

# IMPACT REPORT

Access grant funding for schools



**YOUTH  
WITHOUT  
LIMITS**



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## WHO WE ARE

Every year, **The Duke of Edinburgh's Award (DofE)** inspires hundreds of thousands of young people to develop skills, resilience and self-belief. We help them take on their own challenges, follow their passions, make a difference to their communities and discover talents they never knew they had.

The DofE is open to any young person aged 14–24. Participants build their own DofE programme – picking Physical and Skills activities, choosing a cause to volunteer for and taking part in an expedition in order to achieve a Bronze, Silver or Gold Award. The DofE is run in schools, youth clubs, hospitals, fostering agencies, prisons, sports clubs and more, all over the UK and internationally.

Through our grant-making, and with the support of our incredible donors, we are increasing opportunity and access: removing barriers to participation, enabling young people from marginalised backgrounds to take part and providing organisations with funding to start offering the DofE to the young people they work with.

Note: The DofE consider marginalised young people to be those experiencing poverty, those with additional needs and those from ethnic minority backgrounds.

# INTRODUCTION



**As CEO of The Duke of Edinburgh's Award (DofE) charity, I'm delighted to share this report which focuses on the impact of DofE for participants in schools that have received Access grant funding.**

Between 2021-2025, the Department for Education (DfE) and the Department for Culture, Media and Sport (DCMS) committed over £7 million to support non-delivering state schools and additional needs and alternative provision settings across England to start delivering the DofE. This has enabled an incredible **590 new settings, 62% of which are in Index of Multiple Deprivation (IMD) 1-4 areas and more than 47,500 young people to benefit from a funded place**, significantly increasing access.

Following our 2024 Impact Report, we worked with our impact evaluation partners, **State of Life**, to explore the impact of DofE on participants, across a range of key outcomes, in a sample of the state schools supported by DfE and DCMS funding.

We used a unique open data methodology to enable us to examine the impact of participation on young people's social and emotional development, wellbeing and sense of belonging. This report compares the

impact in funded schools with the impact across DofE generally.

Analysing responses from 1,207 DofE participants, our findings suggest that **DofE in Access grant-funded schools has a positive effect on participants over and above the benefit experienced in DofE generally, in 8 out of 12 outcome measures**. Additionally, findings suggest that participants in targeted schools in IMD 1-4 areas are much more likely to be from a deprived area than DofE generally with **54% of participants living in an IMD 1-4 area**, compared to 18% in DofE generally.

These findings suggest a really encouraging picture of the impact of DofE participation on young people in Access grant-funded schools. There is a clear opportunity moving forwards to build on this both in terms of access, ensuring all state schools are offering the Award, and growth, enabling more young people than ever before to take part, so that every young person has the chance to benefit from what can be a life-changing programme.

**Ruth Marvel OBE, CEO**

Note: 'DofE generally' refers to findings from the 2023-2024 annual statistics in relation to the sample; otherwise it refers to the 2024 Impact Report. This covered Licensed Organisations delivering in regular settings, including DfE and DCMS funded settings and excluded Special and Educational Needs (SEND) settings, prisons and Young Offender Institutes. DofE are working to adapt their Impact Measurement Framework for these settings.

# SUMMARY OF OUR FINDINGS

- **DofE participants in targeted schools are much more likely to be from a deprived area than DofE generally:**
  - In targeted schools in **IMD 1-4, 54%** live in IMD 1-4, compared to 18% in DofE generally
  - Even in targeted schools in IMD 5-10, participants are from more deprived areas (29% in IMD 1-4 compared to 18%).
- **Our findings suggest that DofE in targeted schools has a positive effect on participants over and above the benefit experienced in DofE generally, in almost all areas of the study:**
  - **8 out of 12** outcome measures improve by more than DofE generally
  - 2 out of 12 improve by a similar amount, and 2 show fewer improvements.
- In targeted schools, **58% of participants are male compared to 44% in DofE generally.**
- In targeted schools, **44% of participants are from a minority ethnic background compared to 25% in DofE generally.**
- There appears to be a positive wellbeing impact of DofE in targeted schools in London, the South and urban areas.
- Increase in life satisfaction scores are highest in schools with lower proportions of pupils eligible for free school meals.



# OUR APPROACH

The DofE's tailor-made **Impact Measurement Framework** asks participants a series of questions at different stages of their DofE journey – from signing up, to achieving their Award.

These questions were carefully chosen from government and academic surveys to align with the outcomes in the **DofE's Theory of Change**. They allow comparison to national datasets and the youth population in the UK. The full list of questions can be found in the [Appendix](#).

The main [Impact Report](#) was based on a large DofE dataset comprising 40,880 responses from young people before and after achieving a Bronze, Silver or Gold Award between July 2022 and July 2024, through DofE generally.

The dataset analysed in this report comprised **1,207 responses**, drawn from the above larger sample, from young people before and after achieving a Bronze, Silver or Gold Award between July 2022 and July 2024, through a school receiving funding. Comparisons are often made to those from the main Impact Report.

**For more information about our methodology, please read our [Technical Report](#).**



## Keeping young people safe

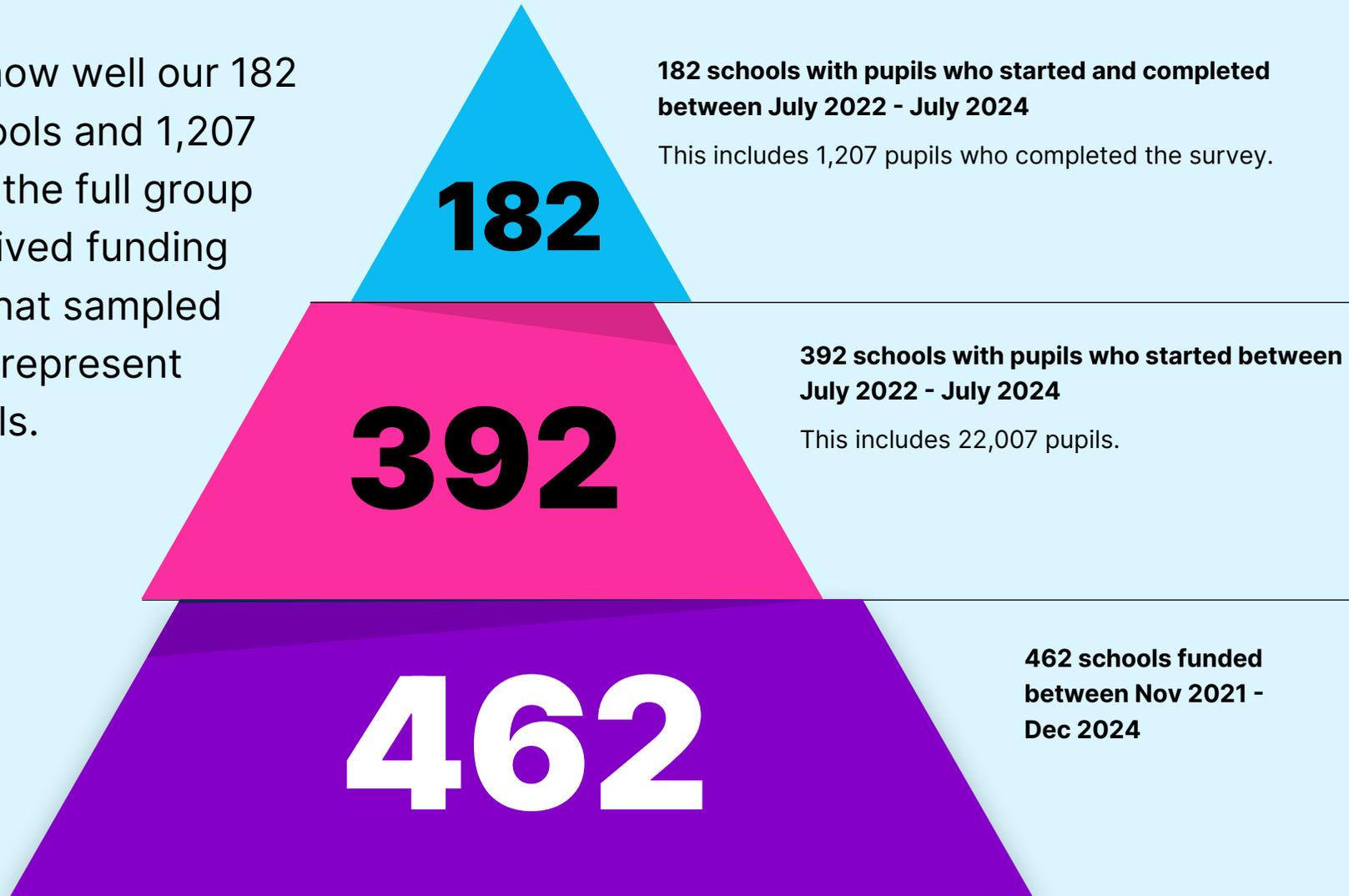
The DofE has built an innovative safeguarding alert process into the Impact Measurement Framework, ensuring that young people who respond with answers indicating low wellbeing are supported by a trusted adult in a timely way.

## Defining statistical significance

In this report, 'significant' means the change seen in a young person's responses is statistically significant. Statistical significance means a result is unlikely to be explained by chance or random factors.

