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Diploma Programme

Creativity, action, service guide

For students graduating in 2010 and thereafter

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IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

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Introduction

Purpose of this document

This publication is intended to guide the planning and organization of creativity, action, service (CAS) in schools. CAS coordinators and advisers are the primary audience, although it is expected that they will use the guide to inform students and parents about CAS.

This guide can be found on the CAS page of the online curriculum centre (OCC) at http://occ.ibo.org, a password-protected IB website designed to support IB teachers. It can also be purchased from the IB store at http://store.ibo.org.

Additional resources

Teachers are encouraged to check the OCC for additional resources created or used by other teachers. Teachers can provide details of useful resources, for example: websites, books, videos, journals or teaching ideas.

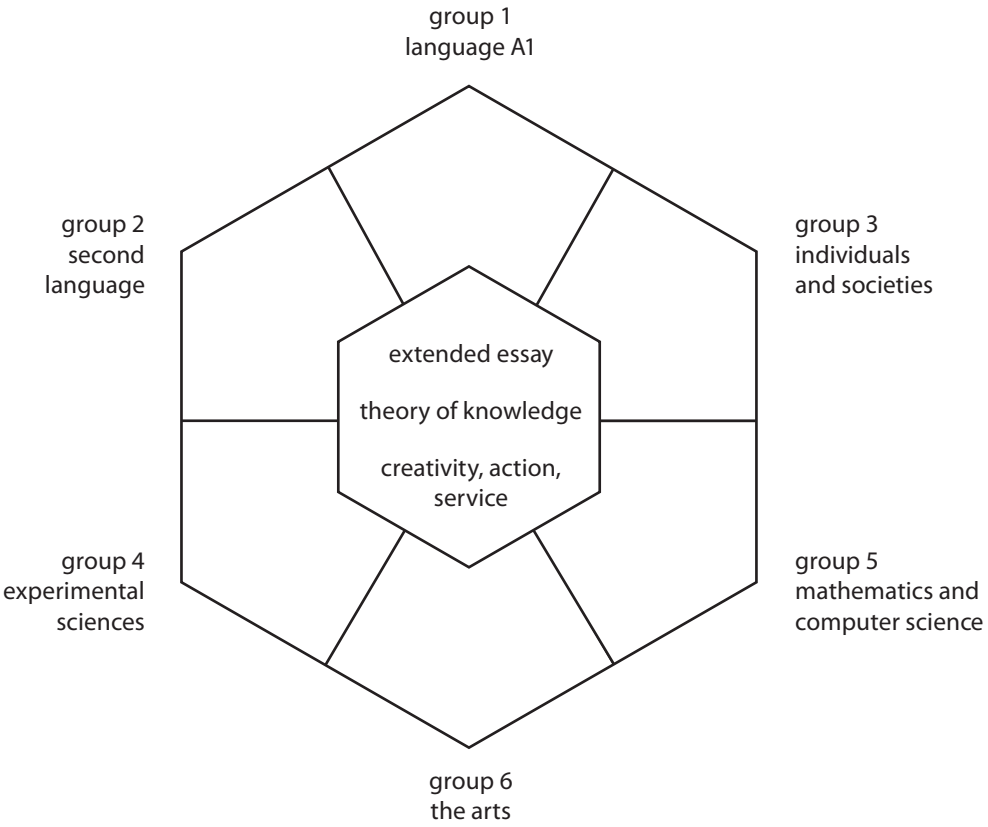
For students graduating in 2010 and thereafter

The Diploma Programme

The Diploma Programme is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

The Diploma Programme hexagon

The course is presented as six academic areas enclosing a central core. It encourages the concurrent study of a broad range of academic areas. Students study: two modern languages (or a modern language and a classical language); a humanities or social science subject; an experimental science; mathematics; one of the creative arts. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.



Choosing the right combination

Students are required to choose one subject from each of the six academic areas, although they can choose a second subject from groups 1 to 5 instead of a group 6 subject. Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL.

At both levels, many skills are developed, especially those of critical thinking and analysis. At the end of the course, students' abilities are measured by means of external assessment. Many subjects contain some element of coursework assessed by teachers. The course is available for examinations in English, French and Spanish.

The core of the hexagon

All Diploma Programme students participate in the three course requirements that make up the core of the hexagon. Reflection on all these activities is a principle that lies at the heart of the thinking behind the Diploma Programme.

The theory of knowledge course encourages students to think about the nature of knowledge, to reflect on the process of learning in all the subjects they study as part of their Diploma Programme course, and to make connections across the academic areas. The extended essay, a substantial piece of writing of up to 4,000 words, enables students to investigate a topic of special interest that they have chosen themselves. It also encourages them to develop the skills of independent research that will be expected at university. Creativity, action, service involves students in experiential learning through a range of artistic, sporting, physical and service activities.

The IB mission statement and the IB learner profile

The Diploma Programme aims to develop in students the knowledge, skills and attitudes they will need to fulfill the aims of the IB, as expressed in the organization's mission statement and the learner profile. Teaching and learning in the Diploma Programme represent the reality in daily practice of the organization's educational philosophy.

The nature of creativity, action, service

> ...if you believe in something, you must not just think or talk or write, but must act.
>
> Peterson (2003)

Creativity, action, service (CAS) is at the heart of the Diploma Programme. It is one of the three essential elements in every student's Diploma Programme experience. It involves students in a range of activities alongside their academic studies throughout the Diploma Programme. The three strands of CAS, which are often interwoven with particular activities, are characterized as follows.

