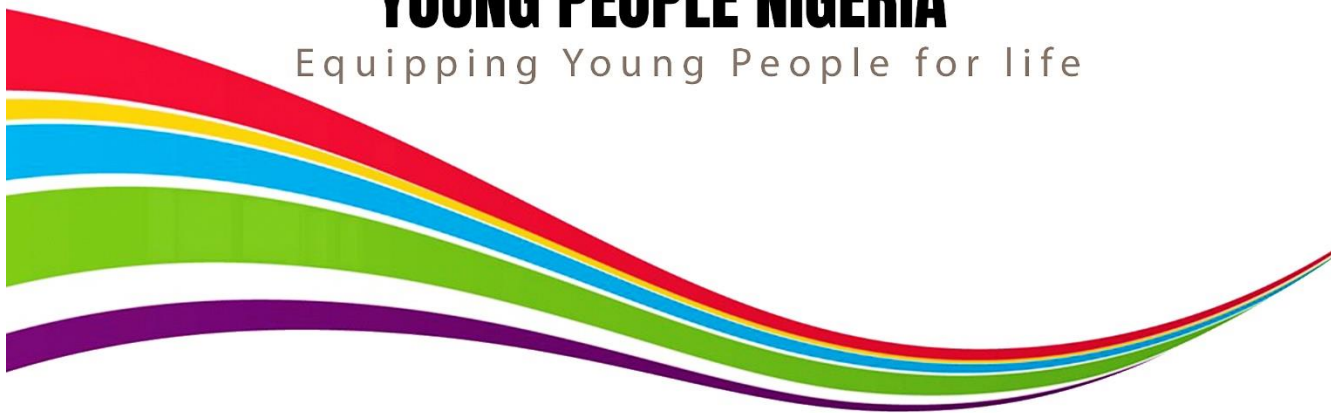




# **THE INTERNATIONAL AWARD FOR YOUNG PEOPLE NIGERIA**

Equipping Young People for life



# **VIRTUAL AWARD DELIVERY HANDBOOK**

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## Introduction

The Duke of Edinburgh's International Award is a global framework for non-formal education and learning, which challenges young people to dream big, celebrate their achievements and make a difference in their world. Through developing transferable skills, increasing their fitness levels, cultivating a sense of adventure and volunteering in their community, the Award helps young people to find their purpose, passion and place in the world.

Since its launch in 1956, it has inspired millions of young people across 130 countries and territories, to transform their lives. Participants design their own Award programmes, set their own goals, and record their own progress. By creating opportunities for young people to get physically active, develop skills, give service, and experience adventure, the Award can play a critical role in their development outside the classroom. The Award allows young people's achievements to be consistently recognized worldwide, giving them a unique international accreditation for their experiences.

Young people who take part in the Award become more confident and resilient and develop skills in areas such as communication, problem-solving, and leadership. This in turn impacts their communities, which see improvements in areas that include employability, health and wellbeing, and educational attainment.

In Nigeria, Chrysalis Youth Foundation (a registered not for profit Non-Governmental Organization dedicated to carrying out activities to promote youth development in Nigeria) is licensed by The Duke of Edinburgh's International Award Foundation; a registered charity which drives and supports the Award's global activity and growth, ensuring that young people worldwide can find their purpose, passion, and place in the world. The Award is implemented in Nigeria under the approved name **The International Award for Young People Nigeria**.

For more information about the Award in Nigeria, please visit [www.intaward.org.ng](http://www.intaward.org.ng)

For more information about the Foundation and the Award around the world, please visit [www.intaward.org](http://www.intaward.org)

Our vision is to reach more young people in Nigeria from diverse backgrounds and equip them as individuals to succeed in life.

Our long-term ambition is that every eligible young person in Nigeria will have the opportunity to participate in the Award.

## What is the Award?

The Award is a balanced, prestigious, non-competitive programme of voluntary activities for young people aged 14 to 24, which encourages personal discovery and growth, self-reliance, perseverance, responsibility to themselves and service to their community. It gives young people the opportunity to experience new activities or develop existing skills.

The Award is:

- open to all young people aged 14-24, regardless of their background and circumstances;
- about personal development and individual challenge: it is a non-competitive, enjoyable, voluntary and balanced programme, which requires sustained effort over time;
- a non-formal educational framework which can complement formal education or offer a substitute where formal opportunities are not available;
- comprised of three levels: Bronze, Silver and Gold - each progressively more challenging;
- more than just about Adventurous Journeys or expeditions, it requires young people to choose a form of Voluntary Service, a Skill, Physical Recreation, and at the Gold level, a Residential Gold Project.

The Award helps to inspire, change and improve individuals, communities and societies around the world. Through the Award, young people can be empowered with not just the confidence but the desire to create meaningful change; to find their purpose, passion and place in the world.

## The Award Framework

The Award is open to anyone between the ages of 14 and 24. All participants have until their 25th birthday to complete their Award. Awards may be submitted after that date, but all activities must be completed by then.

The Award is delivered at three levels: Bronze, Silver and Gold. Participants set themselves challenging personal goals in four sections specifically: Voluntary Service, Skills, Physical Recreation (Sport) and Adventurous Journey at each level in order to achieve their Award. At Gold level, participants also complete a Gold Residential Project. You can start at any level as long as you meet the minimum starting age requirement.

# THE AWARD LEVELS

	 <b>Voluntary Service</b> Participants Volunteer in their communities, make a positive contribution to society and demonstrate social responsibility.	 <b>Physical Recreation</b> Encourage young people to improve their fitness and performance, and enjoy, healthy lifestyle for good mental and wellbeing.	 <b>Skills</b> Enable participants to develop their talents, broaden their abilities, increase their self-confidence and improve their employability	 <b>Adventurous Journey</b> Young people discover a spirit of adventure and deeper understanding of the environment and the great outdoors.	 <b>Gold Residential Project</b> Participants broaden their experience by staying in an unfamiliar environment with other young people, taking part in a worthwhile project and building new relationships
 NIGERIA					
<b>Bronze</b> 14 yrs+ Minimum Time: 6 months	<b>3 Months</b>	<b>3 Months</b>	<b>3 Months</b>	<b>2 Days/1 Night</b> - Practice Journey/s - Qualifying Journey	<b>N/A</b> (Gold Level only)
Averaging 1 hour a week. Plus an additional 3 Months for a major section in Voluntary Service, Physical Recreation or Skills.					
<b>Silver</b> 15 yrs+ Minimum Time: 6 to 12 months	<b>6 Months</b>	<b>6 Months</b>	<b>6 Months</b>	<b>3 Days/2 Nights</b> - Practice Journey/s - Qualifying Journey	<b>N/A</b> (Gold Level only)
Averaging 1 hour a week. Plus an additional 6 Months for a major section if the Bronze Award was not completed.					
<b>Gold</b> 16 yrs+ Minimum Time: 12 to 18 months	<b>12 Months</b>	<b>12 Months</b>	<b>12 Months</b>	<b>4 Days/3 Nights</b> - Practice Journey/s - Qualifying Journey	<b>5 Days/4 Nights</b>
Averaging 1 hour a week. Plus an additional 6 Months for a major section if the Silver Award was not completed.					

**NOTE: The Award is a marathon, not a sprint! These time requirements are minimums rather than maximums. Participants set their own pace and take more time to complete a section if needed. They may also complete one section at a time, or all sections at the same time. All levels must be completed by the participant's 25th birthday**



# THE AWARD SECTIONS



## VOLUNTARY SERVICE

Participants volunteer in their communities, make a positive contribution to society and demonstrate social responsibility. Examples include: First Aid, environmental sanitation, care for the physically challenged, elderly, sick or visit to orphanages etc.



## SKILLS

Enable participants to develop their talents, broaden their abilities, increase their self-confidence and improve their employability such as painting, craft work, fashion designing, music, photography etc.