# OUR SAMPLE

We considered how well our 182 mainstream schools and 1,207 pupils represent the full group which have received funding and concluded that sampled schools suitably represent all funded schools.



For more information about our sample, please read our [Technical Report](#).

Note: Individuals who completed two Awards within the timeframe are counted *twice* here, since our analysis is at *Award level*. In all subgroups, this includes Awards completed between July 2022 - July 2024. *N*=614 in targeted IMD 1-4 schools, *N*=593 in targeted IMD 5-10 schools and *N*=40,880 in DoFE generally.

**Our findings:**

# ***PARTICIPANTS FROM IMD 1-4 AREAS***

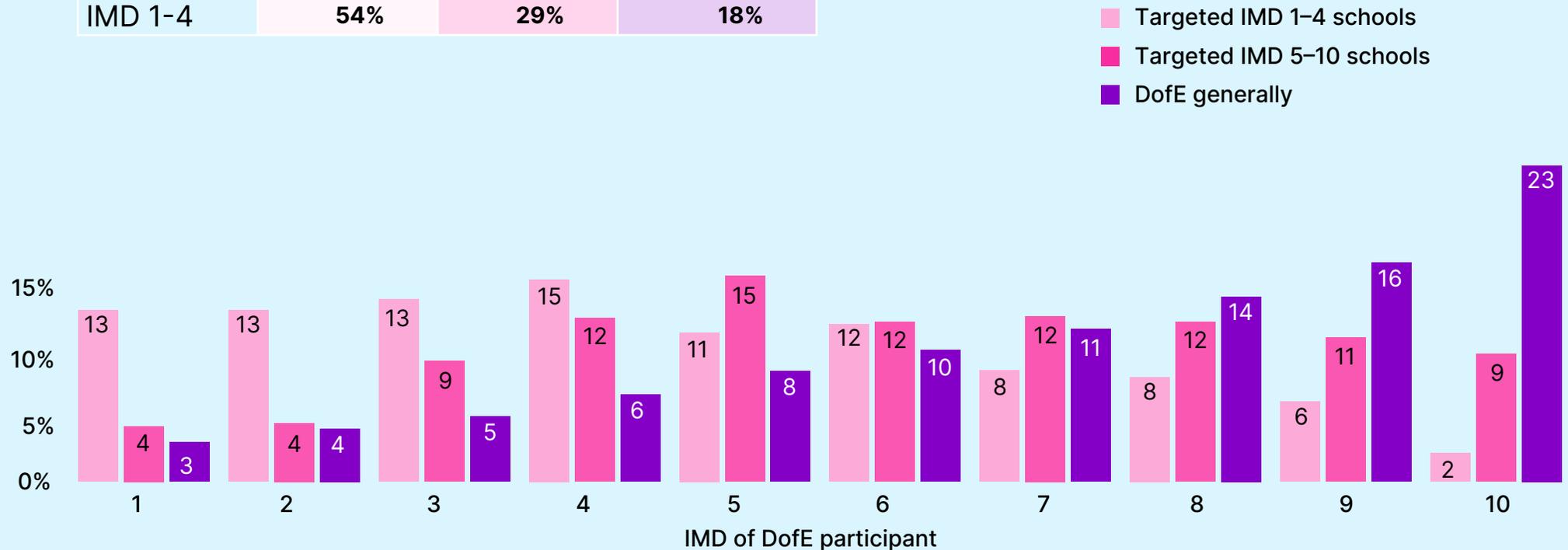
Our findings show that in IMD 1-4 targeted schools: **54% of participants live in IMD areas 1-4, compared to 18% in DofE generally.**

The IMD 5-10 targeted schools also have a higher proportion of participants living in IMD 1-4 areas.



**There is a clear trend that targeted delivery of DofE in IMD 1-4 schools is linked to a higher proportion of participants who live in IMD 1-4 areas taking part in the DofE.**

IMD of DofE participant	Targeted IMD 1-4 schools	Targeted IMD 5-10 schools	DofE generally
IMD 1-3	39%	17%	12%
IMD 1-4	54%	29%	18%



Note: Individuals who completed two Awards within the timeframe are counted *twice* here, since our analysis is at *Award level*. In all subgroups, this includes Awards completed between July 2022 - July 2024. *N*=614 in targeted IMD 1-4 schools, *N*=593 in targeted IMD 5-10 schools and *N*=40,880 in DofE generally.

Our findings:

# ***ETHNICITY***

Compared to DofE generally, our sample has a high proportion of young people from ethnic minorities.

In targeted schools, **44% of participants are from ethnic minority groups**. In DofE generally, this is 25%.



## Our findings:

# ***GENDER***

**Our sample represents more male participants (58%) than female participants (41%).** This is a higher proportion of males compared to DofE generally, where males represent 46% of achieved Awards and females 53%.

The data also suggests that the lower rate of females is at completion stage, not enrolment, which is an area for **further exploration.**

Note: 1% described their gender in another way in both the sample and in DofE generally.



**“I think DofE offers young people the opportunity to defy their own labels, their own stereotypes and be more confident trying new things without fear of judgement.”**

Mia, DofE Bronze participant – supported through DfE funding

Watch her story here: [People like YOUth: Mia](#)

**Our findings:**

# **WELLBEING**

In targeted schools, participants report lower wellbeing compared to DofE participants generally at the start of their DofE journey.

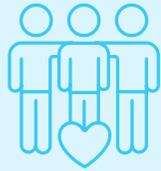
**However, life satisfaction, happiness and feelings of worthwhileness scores all appeared to improve from the start to the end of an award.**

The level of life worthwhileness in targeted schools is brought almost in line with DofE generally by the end of an Award.



# Our findings suggest that life satisfaction, happiness and feelings of worthwhileness improve from the start to the end of a DofE Award.

## Life satisfaction scores



Targeted schools DofE generally



At targeted schools, participants report lower life satisfaction at the start. The increase from start to end is in line with DofE generally, if a little better.

## Happiness scores

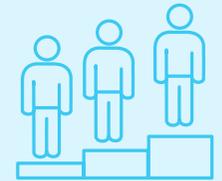


Targeted schools DofE generally



At targeted schools participants report lower happiness at the start. The increase from start to end is in line with DofE generally, if a little better.

## Worthwhileness scores



Targeted schools DofE generally



The level of life worthwhileness in targeted schools is brought almost in line with participants in all DofE delivery by the end of an Award.

Note: These are based on descriptive statistics, statistical significance is not known. Excludes anxiety measure, as sample size of under 16 is too small.

**Across all Award levels, the increase in life satisfaction scores can be converted to a social value of**

**£4,400 per person, per year.**

We measure social value following HM Treasury guidance so we can confidently assess the value created using a standardised approach and measures. We then convert that into a monetary value using the WELLBY measure (see our [Technical Report](#)), so we're able to compare the magnitude of benefits created in a common currency and make it possible to compare that with costs.



Note: On average, there was an increase of 0.31 in life satisfaction scores after completing a DofE programme for targeted schools. This is greater than the DofE's general impact report that found that average life satisfaction scores increased by 0.29. Due to the smaller sample size in this analysis, the estimate has a large confidence interval which overlaps with the general estimate of +0.29. Therefore it would be reasonable to assume the same social value as DofE generally: £4,400 per person per year.

**Our findings:**

# ***GEOGRAPHY***

**There is an increase in life satisfaction scores from the start to the end of a DofE Award in the South of England and London.**

Life satisfaction scores are lowest among participants in urban schools at the start. However, by the end of their Award, this increased to a similar level that is seen in rural schools.

**There is a significant increase in life satisfaction scores in urban areas, from the start to the end of a DofE Award.**



## Region: There was an increase in life satisfaction scores from the start to the end of a DofE Award in the South of England and London.

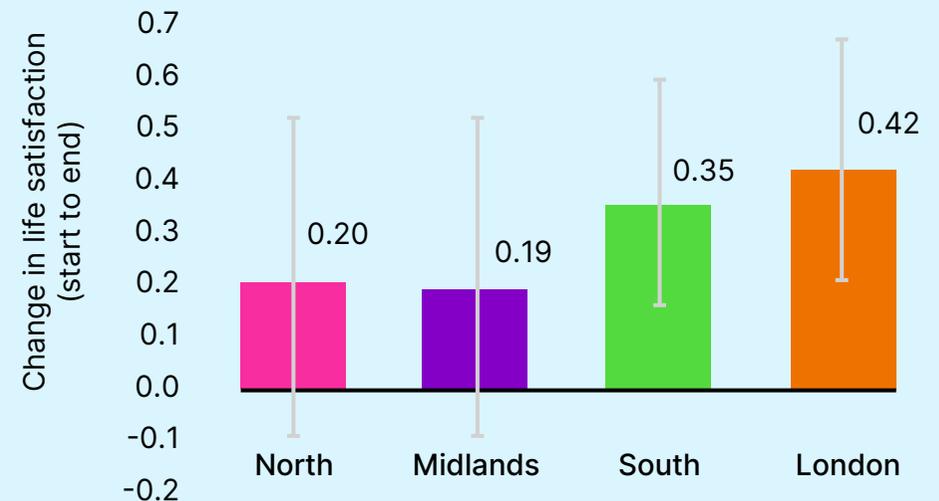
### Life satisfaction scores by region



At the start, wellbeing scores are lowest in London and the South but the regions all improve and end up closer together.

