised and commended. There is an opportunity for the Mentrau, Young Farmers and the Urdd as well as others such as the Guides and Scouts to embrace a programme of activities for their members. The training for both leaders and young people, resources, and programme are ready made. The Award could help organisations to retain membership post 14 years old, due to the flexibility and breadth of the programme. The activities within which they are already participating would fit comfortably within the Award. For example:

Service: Reading mentors with junior pupils, helping at the local Ysgol Feithrin Leading the local Adran, Sunday School Teaching, Sports Leadership

Skill: Playing a musical instrument, reciting, member of local choir, performing arts

Physical Recreation: Participating in Urdd or YFC sports competitions, playing rugby for local team, folk dancing

Expedition: Exploring different parts of Wales and experiencing different cultures

- A key to supporting Welsh as a community language is to ensure that the economic structure enables those who wish to live in their local community to do so. Award participants utilise open country such as Pembrokeshire, Cambrian Mountains and Gower regularly. At Gold level young people journey extensively in the Brecon Beacons and Snowdonia. Calculating the contribution that these ventures make to the rural economy highlights the impact of the Award. The Brecon Beacons National Park is visited by 6,000 Award participants and the Snowdonia National Park is visited by 10,000 annually.

These groups are assessed by local volunteers, many of whom are Welsh speaking. This gives the opportunity for young Welsh speakers to use their chosen language and has the added bonus of raising the profile of the Welsh language for young people from England and non-Welsh speaking Wales.

### **providing opportunities for people to learn Welsh and to use it**

- Welsh learners under the age of 25 may use 'Learning a Language' within the Skills section. In the same section other linguistic skills may be strengthened by doing 'Literature Appreciation'.
- There are ample opportunities for adults, both learners and Welsh speakers to volunteer within their communities and use their Welsh to pass on skills and valuable experiences to young people.
- The evidence shows that there is an equality in terms of participation by both genders within the Award. However in the Regional Assembly meeting in Brecon on December 14<sup>th</sup> concern was raised regarding the lack of males undertaking further studies in Welsh. The Award may be a way in which young men may utilise their linguistic skills at a young age, increase in confidence and consequently continue to do so as they grow older.
- The Award programme itself is wide ranging and includes activities in each section to

include interest and challenge. Participating in the Award through the medium of Welsh will bring the language to new linguistic domains.

### **promoting equal respect for both Welsh and English and maintaining national consensus and good will about bilingualism**

- The use of and development of the Welsh language within the Award has been slowly but surely. The Award has received advice, made changes and monitored the situation. The Award developed a language policy in 1993 following the recommendations of the Welsh Language Act.
- The percentage of office staff who are bilingual at 12/01 is 50 %. All staff have received Welsh in the Workplace training. We are able to receive all communications bilingually at the Award office in Brecon.
- The Award has effectively utilised pilot programmes in order to introduce the use of Welsh in the first place. Then following that with positive action and including Welsh side by side with English. This was a pattern used with the Entrance Packs and videos.
- The use of modern technology, has enabled the Award to promote the Welsh Language resources and initiatives. The Award website has details of the latest documentation and literature.
- All headed paper, business cards and publicity materials are bilingual.

### **Conclusion**

- The challenge is there for those people who are able to use Welsh to utilise the wealth of resources available for them.
- It is important that a large voluntary organisation such as the Award, that is successfully reaching the range of young people in the settings described, and who can bring a real bilingual perspective is included in discussions on a national platform.
- The cost of providing bilingual resources is substantial and is met in part from within Wales, but considerable funding is made available through the UK headquarters. Thus demonstrating the commitment shown by the organisation to respond to the needs of all young people and their adult supporters in Wales.