## PHYSICAL RECREATION

Encourage young people to improve their fitness and performance, and enjoy, healthy lifestyle for good mental and physical wellbeing. Examples include: jogging, basketball, badminton, cycling, football etc.



## ADVENTUROUS JOURNEY

Young people discover a spirit of adventure and deeper understanding of the environment and the great outdoors. Examples are: bush walking, hiking, cycling across a state or town, canoeing etc.



## GOLD RESIDENTIAL PROJECT

Participants broaden their experience by staying in an unfamiliar environment with other young people, taking part in a worthwhile project and building new relationship. Examples are: residential language courses, environment and conservation projects, skill development, providing service to other people and communities etc.

## Voluntary Service Section

The Voluntary Service section seeks to give you a sense of compassion; help you become more active, engaged citizens; and provide the opportunity to strengthen and improve your community. You undertake this section by volunteering your time to support others, whether that be people, the community at large, the environment, or animals. It is hoped that you will develop a lifelong commitment to voluntary service and community involvement, as well as make a personal connection with the environment, people, or animals through their service.

### Choosing an Activity

Voluntary Service is a section of the Award where you can have a real impact on the lives of other people, in addition to your own life. It is therefore important that you are properly prepared to engage in an activity that is positive, personally challenging, affordable, readily available, easily accessible and enjoyable to you.

The potential activities for this section are almost unlimited and often dictated by available resources and opportunities. There are many people and organizations willing to provide you with opportunities for practical service. These include: social workers, doctors, religious leaders, schools, hospital or prison authorities, youth departments, conservation groups, non-governmental organisations, local government authorities, voluntary youth organizations, animal welfare organizations, service clubs, and agencies that work internationally. You should do some research in your local area to identify a suitable opportunity to volunteer.

Activities should generally fall into the following categories:

- Supporting people in the community
- Youth work
- Community education and health education
- Environmental sanitation
- Charity work
- Supporting a local emergency service
- Animal service

If you are struggling to come up with an idea of what to do for your Voluntary Service section, there are a number of resources available to you. You can speak to your Award Leader or chat with other participants.

## Example Activities

The following activities have been done by previous Award participants. We hope this list provides you with some inspiration to choose your own voluntary service activity!

### Helping People

- Helping children to read
- Helping people with special needs
- Helping people in Need
- Helping older people
- Youth work
- Helping in the hospital

### Community Action & Raising Awareness

- Campaigning
- Drug & alcohol education
- Peer education
- Cyber safety
- Road safety
- Suicide awareness campaign

### Working with the environment or animals

- Animal welfare
- Environmental Sanitation
- Zoo/ Nature reserve work
- Tree planting/ beautification
- Litter picking
- Recycling

### Helping a Charity or Community or Religious Organisation

- Administration
- Fundraising
- Charity Internship
- Serving in a religious organisation
- Event management
- Religious education

### Coaching, Teaching, & Leadership

- Boys Scouts
- Girl guides
- Dance leadership
- Sports leadership
- Music Instruction
- Boys Brigade



*“The Award framework emboldened me and showed me how to trust in my strength and leverage my team towards successfully completing our project. It taught me tolerance and understanding, especially when relating with everyone in my group. I developed a training programme for some of my colleagues who were interested in learning how to make finger foods.*

*Participating in the Award gave me the opportunity to practice leadership, teamwork, and survival skills.”*

**Aiyepola Fatihat Modupeola**

Gold Award Holder



## Skills Section

The Skills section provides the opportunity for you to either improve on an existing skill or to try something new. These interests are typically of an intellectually challenging or creative nature and may be hobbies, vocational or job-related skills, as well as social, individual, or cultural activities. You are encouraged to interact with people who are experienced in the activity and so you share your enthusiasm, whether they are new to the activity or seeking to improve your ability in an activity that you already do.

### Choosing an Activity

You should choose an activity that you find interesting and will be able to engage with over a sustained period of time. It is therefore important that you are properly prepared to engage in an activity that is positive, personally challenging, affordable, readily available, easily accessible and enjoyable to them.

The specific benefits of the section can vary based on the skill chosen, but by discovering and developing new abilities, or improving existing talents, you should refine your awareness of your own potential, develop time management and planning skills, enhance self-motivation, interact with others in a meaningful way, and improve their employability.

As with the other Award sections, you should be careful not to pick activities that are too similar to those you will complete in the **Physical Recreation** and **Voluntary Service** sections.

The types of activities for the Skills section can be grouped broadly into the following categories:

- Music
- Sports-related e.g. leadership, coaching and officiating
- Arts and crafts
- Nature and environment
- Animals
- Media and communications
- Games
- Life, technical and vocational skills
- Performance skills

If you are struggling to come up with an idea of what to do for your Skills section, there are a number of resources available to you. You can speak to your Award Leader or chat with other participants.

## Example Activities

The following activities have been done by previous Award participants. This is by no means an exhaustive list. You can add your own activity.

### Music

- Playing an instrument
- DJing
- Playing in a band
- Composing music
- Singing
- Music production

### Sports-related

- Sports officiating
- Umpiring/refereeing
- Sports ground maintenance
- Sports Coaching

### Arts and crafts

- Ceramics
- Jewellery making
- Drawing
- Painting
- Sculpture
- Photography
- Leatherwork
- Baking
- Embroidery
- Tailoring

### Nature and environment

- Agriculture
- Fish farming/ Poultry farming
- Gardening
- Forestry
- Conservation
- Snail farming

### Care of Animals

- Zoology
- Agriculture/Livestock
- Dog Training/Handling
- Horse/Donkey care
- Aviculture
- Caring for reptiles

### Media and communications

- Film and video making
- Journalism
- Language
- Writing
- Public speaking
- Reading

### Games

- Scrabble
- Chess
- Darts
- Snooker/Pool
- Cards
- Table Games

### Life, Technical and Vocational Skills

- Cookery
- First Aid
- Car Driving/Maintenance
- Website Design
- Hair & Beauty
- Event Planning
- Money Management
- Skills for Employment
- Graphic design
- Engineering

## Performance Skills

- Acting
- Speech & Drama
- Stand-up comedy
- Dance drama



*“The Award helped me to develop of my entrepreneurial and career skills. It also provided me with the opportunity to showcase and implement these skills.*

*Shoe-making was one of the activities I undertook for my skills section. While learning this skill, I had to record my progress on the ORB and I have significantly improved in it.*

*I am now a certified shoemaker and I own my own shoe brand. I can consider myself as an entrepreneur and this was made possible through the Award.”*

**Obia Samuel Oche**  
Silver Award Holder

## Physical Recreation Section

The Physical Recreation section encourages you to improve your personal physical performance through training and perseverance in your chosen activity. Involvement in physical recreation should be an enjoyable experience, regardless of physical ability.

This section is based on the belief that a healthy body is a good end in itself and can often help to develop a healthy mind. Physical activity is essential for a person's wellbeing, and by introducing you to enjoyable physical activity, you will develop long-term beneficial habits. Accomplishing a physical challenge also gives a lasting sense of achievement and satisfaction. You may either take up a new activity or seek to improve their ability in an activity that you already do.

### Choosing an Activity

Participation, persistence, and improvement are the key outcomes of the Physical Recreation section. This applies equally to all young people, regardless of physical ability. Working with an Award Leader, you should choose a physical activity that interests you and in which you can show improvement over a sustained period of time. To maintain the essential balance of the Award, you should be careful not to pick an activity that is too similar to those chosen for the Skills and Voluntary Service sections.

As with the other Award sections, you should be careful not to pick activities that are too similar to those you have chosen for the **Skills** and **Voluntary Service** sections.

You may choose a physical activity that they do on their own or as part of a team, and although the Award itself is non-competitive, competitive sports are perfectly acceptable for Award purposes. In the case of a team sport, it is your personal effort and commitment that counts.