Creativity: arts, and other experiences that involve creative thinking.

Action: physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Programme.

Service: an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

CAS enables students to enhance their personal and interpersonal development through experiential learning. At the same time, it provides an important counterbalance to the academic pressures of the rest of the Diploma Programme. A good CAS programme should be both challenging and enjoyable, a personal journey of self-discovery. Each individual student has a different starting point, and therefore different goals and needs, but for many their CAS activities include experiences that are profound and life-changing.

For student development to occur, CAS should involve:

- real, purposeful activities, with significant outcomes
- personal challenge—tasks must extend the student and be achievable in scope
- thoughtful consideration, such as planning, reviewing progress, reporting
- reflection on outcomes and personal learning.

All proposed CAS activities need to meet these four criteria. It is also essential that they do not replicate other parts of the student's Diploma Programme work.

Concurrency of learning is important in the Diploma Programme. Therefore, CAS activities should continue on a regular basis for as long as possible throughout the programme, and certainly for at least 18 months.

Successful completion of CAS is a requirement for the award of the IB diploma. CAS is not formally assessed but students need to document their activities and provide evidence that they have achieved eight key learning outcomes. A school's CAS programme is regularly monitored by the relevant regional office.

International dimensions

> The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.
>
> *IB learner profile booklet* (March 2006)

Creating "a better and more peaceful world" is a large aim. Working towards it should be seen as involving many small steps, which may be taken locally, nationally or internationally. It is important to see activities in a broader context, bearing in mind the maxim "Think globally, act locally". Working with people from different social or cultural backgrounds in the vicinity of the school can do as much to increase mutual understanding as large international projects.

CAS and ethical education

There are many definitions of ethical education. The more interesting ones acknowledge that it involves more than simply "learning about ethics". Meaningful ethical education—the development of ethical beings—happens only when people's feelings and behaviour change, as well as their ideas.

Because it involves real activities with significant outcomes, CAS provides a major opportunity for ethical education, understood as involving principles, attitudes and behaviour. The emphasis in CAS is on helping students to develop their own identities, in accordance with the ethical principles embodied in the IB mission statement and the IB learner profile. Various ethical issues will arise naturally in the course of CAS activities, and may be experienced as challenges to a student's ideas, instinctive responses or ways of behaving (for example, towards other people). In the context of CAS, schools have a specific responsibility to support students' personal growth as they think, feel and act their way through ethical issues.

Links to the Middle Years Programme

There are many links between CAS and the IB Middle Years Programme (MYP), showing both continuity and some appropriate shifts of emphasis. MYP subject experience in arts, technology and physical education may be continued and extended in the creativity and action elements of CAS. MYP areas of interaction, notably community and service and approaches to learning, show some of the strongest connections with CAS. In the MYP, the emphasis with younger students is on developing an awareness of community. As the programme continues, there is a growing involvement in service to the community, in line with students' increasing maturity and autonomy. This strand is taken up in CAS service and in the increased importance of student-initiated activity in CAS. As part of approaches to learning, MYP students are expected to reflect in increasingly sophisticated ways. This is particularly true of their involvement in community and service. In CAS, reflection is an essential element of experiential learning in all types of activity. Its significance is highlighted in the first aim of the CAS programme.

CAS and theory of knowledge

Both CAS and theory of knowledge (TOK) emphasize the importance of reflection and developing self-awareness. CAS reflection flows from experience, from thinking about how an activity feels and what it means to everyone involved. In TOK the approach to knowledge issues tends more towards the abstract and theoretical. The links can nevertheless be very close. For instance, a difficult decision about how to behave towards another person or group in a CAS activity might be informed by a TOK consideration of analogous situations; conversely, such a decision might provide a concrete example to illustrate an ethical dilemma in the context of a TOK discussion.

At a more general level, students can be encouraged to compare their learning in CAS with their subject learning, and to consider how one may help the other. TOK lessons may provide an opportunity for extended discussion of the values and philosophy of CAS, and student responses to these. Two sample bridging questions are provided in the *Theory of knowledge guide* (March 2006).

- CAS is often described as "experiential education". In what ways is learning in CAS similar to or different from learning in other areas of the Diploma Programme?
- In what ways might CAS be said to promote ethical education? Is service to others, in whatever form, a moral obligation? If so, on what might the obligation be based? If not, why not?

Aims

Within the Diploma Programme, CAS provides the main opportunity to develop many of the attributes described in the IB learner profile. For this reason, the aims of CAS have been written in a form that highlights their connections with the IB learner profile.

The CAS programme aims to develop students who are:

- reflective thinkers—they understand their own strengths and limitations, identify goals and devise strategies for personal growth
- willing to accept new challenges and new roles
- aware of themselves as members of communities with responsibilities towards each other and the environment
- active participants in sustained, collaborative projects
- balanced—they enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experiences.

Learning outcomes

Learning outcomes are differentiated from assessment objectives because they are not rated on a scale. The completion decision for the school in relation to each student is, simply, "Have these outcomes been achieved?"

As a result of their CAS experience as a whole, including their reflections, there should be evidence that students have:

- **increased their awareness of their own strengths and areas for growth**
  They are able to see themselves as individuals with various skills and abilities, some more developed than others, and understand that they can make choices about how they wish to move forward.
- **undertaken new challenges**
  A new challenge may be an unfamiliar activity, or an extension to an existing one.
- **planned and initiated activities**

  Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects, for example, ongoing school activities in the local community, as well as in small student-led activities.

