




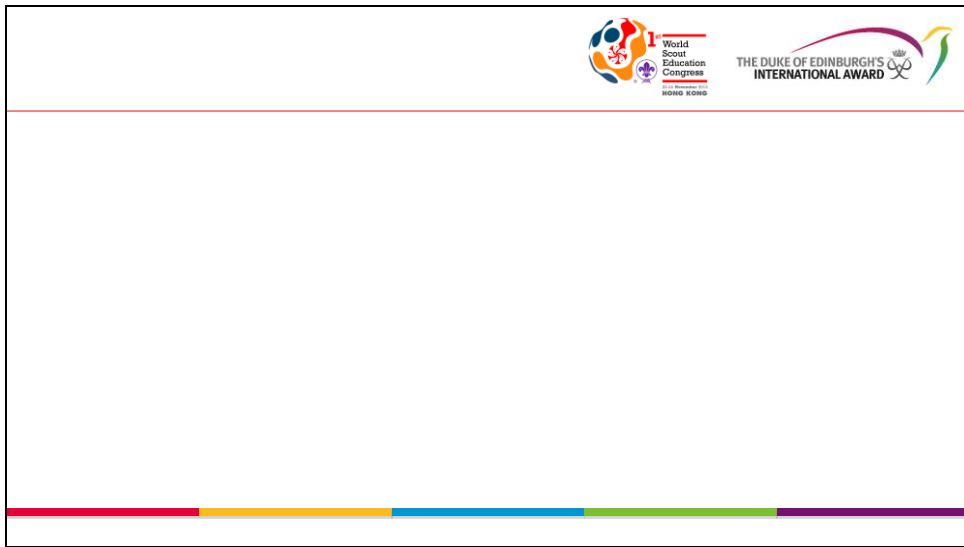
**Ready, willing and able?  
Equipping young people for life**

John May  
Secretary General, The Duke of Edinburgh's International Award

 **SCOUTS**  
Creating a Better World

2 © World Scout Bureau

Slide 3



Jenni Russell: “Let’s put character above exam results”.

She wrote, “Character is a word that has fallen out of favour in recent decades. Politicians rarely refer to it, perhaps because it implies value judgments about how people behave. Yet although we don’t use the word, our public concern about character has never been greater. Employers complain that school leavers lack manners or motivation, neighbours despair of aggression and antisocial behaviour; hospitals, railway stations and council offices put up notices warning the public not to abuse their staff.

This retreat from the question of how we socialise people is a disaster. For the past generation or so, British and American governments have assumed that the key to economic growth and social mobility lies in improving education and access to it. But for all the talk of driving up standards, the people who flourish at school and go on to good universities are still overwhelmingly middle class.”



**Times Education Supplement 14 June 1924 - Delegates debate whether children should be 'fashioned' to suit work in agriculture or commerce**

“The 27th annual conference of the National Association of Head Teachers opened in Nottingham with a civic reception on Saturday morning, 7 June. About 200 delegates were present. Mr A Lord, of Manchester, was installed as president and delivered his presidential address.

Mr Lord reminded his audience that recently the conference of the National Chamber of Trade expressed the opinion that the present system of elementary education was unsatisfactory for those entering industrial and commercial occupations. It was urged that businessmen ought to have some say regarding the education of the boys and girls who were to enter employment and in deciding what subjects would be useful to them in later life. It was suggested that there was too much idealism and too little practicability.”

Slide 5



Now fast forward to 1982.

1982. What sort of adult life was I expecting to be prepared for?

I had taken a set of tests.

Career Advice – Mr Wright.

All set for a career... social work, teaching,

No mention of self starting.

What characterises my generation...

Slide 6

[www.wherethellismatt.com](http://www.wherethellismatt.com)

Meet my friend Matt. Videogame software designer and world traveller. A true Millennial individual

What sort of a world are he, his generation and the generation we're currently educating going to inhabit?

It's one where he's had to pick up the pieces left him by a generation, our generation, that has failed him. Where higher education has once again become something for the elite, as soaring university fees have made it inaccessible to most.

It's one where more than 1.5 million people in the UK are claiming unemployment benefits, where posts for trainee solicitors are down by 95%; where John Lewis has 250 people chasing each of its graduate jobs

Meet my friend Matt. He lives in a world where, in India and China there are millions of young people entering the jobmarket. Where there are more gifted and talented students in those two countries than the total number of students in the UK

It's a world where China will soon have the most English speakers in the world.