#### Physical Recreation, Skill, or Voluntary Service?

It is common to be unsure which section an activity fits into. For instance, doing the very technical activities of scuba diving or refereeing a football match may be seen as both **Physical Recreation** and a **Skill**. Umpiring or coaching, for example, can be undertaken as **Voluntary Service** or a **Skill**. In such circumstances, there should be a discussion between you and your Award Leader to determine whether the activity that you wish to pursue in one section works well alongside the activities you are undertaking in other sections. In the end, it is essential that the participant undertakes a **balanced programme** that matches the overall philosophy of the Award.

If you are struggling to come up with an idea of what to do for your Physical Recreation section, there are a number of resources available to you. You can speak to your Award Leader or chat with other participants.

## Example Activities

The following activities have been done by previous Award participants. You can choose these activities or add a new activity to the list!

### Individual Sports

- Boxing
- Cycling
- Running
- Horseback Riding
- Roller Blading
- Golf

### Water Sports

- Canoeing
- Swimming
- Diving
- Boat racing

### Dance

- Hip Hop
- Traditional
- Salsa
- Ballet

### Racquet Sports

- Badminton
- Table Tennis
- Lawn Tennis
- Squash

### Fitness

- Aerobics
- Gymnastics
- Fitness Classes/Gym work
- Weightlifting
- Running/Jogging
- Yoga

### Martial Arts

- Karate
- Tae Kwan Do
- Kickboxing
- Judo
- Self-Defense
- Kendo

### Team Sports

- Football
- Basketball
- Volleyball
- Cricket
- Polo
- Rugby



*"Choosing an activity for my physical section was challenging but I eventually decided to choose something new which was 'martial art'.*

*Through participating in the Award, I was able to improve in karate and have gained a black belt. Presently, I have travelled to various places and I have won many medals in karate"*

**Abdulsalam Toheeb**  
Gold Award Holder



## Adventurous Journey Section

The Adventurous Journey provides you with a unique, challenging and memorable experience. In this section, all participants work in a small group to plan, train for, and undertake a journey with a purpose in an unfamiliar environment. This requires determination and perseverance and cultivates a sense of independence, self-sufficiency, and discovery. This is the only section of the Award that must be undertaken in a team; developing group work skills and team building are key components to successfully completing this section.

Adventurous Journeys should be progressive through an Award participant's involvement with the programme, from a relatively challenging journey at the Bronze level to a much more demanding journey at the Gold level.

*“When the mind is stretched by new experiences, it can never return to its former dimensions.” - Dr. Kurt Hahn*

### Types of Adventurous Journeys

There are two types of Journeys:

- **Expedition:** An expedition is a journey with a purpose. In an expedition, two-thirds of the purposeful effort time must be spent journeying, with the remaining time focused on achieving the journey's aim, which might involve research and data gathering.
- **Exploration:** An exploration is a purpose with a journey. In an exploration, two-thirds of the purposeful effort time must be spent observing and collecting information relevant to the aim. The remaining time is spent journeying.

### Adventurous Journey Aims

The first thing that needs to be completed before an Adventurous Journey (“AJ”) occurs is that the group must decide on an aim. An aim must include:

- A description of the environment or destination of the adventure.
- Confirmation of the mode of travel during the adventure (e.g. by foot, cycle, paddle/oar, horse, mule, or other non-motorized means, such as sailing).
- A brief description of the adventure's activity

Some example aims are as follows:

#### Expedition Aims

- ❖ To undertake a journey by foot in the Idanre Hills while exploring the effects of the terrain on team morale.
- ❖ To study the effects of tourism on the rural environment in the Old Oyo National Park while undertaking an expedition on foot.
- ❖ To kayak the entire navigable stretch of a river while measuring the human impact.

- ❖ To cycle along an ancient trail while identifying historical features.

### Exploration Aims

- ❖ To compare the differences between the urban and rural environment while undertaking an exploration in LUFASI Nature Park.
- ❖ To investigate, by foot, the survival or extinction of a language in a rural community.
- ❖ To carry out health surveys or health education in remote areas.
- ❖ To study, by canoe, the visitor impact within Tarkwa Bay.

### Conditions of the Adventurous Journey

There are three sections of the Adventurous Journey:

- **Training and Preparation:** Training is required to enable all group members to undertake their journeys safely. All training must be delivered by a suitably qualified and/or experienced adult (**AJ Instructor**). After training, the **AJ Supervisor** should be satisfied that the group is technically able to carry out their Practice and Qualifying journeys in a safe and self-sufficient manner. The following is a table of the subjects that should, at a minimum, be covered prior to you embarking on a Practice Journey, pending the type of environment and mode of journey chosen and approved. This table is not exhaustive; the exact training requirements will be determined by the nature of the chosen Adventurous Journey.

Understanding of the AJ	First Aid and emergency procedures
Necessary equipment and how to use it	Route planning
Navigation	Camp craft, including food and cooking
Team building and leadership training	Mode of travel
Observation and recording skills	Managing risk
Understanding the impact of the journey on the environment	Appreciating the culture within the journey's environment

- **Practice Journey:** Participants must undertake a practice journey to ensure that they can complete their qualifying journey safely. This provides you the opportunity to utilize the preparation and training activities in a journey experience. Practice journey should take place in a similar environment, should use a similar mode of travel and should reflect the purpose of the qualifying journey.
- **Qualifying Journey:** This is the main Adventurous Journey. For the qualifying Journey, the team is required to be self-sufficient and independent. The qualifying journey needs to be assessed by a suitably experienced person (**the AJ Assessor**) who should ideally be independent of the group.

## Time Requirements for Qualifying Journey

Levels	Days	Nights	Total Minimum Hours of Purposeful Effort*	Average Minimum Hours of Purposeful Effort Daily*	Minimum Total Distance**	Average Minimum Distance Daily
<b>Bronze</b>	2	1	12	6	24	12
<b>Silver</b>	3	2	21	7	48	16
<b>Gold</b>	4	3	32	8	80	20

\*Purposeful effort consists of either actively journeying or working towards achieving the journey's aim.

\*\* Minimum Total Distance for a physically able group of young people traveling by foot would mean total distances of 24, 48, and 80 kilometres at Bronze, Silver, and Gold levels respectively.

## Adventurous Journey 15 requirements

All practice and qualifying **Adventurous Journeys** must comply with all of the following 15 requirements:

S/N	AJ Requirements	Notes
1.	All journeys must have a clearly defined aim.	This should be a topic or observation agreed upon by the team during the planning phase of the journey.
2.	The group, for all journeys, must be no fewer than four and no more than seven members (eight for modes of travel which require tandem pairs).	A group must be unaccompanied and work independently of other groups. Group members must not include those who have successfully completed a Qualifying Journey at the same or higher Award level. Not all team members need to be Award participants, but they should be of similar ages.
3.	All participants must have undergone suitable training to have the appropriate skills confidently to undertake their journeys	All participants must be trained in the necessary navigation and outdoor skills and the correct use of expedition equipment.
4.	All members of the group must be involved with the planning and preparation of their Practice and Qualifying Journeys	This must, as a minimum, include suitable training in route planning and consideration of the risks; it is important that the participants take ownership of their journey. Non-Award participants within the group must also be involved with all training and planning.