Note: Includes individuals who answer all three timepoints. Urban/rural distinction based on Office of National Statistics (ONS) classifications. North  $N=194$ , Midlands  $N=191$ , South  $N=298$ , London  $N=288$ . This is based on descriptive statistics.

### Change in life satisfaction scores

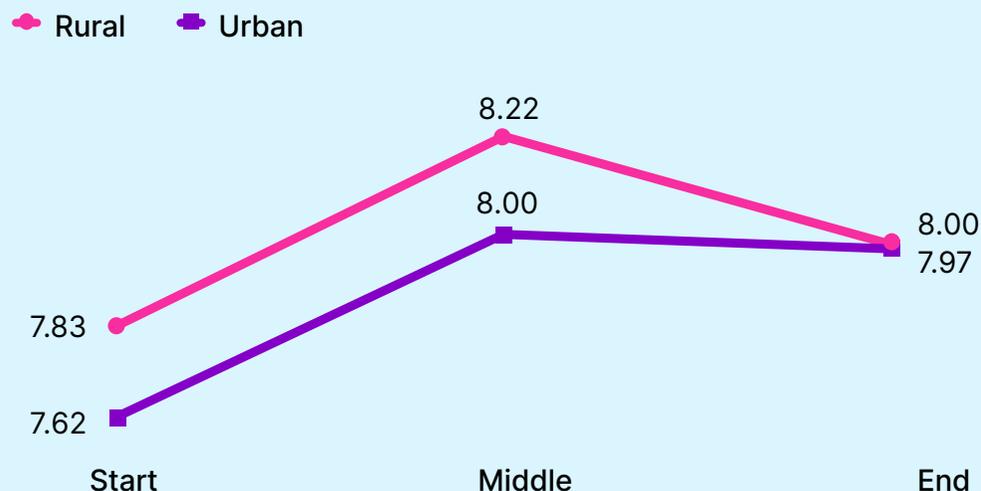


There is a significant wellbeing score increase in the South (+0.35) and in London (+0.42) from the start to end of a DofE Award.

Note: The estimated wellbeing score increase in the North and the Midlands is lower. From this data, we cannot confidently conclude whether there is any wellbeing score increase in the North and the Midlands (the confidence interval overlaps with zero). Controls for age, ethnicity, gender, additional needs and health status. Therefore includes individuals where all this data is available. North  $N=198$ , Midlands  $N=195$ , South  $N=310$ , London  $N=291$ . This is based on regression analysis.

## Urban/rural: There is an increase in life satisfaction scores from the start to the end of a DofE Award in urban areas.

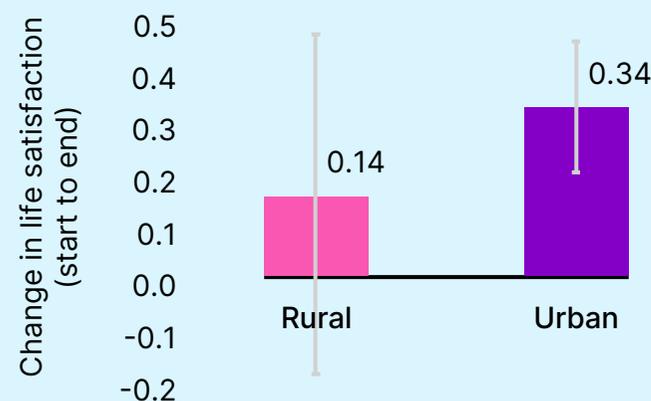
### Life satisfaction scores urban/rural



At the start, wellbeing scores are lowest in urban areas but end up at a similar level by the end of Award.

Note: Includes individuals who answer all three timepoints. Urban/rural distinction based on Office of National Statistics (ONS) classifications. Rural N=138, Urban N=833. This is based on descriptive statistics.

### Change in life satisfaction scores



There is a significant wellbeing score increase in urban areas (+0.34) from the start to finish of a DofE Award.

Note: The estimated wellbeing score increase in rural areas is lower. From this data, we cannot confidently conclude whether there is any wellbeing score increase in rural areas (the confidence interval overlaps with zero). Controls for age, ethnicity, gender, additional needs and health status. Therefore includes individuals where all this data is available. Rural N=140, Urban N=854. This is based on regression analysis.

**Our findings:**

# **SOCIO-ECONOMIC FACTORS**

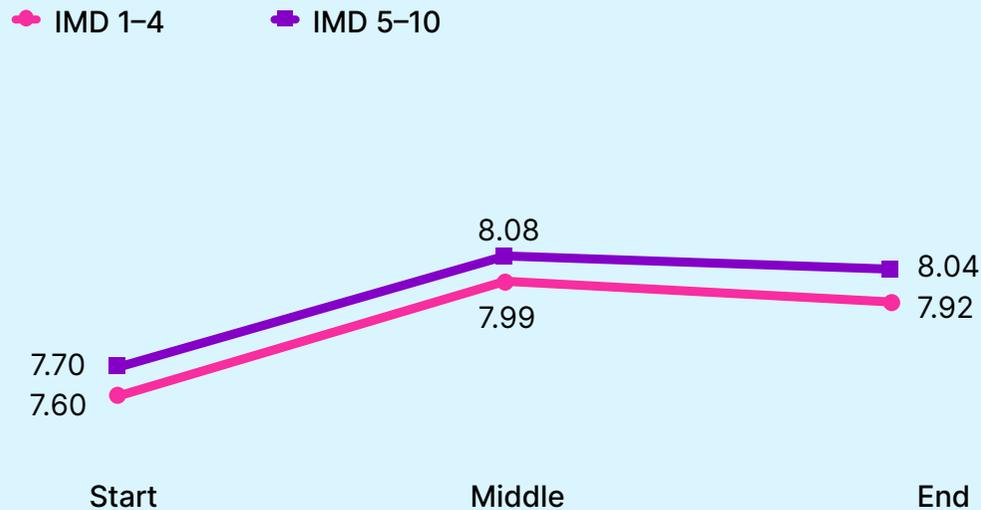
There is a **significant improvement among participants' wellbeing scores across all IMD areas**. At the start, life satisfaction scores were lowest in IMD 1-4 areas compared to IMD 5-10 areas, however this improved in a similar pattern throughout Award participation.

There is also a significant increase in the life satisfaction scores in schools where 0-19% and 20-39% of pupils are eligible for Free School Meals (FSM), from the start to end of a DofE Award.



## IMD: Life satisfaction scores increased across all schools. Whilst lower in IMD 1-4 areas, this improved in a similar pattern.

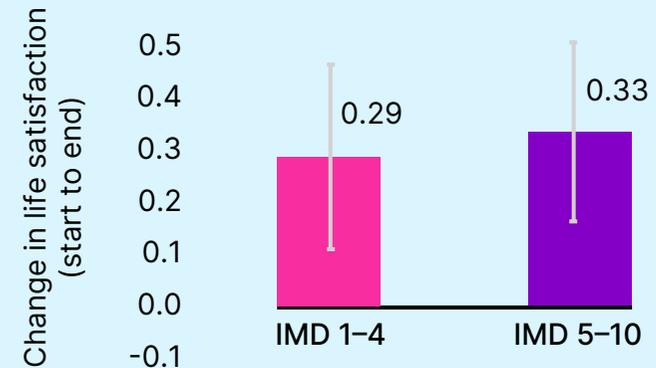
### Life satisfaction scores IMD



At the start, wellbeing scores are lowest in IMD schools 1-4 compared to IMD 5-10, but they improve in a similar pattern.

Note: Includes individuals who answer all three timepoints. IMD schools 1-4 N=499, IMD schools 5-10 N=472. This is based on descriptive statistics.

### Change in life satisfaction scores

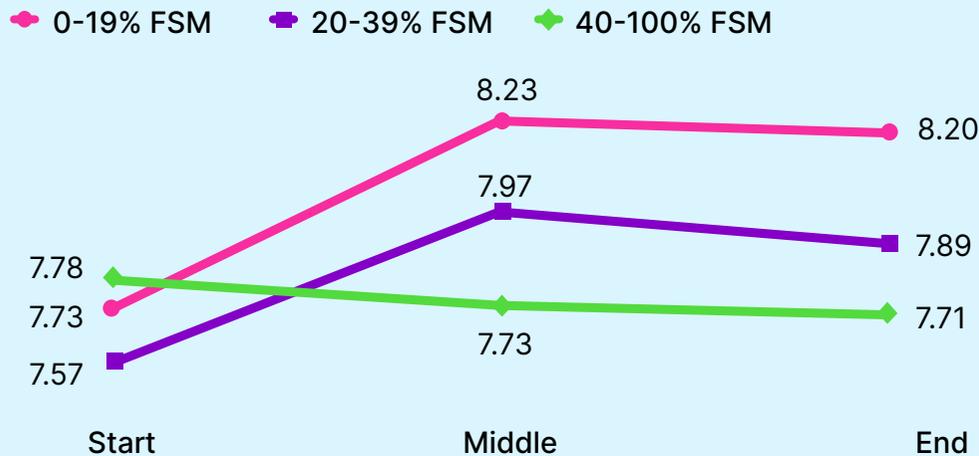


There is a significant wellbeing score increase in IMD areas 5-10 (+0.33) and in IMD areas 1-4 (+0.29) from the start to end of a DofE Award. The change was slightly greater in IMD 1-5 areas.