It's a world where the idea of a job for life is one that's only read about on history websites. Matt expects to have between 10 and 14 jobs in his career. (Already in the UK, more than half of us are working in a company we've not been in for more than 5 years)

Meet my friend Matt. He doesn't know what jobs he's going to do in his life. He can't. Already, the top 10 in-demand jobs in this year's graduate recruitment survey, didn't exist in 2004... We are preparing students for jobs that don't yet exist, using technologies that have not yet been invented, in order to solve problems we don't even know are problems yet.

You, I and Matt live in a country that 100 years ago had the largest armed force in the world, was the centre of global business and finance, had the strongest education system on the planet, was the centre of innovation and invention, controlled a currency that was the world's standard of value and had the highest standard of living. It ain't like that now.

Matt's generation has always wanted to do well at school. 98% of British twelve year olds say that they want to, but only just over a third of them actually look forward to going to school.

Meet my friend Matt. He expects technology to continue to transform his life. Even now, a new blog is being created every single second; He's on Facebook, of course – along with 500 million others, of which half log on every day. He has the average number of Facebook friends – 130.

Matt also has his own web page. And he expects to do business from it (or something like it) for the rest of his life.

Matt uses the internet in the way that we were taught to use books. His first port of call is Google... always.

Meet my friend Matt. He does not expect to know everything. He expects to know where to find the answers to his questions, but not to need to remember the answer for longer than the moment that it is important.

He has just learned (and will soon forget) that 40 exabytes of unique new information will be generated worldwide this year. That is more than in the previous 5,000 years.

Matt knows that we live in exponential times. That the amount of new technical information is doubling every 72 hours.

He has just finished his degree. But for students starting a 3 year university degree, this means that half of what they learn in their first year of study may be outdated by the end of their course.

Meet my friend Matt. The new generation And the person we have to help find his way in the world.

Slide 7



If we are going to build character – what that might involve... the 3 Es

Enterprise

Employability

Empowerment



World Scout Education Congress

THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD

Believe in yourself

Believe in your ideas

Believe in yourself

Believe in your ideas

Believe in yourself

Believe in your ideas

## Enterprise

Imagine for a moment that you are 15 years old. Here is what I say to the young people I meet every week... It all comes down to belief... Believe in yourself, believe in your ideas, believe in other people and believe in taking action.

### Believe in yourself

This is something the British really aren't very good at. We have a bit of a phobia about success, whether it's in ourselves or others. From a very early age, we're reminded that 'pride comes before a fall'. But if you look at the most successful people around, all of them have something in common. They're positive – about themselves, about the challenges they face and about the people around them. This positivity doesn't have to be brash. It can be understated in an appropriately British way, but to make things happen and be successful, you do need to believe in yourself and what you want to do.

If you have a belief in yourself, then you will communicate that self-belief to others.

CLICK

Believe in your ideas

In 1937, George and Ira Gershwin wrote, "They all laughed at Christopher Columbus  
When he said the world was round  
They all laughed when Edison recorded sound  
They all laughed at Wilbur and his brother  
When they said that man could fly... Who's got the last laugh now?"

Slide 9

The slide features a header with two logos: the World Scout Education Congress logo on the left and The Duke of Edinburgh's International Award logo on the right. Below the logos, there is a text box containing the phrase "Believe in your ideas". To the right of the text box is a large black and white photograph of a man in a tuxedo and a woman in a patterned dress dancing. Below the text box is a smaller black and white photograph of a man in a tuxedo. At the bottom left of the slide is a small circular icon of a hand holding a pen. The slide is decorated with a horizontal bar at the bottom consisting of several colored segments: red, yellow, blue, green, and purple.

Have a listen to the song. The lyrics alone are worth a listen.

Your idea may be about the creation of something new; or it might be applying something well-known in a new and innovative way. It might be about spotting a niche in the market or creating an entirely new one. It really doesn't matter. The important thing is to believe in it and to hold on to that belief.