5.	All participants must undertake a minimum of one Practice Journey per level.	All Practice Journeys must include, at a minimum, one day and one night in the chosen environment, using the same mode of travel, but not over the same route or in the immediate vicinity of the Qualifying Journey. A longer period of time may be required if the <b>AJ Supervisor</b> or <b>Assessor</b> thinks it is advisable. The number of Practice Journeys will depend upon the ability of the group; this is a decision of the <b>AJ Supervisor</b> or <b>Assessor</b> .
6.	All journeys must take place on land or water; all team members must use a mode of travel that requires their own effort.	“Own effort” includes by foot, cycle, paddle/oar, etc. or by other non-motorized means, e.g. sailing. Travel with the use of animals are allowed, but participants must be trained in their usage, care, and handling. Exceptions exist for young people with health conditions or special needs, such as the use of a motorized wheelchair.
7.	The environment chosen must be unfamiliar to all participants.	Participants should not select a location for their Qualifying Journey where they have journeyed before. The environment should be appropriately challenging for the team. This is typically remote or wilderness terrain, depending on the mode of travel.
8.	The distance covered on all journeys will depend on the terrain, weather conditions, and the ability of the group members. However, all group members must undertake the minimum hours of purposeful effort.	Bronze – 6 hours of purposeful effort daily Silver – 7 hours of purposeful effort daily Gold – 8 hours of purposeful effort daily Purposeful effort is time spent traveling and navigating on the day’s route and in activities related to the aim. Setting up a campsite, sleeping, cooking, and eating should not be included in the hours of purposeful effort.
9.	On an exploration, at least one-third of the purposeful effort requirement must be spent journeying, with the remainder, focused on working towards the overall aim	Bronze Exploration - 4 hours on aim, 2 hours on journey daily Silver Exploration - 4.5 hours on aim, 2.5 hours on journey daily Gold Exploration - 5.5 hours on aim, 2.5 hours on journey daily

10.	On an expedition, at least two-thirds of the purposeful effort requirement must be spent journeying, with the remainder focused on working towards the overall aim.	Bronze Expedition - 4 hours on journey, 2 hours on aim daily Silver Expedition - 4.5 hours on journey, 2.5 hours on aim daily Gold Expedition - 5.5 hours on journey, 2.5 hours on aim daily
11.	All journeys must be supervised and assessed by a trained adult who is able to accept responsibility for the safety of the team.	The team should be unaccompanied and unguided. <b>AJ Supervisors</b> must plan to monitor the team by either shadowing them from a distance or using an appropriate system to track their progress. Throughout the journey, <b>AJ supervisors</b> must be in the immediate vicinity but should remain discrete and distant enough to allow the team to act independently. Close supervision may be employed when necessary to ensure safety
12.	Accommodation must be in portable tents or simple self-catering accommodation such as hostels, huts, or similar shelters	This ensures that young people are taken out of their comfort zones, are self-sufficient, and develop their team skills
13.	All members of the group must carry enough equipment, food, and water to be completely self-sufficient throughout their journey.	Equipment must be appropriate to the type of journey, the season and the environment in which the journey is taking place. Teams must carry all equipment and supplies necessary for the duration of the journey. Except for water (in arid environments only), nothing may be transported and placed at campsites or along the route. Adjustments for medical purposes are also accepted.
14.	All members of the group must ensure that they prepare and consume a full meal each day.	Teams must have appropriate light-weight cooking equipment and should be able to prepare simple meals. Use of campfires for cooking purposes is not suitable for Award expeditions and use of campfires at any time is discouraged, except in emergencies and only where permitted by law.



15.	<p>All groups will prepare and deliver a presentation identifying their aim and findings to their Supervisor and Assessor after the Qualifying Journey. Groups completing the Independent Adventurous Journey will also submit a report.</p>	<p>The presentation may be in any format the team chooses and must be related to the aim of the journey. All members of the team must contribute to their presentation.</p>
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### Options to complete the Adventurous Journey Section

For participants that complete the Award through the Virtual Award Delivery, there are three options for completing this section:

1. **Registered Activity Provider:** Participants from across Nigeria may register for an Open Adventurous Journey through a Trained Activity Provider. Registered Activity Providers (NTAPs) are trained and licensed by the National Award Office to offer Adventurous Journeys that meet all of the requirements of the section, including Preparation and Training, Practice Journeys, and Qualifying Journeys. Further information on NTAPs, can be found at <https://www.intaward.org.ng/ntap>
2. **NAO Planned Adventurous Journey:** The NAO can also coordinate open AJs for participants especially at the Gold level. Your Award Leader will share guidance and update with participants on planned AJs, lay out the expectations and resources that would be required to achieve this.
3. **International Adventurous Journey:** The Award is offered in over 130 countries, and many of them also partner with organizations to offer AJs that meet the Award’s requirements. Participants who receive information about an AJ being offered in another country can share it with their Award Leaders who will let them know whether the trip being considered can be used for the Award.



*"The Adventurous Journey was not just about sightseeing alone; it was educating for me. I was able to interact with people, make new friends, socialize, and explore new places that I haven't been to before.*

*The journey to the Karu waterfall was magnificent; I enjoyed every bit of it while working with my group.*

*I proudly would recommend the Award to all my friends."*

**Mariam Muazu**  
Gold Award Holder

## Gold Residential Project Section

The Gold Residential Project is an additional requirement at the Gold Level and is an opportunity to use many of the skills developed during the overall Award experience, such as teamwork and leadership while living and working with others in a residential setting. The section gives you a shared, purposeful experience with people who are not their usual companions, together working towards a common goal. It should be an experience that broadens participants' outlooks and horizons.

### Choosing an Activity

You should choose a shared activity where the majority of those you work with are not your usual colleagues or friends, and you are in an unfamiliar residential setting, e.g. away from your home or other locations where you have already undertaken their Award activities.

The Gold Residential Project may be related to activities completed in other Award sections. For example, if you complete a photography course for your Skills section, and then take part in a Gold Residential Project linked to photography. The key point is that the time allocated to the activity done or any course completed for the other section does not count towards completing this section.

You must discuss your area of interest with your Award Leader before choosing a Gold Residential Project. It requires a significant personal investment of time, and sometimes money. You should choose an activity that interests you, then make the necessary inquiries and arrangements. A suitable Assessor is to be agreed upon with the Award Leader. This will usually be the Gold Residential Project instructor, leader, or facilitator, i.e. the individual that can assess the participant throughout the experience and record your completion of the section.

There are many different opportunities to complete this section. Some suitable categories are listed below:

- Personal training courses
- Environment and conservation projects
- Service to other people and communities
- Activity-based

### Requirements

- **Organisation:** Must be with an organized group, registered nonprofit or company, or an Approved Activity Provider.

- **Duration:** A minimum of five days and four nights consecutively. In exceptional circumstances, the commitment may be spread over two weekends but this must be approved by the Award Leader.
- **Daytime Activities:** Learning or developing a skill, training for a qualification, or volunteering with a group. The activity should take up the majority of the day, starting by noon on the first day and finishing by midafternoon at the earliest on the last day (if the project is just meeting the five-day minimum).
- **Evening Activities:** Spent with the group, whether in organized activities or just socializing and cooking together.
- **People:** Five or more people in the group (including you, and in addition to course leaders) that you don't know and who don't know each other, doing the same activity or role as each other. An Assessor needs to be identified on the project and engaged with you during your time there. You may know a few other people as long as you are joining a large group, but the vast majority of people are not known to you or to each other, and you can be separated from others that you know. You shouldn't know the staff unless you can be separated from them. Other members of the group can be of any age and do not need to be doing the Award.
- **Accommodation:** Staying together with the group, whether in tents, a hostel, a dorm, or other types of accommodation. Participants don't have to stay in the same accommodation each night as long as the group is traveling and staying together.
- **Approval:** The Award Leader must approve a Gold Residential Project beforehand.

Things that will not be accepted

- **Accommodation in homestays, staying separately from the group, or staying with relatives or friends.**
- **Your activity cannot include internships or work experiences for which you are paid; volunteering with a commercial organization; academic or school curriculum trips; going on vacation, or your Adventurous Journey.**

## Example Activities

The following activities have been done by [previous](#) Award participants. Participants can see if these align with their personal interests, or they can choose to expand this list!