Note: Although the data indicates the estimated wellbeing score increase is lower in IMD areas 1-4, we cannot confidently conclude this (the confidence interval overlaps with each other). Controls for age, ethnicity, gender, additional needs and health status. Therefore includes individuals where all this data is available. IMD schools 1-4 N=511, IMD schools 5-10 N=483. This is based on regression analysis.

# FSM: There is an increase in life satisfaction scores from the start to the end of a DofE Award in schools where 0-19% and 20-39% of pupils are eligible for Free School Meals (FSM).

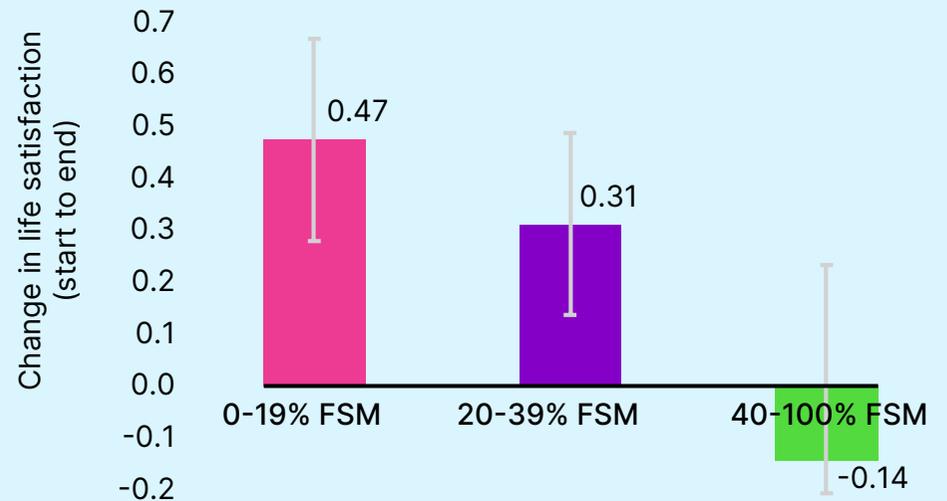
## Life satisfaction scores FSM



At the start, wellbeing scores are lowest in schools with between 20% and 39% eligible for FSM but goes on to improve considerably. Unlike other groups, within schools with the highest % of pupils on FSM, wellbeing appears flat and in fact decreases slightly.

Note: Includes individuals who answer all three timepoints. 0-19% FSM N=334, 20-39% FSM N=521, 40-100% FSM N=116. This is based on descriptive statistics.

## Change in life satisfaction scores



There is a significant wellbeing score increase in schools where 0-19% of pupils are eligible for FSM (+0.47) and schools with 20-39% (+0.31), from the start to finish of a DofE Award.

Note: From this data, we cannot confidently conclude whether there is any wellbeing increase in schools where 40-100% of pupils are on Free School Meals (the change is negative, and confidence interval overlaps with zero). Controls for age, ethnicity, gender, additional needs and health status. Therefore includes individuals where all this data is available. 0-19% FSM N=336, 20-39% FSM N=529, 40-100% FSM N=119. This is based on regression analysis.

By the end of their DofE journey, participants in targeted schools achieved a variety of positive outcomes and improvements in wellbeing.

**8 out of 12 outcome measures suggest greater improvement than those recorded in DofE generally.**



**Life satisfaction**



**Happiness**



**Life worthwhileness**



**Physical activity**



**Initiative**



**Belonging**



**Local trust**



**Agency (making a difference)**

Note: These are based on descriptive statistics, statistical significance is not known.

**Our findings:**

# **SKILLS**

Our findings suggest that young people participating in the DofE Award in **targeted schools show improvements across confidence, problem solving, initiative, and resilience.**

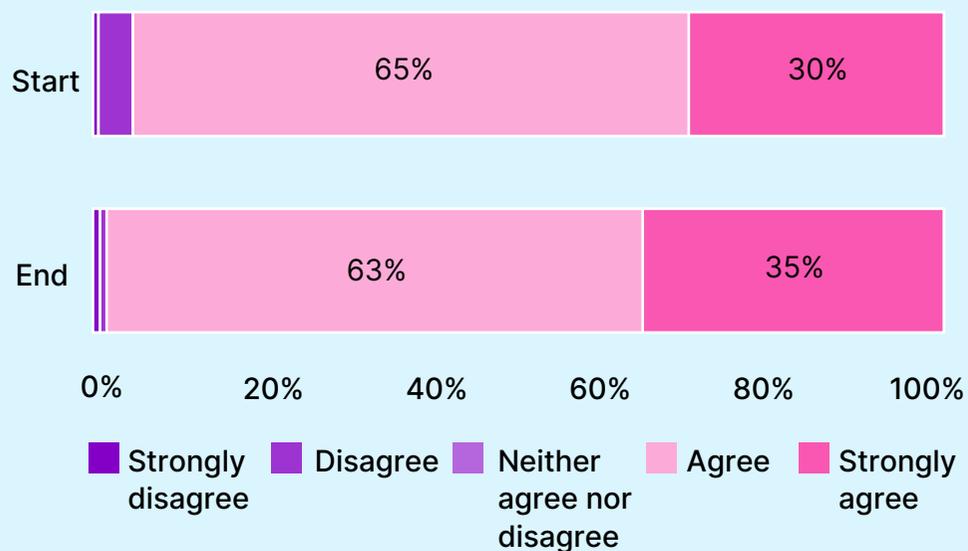
This increase is generally similar, and sometimes slightly less, to DofE participants generally.



## Young people doing their DofE Award in funded settings reported an increase in confidence, but the increase was slightly less than that seen in DofE generally.

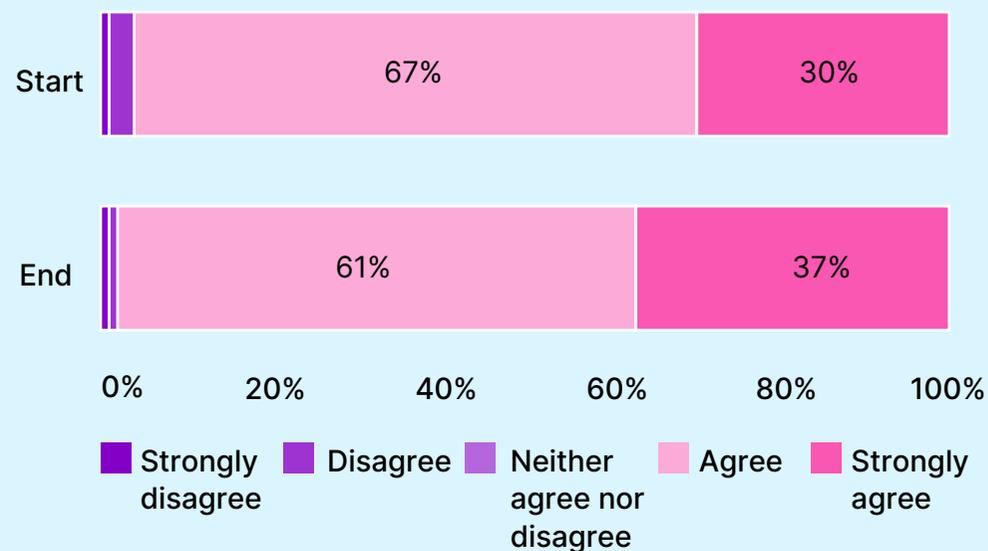
Confidence: "I am able to do things as well as most other people."

### Targeted schools



The proportion of young people answering 'strongly agree' to our confidence statement increased from 30% to 35% (+5pp) from the start to the end of their DofE Award.

### DofE generally



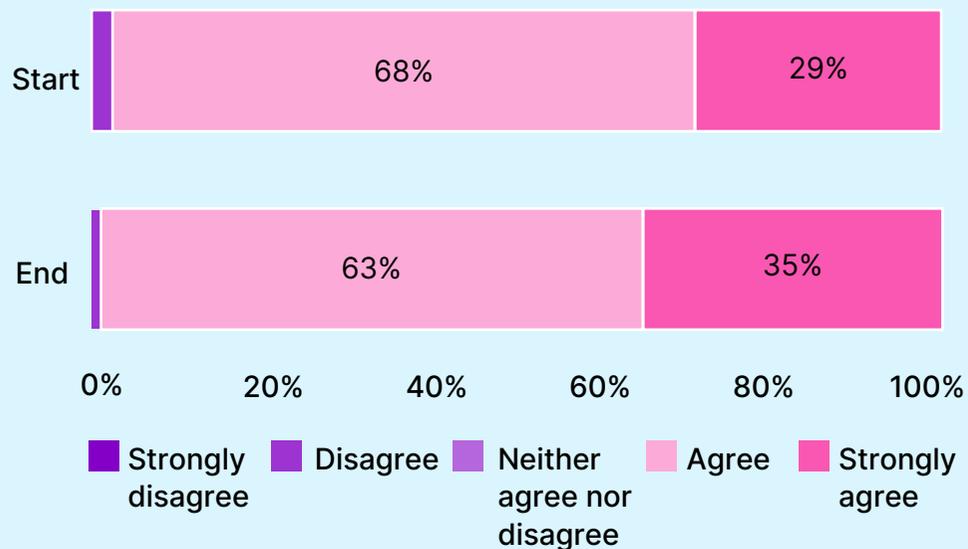
The proportion of young people answering 'strongly agree' to our confidence statement increased from 30% to 37% (+7pp) from the start to the end of their DofE Award.