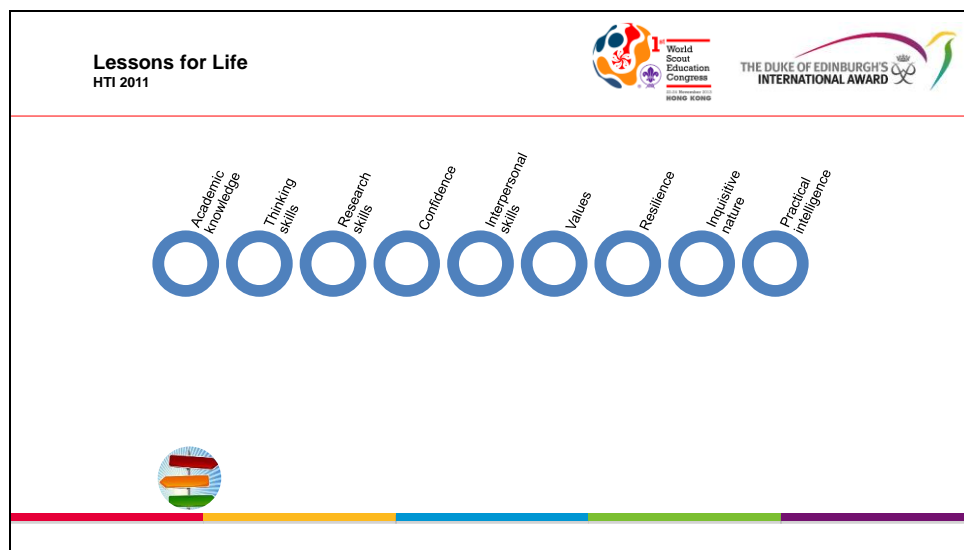
The slide features two logos at the top right: the World Scout Education Congress logo (with the text '1 World Scout Education Congress' and 'WORLD SCOUTS' below it) and the Duke of Edinburgh's International Award logo (with the text 'THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD' and a crown icon). Below the logos, four belief statements are listed in a vertical stack, each in a colored rounded rectangle with a bracket on the left and a line extending to the right:

- Believe in yourself
- Believe in your ideas
- Believe in others
- Believe in action

A small circular image of a person is located at the bottom left of the slide content area. A horizontal bar with segments of red, yellow, blue, green, and purple is at the bottom of the slide.

Believe in others

Believe in action



## Employability.

Here are the top nine things that business leaders reckon today and tomorrow's pupils need:

Very high standards in English and maths and core knowledge of key elements of science, great literature and our nation's history.

The skills to think in different ways: collaboratively in teams as well as individually; deductively as well as inductively; creatively as well as logically.

The capacity and research skills to distinguish good evidence from bad - particularly important in this Google age.

Confidence and enthusiasm, which can be learned through the curriculum, but equally through sport, adventurous activity, drama, music, art, public speaking and debating.

Interpersonal skills and empathy; they need to understand a diverse range of viewpoints in the 21st century.

A set of values that build character and sense of purpose; they need that bit extra in terms of self-discipline, good manners, smartness, punctuality, respect and that old-fashioned concept of sacrifice in achieving what you want to achieve.



Resilience: the capacity to handle failures or knock-backs and keep on going.

An inquisitive nature, critical thinking and a self-directed approach to learning



Practical as well as academic intelligence: this requires real-world opportunities and higher quality, more practical work related learning so young people can develop skills in a way that makes sense to them.

I think this is a pretty brilliant list. And it certainly plays into the agendas of the three organisations with which I am intimately involved and which, I believe, add great value to young people's preparations for adult life.

**Leadership traits**  
Hakala 2008



Vision	Integrity	Dedication	Magnanimity
Humility	Openness	Creativity	Fairness
	Assertiveness	Humour	



David Hakala, writing in HR World in 2008



When you were born affects:

VALUES (early years mold your values)

ATTITUDES (values shape your attitude)



CHOICES (attitude determine your choices)

The generational cycle


Represent people “moving through time” with a distinct image of themselves

Each generation has a set of common beliefs and behaviors

Each generation has a common location in history



1945 – 1965  
The Baby Boomers



Were you born in the 50s and 60s.

An era of “drugs, sex, rock and roll”. Although many people who were there seem reluctant to admit it!

An exciting time of new possibilities – the rise of the bands and hippies with flower power.