### Learning

- Language courses
- Skills development (e.g. music, art, craft)
- Youth camps
- Leadership training
- Ecology student course
- Youth summits/parliaments

### Environment and Conservation

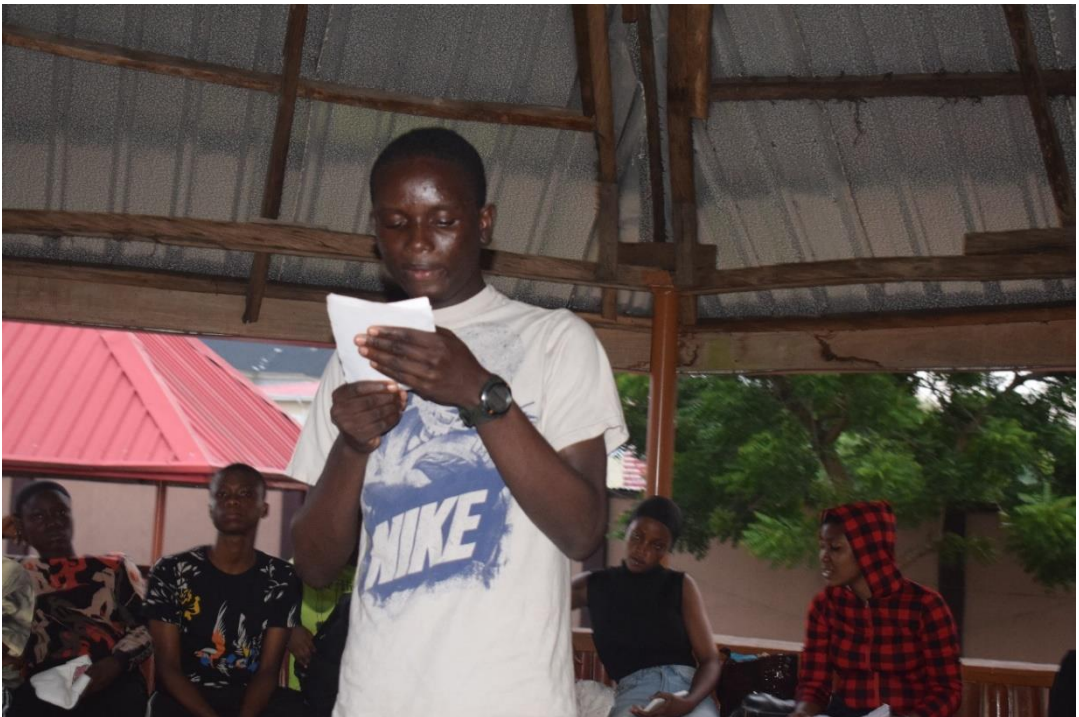
- Environmental clean up
- Research on habitats and ecosystems
- Volunteer work with national parks
- Restoration of buildings

### Service to Others

- Provision of facilities
- Assist as a leader at a youth camp
- Work in a care home or hospital
- Construction projects
- Work with a local or international charity

### Activity-Based

- Outdoor adventure courses
- Sports skills development
- Sports coaching course
- Crew member on board a ship



“For my Gold residential project, I was privileged to volunteer in an International human rights advocacy organization. I learned about the value of humanity and will love to continue to abide by this morality. The Award has helped me improve physically, mentally, and psychologically”.

**Odikpo Emmanuel Chibuzo**  
Gold Award Holder

## Brief Guide to Achieving The Award Through The Virtual Award Delivery

- Visit [www.intaward.org.ng/vad](http://www.intaward.org.ng/vad) and complete the short expression of interest form.
- An assigned Award staff would contact you to provide guidance on how to register on the Online Record Book for further support. The NAO will then assign you to a trained Award Leader.

*An Award Leader is a volunteer who is the main contact for participants and is responsible for providing support to participants throughout their Award experience. The Award leader plays a critical role in the success of the Award for young people. The Award leader would be trained about the Award, and its unique philosophy and would have a copy of the Duke of Edinburgh's International Award Handbook for Award leaders which will serve as a useful reference.*

### Responsibilities of an Award leader:

- ❖ to advise, guide, and assist young people to participate in the Award
- ❖ to provide young people with access to online record books and other literature
- ❖ to track participant's activities, logs, and progress on the online record book
- ❖ to sign off on the participant's Award upon completion
- ❖ to keep records of participants and helpers
- ❖ to liaise and co-ordinate activities with other Award Centres in the area
- ❖ to publicize the Award to more young people
- ❖ to ensure the Awards gained are presented
- ❖ to ensure the safety and well-being of the participants
- ❖ to ensure the operations of the Award meets the requirements of the International Declaration and Principles (ref: Award Handbook), and that the standards of the Award are upheld at all times.

### Doing the Award

#### 1. Register as a participant

The assigned Award Leader will then guide the participant to register on [www.onlinerecordbook.org](http://www.onlinerecordbook.org)

Kindly note that “**CHRYSALIS YOUTH FOUNDATION/VIRTUAL AWARD DELIVERY**” should be selected as the Award Centre when filling out the online form. After registration, the participant will be required to pay a “commitment fee” (which gives a participant access to the ORB, a participant welcome pack as well as their pin badges and certificates at the end of the Award).



On submission of the completed application form, the participant's registration will be reviewed and approved by the Award Leader.

## 2. Choosing Activities

A participant then chooses activities he/she wishes to undertake in each section of the Award. The activities should:

- Be personally challenging
- Broaden one's experience or develop one's skills
- Be accessible (i.e. consider cost, time, and travel)

## 3. Discussing Choice of Activity with the Award Leader

A participant after deciding on his/her choice of activity in each section then discusses the activity with the Award leader. The Award leader will assist directly or indirectly with helping the participants set and achieve challenging goals in each section. The participants then find an Activity Coach/Instructor/Supervisor/Assessor for each section of the Award. The details of the Activity Coach/Instructor/Supervisor/Assessor should be inputted on the ORB.

## 4. Activity Coach/Instructor/Supervisor/Assessors

An activity coach/instructor/supervisor/assessor is someone who has considerable experience or may possess qualifications in the activity one has chosen. He or she does not need to be fully familiar with the entire Award but must however understand the essence and philosophy of the Award. The Award leader can establish contact or provide resources for the Assessor to enable them to understand that it is about a young person setting challenging personal goals, regularly participating, and achieving improvement.

You must find a suitable coach/instructor/supervisor/assessor for each section, who will assess him/ her on the following:

- the fulfillment of the basic requirements
- the level of commitment to the activity chosen
- general performance and effort
- the increase in the level of understanding and awareness of each activity

Ideally, participants will have a different Assessor for each activity. **Parents or immediate family members should not act as Assessors.** It is incumbent upon each participant to find an adult community member that is willing to serve as an Assessor. Please note that your Award Leader is not automatically your Assessor and would not sign off on activities that were not approved by an Assessor.

### Example Activity

Piano Lessons

### Example Assessor

Piano Instructor

Basketball Team  
Driving  
Kayaking Expedition  
Public Speaking  
Going to the gym

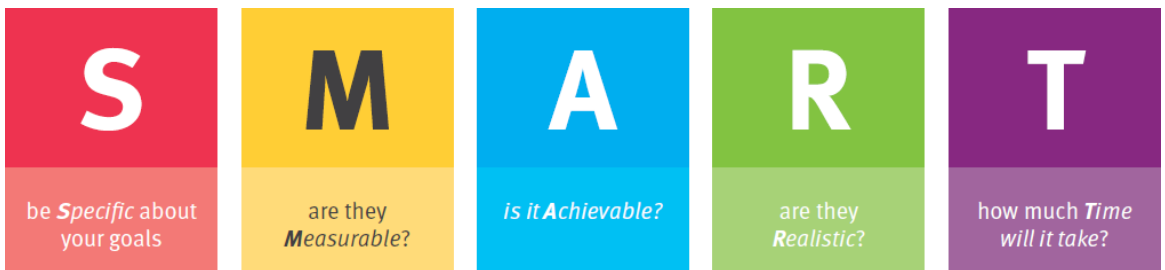
Basketball Coach  
Driving school instructor  
Expedition Leader  
Coach/Group President  
Trainer or Front Desk Attendant

**Note:** You may change your activity if it does not meet your needs. If one would like to change your activity or find that you can no longer continue with the activity they chose, you should talk to the Award leader. You should also discuss his/her activity with the coach/instructor and together determine if it is sufficiently challenging.

