



## Philosophy of the Award

The Award Programme is not just another youth organization, there is no uniform, no stirring anthem. And no, it is not going to strain your already stretched time schedule! It is simply a satisfying use of leisure time to acquire new skills, experience adventure and make new friends, young and oldy.



HRH Prince Philip  
presenting the Gold  
Award to a participant

The Programme is non-competitive and anyone with perseverance and enterprise, including the disabled, can earn an Award. Young people choose activities that are appropriate to their environment and best suited to their own personal interests and talents.

Today, leisure is often seen as a 'spectator' time; sitting unthinking in front of a TV screen, or listening to music on the I-Pod. In those more simple earlier times, leisure was a time of doing. The Award Programme addressed unplanned leisure time, (so easily misdirected), to be used in exciting ways. It addressed holistic development and growth. It is emphatically not a children's programme. The Founders were very clear that this is a programme for young people. It promised no material gain, but adds a 'quality' that is discernable to all. The 4 Sections, which appear so simple, are carefully thought out: they add value and challenge the body, spirit, and mind. They also reflect adult choice of leisure activity.



## **Physical Activity**

With its emphasis on both individual sport and team games, is designed to build the sinews as well as team spirit. Learning to function together with other to build a team is an invaluable art. Sailors would describe this as learning to sink or swim together!

## **Skill**

Did you never wish you had learnt to paint? Or sing? Or open up a car engine? Well here was an opportunity to learn something new. Not in competition, but just for the sheer pleasure of it. The creative instinct in all of us lies dormant, but is easily awakened.

## **Community Service**

“No man is an Island” said a 14th century poet. We know this to be still as true. Encouraging young people to get involved with the community in which they live was an imperative. Do we teach young people to eternally blame someone else? Or shall we get down to doing what we see needs doing?

## **Adventure**

Every young person thrills to this section. Away from the restrictions of parents – doing and daring. How wonderful to accomplish something you never thought you could do! The levels of the Award ensured perseverance – that they were not a mere flash in the pan! Anyone can undertake a one-of activity. But sticking with the job, spending time to understand it and to pick up the finer nuances, calls for perseverance. That is not a quality that comes naturally to the impatience of youth, and yes, we all understand how valuable a trait it is.



## What are some of the signposts to success in the Award?

- Participation – The Award is open to all regardless of cultural differences
- Development – Young People grow in the Award, even if they don't recognize it
- Sustainable – The Award does not call for huge resources
- Flexible – It allows for any number of permutations / combinations. Can use local conditions to perfection
- Focus on Success – every Record Book is a story of Success and Achievement
- Reach – The format demonstrated enormous reach to young people in every walk of life
- It is a Marathon not a Sprint! It teaches young people to persevere
- It gives young people two wonderful gifts – Joy and Choice!
- It enables young people to make a real difference in their community



## THE INTERNATIONAL AWARD FOR YOUNG PEOPLE

The Award Programme was first introduced in the United Kingdom in 1956 as the Duke of Edinburgh's Award. The aim was to motivate young people aged between 14 and 25 years to become involved in a balanced programme of voluntary self-development activities to take them through the potentially difficult period between adolescence and adulthood.

The Award's concept is one of individual challenge, giving young people a balanced, non-competitive programme of voluntary activities which encourage personal discovery and growth, self-reliance, perseverance, responsibility to themselves and service to their community. Those who participate in the Award are expected to follow its requirements in a non-competitive manner with a determination to succeed, either individually or as part of a team. The Award therefore is challenging, and can be undertaken at your own pace.

The Participation Age is between 14 and 25 years. The basic structure of the Award consists of 4 mandatory sections Service, Adventurous Journey, Skills and Physical Recreation. There are 3 levels of the Award – Bronze, Silver & Gold. Participants must complete the four mandatory sections of Service, Adventurous Journey, Skill & Physical Recreation.

Participants can undertake all three categories of the Award programme or enter directly at any of the three levels in the following age group; Bronze Award (for those over 14), Silver Award (for those over 15) and Gold Award (for those over 16 years).

The minimum period of participation is 6 months for Bronze, 12 months for Silver and 18 months for Gold. For each of these levels a participant is required to undertake activities under each of the four sections. At Gold level, participants undertake a Residential Project in addition.



## The Award

- Available to all.
- Participation is voluntary and offers a wide choice of activities.
- An individual challenge as it is non-competitive.
- Achievement focused – only positive remarks are recorded.
- A marathon, not a sprint. Successful completion calls for persistence and commitment.
- An enjoyable experience for both participants and adult volunteers.
- All about teamwork and the building of interpersonal skills.
- Non-political; no considerations of religion, caste or creed are relevant.






# The International Award for Young People

ENGAGE | EQUIP | EMPOWER | REWARD |



## LEVELS OF AWARD

Levels of Award	Minimum Duration
	<b>Bronze</b> <b>6 months</b>
	<b>Silver</b> <b>12 months</b>
	<b>Gold</b> <b>18 months</b>

For each level, participants have to complete the requirements of each of the 4 different sections. Qualifying standards are measured in terms of progress, proficiency and sustained effort.