Note: These are based on descriptive statistics, statistical significance is not known.

## Young people doing their DofE appeared to improve their problem solving skills. This increase is similar to that seen in DofE generally.

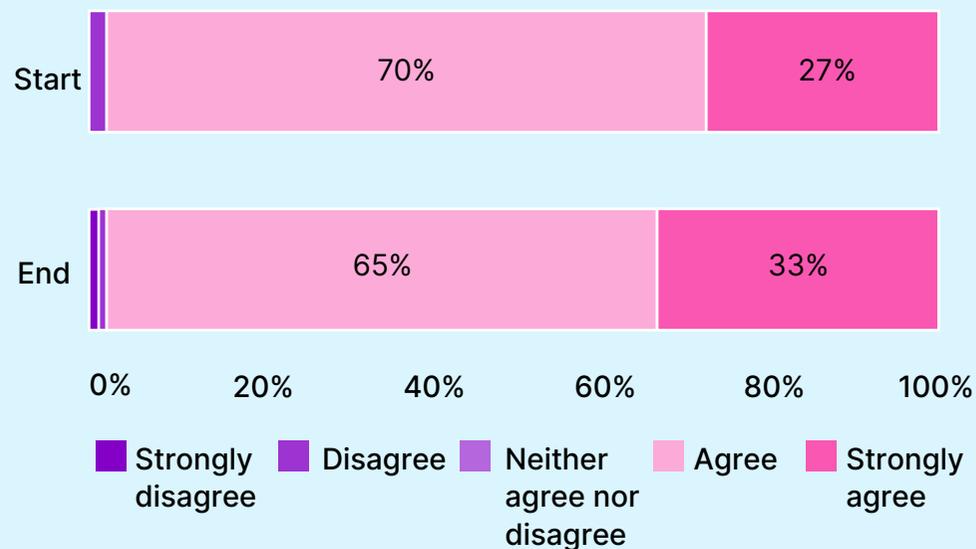
### Problem solving: "I can usually solve my own problems."

#### Targeted schools



The proportion of young people answering 'strongly agree' to our problem solving statement increased from 29% to 35% (+6pp) from the start to the end of their DofE Award.

#### DofE generally



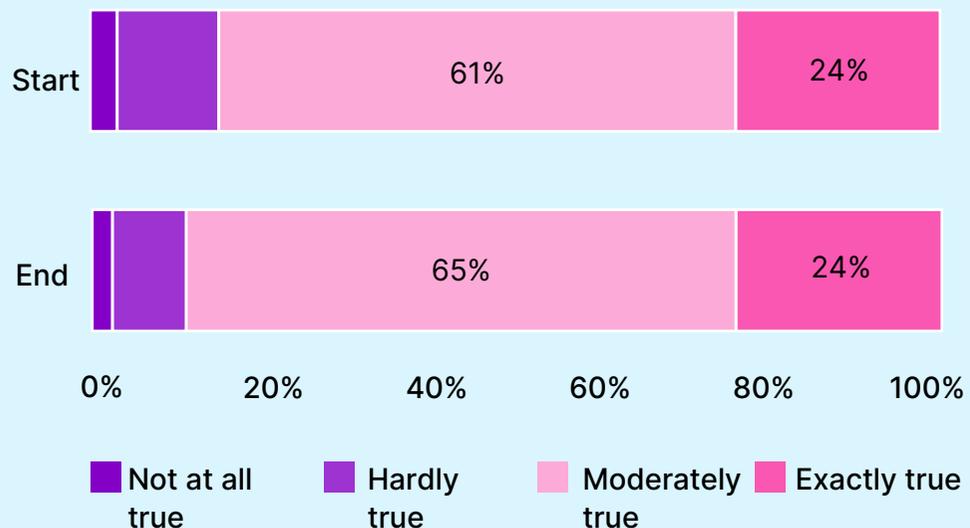
The proportion of young people answering 'strongly agree' to our problem solving statement increased from 27% to 33% (+6pp) from the start to the end of their DofE Award.

Note: These are based on descriptive statistics, statistical significance is not known.

## Reported skills in emotional management remained at similar levels throughout DofE participation in funded schools.

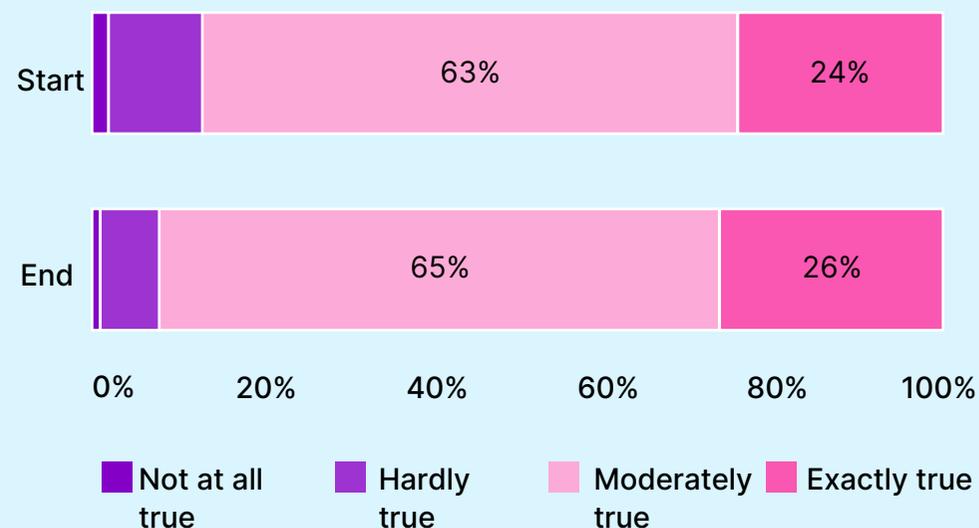
Emotional management: "I can remain calm when facing difficulties because I can rely on my coping abilities."

### Targeted schools



The proportion of young people answering 'exactly true' to our emotional management statement **did not change** in targeted schools.

### DofE generally



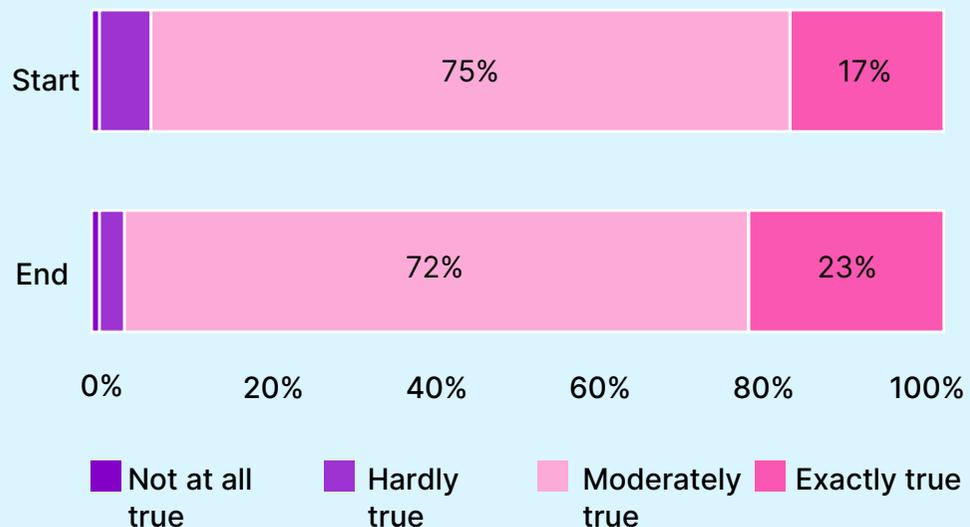
The proportion of young people answering 'exactly true' to our emotional management statement increased from 24% to 26% (+2pp) from the start to the end of their DofE Award.

Note: These are based on descriptive statistics, statistical significance is not known.

## Young people doing their DofE in funded schools appeared to improve their initiative. The increase is more than that seen in DofE generally.