- **worked collaboratively with others**
  Collaboration can be shown in many different activities, such as team sports, playing music in a band, or helping in a kindergarten. At least one project, involving collaboration and the integration of at least two of creativity, action and service, is required.
- **shown perseverance and commitment in their activities**
  At a minimum, this implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities.
- **engaged with issues of global importance**
  Students may be involved in international projects but there are many global issues that can be acted upon locally or nationally (for example, environmental concerns, caring for the elderly).
- **considered the ethical implications of their actions**
  Ethical decisions arise in almost any CAS activity (for example, on the sports field, in musical composition, in relationships with others involved in service activities). Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with CAS advisers.
- **developed new skills**
  As with new challenges, new skills may be shown in activities that the student has not previously undertaken, or in increased expertise in an established area.

All eight outcomes must be present for a student to complete the CAS requirement. Some may be demonstrated many times, in a variety of activities, but completion requires only that there is **some** evidence for every outcome.

This focus on learning outcomes emphasizes that it is the quality of a CAS activity (its contribution to the student's development) that is of most importance. The guideline for the minimum amount of CAS activity is approximately the equivalent of half a day per school week (three to four hours per week), or approximately 150 hours in total, with a reasonable balance between creativity, action and service. "Hour counting", however, is not encouraged.

Outline

Responsibilities of the school

In line with the IB *Programme standards and practices* document it is required that:

- schools provide appropriate resources and staff to support the delivery of an appropriate and varied CAS programme
- students have opportunities to choose their own CAS activities and to undertake activities in a local and international context as appropriate
- students have opportunities to reflect on their CAS experiences, guided by teacher advisers who provide appropriate feedback
- parents are fully informed about the CAS programme.

The key to the success of the CAS programme is the **CAS coordinator**. In larger schools a **team approach** under the direction of the CAS coordinator is **essential** if students are to be helped to make the most of their CAS experiences. The core team members are the coordinator and the **CAS advisers**, who provide personal advice and support to individual students. CAS advisers will usually be teachers.

The essentials of a good CAS programme

The following components are needed in order to ensure a quality CAS programme.

Coordination

This involves oversight of every aspect of the school's CAS programme. It includes:

- developing and maintaining policy statements
- providing leadership for staff involved in CAS
- training activity supervisors
- supervising the professional development of CAS advisers
- ensuring that staff, parents and other students are kept informed about CAS
- publicizing achievements
- ensuring that students are prepared for the challenges they will face (actual preparation/training to be provided by an appropriate person)
- reporting student achievement to the IB, as required by the *Handbook of procedures for the Diploma Programme*.

Administration

A CAS programme of any size requires support in order to ensure that it runs smoothly. This includes:

- contact with outside individuals and agencies
- consideration of safety issues (risk assessment)
- record keeping.

Mentoring/advising

CAS advisers are involved in:

- helping students to identify personal and social goals
- monitoring the range and balance of activities undertaken by individual students
- developing students' powers of reflection through group discussion and individual consultation
- supporting students in their consideration of ethical concerns
- reading/responding to diaries/journals
- helping students to make connections (for example, CAS activity to subject learning, local activity to global concerns) and to look for generalizable understandings.

Supervision

Activity supervisors' responsibilities include:

- monitoring attendance
- providing guidance and support related to the activity
- alerting the CAS coordinator, administration or relevant CAS adviser to any problems
- reporting, as required, on student performance.

Responsibilities of the student

The relevant section of the IB *Programme standards and practices* document states that students should have opportunities to choose their own CAS activities and to undertake activities in a local and international context as appropriate. This means that, as far as possible, students should "own" their personal CAS programmes. With guidance from their mentors/advisers, students should choose activities for themselves, initiating new ones where appropriate.

Students are **required** to:

- self-review at the beginning of their CAS experience and set personal goals for what they hope to achieve through their CAS programme
- plan, do and reflect (plan activities, carry them out and reflect on what they have learned)
- undertake at least one interim review and a final review with their CAS adviser
- take part in a range of activities, including at least one project, some of which they have initiated themselves
- keep records of their activities and achievements, including a list of the principal activities undertaken
- show evidence of achievement of the eight CAS learning outcomes.

Evaluation

The most important aspect of evaluation is self-evaluation by the student.

The school should provide students with formative feedback on progress and offer guidance on future activities. The school also makes the final decision on completion, which is reported to the IB regional office. There is no other assessment of student performance in CAS.

The IB regional office systematically monitors school CAS programmes and provides feedback to the school.

More information about evaluation is given in the section "Reflection, recording and reporting".