Slide 15



Volkswagen South Africa "Memories" commercial

[www.youtube.com/watch?v=mQQDwxmnwvA](http://www.youtube.com/watch?v=mQQDwxmnwvA)

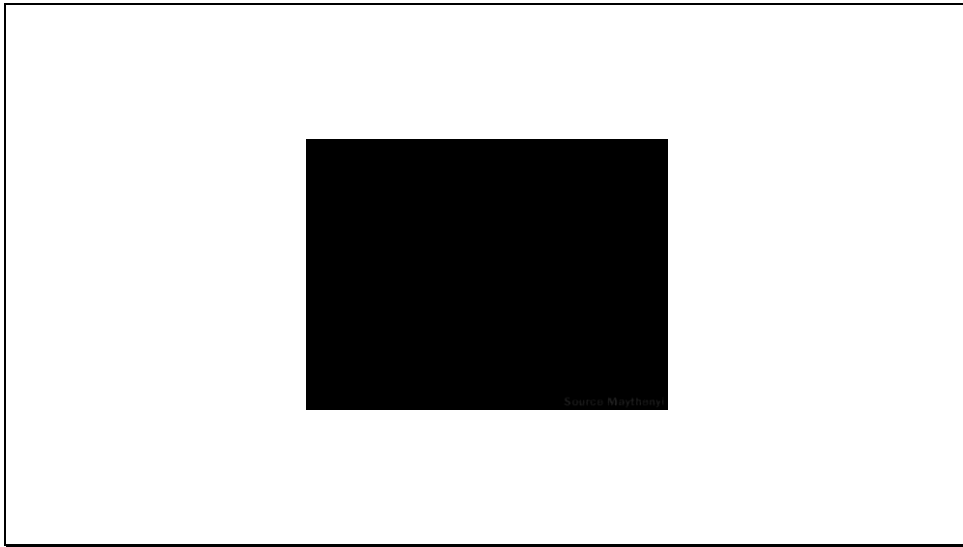




1965 – 1985  
Generation X

Moving forward...

Slide 17



This advert possibly best sums up Generation X. See if it chimes with you.

Life is short, banned Xbox commercial)

[www.youtube.com/watch?v=brsl6z13Su8](http://www.youtube.com/watch?v=brsl6z13Su8)

**Generation X**



Change oriented  
Choice  
Globally aware  
Techno-literate  
Individualism  
Lifelong learning  
Diversity

Immediate gratification  
Survivors  
Informality  
Thrill seekers  
Whiners  
Self-reliant  
Pragmatic  
Not scared of failure





1985 – 2005  
The Millennials



**Growing Up “Messages”**



Be smart – you are special (Nickelodeon, Baby Gap, Sports Illustrated for Kids)

Leave no one behind (taught to be inclusive and tolerant of other religions and sexual orientations)

Connect 24/7 (learned to be interdependent-on family, friends, and teachers)

Achieve now! (right college, right preschool)

Serve your community – think of the greater good






**Millennials are:**



- Special
- Sheltered
- Confident
- Team-orientated
- Achievers
- Pressured
- Conventional



Millennials are special...



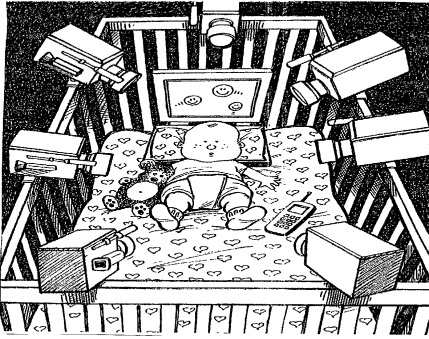

A horizontal bar with segments of red, yellow, blue, green, and purple.

Generation of “wanted” children

Central to their parents’ sense of purpose

Many Boomer parents delayed having children until financially secure

Millennials are sheltered..



The illustration shows a baby lying in a crib. The crib is filled with various electronic devices and cameras. There are several mobile phones, a laptop, and a tablet. There are also several cameras mounted on the crib's frame and around the baby. The baby is looking at a tablet that displays a smiley face. The overall scene suggests a highly monitored and technologically saturated environment for the child.

Baby on Board signs were created for this generation  
Their well being has dominated legislation (child restraints, home products, movie/video ratings, campus security)  
Boomer parents tend to be over-protective



Millennials are confident...



A young woman with a bright smile is the central focus of the image. She is wearing a light-colored jacket. Surrounding her are several words in various fonts and orientations, including 'self-esteem', 'AWESOME', 'assurance', 'POISE', 'confidence', 'I desire the best', 'I am worth it', and 'SELF-RESPECT'. The background is a clear blue sky with light clouds. At the bottom of the slide, there is a horizontal bar with segments of red, yellow, blue, green, and purple.