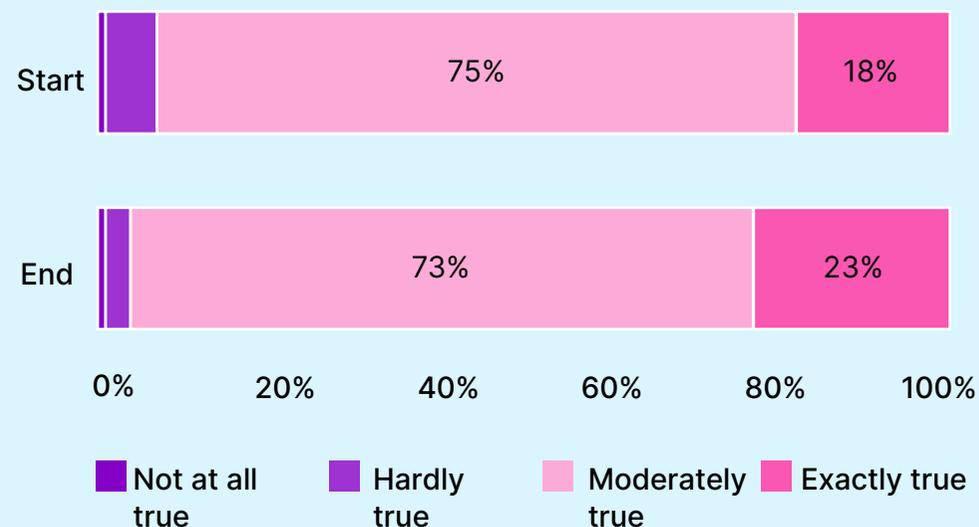
**Initiative: “Thanks to my resourcefulness, I know how to handle unforeseen situations.”**

### Targeted schools



The proportion of young people answering 'exactly true' to our initiative statement increased from 17% to 23% (+6pp) from the start to the end of their DofE Award.

### DofE generally



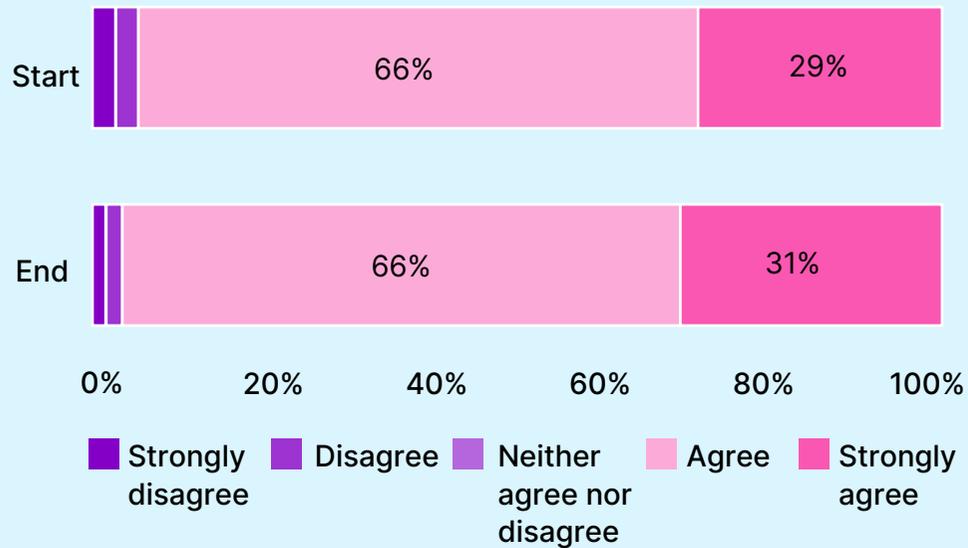
The proportion of young people answering 'exactly true' to our initiative statement increased from 18% to 23% (+5pp) from the start to the end of their DofE Award.

Note: These are based on descriptive statistics, statistical significance is not known.

# Young people doing their DofE in funded schools appeared to improve their resilience. The increase is similar to that seen in DofE generally.

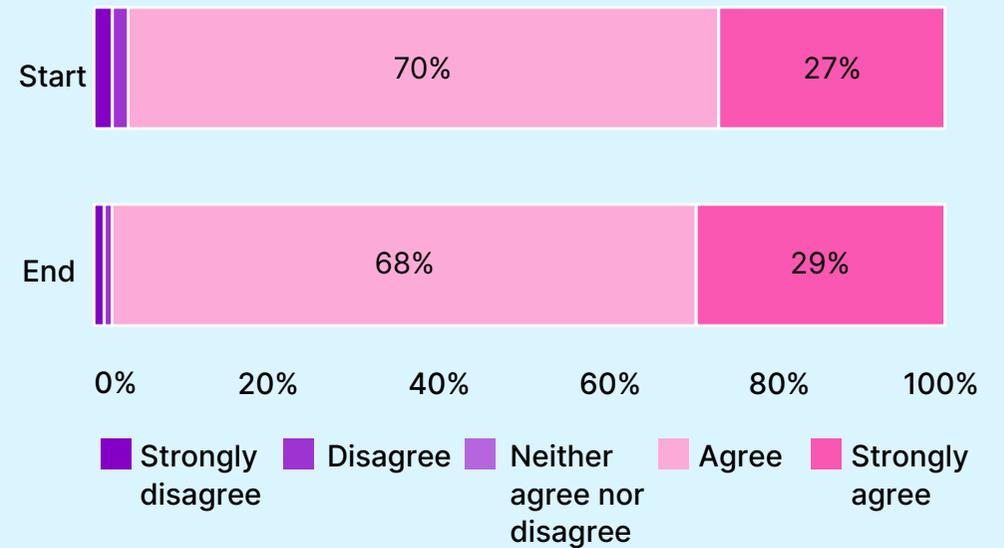
**Resilience: "If I find something difficult, I keep trying until I can do it."**

## Targeted schools



The proportion of young people answering 'strongly agree' to our resilience statement increased from 29% to 31% (+2pp) from the start to the end of their DofE Award.

## DofE generally



The proportion of young people answering 'strongly agree' to our resilience statement increased from 27% to 29% (+2pp) from the start to the end of their DofE Award.

Note: These are based on descriptive statistics, statistical significance is not known.

**Our findings:**

# ***COMMUNITY TIES***

**For all three community ties measures, young people reported improvements from the start to the end of a DofE journey above and beyond that seen in DofE generally.**

**Young people's feelings of agency – of being able to make a difference in the world – were most marked.**

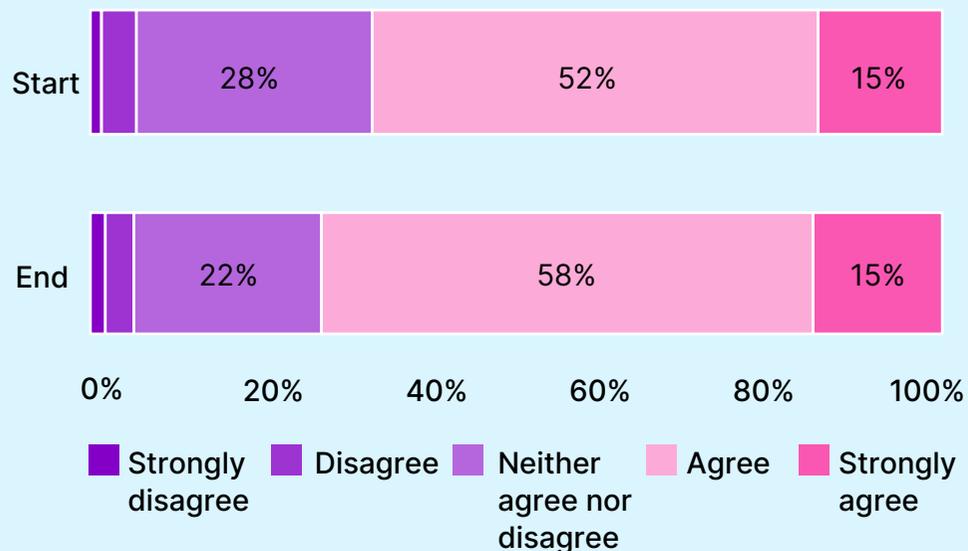
**The proportion of people answering the top four responses to our agency statement increased +10pp from 68% to 78% from the start to the end of their DofE Award.**



# Young people doing their DofE in funded schools reported higher feelings of belonging. The increase is more than that seen in DofE generally.

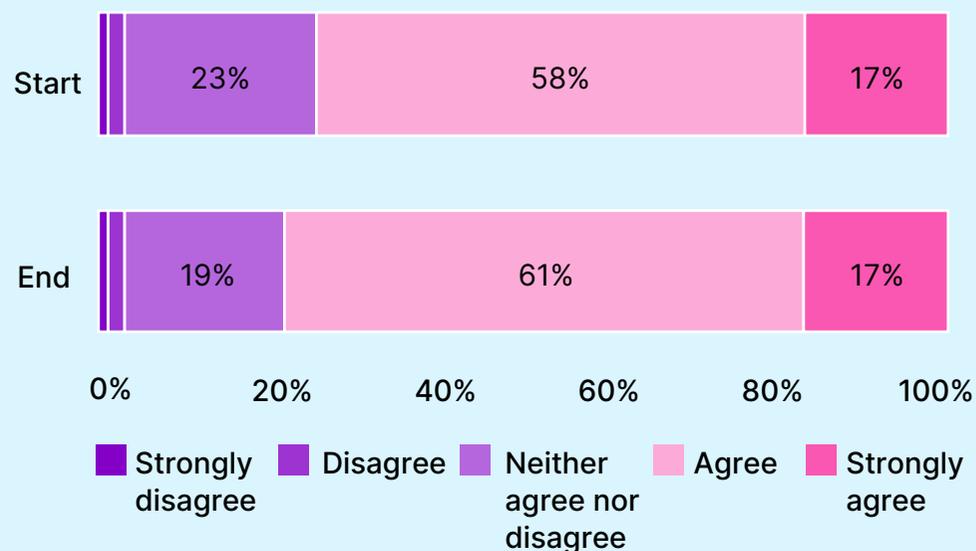
## Belonging: "I feel like I belong to this neighbourhood."