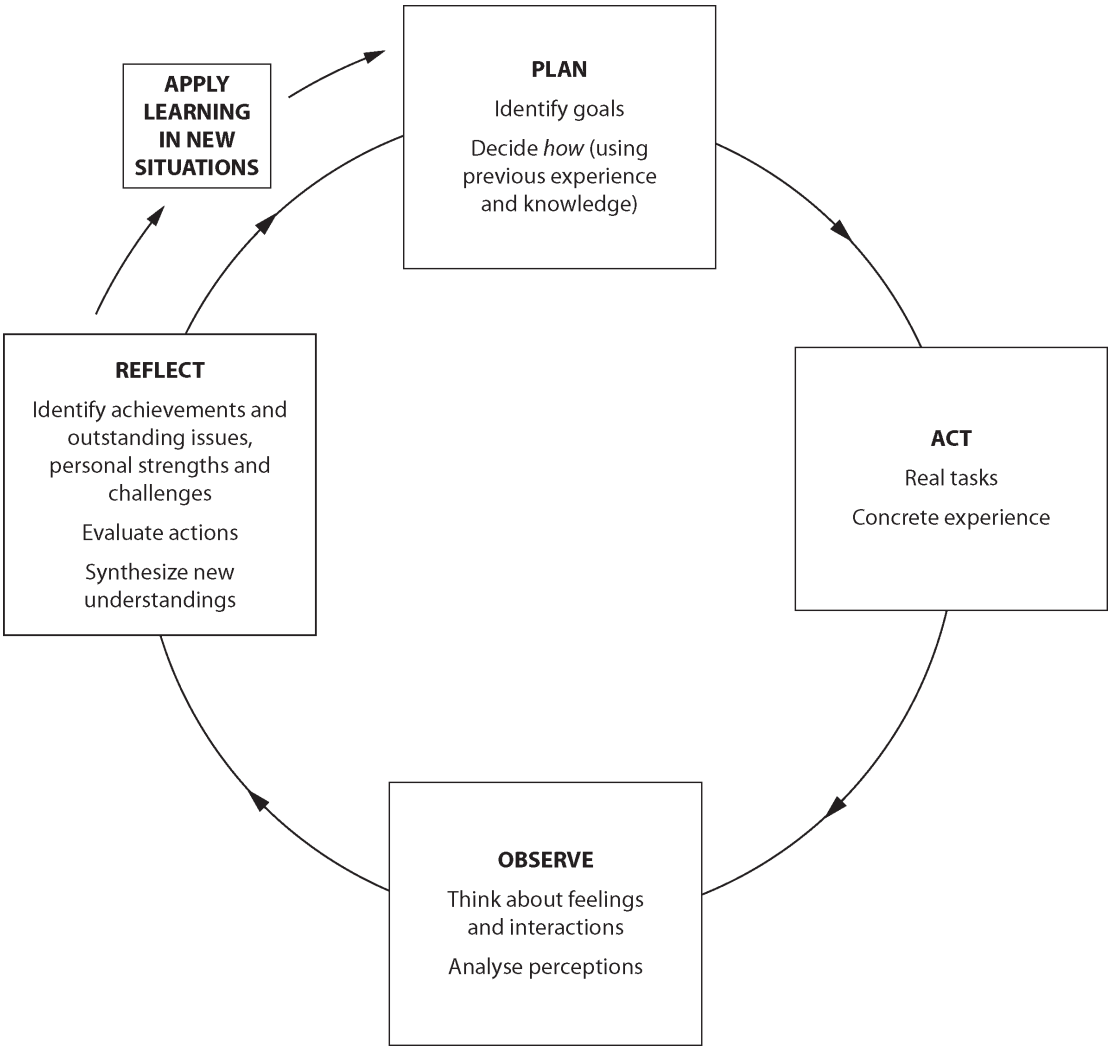
Experiential learning

While different Diploma Programme subjects offer varying amounts of opportunity for experiential learning, it is at the very heart of CAS.

As figure 1 indicates, experiential learning involves much more than just the activity itself: planning, acting, observing and reflecting are all crucial in making the experience as valuable as possible.

The cycle of experiential learning

Figure 1



There is an extensive literature on experiential learning. Figure 1 may be compared with those developed by David A Kolb and others who have followed him (Kolb 1984; Chapman 2005). Kolb's "working definition" is useful, in that it emphasizes that experience on its own does not guarantee learning.

> [Experiential] learning is the process whereby knowledge is created through the transformation of experience.
>
> Kolb (1984)

Among the benefits of experiential learning are the following. Students are enabled to:

- see the application of academic learning, social and personal skills to real-life situations
- bring real benefits to self and/or others
- understand their own capacity to make a difference
- make decisions that have real, not hypothetical, results
- develop skills to solve problems
- develop a sense of responsibility and accountability for their actions.

Reflection, recording and reporting

Reflection needs to be developed. It should not be assumed that it comes naturally. Just as the kind of reflection that a critic applies to a work of art or literature is something that develops with time and experience, so the kind of reflection appropriate in CAS is something that requires guidance and practice.

The fundamentals are simple. Of any activity, it is appropriate to ask the following questions.

- What did I plan to do?
- What did I do?
- What were the outcomes, for me, the team I was working with, and others?

The difficulty lies in the complexity of the possible answers.

Kinds of reflection

Different kinds of reflection work for different people. Reflection can be:

- public or private
- individual or shared
- objective or subjective.

For example, in a CAS group project, the planning stages are largely public, so reflection on them can be largely public, shared and objective. The term "largely" is used because there may be individual views that arise independently, in terms of how satisfactory the process was for a particular student (who may enter and leave the activity with different personal experiences from others).

Carrying out the project is likely to be both public and private, both individual and shared, and both objective and subjective.

Outcomes of a project or other activity are similar: there may be objective successes and limitations of the activity as a whole, but what it has meant for the team and for individuals within it may be more varied.

For some students and some kinds of reflection (such as private, individual, subjective), writing is the best tool for reflection. However, for many, reflective writing does not come naturally. It can, to some extent, be "modelled" in oral discussion of more public, less sensitive matters, either as an end in itself or as a prelude to writing.

But writing is by no means the only possible outcome of reflection. Students can present their activities orally to peers, parents or outsiders. They can make scrapbooks, photo essays, videos/DVDs or weblogs. They can use journals or make up varied portfolios. Or they may sometimes simply reflect privately: some of the most important lessons may be very personal ones that students should be allowed to keep to themselves.