### 5. Set S.M.A.R.T Goals for each activity

The Award is meant to be a journey of growth for you and the setting of realistic and achievable goals is essential in allowing you to undertake a purposeful and challenging activity. Young people do not merely participate in an activity each week. They work towards improving specific skills and developing new abilities through that activity.

The SMART goal framework ensures that you set realistic and achievable goals that bring both purpose and challenge to each section of the Award. A weak goal may simply describe an activity without adding sufficient detail either to measure success or set a target. For example, 'playing the piano' is a goal that just explains the activity; a smarter goal would be 'playing the piano to a certain standard and performing at the school's musical concert'.



Example Goal	Example SMART Goal
Skill Goal: I will learn to play the piano.	In the next three months of my Bronze level, I will learn to play scales and three beginner-level songs on the piano.
Voluntary Service Goal: I will volunteer at the animal shelter.	I will help the local animal shelter transfer its paper files to an online system in the next six months.
Physical Recreation Goal: I will run every week.	Over the next twelve months, I will work to improve my personal best mile time by 20 seconds by running intervals and doing weight training, in addition to the daily runs I do now.

## 6. Start your Award Activities

You can start your activities and should strive to achieve your goals. You are required to commit a minimum of one hour per week, or two hours every two weeks to work on your activities for the Physical Recreation, Skills, and Voluntary Service sections. The Award is designed to build lifelong habits. Therefore, it is impossible for you to complete the required hours in a shorter period of time.

You need to keep in touch with the coach/instructor/supervisor. If your coach/instructor is not directly involved with your training/instruction, they need to notify the coach of their progress. A coach/instructor is a valuable contact for advice and direction.

## 7. Log in Award Activities

In order to track progress in each section and engage in personal reflection on growth, you should enter a log of your weekly or biweekly activities into the Online Record Book. These logs should be at least 3-4 sentences each and address one or more of the following questions:

- What did you plan to do this week? What did you actually do?
- How did you progress towards your goal?
- What challenged or surprised you?
- What was successful?
- What would you do differently next time?
- What did you enjoy most about your activity this week?

In addition to logging their activities on the ORB, you may need to keep and update a diary or journal recording of your participation in the various activities including involvement, improvement and training. The record will be viewed by the coach/instructor and will assist with the final assessment while the diary will be a lasting memento for you.

Example of Basic Log	Example of Award Log
Physical Recreation Log: I went to the gym.	This week, I focused on strengthening my biceps in order to help me progress toward my goal of doing twenty pull-ups. I did a standing dumbbell curl, a hammer curl, and a barbell bent-over row. I also ran for thirty minutes on the treadmill, since my cardiovascular fitness is also important for my goal. The last ten minutes on the treadmill were very challenging this week and I had to slow my pace but I was able to keep running and not stop.

<p>Voluntary Service Log: Helped at the homeless shelter.</p>	<p>I was assigned a new role at the homeless shelter yesterday. Rather than just help prepare dinner, I was able to serve it to our guests. I enjoyed this new role a lot since I was able to interact more with the guests and get to know them. I realized that many of them had childhoods much like mine. For example, one woman attended the same elementary school that I did. We were able to connect over this shared experience.</p>
<p>Skill Log: I gardened.</p>	<p>At the community garden, I did my usual pruning and watering of the plants in my plot. In addition, I set up a new irrigation system for the root vegetables. With the change in season, I need to replace some of my summer plants. Therefore, I consulted with the head gardener to discuss which plants would be best for my plot and when I should switch them out.</p>

## 8. Review

On completion of each section, your ORB should be signed immediately by their coach/instructor and assessor and ensure that each log is correctly filled (i.e. activities, dates, report/comments, and evidence).

## 9. Approval

When you have completed all four sections of a level, the Award leader must check that the requirements for each section have been met, a report has been written and signed by the instructor/coach and assessor and then submit the record to the National Office for verification and certification.

## 10. Recognition

Once the activities have been approved, you would be issued a pin badge and an Award certificate at an Award Presentation Ceremony.

### Requirements for the Service, Skills and Physical Recreation Section

You should also ensure the following in each section:

- The activity (being) undertaken fulfills the conditions of the section.
- The instructor/supervisor/assessor has the appropriate qualification or experience (where necessary).

- You received/are receiving some form of training (where necessary).
- Practical activity is/has been undertaken.
- There has been regular commitment throughout the duration of the section.
- The time requirement has been fulfilled.
- The instructor/supervisor/assessor has written an online report on your effort and improvement.

## Requirements for the Adventurous Journey Section

The participant should ensure the following in this section:

- All the necessary training has been undertaken and each item has been recorded in the ORB.
- At least one practice journey has been undertaken in a similar type of environment and has been approved on the ORB by the **AJ Supervisor**.
- The instruction/training has been given by experienced/qualified persons acceptable to the Award Leader.
- The journey has a clearly defined aim and is indicated on the ORB.
- The team number is between four and seven (max. 8 for tandem activities).
- All the requirements for the Adventurous Journey section have been met.
- Every member of the team has been adequately trained and assessed.
- There is a debrief immediately after the journey, and the team has given a subsequent presentation on the purpose of the journey to the assessor.
- You must undertake a qualifying journey and record details of the journey on the ORB including the purpose of the journey, dates, and area the journey was undertaken.
- The **AJ Assessor** has written and signed a report of the journey in your ORB.

## Adventurous Journey Roles

### ▪ Instructor

- i. Is responsible for teaching the participants the specific skills required for the chosen journeys.
- ii. Should be suitably qualified and experienced to deliver those skills, subject to any relevant national requirements e.g. a First Aid instructor requiring a First Aid instructor certificate.
- iii. There could be several instructors depending on the nature of the chosen journey e.g. First Aid, map reading, canoe or cycling instructor, or even someone like a historian
- iv. Confirm the group's competence through supervision and observation

### ▪ AJ Supervisor

- i. Is responsible for ensuring the safety of participants while on their journey and maintains the standards of the Award.
- ii. Makes sure that all group members have completed all necessary training and have contributed to the team effort.
- iii. Should be familiar with the team, their individual strengths and challenges, their knowledge of the chosen route, and have an understanding of the route themselves.
- iv. Is the focal point for communication before, during, and after each journey, and assist the team in all phases of this section.
- v. Makes contact with the group at least once a day during all journeys to ensure the group's safety and welfare.

### ▪ AJ Assessor

- i. Is the objective observer of this section.
- ii. Is responsible for ensuring that the AJ undertaken by participants fulfills the 15 requirements of this section.
- iii. Is available throughout the Qualifying Journey.
- iv. Ensures that the participants have adequately prepared for the journey, set an aim, and determined how they will collect and present their findings and observations.

**NOTE: Assessors should be independent of the group and should not be family members of Award participants they assess.**

## STEPS TO COMPLETING AN AJ

1. Participants form a group of 4-7 young people (max. 8 for tandem activities).
2. The group decides on their aim and type of journey, appropriate area, and mode of travel.
3. The group undertakes necessary training.
4. The group plans and prepares the paperwork for their Practice Journey, including tracings, outlines, route cards, etc.
5. The group goes on a Practice Journey to show their Supervisor that they have all the necessary skills to proceed to a Qualifying Journey.
6. The group plans and prepares for the Qualifying Journey with feedback from the Supervisor after the Practice Journey.
7. The Supervisor checks final plans, focusing on risk, and has final discussions with the Assessor.
8. The Assessor conducts a pre-departure check, focusing on the 15 AJ requirements.
9. The group goes on their Qualifying Journey with their Supervisor and Assessor present.
10. The Assessor debriefs with the group and confirms when and how the AJ presentation will take place.
11. The group presentation occurs, focusing on the aim of the Qualifying Journey.
12. The Supervisor assesses the group presentation and signs off on the AJ section.