### Targeted schools



The proportion of young people answering 'strongly agree' or 'agree' to our belonging statement increased from 67% to 73% (+6pp) from the start to the end of their DofE Award.

### DofE generally



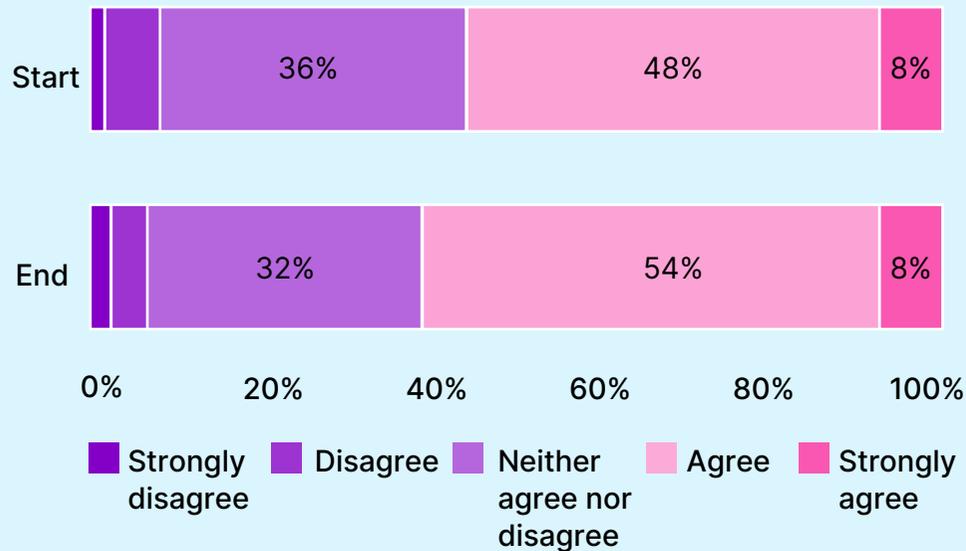
The proportion of young people answering 'strongly agree' or 'agree' to our belonging statement increased from 75% to 78% (+3pp) from the start to the end of their DofE Award.

Note: These are based on descriptive statistics, statistical significance is not known. 'Agree' and 'Strongly agree' are grouped as this is a 5-point scale.

# Young people doing their DofE in funded schools reported higher feelings of local trust. The increase is more than that seen in DofE generally.

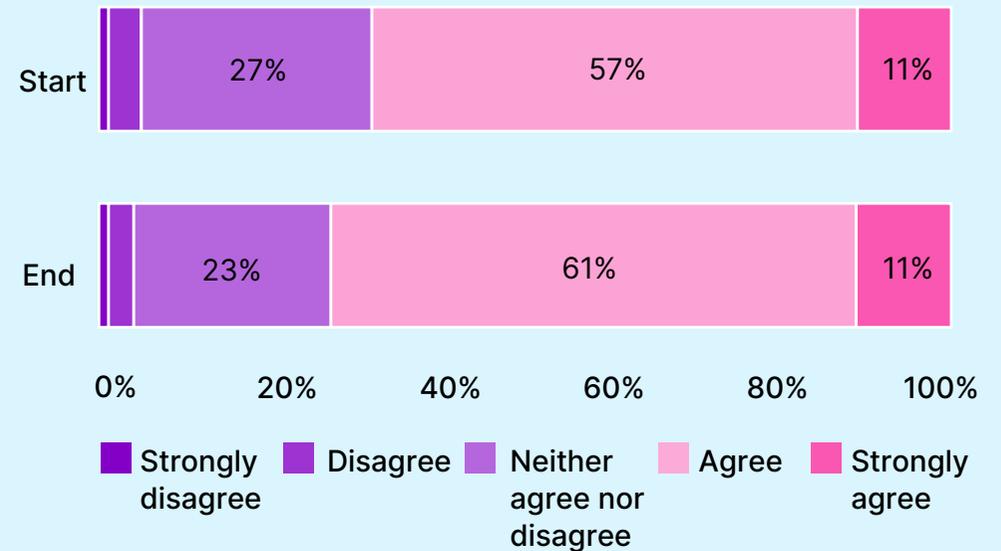
**Local trust: “To what extent do you agree or disagree that most people in your local area can be trusted?”**

## Targeted schools



The proportion of people answering 'strongly agree' or 'agree' to our local trust statement increased from 56% to 62% (+6pp) from the start to the end of their DofE Award.

## DofE generally



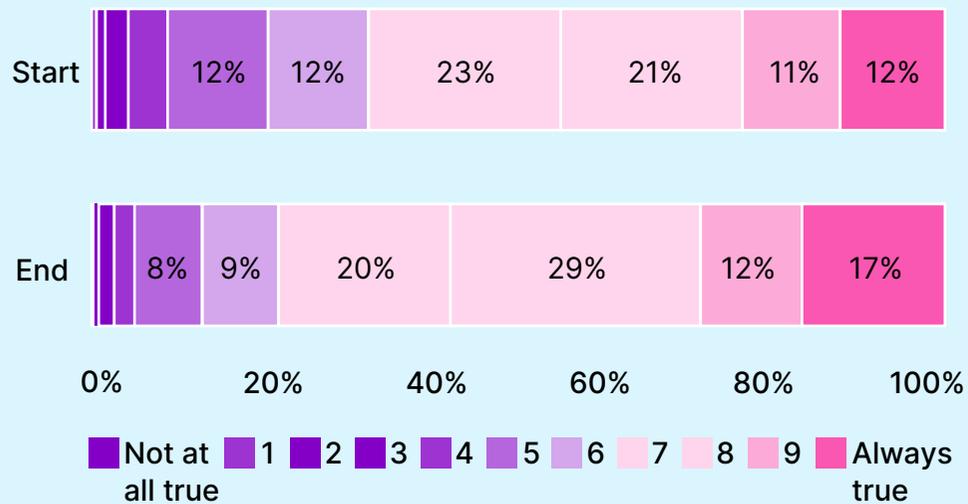
The proportion of people answering 'strongly agree' or 'agree' to our local trust statement increased from 68% to 72% (+4pp) from the start to the end of their DofE Award.

Note: These are based on descriptive statistics, statistical significance is not known. 'Agree' and 'Strongly agree' are grouped as this is a 5-point scale.

# Young people doing their DofE in funded schools reported improved feelings of agency. The increase is more than that seen in DofE generally.

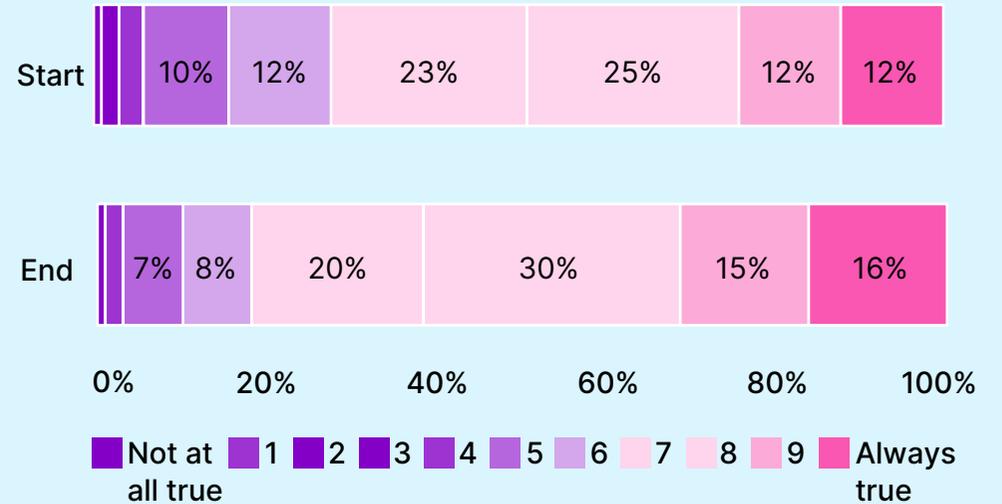
## Agency: "I feel I can make a difference to the world around me."

### Targeted schools



The proportion of people answering the top four responses to our agency statement increased from 68% to 78% (+10pp) from the start to the end of their DofE Award.

### DofE generally



The proportion of people answering the top four responses to our agency statement increased from 72% to 81% (+3pp) from the start to the end of their DofE Award.

Note: These are based on descriptive statistics, statistical significance is not known.

**Our findings:**

# ***BEING ACTIVE***

Participants in funded schools reported becoming **more physically active** by the end of their DofE.