Developing reflection

Moving on from the "What …?" questions outlined earlier, experiential learners might consider, where appropriate, for themselves and others, and for each stage of an activity (before, during and after):

- how they felt
- what they perceived
- what they thought about the activity
- what the activity meant to them
- what the value of the activity was
- what they learned from the activity and how this learning (for example, a change of perspective) might apply more widely.

There are many different sources of advice on techniques for developing reflection, some more appropriate to CAS than others. Reed and Koliba (1995) and Berger Kaye (2004) have many useful ideas.

Recording and reporting

Students should document their CAS activities, noting in particular their reflections upon their experiences. As previously indicated, this documentation may take many forms, including weblogs, illustrated displays and videos, and written notes. Its extent should match the significance of the particular activity to the student. While it is important to encourage students to make an early start on their CAS log, there is no point in writing lengthy accounts about relatively routine experiences.

Some of the most valuable recording and reporting happens when there is a real audience and purpose, for example, when students inform other students, parents or the wider community about what is planned or what has been achieved.

There should be consultations between each student and a CAS adviser as necessary, at least twice in year 1 and once in year 2, where the student's progress is discussed and appropriate encouragement and advice is given. These consultations should be briefly documented on a simple CAS progress form. If any concerns arise, especially about whether a student will successfully complete the CAS requirement, these should be noted and appropriate action should be taken at the earliest opportunity.

The school will record the completion decision for each student, noting the evidence for each learning outcome. This decision is reported to the regional office, as specified in the *Handbook of procedures for the Diploma Programme*.

Where a school is required to submit sample student CAS records to the regional office, as part of the regular monitoring process, the records required will be:

- the progress form (see model form A in the "Appendices" for a possible model)
- the completion form (see model form B in the "Appendices" for a possible model)
- up to 10 sample pages from the student's ongoing documentation. These sample pages, which may, for example, be photocopied journal pages or printouts from electronic logs, must include a list of the principal activities undertaken and evidence of both planning and reflection. For one or more activities, it must be possible for the reader to tell what happened, why it happened, how it happened, what its value was and what the student learned from it.

Schools should retain other supporting material until 31 May (May session schools) or 30 November (November session schools) in case there are queries about the material supplied. As part of routine monitoring, or during five-year reviews, regional offices may request to see the complete documentation for individual students.

Range and diversity of activities

All students should be involved in CAS activities that they have initiated themselves. Other CAS activities may be initiated by the school.

Activities should vary in length and in the amount of commitment required from the student, but none should be trivial. Some schools have ongoing relationships with local organizations that offer challenging opportunities for service activities that may also incorporate elements of creativity and/or action. Other schools undertake major, concentrated, one-off activities that may involve considerable planning and fund-raising (for example, expeditions or building projects).

The online curriculum centre (OCC) is a good place to look for examples of varied CAS activities, large and small. A brief visit to this extensive website can begin to give a sense of how individual schools tailor their CAS programmes according to the constraints and opportunities of their own situations.

In line with the aim of CAS to broaden students' experience during their Diploma Programme years, work that is part of a student's study of a Diploma Programme subject, theory of knowledge or extended essay may not be counted towards CAS. This excludes, for example, routine practice performed by IB music or dance students. However, where students undertake activities that follow CAS guidelines (for example, by meeting CAS learning outcomes and including student initiative or choice), the fact that these activities also satisfy the requirements of a state qualification or of another award scheme does not prevent them from being counted towards CAS. The idea of CAS is to ensure that students have a balanced, fulfilling overall experience; it is not to overload students who are already participating in a very demanding academic schedule.

Projects, themes, concepts

Students should be involved in at least one project involving teamwork that integrates two or more of creativity, action and service, and is of significant duration. Larger scale activities of this sort may provide excellent opportunities for students to engage "with issues of global importance". From time to time, in line with its mission statement, the IB may identify broad themes that schools are invited to support ("Sharing our humanity" is the first of these). Such themes may provide a context that will enable students to generalize further in their reflections, following the maxim "Think globally, act locally".

Other possible sources of organizing themes or concepts, which schools may wish to consult, include the United Nations' Millennium Development Goals (www.un.org/millenniumgoals/) and various websites dealing with global issues (enter "global issues" in a search engine). As with any Internet sources, some of these websites are more reputable and/or credible than others. Many schools have also found inspiration in JF Rischard's twenty global problems (see Rischard 2002).

Creativity

Creative activities should have a definite goal or outcome. They should be planned and evaluated like all CAS activities. This can present something of a challenge where, for example, a student is a dedicated instrumental musician. It would be artificial to rule that something that is both a pleasure and a passion for the student could not be considered part of their CAS experience. How, though, can it help to fulfill CAS learning outcomes? It may be useful to refer back to the section "The nature of creativity, action, service", particularly to the second principle: **personal challenge**—tasks must extend the student and be achievable in scope.

Perhaps the instrumental musician can learn a particularly difficult piece, or a different style of playing, in order to perform for an audience. The context might be a fund-raising activity, or the student might give a talk to younger children about the instrument, with musical illustrations. Appropriate CAS activities are not merely "more of the same"—more practice, more concerts with the school band, and so on. This excludes, for example, routine practice performed by IB music or dance students (as noted earlier), but does **not** exclude music, dance or art activities that these students are involved with outside the Diploma Programme subject coursework.