## Using the Online Record Book

The Online Record Book (ORB) is an easy-to-use online system in which you will record your activities and achievements as you work towards your Award. Your Award Leader will also track your progress here, and your Assessors will submit their reports electronically through the site. The ORB can be accessed at [onlinerecordbook.org](http://onlinerecordbook.org). The app, called “ORB Participant” from The Duke of Edinburgh’s International Award Foundation, can be downloaded from the Apple Store or Google Play Store.

**NOTE ON DISCOUNT:** The International Award for Young People Nigeria provides a discount to eligible participants upon careful review of the information provided in your [Expression of interest Form](#). The discount will be communicated to eligible participants with specific instructions on how to register on the ORB, specifically what to enter in the payment section.

### 1. Register on the ORB

Go to [onlinerecordbook.org](http://onlinerecordbook.org). On the right-hand side under “Not Registered?” select “Award Participant” and click “Register.”

If you are an existing participant or an Award Holder and you wish to be transferred from your previous physical Award Centre to the Virtual Award Delivery, guidance will be provided to you via mail on how to register.



Enter the relevant information.

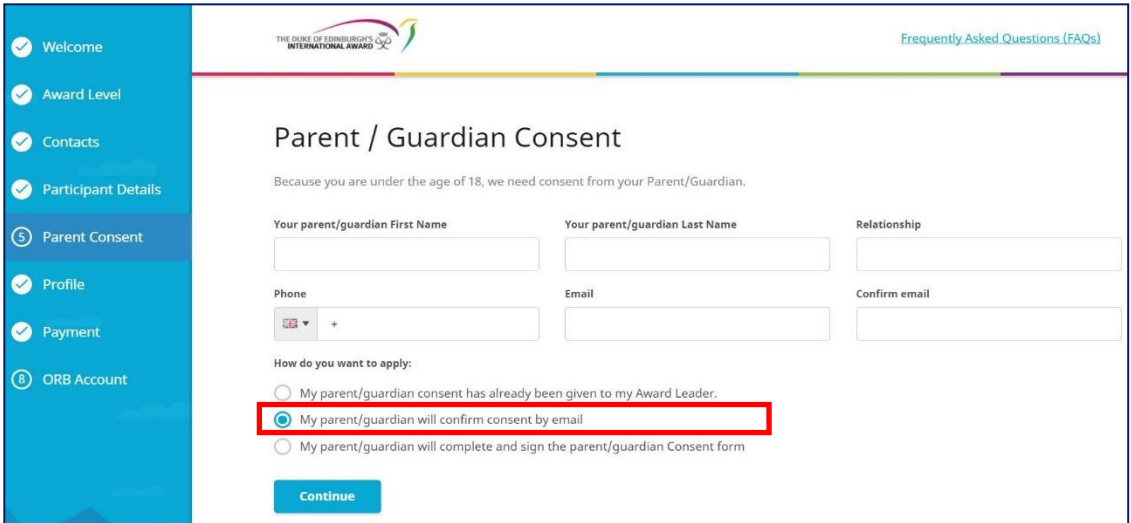
**Award Centre:** Chrysalis Youth Foundation/Virtual Award Delivery

**Leader:** Select No. You will be matched with your Award Leader later.

Select the Award level you are participating in.

Provide your contact details

If you are under age 18, your parent or guardian will need to submit consent. Enter their contact information and select the relevant option for the consent form. The easiest option is consent by email; however, sometimes these emails go to the Spam folder and your parent/guardian will need to check there. If you select the third option, please print and submit your signed consent form to your Award Leader.



**Parent / Guardian Consent**

Because you are under the age of 18, we need consent from your Parent/Guardian.

Your parent/guardian First Name:

Your parent/guardian Last Name:

Relationship:

Phone:

Email:

Confirm email:

How do you want to apply:

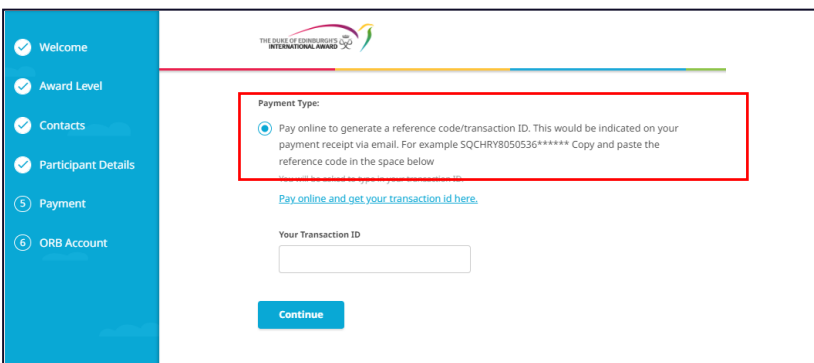
- My parent/guardian consent has already been given to my Award Leader.
- My parent/guardian will confirm consent by email
- My parent/guardian will complete and sign the parent/guardian Consent form

[Continue](#)

Complete the profile/survey questions and continue to the payment section. Select “Pay online to generate a reference code/transaction ID.” This will take you to a Squadco payment gateway screen where you can either pay directly with a credit/debit card or pay via Bank Transfer or through USSD.

**NOTE:** If you applied for a discount or are eligible for a discount, you will receive information on what to enter on the payment page if/when your application is approved. Wait until that is received to register for the Online Record Book.

After payment has been made, please type in the transaction ID/reference code in the space below. This would be indicated on your payment receipt sent to your email. For example, SQCHRY8050536\*\*\*\*\*



**Payment Type:**

- Pay online to generate a reference code/transaction ID. This would be indicated on your payment receipt via email. For example SQCHRY8050536\*\*\*\*\* Copy and paste the reference code in the space below
- Pay via Bank Transfer
- Pay via USSD

[Pay online and get your transaction id here.](#)

Your Transaction ID:

[Continue](#)

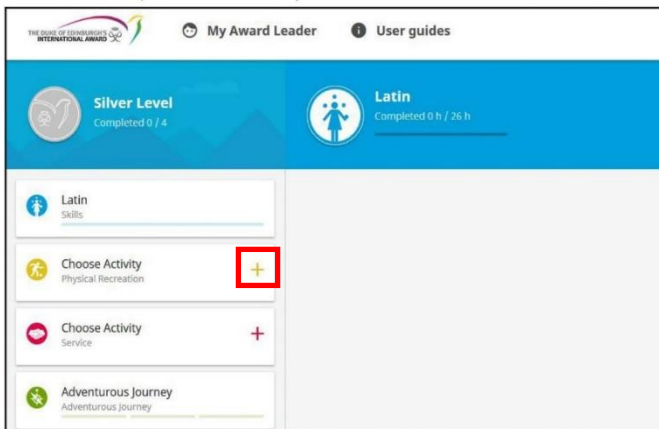
You will receive an email to confirm your email address. Go to the email inbox you registered with, click on the automated email (it may be in your Spam folder), and click on the link. The email sender will be [ORB@onlinerecordbook.org](mailto:ORB@onlinerecordbook.org) and the email will be titled, “The Duke of Edinburgh’s International Award – Organization Contact Confirmation Email.”

## 2. Set up your Award Sections on the ORB

When you log into the ORB, you will be directed to the homepage of your Award. The sections of the Award will be on the left-hand side of the page.

Each section will be color-coded:

- Service
- Skills
- Physical Recreation
- Adventurous Journey
- Gold Residential Project



You will click the plus sign next to each section on the left-hand side of the screen to add your activities. **Remember:** if you are doing the Award for the first time, you will need to “major” in one section (complete additional time working on that section). You will also need to enter the contact details of your Assessors at this step.

**SMART Goals:** You will enter your SMART goals for each section when you add your activities. Refer to [page 25](#) for additional guidance on how to make a SMART goal.

