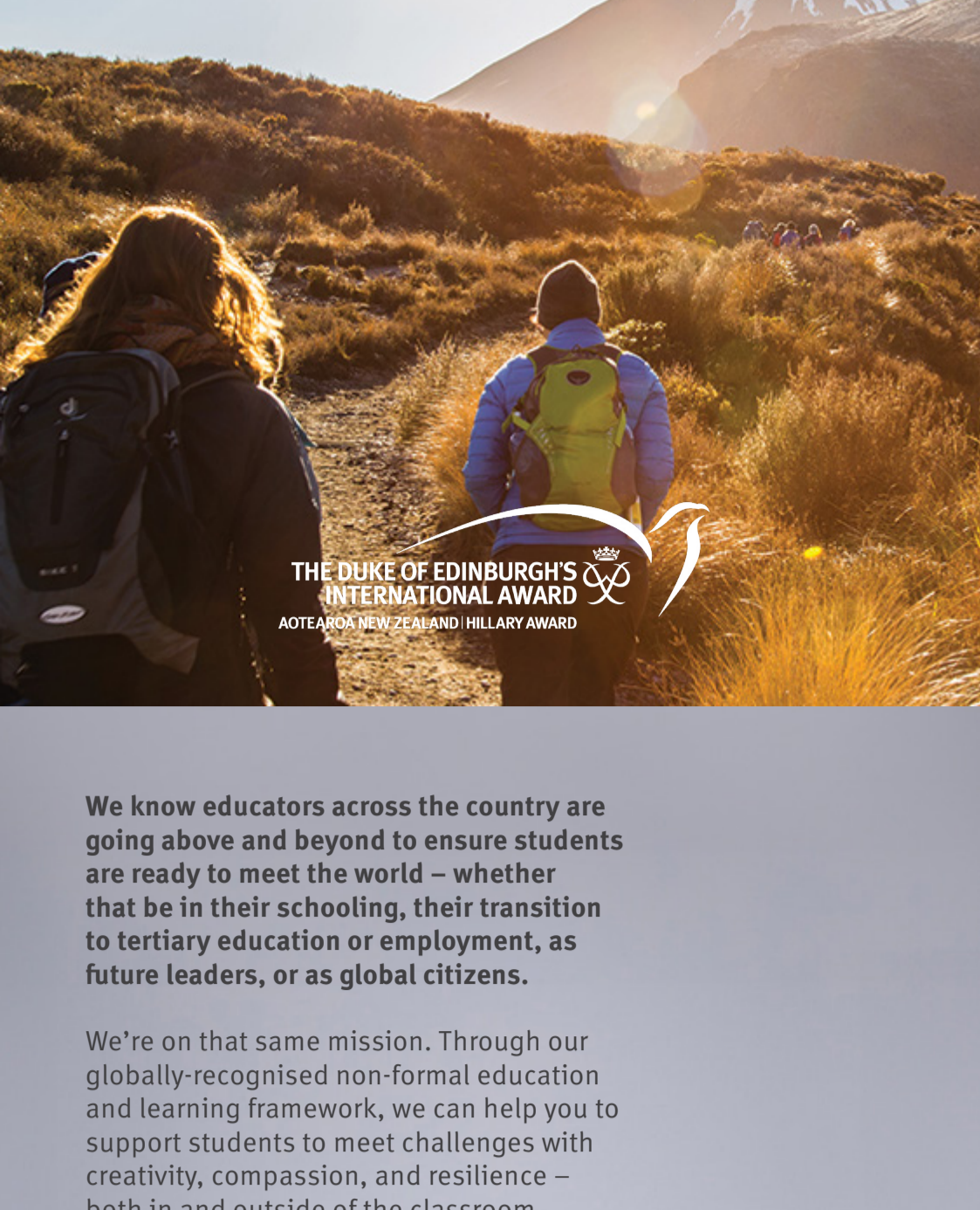


# SHAPING THE FUTURE

A GAME-CHANGING TOOL FOR EDUCATORS ACROSS AOTEAROA



THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD  
AOTEAROA NEW ZEALAND HILLARY AWARD

We know educators across the country are going above and beyond to ensure students are ready to meet the world – whether that be in their schooling, their transition to tertiary education or employment, as future leaders, or as global citizens.

We're on that same mission. Through our globally-recognised non-formal education and learning framework, we can help you to support students to meet challenges with creativity, compassion, and resilience – both in and outside of the classroom.

Whether you're running the Award already, or are new to it, we'd welcome the opportunity to discuss how the Award framework might best support your school and its mahi.

– Emma Brown, CEO  
The Duke of Edinburgh's  
Hillary Award

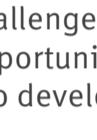


## WHY THE AWARD?

The Award's framework encourages students to set goals, develop positive habits, and unlock the skills and attributes they'll need for the future. It does this by encouraging them to regularly invest time in learning a skill, getting active, giving back, and planning and undertaking an Adventurous Journey.