Action

Similar considerations apply here. An outstanding athlete will not stop training and practising in order to engage in some arbitrary, invented CAS physical activity. However, modern approaches to sports coaching emphasize the notion of the reflective practitioner, so it is possible for the athletics coach to incorporate relevant CAS principles and practice into training schedules for the benefit of the student. Setting goals, and planning and reflecting on their achievement, is vital. "Extending" the student may go further, for example, to asking them to pass on some of their skills and knowledge to others. If their chosen sport is entirely individual, perhaps they should try a team game, in order to experience the different pleasures and rewards on offer.

Some excellent "action" activities are not sporting or competitive but involve physical challenge by demanding endurance (such as long-distance trekking) or the conquest of personal fears (for example, rock climbing). It is important that schools carefully assess the risks involved in such activities.

Alternatively, a student's "action" may be physical exertion as part of a service activity, perhaps in a project as outlined in the section "Projects, themes, concepts".

To avoid possible confusion, it is appropriate to note that the use of the term "action" in CAS is very different from that in the IB Primary Years Programme (PYP). In the PYP, action is a powerful concept that is part of the whole philosophy of learning (see *Making the PYP happen: A curriculum framework for international primary education*); in CAS, action relates specifically to physical activity.

Service

It is essential that service activities have learning benefits for the student. Otherwise, they are not experiential learning (hence not CAS) and have no particular claim on students' time. This rules out mundane, repetitive activities, as well as "service" without real responsibility. A learning benefit that enriches the student personally is in no way inconsistent with the requirement that service be unpaid and voluntary.

The general principle, sketched out in the section "The nature of creativity, action, service", that the "rights, dignity and autonomy of all those involved [in service activities] are respected", means, among other things, that the identification of needs, towards which a service activity will be directed, has to involve prior communication and full consultation with the community or individual concerned. This approach, based on a collaborative exchange, maximizes both the potential benefits to the recipients and the learning opportunities for the students.

Ideally, such prior communication and consultation will be face-to-face and will involve the students themselves. Where this is not possible, schools need to work with appropriate partners or intermediaries, such as NGOs (non-governmental organizations), and make every effort to ensure both that the service provided is appropriate, and that the students are able to understand the human consequences of their work, for both individuals and communities.

Service learning

Service learning is a phrase that is in common use in many countries, denoting service to the community combined with learning outside the classroom. The notion is already established in the IB Middle Years Programme area of interaction, community and service, which requires teachers to plan suitable service activities to exemplify and extend subject learning. In the Diploma Programme there are opportunities for service activities to be linked to subject learning. There is substantial research (see Furco 2003 for an overview) that indicates the power of service activities linked to subject learning. Among the well-documented benefits are that service learning:

- enhances students' willingness to take risks
- promotes meta-learning (learning about learning)
- develops students' ability to communicate and make relationships
- supports different learning styles
- enables all students to achieve, that is, to experience success.

However, there are two considerations.

- It is essential that CAS activity is an extension to subject work. To attempt to count the **same** work for both a subject or extended essay and CAS would constitute malpractice.
- It is desirable that students, rather than teachers, initiate the service activity. This is in accordance with the greater expectations of autonomy and maturity in Diploma Programme students.

Political activity

The IB has no view on whether or not it is appropriate for students to be involved in political activities as part of their educational experience. Views on this vary considerably in different cultural contexts, so it is a matter for decision at local or school level.

However, where such activity is locally sanctioned, there is a question about whether or not it may qualify as CAS. It may be relevant to consider the following factors.

- Is the activity safe and secure, given the local circumstances?
- Is it an activity that will cause, or worsen, social divisions?
- Where are the learning opportunities for the students involved?

Religious activity

Some of the same concerns apply here as with political activity. For example, in some parts of the world religious observance is illegal in the school curriculum; in others it is compulsory.

It is recognized that this is a sensitive and difficult area. Nevertheless, the general rule is that religious devotion, and any activity that can be interpreted as proselytizing, does not count as CAS.

Some relevant guiding principles are that CAS activities should enlarge students' experience, encourage them towards greater understanding of people from different social or cultural backgrounds and include specific goals. By these criteria, work done by a religious group in the wider community, provided that the objectives are clearly secular, may qualify as CAS. Another key issue is whether students are able to make choices and use their initiative. In contrast, service (even of a secular nature) that takes place entirely within a religious community can at best only partially meet the aims and learning outcomes of CAS, so there would need to be evidence from students' other activities that all the required outcomes had been met.

CAS advisers who are faced with difficult questions in this area may find it helpful to ask students which of the CAS learning outcomes their proposed activity would meet, and how it might be possible to strengthen it in terms of CAS requirements. Activities may be very valuable to students as members of a religious community but nevertheless contribute little in terms of experiential learning.

Developing a CAS programme

This section is aimed particularly at newly appointed CAS coordinators and new schools in the process of designing and implementing a CAS programme. It may also be a useful reference for experienced schools wishing to develop their CAS programme further.

Building a good CAS programme in a school takes time. Making contact with appropriate partners is not something that can be done instantaneously. Equally, as experience grows from year to year, some activities may be found to be less valuable than others, while new possibilities may emerge, for example, through particular student initiatives.

Starting out

Step one

The CAS coordinator must consult the current edition of the IB *Handbook of procedures for the Diploma Programme* to ensure that requirements related to monitoring and reporting are met (these requirements include forms that must be sent to the regional office, for example). The CAS coordinator, in consultation with the school administration, must ensure that sufficient resources are available before the CAS programme commences.

Administrative resources

It is a condition of Diploma Programme authorization that schools demonstrate a commitment to CAS from all members of the school community.