## SERVICE

**Aim: To learn how to give useful service to others.**

### People in the Community

- Helping people in need, such as elderly or disabled people, with shopping, gardening, domestic tasks, etc., on a regular basis.
- Voluntary work in hospitals and care centres.
- Visiting prisons or detention centres
- Helping with a local community radio or newspaper
- Sports coaching or leadership
- First aid



### Youth Work

- Acting in a leadership role in a youth club or uniformed youth organization
- Assisting in teaching of primary school children
- Helping other young people participate in the Award by acting as a leader.



### Community Education and Health Education

- Working with experienced persons to educate the local community in AIDS education, primary health care, immunization campaigns, drug / alcohol awareness, etc.
- Teaching a person to read or write



## Environmental Service

- Participating in a conservation project, such as, cleaning wasteland, cleaning a river, caring for threatened wildlife or trees
- Caring for a public or school garden
- Providing, maintaining and encouraging the use of public wastepaper bins
- Caring for animals under threat
- Working for a clean up campaign



## Why Service?

- To learn how to give useful service to others.
- This Section seeks to give participants a sense of responsibility to each other and the community, and to help them become better citizens
- Participants should undertake an activity in which they give service to others, and should learn and benefit from undertaking this service.

## Examples of Service

- People in the Community - visiting people in need, elderly or disabled, voluntary work in hospitals, first aid, etc.
- Youth Work – acting in a leadership role, assisting in teaching, etc.
- Community Education and Health Education – working with experienced persons to educate the local community on AIDS, etc., teaching a person to read or write, etc.
- Environmental Service – participating a conservation project, caring for a public place, caring for animals, etc.
- Charity Work – fundraising for a charity, etc.
- Emergency Services – helping an emergency service team, assisting with a local or national disaster operations, etc.





## ADVENTUROUS JOURNEY

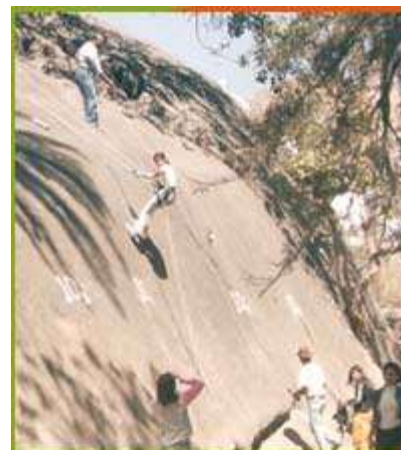
**Aim: To encourage a spirit of adventure and discovery**

- Exploring the natural world
- Exploring historic land use
- To investigate the evolution or extinction of a language
- Exploring human impact
- Personal artistic expression or aesthetic appreciation
- To carry out health surveys or health education in remote areas
- To complete a demanding journey
- To investigate group dynamics in challenging conditions



### Why Adventurous Journey?

- To encourage a spirit of adventure and discovery whilst undertaking a journey in a group.
- This Section seeks to provide participants with a unique, challenging and memorable experience.
- The journey, with an agreed purpose, should be undertaken in a small team in an unfamiliar environment, requiring determination, physical effort, perseverance and cooperation to complete.



### Examples of Adventurous Journeys

- Exploring the natural world
- Exploring historic land use
- To investigate the evolution or extinction of a language
- Exploring human impact
- Personal artistic expression or aesthetic appreciation
- To carry out health surveys or health education in remote areas
- To complete a demanding journey
- To investigate group dynamics in challenging conditions



## SKILLS

**Aim: To encourage the development of personal interests and practical skills.**

- Music
- Sports related
- Crafts
- Arts
- Nature
- Communication
- Hobbies
- Games
- Life skills
- Vocational skills
- Performance skills



### Why Skills?

- To encourage the development of personal interests and practical skills.
- This Section should stimulate new interests or improve existing ones.
- These interests are typically of a non-physically demanding nature and may be hobbies, vocational or job-related skills, social or individual activities, cultural activities or life skills.



### Some examples of Skills

- Music – playing of a musical instrument, etc.
- Sports related – umpiring, refereeing, etc.
- Crafts – basket weaving, bookbinding, etc.
- Arts – painting, photography, etc.
- Nature – agriculture, dog training, etc.
- Communication – film and video making, sign language, etc.
- Hobbies – coin collecting, model construction, etc.
- Games – snooker, chess, etc.
- Life skills - political studies, event planning, etc.
- Vocational skills – accounting, hair dressing, etc.
- Performance skills – drama and theatre skills, etc.

