

REPORT FROM IBAS CAS WORKSHOP, SEOUL, 7 - 9 NOVEMBER 1989

A. RECOMMENDATIONS FOR MODIFICATIONS TO CAS GUIDELINES

The following points were discussed and agreed by the working groups:

1. More specific guidelines on the need for schools to:
 - (a) make provision for CAS activities within the normal teaching timetable
 - (b) provide the funding necessary for an effective CAS programme
 - (c) allow time for a CAS co-ordinator to carry out his duties.
2. Make specific recommendations about the amount of time that a CAS co-ordinator should be allowed:
 - (a) to set up a programme
 - (b) to run the programme, once it is established.
3. It should be stated even more clearly that a programme in which Creativity, Action and Service are separate activities, is just as valid as a programme in which all three are integrated into a single project.
4. The outlining of performance criteria would be helpful, as well as in keeping with the standard IB format. Proposals for these are:
 - (a) An assessment for each unit by the adult supervising the activity in terms of:
 - (i) A student's attendance, punctuality and number of hours spent on the activity
 - (ii) Evidence of initiative and creativity
 - (iii) A student's level of achievement, taking into account their skills at the start of the unit.
 - (iv) The amount of effort and commitment displayed by a student in the unit.
 - (b) A self-assessment by the student, which could be presented orally if appropriate. As far as possible this should be based on a CAS diary, which will encourage mature reflection. This self-assessment should consider:

- (i) The extent to which a student has developed personally as a result
 - (ii) The benefit that they consider the unit was, or may be, to others.
5. A clarification of the role of the CAS co-ordinator, particularly in terms of keeping up to date CAS records on each student. These should preferably be kept up to date as a result of regular interviews with the candidates to discuss their CAS programme. These records may then be used:
- (i) for submission to IBO as part of their monitoring programme
 - (ii) for the transfer of a student from one school to another
 - (iii) for the preparation of university and other references.

The co-ordinator should also attempt to make unscheduled visits to observe activities in progress.

In addition to the above, we would like to make the following recommendations to the CAS Committee:

- (1) That a person with recent, first-hand experience of CAS programmes in Asia be appointed to the Committee.
- (2) That an officer of IBO or IBEX with overall responsibility for CAS, be appointed.
- (3) That a CAS newsletter be produced, as a regular annexe to the bulletin, similar to Forum for TOK.
- (4) That IBEX should send a list of diploma candidates for IB co-ordinators to sign confirming that they have satisfied the CAS requirements. If any have not, space should be available for the co-ordinator to give details.

B. THE CAS HANDBOOK

CONTENTS

1. Introduction: Philosophy of CAS (to be Robert Blackburn's document)
2. CAS Activity Guidelines (in amended form)
3. Getting Started: Schools' responsibilities
Identifying projects/
activities
4. Further considerations: Possible problems and solutions
5. Evaluation (School)
6. Monitoring (IBO)
7. Appendices:
 - A. Sample programmes
 - B. Anecdotes - CAS - Some individual projects
 - C. Bibliography
 - D. Sample form

3. Getting Started

The success or failure of a CAS programme will depend upon the commitment of all members of the school community. This responsibility cannot be left to individual students. The schools must provide an administrative structure and funding. Additionally, adequate adult leadership and guidance from staff, parents, or members of local community, must be provided for each designated CAS activity. In this regard, it may be wise for a school's recruitment policy to reflect its commitment to CAS.

Once a school's commitment to CAS has been made, the task at hand is to identify possible projects/activities. This will require an evaluation of resources at both the school and community levels and an assessment of the needs of students and those of the local community and environment.

Assessment of School Resources

Other talents of staff, wives - hobbies and interests

Physical resources - pool, gym, field, auditorium, clinic, etc

Students - interests and hobbies

Parents - their occupations, interests, connections

Classroom/Instruction - often could take on board problems arising from CAS projects

Existing interest groups and service organisations, e.g. school band, drama group, riding for handicapped

Potentially Helpful Organisations

Government offices, social services, health service, sports, etc

International organisations - Red Cross, Red Crescent, YMCA

Service organisations - Rotary, Soroptomists, Churches

Environment groups - Greenpeace, WWF, etc

Sports groups and athletics clubs

Theatre groups, university drama

Music & Art groups, museum support groups

Overseas embassies and consulates

Multinational and local industry for financial support

Other schools and youth groups to work alongside

Community Needs

Utilisation of emergency

Survey local newspapers for possible local projects

School's ancillary staff can provide a useful entry into local communities

Care of parks and recreation areas

Hospitals, old peoples homes, orphanages, etc

It is often mutually beneficial for students and adults to work alongside each other.