The school must therefore provide the budget, time, staffing and resources necessary to run a successful CAS programme. The extent of the budget and resources will depend on the individual school's situation, including student numbers and local conditions. However, it must be remembered at all times that CAS is central to the Diploma Programme, and its organization and resourcing must not be left solely to students. Asking students to raise funds to provide a school CAS budget, for example, is not appropriate.

Human resources
CAS advisers: The number of advisers must be sufficient to provide personal advice and support to the students.

Staff and partners: Teachers are often viewed only in terms of their particular subject expertise. However, virtually all school staff have other talents they would be prepared to share that could contribute to excellent CAS activities. Ancillary staff can be very useful in helping to identify and supervise community and environmental activities. Partners can also be encouraged to become involved in CAS.

Students: Many students have already achieved considerable skills in pursuits such as music, art, drama and sports. Students with such skills and expertise can lead or make a valuable contribution to activities with other students in the school or off-campus in the local community.

Parents: Parents can also be a very useful resource for CAS activities, thanks to a wide range of occupations and interests. Parents are often very keen to assist with a variety of CAS ventures, or even to lead them on a regular basis.

In-school resources
All schools have a variety of places ideal for CAS activities, places such as the swimming pool, sports hall, gymnastics hall, auditorium, playing fields, art rooms, music studios, language laboratories, computer rooms and technology workshops. They can be particularly attractive as a means of bringing to the campus younger and older members of the local community who can then share the facilities used by the students.

Classrooms, laboratories and workshops can also support CAS, especially when opportunities for service learning are identified.

Out-of-school resources
It is possible to identify a variety of reputable organizations, both locally and elsewhere, that can provide support for regular CAS activities and major projects. The school should maintain close contact with outside agencies through which students are completing part of their CAS requirement. Examples of such organizations are:

- social services, health services, government offices
- overseas embassies and consulates
- service organizations (for example, organizations that help particular groups, such as elderly people)
- environmental groups
- youth groups, sports clubs, drama, music and art groups
- multinational and local commerce and industry (for financial support, banks and insurance companies may be prepared to fund service ventures)
- international organizations such as Amnesty International, the Red Crescent, the Red Cross, the Duke of Edinburgh's International Award Scheme, the YMCA and the YWCA, and Habitat for Humanity.

Local and national press coverage of students' CAS activities can be very positive and gives excellent publicity to the community, reflecting well on the school. It can also encourage other organizations to propose new activities for the school's CAS programme.

It should be stressed that CAS encourages students to take on a variety of projects in a number of different contexts. It would therefore not be appropriate for the entire programme to consist of work with one organization.

Step two

The CAS coordinator needs to ensure that the following information is available to students:

- the CAS guide, especially the section "Responsibilities of the student"
- details of CAS organization within the school, including specific local requirements (legal issues, safety, and so on)
- school requirements and suggestions for recording and reflection.

Step three

The CAS coordinator needs to ensure that the school administration has arranged for the CAS team to have sufficient contact time during the year with Diploma Programme students. This should include at least:

- one meeting with all potential Diploma Programme students during the year preceding the commencement of their programme (for schools where there is a significant intake of new students at the start of the Diploma Programme, this meeting may be postponed or repeated)
- one meeting with all students in the first weeks of their Diploma Programme
- regular and sufficient meetings with students, both individually and as a group, throughout the two years of the Diploma Programme.

Step four

The CAS coordinator must ensure that systems are in place to monitor student progress throughout the two years of the Diploma Programme. The principle that students should "own" their personal CAS programmes implies that they should be trusted to fulfill the commitments that they have made, unless they show themselves unworthy of that trust. Nevertheless, some students have difficulties either in getting their activities under way, or in working through tricky situations. The student's CAS adviser, or the CAS coordinator, can only give help and support if they are aware of the problem.

Monitoring progress should therefore include:

- periodic oversight of students' CAS journals (or diaries or weblogs), including details of activities and reflections upon them
- meetings between CAS advisers and students, at least twice in year 1 and once in year 2
- ensuring that arrangements are in place for activity supervisors, who may not be teachers or part of the school community, to report on any concerns they may have, including unexplained absences.

Step five

The school should provide all students with a record of their personal CAS achievements on completion. This might, but need not, take the form of copies of their progress and completion forms, to accompany their personal journals.

Step six

The school should review its CAS programme as necessary, in order to celebrate successful activities and partnerships with other organizations, and to identify those areas that need strengthening and any that may need replacing because they have become "stale" (that is, they are no longer providing students with suitable challenges or learning opportunities).

Consolidation and development of the CAS programme

This section is meant to provide ideas for the development of an existing CAS programme within a school.

Step one

The school should ensure that the team of CAS advisers who are mentoring the programme:

- understand the goals of the CAS programme
- have regular access to the students
- can facilitate and teach reflection with the students
- are familiar with the school system of record keeping.

Step two

The school should broaden the range of activity providers for students, both in the local community and further afield.

The school should encourage presentations by activity providers for students in the school, and by students themselves (as outlined in the section "Reflection, recording and reporting").

Step three

The school should seek to raise awareness of CAS within the school, for example, by developing links between individual subjects and the CAS programme.

Step four

The school should establish international contacts for projects. A possibility for all IB World Schools is to facilitate a project with a school or agency in a different region of the world. This may involve a partnership in carrying out a project, for example, through the IB's schools-to-schools network. The online curriculum centre (OCC) may also provide ideas or potential contacts. Lasting relationships, leading to projects that are sustainable over years, are potentially the most rewarding for all concerned.