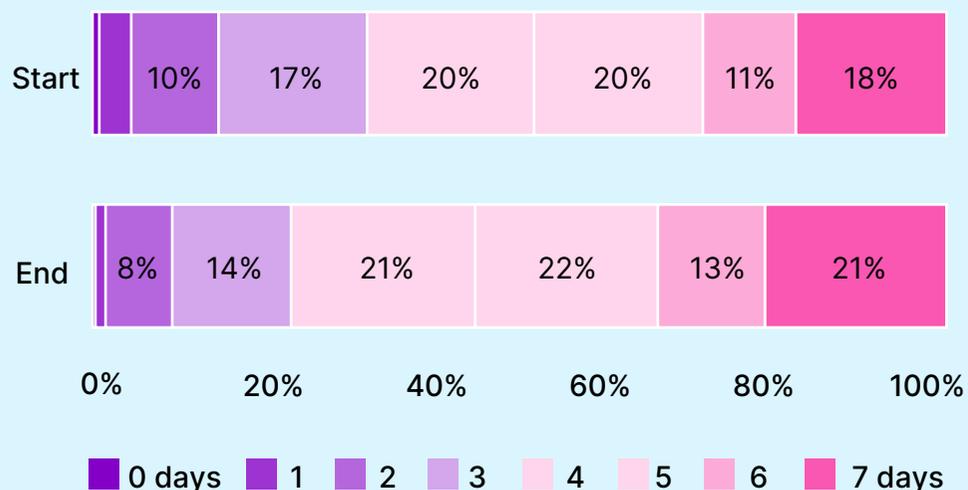
Our findings suggest that the proportion of participants engaging in regular physical activity from targeted schools increased more than DofE generally.



## DofE participants in funded schools reported an increase in levels of physical activity across a week. The increase is more than that seen in DofE generally.

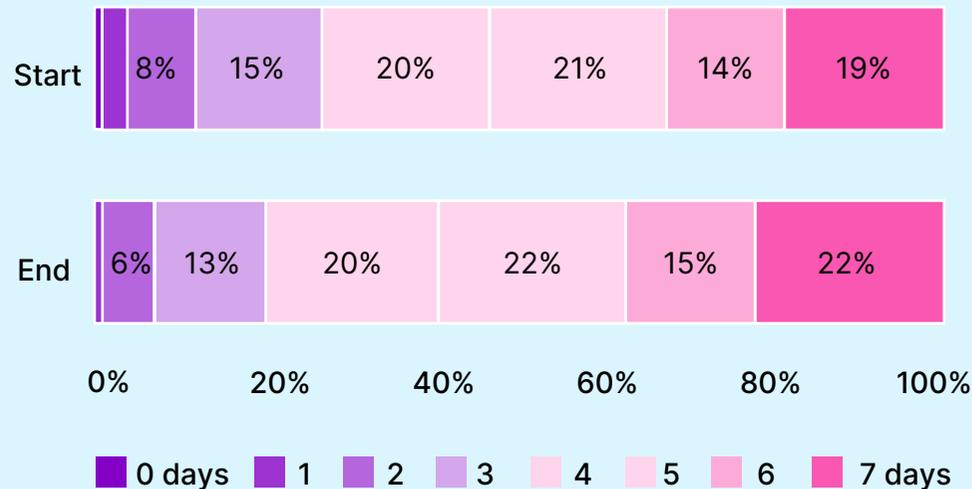
**Physical activity: “In the past week, on how many days have you done a total of 30 minutes or more of physical activity, which was enough to raise your breathing rate?”**

### Targeted schools



The proportion reporting they had done 30 minutes or more of physical activity (enough to raise your breathing rate) between five to seven days a week increased from 48% to 55% (+7pp).

### DofE generally



The proportion reporting they had done 30 minutes or more of physical activity (enough to raise your breathing rate) between five to seven days a week increased from 54% to 59% (+5pp).

Note: These are based on descriptive statistics, statistical significance is not known.

# LIMITATIONS

- **This analysis focused only on completed Awards.** Therefore, it did not include those starting a DofE programme and only completing some sections.
- **Focusing only on completed Awards comes with some selection bias.** Participants who have both finished the Award and been willing to complete the survey during their DofE journey may have different experiences compared to other groups.
- **This approach did not include a 'control group',** meaning we cannot attribute the observed changes in outcomes over time solely due to the completion of a DofE Award. A separate analysis of DofE impact data, with comparisons to national datasets is included in our Impact Report 2024 which is available to read.
- **We could not compare differences between Bronze, Silver, and Gold Awards** due to an insufficient sample size.
- There was a **high proportion of missing values for gender within the Gold sample.** They were included as an 'unknown gender' group in the analysis.
- State of Life advised applying the **same social value from completing an Award for targeted schools as DofE generally: £4,400 per year.** This is because despite observing a slightly larger increase in life satisfaction scores for targeted schools (0.31 compared to 0.29), **we cannot be confident that these results are significantly different from each other.**



# CONCLUSION

- There is a clear trend that targeting schools in IMD 1-4 reaches those often more **marginalised** - the data shows that the funding has reached those in the most deprived IMD areas, as well as young people from ethnic minority backgrounds.
- Overall, by the end of their DofE journey, participants in the targeted schools appeared to **achieve a variety of positive outcomes and improvements in wellbeing**. In most areas, the benefits are over and above those seen among the broader DofE cohort.
- For example, **participants' feelings of worthwhileness increased to be almost in line with their DofE peers and enhancements in community ties are most notable**. Participants reported greater increases in their feelings of belonging, local trust and agency compared to DofE generally.
- The wellbeing impact of DofE appears to differ across different types of schools, socio-economic factors and geography. For example, **life satisfaction scores appear to increase from the start to end of a DofE Award** in the South and London, as well as in urban areas.
- Increases in life satisfaction scores were also highest in schools with lower proportions of pupils eligible for free school meals. This suggests **there is a lot to learn about how access to DofE, and its benefits, can be enhanced** to pupils experiencing marginalisation and in different types of school settings.
- Across all Award levels, **the increase in life satisfaction scores can be converted to a social value of £4,400 per person, per year**.



Note: We recognise that many other social, political and economic factors will have shaped young people's experience during their DofE programme, which coincided with the immediate aftermath of the COVID pandemic.

# LOOKING FORWARD

- Our report lays out a **very encouraging picture of the impact of DofE participation on young people in targeted schools** and we are really pleased to share this high-level analysis.
- We will continue to work with partners to explore, learn and build on our success to date to further **extend reach and increase access to the Award**, breaking down barriers to participation.
- We will increase our efforts to understand the **value of participation and longer-term outcomes** for those who do their DofE and to make sure our programmes support young people experiencing difficult or challenging times.
- We are also currently **adapting our Impact Measurement Framework** for young people doing their DofE in Special Educational Needs and Disabilities (SEND) settings, in prisons and Young Offender Institutions (YOIs) through **exciting test-and-learn pilots**.
- And, of course, we'll increase our efforts to use our research to **improve our programme and offer high-quality, relevant enrichment opportunities** to more young people – **whoever they are and wherever they're from**.



**“I think doing the DofE is a once in a lifetime opportunity. When you go outdoors, it’s amazing – when you get fresh air, you get to see the wildlife, the nature. It makes me feel happy and cheerful to be honest.”**

Farrell, DofE Bronze holder – supported through DfE funding

Watch his story here: [People like YOUth: Farrell](#)

# THANK YOU!

A huge thank you to our funders, **DfE and DCMS**, for their generosity, which has made it possible for us to increase access to the DofE for mainstream schools, additional needs and alternative provision settings.

We also extend a big thank you to our fantastic participants and DofE managers, who made this report possible by responding to our surveys while doing their DofE.

We'd like to acknowledge colleagues from **State of Life** for their important role in the analysis and interpretation of this impact data.

Finally, we are immensely grateful to our remarkable network of partner organisations, volunteers and supporters who make the DofE possible – giving young people life-changing opportunities, every day, across the UK.



**YOUTH  
WITHOUT  
LIMITS**



Department  
for Education



Department  
for Culture  
Media & Sport

**STATE  
OF LIFE**

# APPENDIX

No.	We asked young people questions and how much they agreed with statements
1.	Overall, how satisfied are you with your life nowadays?
2.	Overall, how happy did you feel yesterday?
3.	Overall, how anxious did you feel yesterday?
4.	Overall, to what extent do you feel the things you do in your life are worthwhile?
5.	How likely is it that you will be successful and get ahead?
6.	If I find something difficult, I keep trying until I can do it.
7.	Thanks to my resourcefulness, I know how to handle unforeseen situations.
8.	I can remain calm when facing difficulties because I can rely on my coping abilities.
9.	I feel I can make a difference to the world around me.
10.	To what extent do you agree or disagree that most people in your local area can be trusted?
11.	How strongly do you agree or disagree with the statement – “I feel like I belong to this neighbourhood”?
12.	I am able to do things as well as most other people.
13.	I can usually solve my own problems.
14.	In general, would you say your health is excellent, very good, good, fair, or poor?
15.	In the past week, on how many days have you done a total of 30 minutes or more of physical activity, which was enough to raise your breathing rate?
16.	I try to be nice to other people. I care about their feelings.
17.	How confident do you feel about working with other people in a team?
18.	How likely would you be to recommend the DofE to a friend?

For each question, participants can choose from a scale of responses, including “prefer not to say”.

Questions 1-4 make up the **Office for National Statistics (ONS4)** questions on personal wellbeing which are collected at a national level.

**Please see our Technical Report for more information about the methodology, analysis and people in the sample.**

For more information see: [Personal well-being in the UK -Office for National Statistics \(ons.gov.uk\)](#)