Providing for the cultural and sporting needs of students.

Identification of local schools that would benefit from tuition or cultural enrichment through a "buddy" system.

Student Needs

Schools with existing schemes may wish at this time to reappraise their existing programmes in the light of such an assessment.

Appendix A contains a number of programmes used by existing schools and illustrates the variety of ways in which the CAS guidelines may be interpreted. In addition, some examples of enterprising, individual CAS activities are given in Appendix B.

Schools requiring additional advice on the setting up of a CAS programme should contact their Regional Office who will be able to put them in touch with other IB schools.

4. Further Considerations: Possible Problems and Solutions

Cultural: Many communities are wary of aid from overseas students, because of their lack of cultural sensitivity. Possible solutions are:-

- a) Pairing overseas students with those from the local community.
- b) Using local contacts to introduce students into the community and/or using them to provide a short course in cultural awareness.

Language: The lack of ability to communicate is often a barrier to an effective service programme. Possible solutions are:

- a) An intensive course in conversational language
- b) A bilingual student or member of the local community would work alongside the candidate to act as an interpreter.

Legal: The school should be aware of possible infringements of local labour laws. In addition, it has a responsibility to indemnify itself against accidents and other liabilities that could result from social service activities.

- a) The CAS co-ordinator should use the local government agencies to assess possible legal problems.
- b) The CAS co-ordinator should consult with the administrator about the extent of third party cover under existing insurance policies and extend these where necessary.

Parental: The safety of children participating in some service activities may be a source of parental concern.

- a) The co-ordinator should arrange a meeting with students and parents to explain the aims of the programme and that safety concerns have been dealt with.
- b) Parental concern will be minimised if they are directly involved in CAS activities (see Getting Started).
- c) In certain countries the safety of foreign students will be improved if they are working alongside a member of the local community. Even in other circumstances it may be advisable for students to work in pairs.

Motivation: A CAS scheme cannot operate without all participants being fully committed to its success. Motivation may be increased by:

- a) Allowing staff and students to choose activities that correspond to their own interests. Even better, they can design their own programmes.
- b) All participants should be aware of the underlying philosophy of CAS and this may be enhanced by the use of outside speakers, such as
 - i) past pupils, who may emphasise how enjoyable CAS is.
 - ii) representatives of the communities benefiting from service activities.
- c) Adequate training for staff and students must be provided for those areas of the CAS programme that require new skills

- d) Staff should lead by example rather than passively supervising an activity.
- e) Parents should be informed of the importance the school attaches to the CAS programme and the reasons for them. Wherever possible they should be encouraged to participate actively in the programme.
- f) Students and parents should be made aware that:
 - i) their CAS record will be consulted for the writing of university and other references.
 - ii) that the adjunct of CAS is a compulsory part of the Diploma programme and as such it is accorded a parity of esteem with all other parts.
- g) Schools may wish to reward outstanding service in CAS with the award of certificates, prizes, etc. Publicity in the school magazine and local newspapers also helps to raise morale.
- h) CAS will have an enhanced profile within the school if the CAS co-ordinator has a significant position in the school hierarchy.

5. Evaluation (by the school)

Pupils should be evaluated in accordance to the performance criteria by their adult supervisor as appropriate to the activity.

In addition the student should prepare a self-evaluation, either written or oral, which should reflect:

- evidence of personal growth and
- ways in which they think others may have gained from their involvement.

Students should maintain a diary so as to encourage reflection upon their activities. This will also be useful in the preparation of their self-evaluations.

The CAS co-ordinator should meet regularly with students to discuss the progress of their CAS programme. The CAS co-ordinator should attempt to make unscheduled visits to activities.

The CAS co-ordinator should use this interaction to maintain an up to date written record on each student. These records

may be used for:

- transfer of IB students
- IBO monitoring
- preparation of university references
- and writing of school reports

It is recommended that the co-ordinator assesses the overall quality and performance of the school's programme by holding periodic seminars with all CAS participants.

It must be made clear to all diploma candidates that failure to fulfil the CAS requirement will result in non-award of the diploma.

6. Monitoring (IBO)

IBO will monitor schools in the manner outlined in the guidelines.

Continuing failure by a school to implement an effective CAS programme will result in the school being asked to withdraw from the IB.

7. Appendices (to be developed)

- A. Sample Schemes
- B. Anecdotes (Individual Projects)
- C. Bibliography
- D. Sample Form