**New Activity** [X]

Activity Details

Category: [Select]

Goal: [ ] ⓘ

Assessor Details

Title: [Select]

Name: [ ]

Email: [ ]

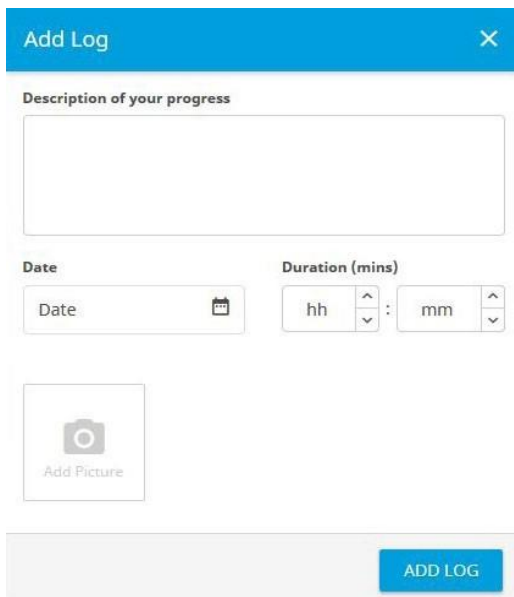
Choose as Major activity

Major activity means that you have to spent twice much time on this activity compare to others.

[ SETUP ]

### 3. Log your progress on the ORB

Once you setup all of your activities, your Award Leader will review them and either approve or send them back for revision. Once the activities are approved, you can begin to log the hours you spend working on each section. The system will only give credit for the minimum hours required by the Award, which equates to one hour weekly or two hours biweekly. You may enter additional hours, but they will not count towards your cumulative total.



**What information should be included in your logs?  
Refer to [page 26](#) for additional guidance!**

### 4. Submitting a section for Assessor approval

When you complete all of the required hours for a section, a 'victory' window will pop up. If you click out of it, a notification bar will appear at the bottom of your screen each time you click into the activity, prompting you to send the section to your Assessor. Make sure that your Assessor's email address is entered correctly, include a note to them, and hit the "Send for Approval" button.

Your Assessor will receive an email with a hyperlink in it. When they click on the hyperlink, they will be brought to a new page that has your section summary. Your Assessor will be prompted to add comments about your improvement, challenges, and effort; their qualifications and experience; and their contact information. Your Assessor can approve or reject the section from this page. Their actions and response will be recorded electronically. You do not have to upload anything.

**Assessor report**

Title  First Name  Last Name

Email  Phone

Assessor Report

Please comment on the participants improvement/performance/commitment

My Qualification

My Experience

I certify that as the Assessor of this activity that the participant has met the requirements.

Or don't agree? You can [reject this application](#).

*It is a good idea to be in touch with your Assessor directly about sending this report to them from the ORB. It's possible that the email could go to their Spam folder, so be sure to note that.*

**AJ NOTE:** Each of the three sections of the AJ need to be assessed. The Training and Preparation section is assessed by your Award Leader; the Practice Journey by your AJ Supervisor; and the Qualifying Journey by your AJ Assessor.

### 5. Submitting a section for Award Leader approval

Once your Assessor has reviewed the section and approved it, you will be prompted in the ORB to send the section to your Award Leader. Your Award Leader will review the section and either approve it or send it back for revision. If a section needs to be revised, you will receive a notification and a red triangle will appear beside the section. Click on the triangle to see the note from your Award Leader explaining what needs to be changed. It is a good idea to contact your Award Leader directly to discuss. Once the changes have been made, you can re-submit the section for approval.

### 6. Submitting your Award for National Office approval

Once all sections have been reviewed and approved by both your Assessors and Award Leader, you will be prompted to send the whole Award forward. It will be reviewed by a staff member at the National Office. If revisions are needed, it will be sent back to you with a note of explanation. Otherwise, it will be approved. You will receive an invitation to an Award Presentation Ceremony where you will be presented with your certificate and pin badge.

### 7. Beginning the next level of the Award

After celebrating the accomplishment of completing an Award level, should you choose to move progress on to the next one, you will be prompted to register for it when you log into the ORB. The registration process will be the same as what is laid out in 1 above. If you plan to apply for a discount, you will again complete the [Expression of Interest form](#) and wait until you hear from the Award staff regarding approval prior to registering in the ORB.

## 8. Join our Alumni Community

After achieving your Award, join our ever-growing [alumni network](#). We continue to expand ways for our alumni to stay engaged. One of the best ways is to become an Award Leader, AJ Supervisor or Assessor. We also have various opportunities to connect with other alumni both locally and internationally, including the biannual International Gold Event, which is a leadership programme for the next generation of decision-makers and influencers in the Award. You may also join the [Global Award Alumni Network](#) to connect with Award alumni around the world, as well as potentially in your own community!

We hope that you remain active members of the Award family for years to come! Make sure to keep your contact information up to date in the Online Record Book so that we can stay in touch.

## Code of Conduct for the Virtual Award Delivery

When participating in the Award through the Virtual Award Delivery (VAD), participants are expected to adhere to the following:

### Roles and Responsibilities

- You are responsible for setting up your account in the Online Record Book; participating in activities at least one hour weekly or two hours biweekly in order to work towards each section's SMART goals; logging your hours in the ORB and writing short reflections with each log; participating in all Zoom calls and other drop-in sessions with your Award Leader, and submitting your Award for authorization when it is completed.
- You must act according to the requirements of The International Award for Young People Nigeria (The Duke of Edinburgh's International Award) and should have the best interest at heart to participate in the Award, respecting the Award Leader as a support to your development, taking into consideration the Award Leader's time, personal experience, knowledge and the fact that the Award Leader is a volunteer for the Award.
- You must respect personal boundaries to ensure preserved privacy and must maintain professionalism when relating with your Award Leader.
- VAD Award Leaders are responsible for approving activities, SMART goals, and assessors for each Award section; guiding participants through their Award journey; participating in all Zoom calls and other drop-in sessions, and authorizing completed Awards submitted by participants that meets The Duke of Edinburgh's International Award standards.
- Parents are responsible for checking in with their participants to make sure they are supported on their Award journey and reaching out to Award Leaders with any larger questions or concerns that cannot be communicated by their participants.

### Communication

- You should have your own email address through which communication will be made with your Award Leader.
- You will bring any and all questions about the programme to your Award Leader. Parents/guardians may bring questions and concerns to the Award Leader when needed, BUT in order to establish a mentoring rapport and give young people the learning opportunity to be self-directed through their Award journey, communication should primarily be between the participant and the Award Leader.
- You are expected to respond to your Award Leader within **72 hours**. Every scheduled Zoom meeting or phone call is mandatory. If a participant is no longer available at



the agreed-upon time, they must send a notification beforehand. If you miss more than 3 scheduled meetings/calls within a 3-month period or does not respond to communications from your Award Leader for a period of at least 6 months, you may be marked inactive in the program and lose your spot in the Virtual Award Delivery.

### Section Activities

- It is your responsibility to plan and secure access to the activities you choose to complete for each section and to identify a qualified assessor for each section.
- In accepting a spot in the Virtual Award Delivery, you accept responsibility for your own Adventurous Journey, either through a Registered Activity Provider or by planning an Adventurous Journey that meets the Award's requirements alongside other participants and is approved by your Award Leader.

### Discounts

- Financial need should not be a barrier to you. The International Award for Young People Nigeria offers a discount on the registration fees to eligible participants. Simply complete the Expression of Interest Form to find out if you are eligible. **Please note that, you will be responsible for your activity cost and Adventurous Journey costs.** Your Award Leader can guide you on cost-friendly opportunities for these.

### Award Approvals and Completion

- The Award Leader approves all sections of the Award. They will inform you immediately if your Award activities are not meeting the standards of The Duke of Edinburgh's International Award, and they reserve the right not to approve an Award if it is substandard.
- You have until their 25th birthday to complete the Award programme. If you need to take a break from your Award, you must communicate this to your Award Leader. You may be marked inactive and will be required to re-initiate contact with the International Award for Young People Nigeria in order to be added back to the virtual Award Centre.