In any international project, it is important to ensure that:

- there is a genuine need for the project, which has been stated by the potential recipients
- there is a reliable and honest local liaison officer who has good contacts with the recipients of the project
- there is an understanding of the level of student participation that is feasible in the project
- there is a clear assessment of potential risks to student participants
- there is approval from the school administration for the project
- there is a thorough evaluation of the project's success or failure, including the benefits for all involved.

Students with special educational needs

Some students may face particular issues in their CAS activities. Where these are long-term and will affect their performance in subject examinations and assessment tasks, schools should contact IB Cardiff, using the appropriate procedure. Where there is a physical, medical or psychological condition that affects only their participation in CAS, schools should contact their regional office for advice.

The principle in all such circumstances is to focus on what students **can** do, not on what they cannot. It must be remembered that the school plays a vital part in defining students' future lives, including their leisure and pleasure. Interests developed through CAS activities can contribute to the future well-being of all students. For students with physical injuries or disabilities it may be vitally important that they undertake appropriate activities, which may include exercise or therapy. Students who have suffered psychological traumas need appropriate help and support to help them rebuild their confidence. The challenges they face in their CAS activities may need to be carefully managed but some involvement in all aspects of CAS is almost always appropriate.

Appendices

Glossary

Adviser
Throughout this guide the term "CAS advisers" refers to the people who provide personal advice and support to individual students, in relation to their CAS programme. CAS advisers will usually be teachers, in many schools "home room tutors".

Collaborative
Collaborative activities involve cooperation with others. They do not have to be on a grand scale, nor do they have to be sustained over long periods of time.

Community/communities
Students will be members of several different communities (the school, the local area where they live, ethnically or religiously defined groups, perhaps, and so on). Some CAS activities may quite properly involve service within the community but extending students' experience implies that they should also be involved with people from other communities when this is possible.

Context
An activity becomes meaningful only when it has an appropriate context. Students can be encouraged to see their activities in multiple contexts. For example, working with people who live in a remote village and have strong local traditions can be seen as helping that particular group to live a little more comfortably; it can also be seen as part of a worldwide debate about balancing modern and traditional values in an era of increasing globalization.

Coordinator
The person who is given overall responsibility for the whole CAS programme, with sufficient support, time and resources to carry out the role.

Global
See **context**. To meet the learning outcome, "engaged with issues of global importance", students may legitimately undertake activities locally, provided that they recognize that such activities have wider significance.

Journal
Students are required to record their involvement in CAS activities, and their reflections upon them. A variety of forms are acceptable, including weblogs, written journals, annotated photo diaries and audio or video diaries. Some verbal content is essential, in order to provide evidence that the learning outcomes have been achieved.

Log
See **journal**.

New roles or challenges
This means new to the student. It may also mean undertaking a more responsible or extensive role in an activity with which the student is already involved.

New skills
Sometimes a student may develop new skills through undertaking an activity (for example, an art form or a sport) that is entirely new to them. It is equally valid for them to develop identifiable new skills in an area where they already have considerable expertise.

Plan	Planning can occur on both a macro and a micro scale. A student may be involved, usually with others, in planning a major project; students may plan a training programme for themselves, in order to achieve a short-term aim; or they may plan how to organize a session in their service activity, in order to resolve a particular problem. Any of these senses of "plan" may meet the requirements of the learning outcome.
Project/integrated project	An activity that involves teamwork, integrates two or more of creativity, action and service, and is of significant duration (see section "Projects, themes, concepts"). The importance of duration is that it provides opportunities to reflect on progress and adjust plans, in order to resolve problems that arise.
Sustained	Sustained activities offer opportunities for ongoing reflection and planning (see **project/integrated project**). They also enable students to show perseverance and commitment. Where schools have developed long-term partnerships with other agencies, they may require students volunteering for particular activities to commit themselves for a year or more. Other kinds of activities may be sustained for shorter periods of time.
Team	The "CAS team" refers to the coordinator and advisers. Others, such as administrative staff and activity supervisors, are important to the success of the CAS programme but are not part of the core team.

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Possible progress and completion form models

Model form A: CAS progress form

Teachers should consider the following model when creating their own CAS progress forms.

Name of student:

Name of CAS adviser:

Event	Date	Signature	Comments (sample)
Student has declared an acceptable plan for CAS activities	Sept 06		X has displayed initiative and has a balanced CAS programme.
First consultation between CAS adviser and student	Sept 06		Excellent leadership and involvement in school drama. Not much evidence yet of following up on the service project.
Second consultation between CAS adviser and student	Dec 06		I am pleased to see that X has now got involved with the computer club for handicapped adults.
Student has submitted reflective work	June 07		Yes. A most interesting weblog.
Third consultation between CAS adviser and student	Sept 07		I am delighted that X is taking a leadership role in the student council as well as continuing with other plans.
Student has submitted final reflections	Mar 08		Yes. Fully satisfactory.

Note: More feedback and detail might be desirable but needs to be balanced against overload.

Model form B: CAS individual student completion form

Teachers should consider the following model when creating their own CAS completion forms.

There is evidence that [student's name] has:

Learning outcome	Achieved? (✓)	Nature/location of evidence (for example, weblog [date], journal [page xx], progress form [date])
Increased their awareness of their own strengths and areas for growth		
Undertaken new challenges		
Planned and initiated activities		
Worked collaboratively with others		
Shown perseverance and commitment in their activities		
Engaged with issues of global importance		
Considered the ethical implications of their actions		
Developed new skills		

Name of CAS adviser _____ CAS adviser's signature _____ Date _____