## PHYSICAL RECREATION

**Aim: To encourage participation in Physical recreation and improvement of performance**

- Ball sports
- Athletics
- Water sports
- Winter sports
- Martial arts
- Animal sports
- Fitness activities
- Adventure sports
- Dancing
- Miscellaneous



### Why Physical Recreation?

- To encourage participation in physical recreation and improvement of performance.
- This Section should encourage participants to improve their personal physical performance through training and perseverance in their chosen activity.
- Involvement in physical recreation should be an enjoyable experience, regardless of physical ability.



### Examples of Physical Recreation

- Ball Sports – football, etc.
- Athletics – running, jumping, etc.
- Water Sports – Swimming, water polo, etc.
- Winter Sports – skiing, snowboarding, etc.
- Martial Arts – karate, judo, etc.
- Animal Sports – horse riding, polo, etc.
- Fitness activities – aerobics, jogging, etc.
- Adventure Sports – rock climbing, mountaineering, etc.
- Dancing
- Miscellaneous – cycling, gymnastics, etc.



## The Award's Management

- The work of the International Award Association (IAA) is carried out by an International Secretariat, which is based in London.
- The IAA is financially supported by The Duke of Edinburgh's Award International Foundation, a charitable company in the UK.
- The International Award Association (IAA) is made up of 62 National Award Authorities (NAAs) and over 200 Independent Operators (IOs) in more than 143 countries.

## The International Award Management Structure

With its Headquarters in London, the Award is administered through the four regions each having a full time Regional Director. The four Regions are AFRICA, AMERICAS, ASIA PACIFIC & EMAS (Europe, Mediterranean & Arab States).

Our Region, which was earlier known as the Australasia Region is now called the ASIA PACIFIC REGION. The member NAAs in this region are Australia, Fiji, Hong Kong, INDIA, Indonesia, Malaysia, New Zealand, Pakistan, Singapore and Sri Lanka. Bangladesh, Japan, Macao, Thailand, Brunei, Nepal, S Korea and Vietnam are some of the Independent Operators in this Region. [www.intaward.org](http://www.intaward.org)





## Schools and the International Award

### **The International Award: A Challenge for All Young People**

The Award is an exciting self-development programme available to all young people worldwide, equipping them with life skills to make a difference to themselves, their communities and the world. Anyone aged between 14 and 25 can experience challenge and adventure, acquire new skills and make new friends. The Award has a presence in more than 143 countries and over 8 million young people worldwide have taken up the Award challenge so far.



The great strength of the Award is that it can be used by anyone working with young people. Its flexible programme ensures that it is of relevance to all young people, regardless of their background and circumstances.

### **The Award helps young people to achieve their potential and develop into responsible citizens**

#### **The International Award: The Benefits**

Ever since its launch in 1956, the Award has appealed to schools with its concept of individual challenge that encourages young people to take responsibility for their own development.

The Award Programme currently operates in around 9000 schools worldwide within national programmes or as individual units (Independent Operators).

The Award is a life changing experience that enables students to:

- Gain recognition for extra/co-curricular activities
- Improve their personal development by learning new skills such as time management, team work and problem solving
- Build their confidence by trying something new
- Make a positive impact on their community through volunteering
- Undertake activities that support applications for college, university or employment





The Award also offers direct benefits to schools, which include:

- Participation in an internationally recognised programme
- A framework for the delivery of extra/co-curricular activities
- Improved relations between pupils and teachers
- Better team work amongst classmates
- Better interaction and improved relations with the local community

*“The Award greatly compliments the curricular offers of a school; it creates confidence, a sense of team and allows students to grow in ways they never dreamed of. I would encourage other schools to participate - this programme has changed our school.”*

Dave Derpak, Principal, Vancouver Tech Secondary School, Canada

### The International Award: A Global Programme



The Award began in 1956 and has spread across the world, because the philosophy and the four-Section format have proved resilient, attractive and adaptable to many cultures, languages and climates. The Award remains as relevant as ever with record levels of interest from participants and partner organisations.

The Award is not a membership organisation and works in partnership with others to offer the Award to young people worldwide. Any young person over the age of 14 and under 25 can participate in the Award.

### The International Award: Get Involved

*“The Award Programme fits seamlessly into the curriculum of any school which sincerely wishes to develop qualities of self-reliance, enterprise, perseverance and concern for others in its students. It provides a very good structure and meets the four-fold aim of education - learning to do, think, be, and live together.”*

Jyotsna Brar, Principal, Welham Girls' School, India

*“The Award recognises young people for the list of extra-curricular and voluntary activities to which they give their time. It's often tough to balance school or college with activities, but the Award makes it easier.”*

Aoife Finnerty, Award participant, Ireland

*“We have really valued the structure and the acknowledgement of the progress boys make. Much of what we are doing at St John's College fits in easily with the Award Programme, and it gives us an external evaluation of the boys' achievements.”*

Roger Cameron, Headmaster of St John's College, South Africa

*“If it were not for my school, I would not have had the opportunity to do the Award. If it were not for my Award, I would wonder why I should bother finishing school.”*

Hayley, Bronze Award holder, Australia