- Raised by parents believing in the importance of self-esteem
- Optimistic yet practical
- Hopeful of the future
- Enjoy strong connections with their parents

Millennials are team orientated...




- They are used to being organized in teams
- They have spent much of their time working and learning in groups
- They have established tight peer bonds
- They are inclusive

**Millennials are achievers...**




The Duke of Edinburgh's Award empowers young people (ages 14-25) to Make A Difference while exploring their potential, taking on new challenges and achieving success. Participants develop self-confidence, motivation, and lifelong friendships. The Award can be personalized and customized to the the individual participant. So what are you waiting for?

**Do the Award today!**



**MAKE A DIFFERENCE**

Jamie, 17  
Silver Award Holder, working on Gold



They are very much into setting and meeting goals

They have the benefit of best-educated parents

They are the smartest ever with rising proficiency in math, science and standardized tests

They are subject to mandatory testing

Millennials are pressured...



"YOU GET *FIVE* MINUTES BETWEEN SOCCER AND PIANO?  
WHAT DO YOU DO WITH ALL THAT FREE TIME ?!?"

---

- They are pushed to study hard
- They are pushed to succeed
- They are pushed to attend college
- They are pushed to choose careers that “pay off” nicely

**Millennials are conventional...**



A photograph showing a man in a red shirt and a woman in a white shirt smiling and embracing each other outdoors. The man has his arm around the woman's shoulder. They are standing in front of a white object, possibly a car or a piece of equipment, with green foliage in the background.

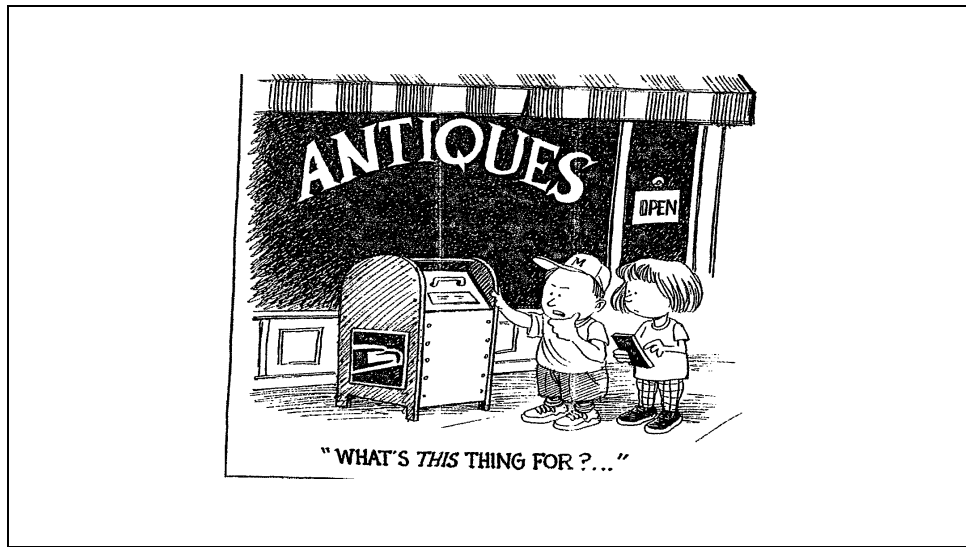
- They identify with their parents' values
- They feel close to their parents
- They are “rule followers” (if we give them clear rules they can understand)
- They accept authority
- “Whatever” – passive approach to dissent

And also...



The slide features a central photograph of students sitting on the grass, multitasking with laptops and mobile devices. The slide is framed by a red horizontal line at the top and a multi-colored horizontal bar at the bottom. Logos for the World Scout Education Congress and The Duke of Edinburgh's International Award are positioned in the top right corner.