Its tried and tested model enables young people to develop essential skills such as problem solving, adaptability, communication, and leadership in a very organic way, whilst also celebrating their achievements.

A recent survey of Award participants found that:



**78%**  
are more determined



**78%**  
are more confident



**86%**  
now see challenges as opportunities to develop



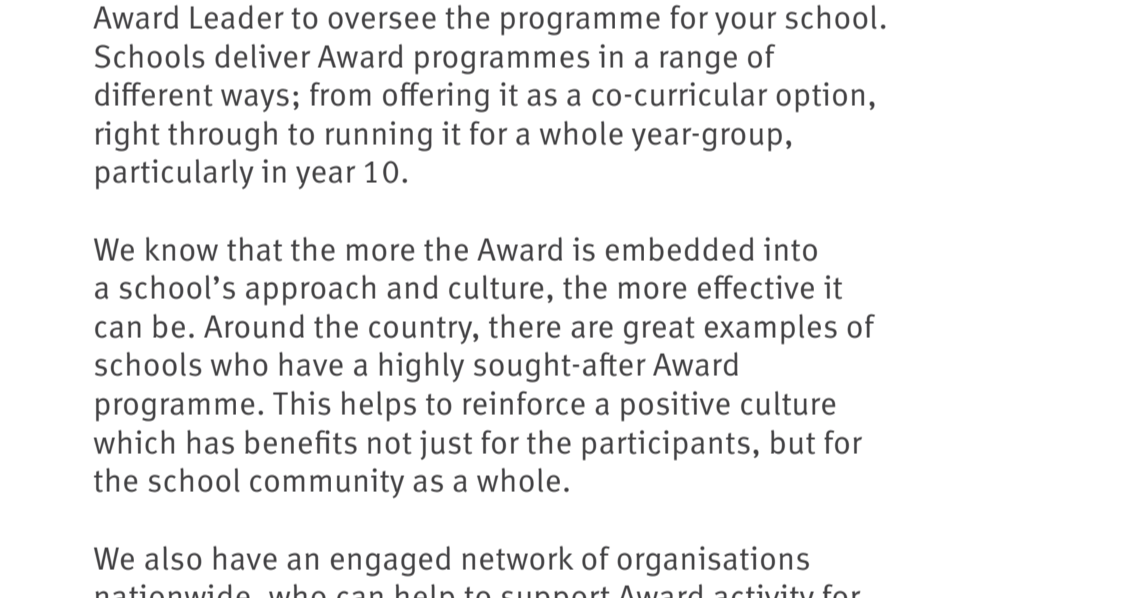
**83%**  
are more resilient

\*Survey of 2,160 respondents from 52 countries, between January 2022 and December 2022

## WE'RE HERE TO SUPPORT YOUR EXISTING MAHI

Your students may already be doing things which can contribute towards their Award journey – such as regular sports/ physical activity, community service, and skill development.

Our framework can be used to complement and reinforce your students' activities; fostering key skills and competencies – and at the same time, offering an internationally-recognised accreditation, which can open doors for them in the future.



## HOW IT WORKS

To offer the Award, you will need at least one trained Award Leader to oversee the programme for your school. Schools deliver Award programmes in a range of different ways; from offering it as a co-curricular option, right through to running it for a whole year-group, particularly in year 10.

We know that the more the Award is embedded into a school's approach and culture, the more effective it can be. Around the country, there are great examples of schools who have a highly sought-after Award programme. This helps to reinforce a positive culture which has benefits not just for the participants, but for the school community as a whole.

We also have an engaged network of organisations nationwide, who can help to support Award activity for your school and students, particularly for their Adventurous Journey.

## GET IN TOUCH

If you'd like to know more about how the Award can best support your learning outcomes, or have questions around funding support, please reach out to our team.

[info@dofehillary.org.nz](mailto:info@dofehillary.org.nz) | 0800 69 2927

## ABOUT THE AWARD

The Award's non-formal education and learning framework encourages participants to commit to regular skill development, physical activity and voluntary service over a set period of time. In addition, they must plan and complete an Adventurous Journey and at Gold, a Residential Project:

## THE AWARD FRAMEWORK

### BRONZE

Aged 13+, 6 months min

### SILVER

Aged 15+, 6 months+

### GOLD

Aged 16+, 12 months+

### SKILLS

Develop transferrable skills

### PHYSICAL RECREATION

Get active

### VOLUNTARY SERVICE

Give back to communities

### ADVENTUROUS JOURNEY

Experience adventure and learn to lead

### GOLD RESIDENTIAL PROJECT

Broaden horizons, meeting others in a new environment (Gold level only)

## ENHANCE SCHOOL CULTURE



“I learnt that the people I perceived as leaders weren't necessarily those with the maps, or those at the front of the pack, but often those who cared the most about others. And I discovered that I could push myself to limits I didn't think possible, all I needed was just a little bit of self-belief.”

– Ishan Kokulan,  
Gold Award Recipient