- Technology and Multitasking are a way of life
- Trial and error is the key learning strategy (Nintendo logic)
- They are used to bits and bytes, flash and color
- They are racially and ethnically diverse
- They want their parents involved (really involved)
- There is zero tolerance for delays







1960 – 77% of women and 65% of men had achieved all by age of 30

2010 – 13% of women and 10% of men had done so

Roadmap the same, but millennials apply a roadtrip mentality




**Millennials**



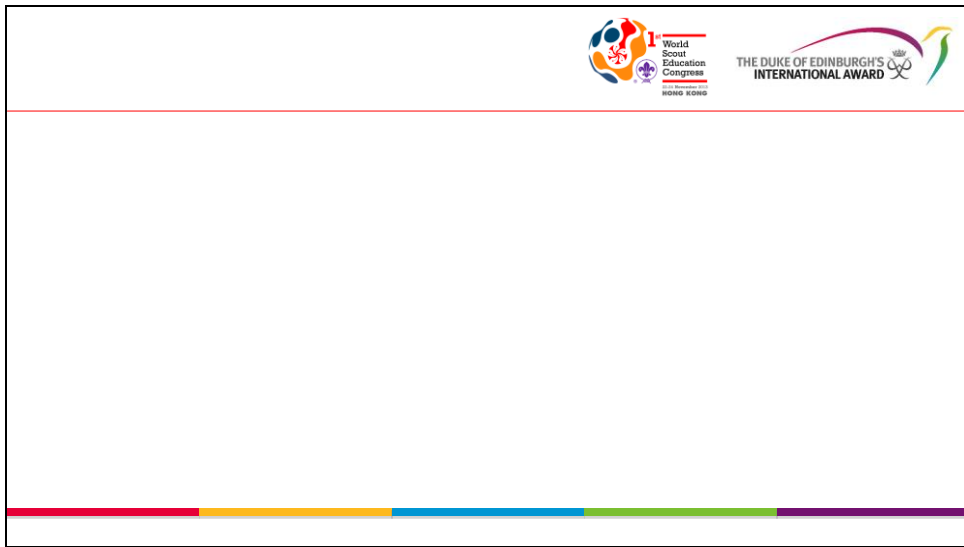
---

Optimism	Global citizens
Confidence	Achievement
High self-esteem	Impatient
Street-smart	Morality
Diverse	Naive
Networked	Lifestyle-centred
Sceptical	Informal
Civic duty	

---



Slide 33




Duke of Edinburgh's International Award promotion video:

<http://youtu.be/n1deE9SoO3o>

## The Award




Sections	Physical		Adventurous		Residential
	Service	Recreation	Skills	Journey	
	<span style="background-color: red; width: 20px; height: 10px; display: inline-block;"></span>	<span style="background-color: yellow; width: 20px; height: 10px; display: inline-block;"></span>	<span style="background-color: blue; width: 20px; height: 10px; display: inline-block;"></span>	<span style="background-color: green; width: 20px; height: 10px; display: inline-block;"></span>	<span style="background-color: purple; width: 20px; height: 10px; display: inline-block;"></span>
	<b>Bronze – 6 months</b> One Section for 6 months and two for 3 months Adventurous Journey of 2 days/1 night				
	<b>Silver – up to 12 months</b> Two Sections of 6 months Non Bronze Award Holders must do one Section for 12 months Adventurous Journey of 3 days/2 nights				
	<b>Gold – up to 18 months</b> Two Sections of 12 months Non Silver Award holders must do one Section for 18 months Adventurous Journey of 4 days/3 nights Residential Project of 5 days/4 nights				



The Award now reaches out to young people in over 140 different countries and territories worldwide.



**The nine impact measures of the Award**

- Impact 1:** Improved educational attainment
- Impact 2:** Improved employability and sustainable livelihoods
- Impact 3:** Improved health and well-being
- Impact 4:** Increased participation in civic life
- Impact 5:** Social inclusion
- Impact 6:** The environment
- Impact 7:** Gender equality and the empowerment of women
- Impact 8:** Reduction and prevention of violence, conflict resolution and peace-building
- Impact 9:** Reduced reoffending (recidivism) rates

**The seven outcome measures of the Award**

- Creative and critical thinking
- Broadened Horizons
- Healthy lifestyles and physical well-being
- Specific job-related skills
- Self-knowledge, self-management and emotional well-being
- Engagement with the community and commitment to voluntary action
- Relationships with others





I regard it as the foremost task of education to insure the survival of these qualities: an enterprising curiosity, an undefeatable spirit, tenacity in pursuit, readiness for sensible self denial, and above all, compassion


Kurt Hahn






[www.intaward.org](http://www.intaward.org)

[www.johnccmay.net](http://www.johnccmay.net)

 @johnccmay

 johnccmay



