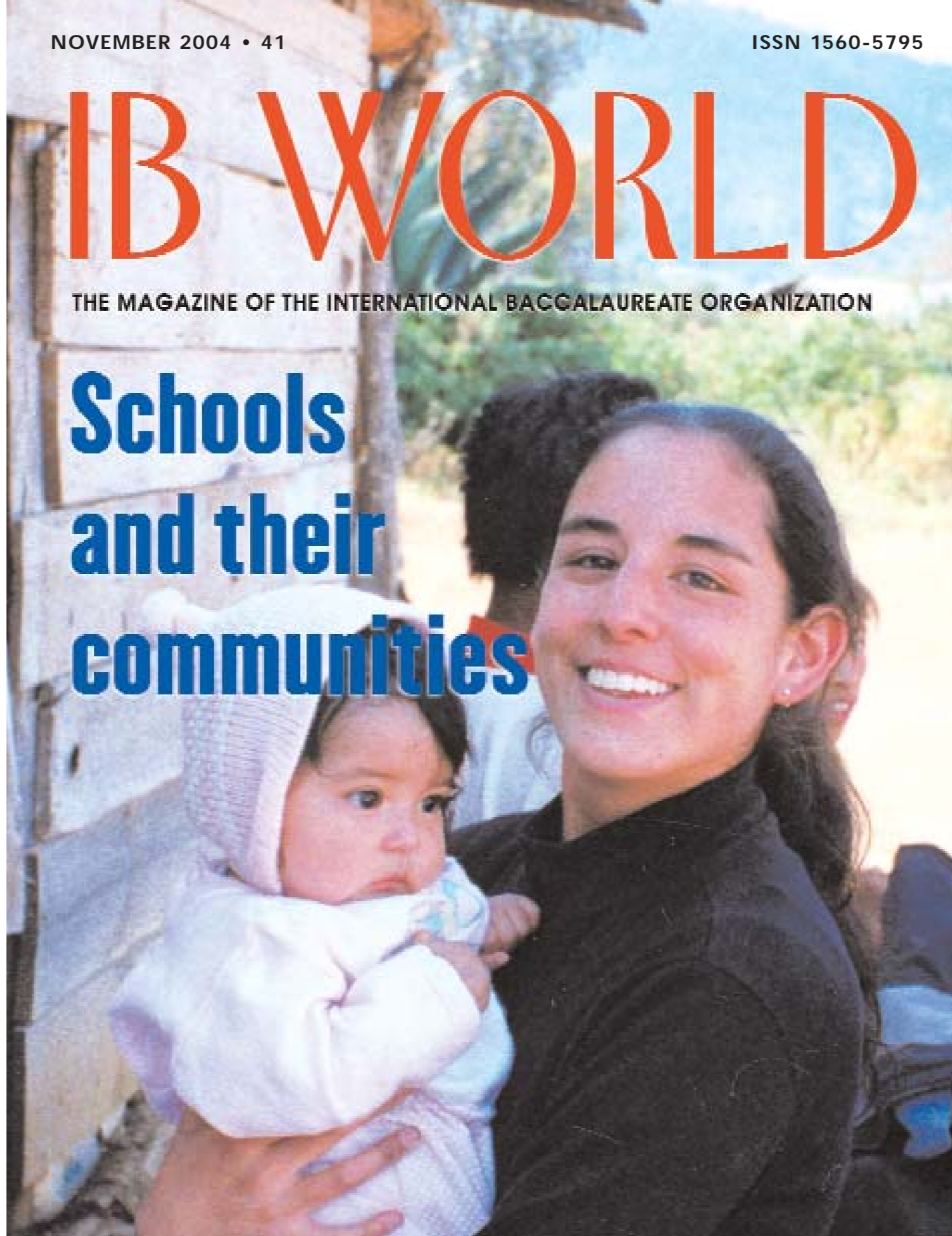


IB WORLD

THE MAGAZINE OF THE INTERNATIONAL BACCALAUREATE ORGANIZATION

Schools and their communities



A new editor • Indian and Pakistani students get together •
Encouraging mutual respect • How questions influence learning

A letter from the editor

Dear readers,

IB world schools have been working with their communities since the founding of Atlantic College in Wales, UK, which pioneered a range of social service activities carried out by student volunteers as part of its commitment to the assistance of those in need.

Alec Peterson, in his book *Schools across frontiers*, remembered that Atlantic College's first headmaster, Rear-Admiral Desmond Hoare, was very keen to apply this commitment and the students were often responsible for leading lifeboat rescues of sea vessels caught off guard by the inclement weather of South Wales. From the birth of the organization, IB students have participated in a wide range of social activities, helping their communities in many different ways, from nature conservation to helping the aged or infirm, from beautifying their local communities to supporting more disadvantaged schools.

The enormous response we have received to create this particular issue of *IB World*, and the diversity of ways in which schools demonstrate work with their communities, has served to emphasise the commitment of IB students and their teachers all over the world to contributing their grain of sand to making the world a better place.

A number of the articles in this issue demonstrate how, even at a young age, Primary Years Programme (PYP) students are already initiating ways to contribute to some very worthwhile causes, such as raising money to fund the education of children in less developed countries (see page 16) or making improvements at a local animal sanctuary (see page 22), or learning more about the concept of being a responsible member of the community (see page 19).

Many schools work effectively to build bridges with other countries and students have opportunities to appreciate cultures completely different from their own – whether that is by building homes for disabled children in East Africa (see page 8) or learning about the ancient 'Amozoc' indigenous culture in Mexico (see page 15).

In our 'Around the IB World' section, we are happy to announce the new editor of *IB World*, Dr Mary Hayden, who we are sure will bring a new, fresh outlook to the magazine in the future.

Finally, don't forget to fill in our on-line questionnaire about *IB World* (see page 3) – this is your chance to tell us what you really think of our magazine! We are keen to hear your views and comments about what you would like to see so that we can continue to offer the high quality publication that our schools deserve.

Simone Emmison,
IBO head of communications



Cover picture:

CAS in Mexico: see page 13

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The IBO welcomes the submission of articles of between 500 and 1200 words long for possible inclusion in *IB World*. Photos are welcome as prints, slides or high-resolution digital images but seek advice before sending. Authors should inform the editor if the same article is being submitted elsewhere or if it has been published previously.

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IB World • November 2004

Editor
Simone Emmison

Publisher
John Catt Educational Ltd.

Print run: 10,000

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ISSN 1560-5795

NOVEMBER 2004 • 41

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Articles with the online icon are on the IBO's public web site:
www.ibo.org/ibworld

Around the IB World

IBO donates money to school in Kenya

In February 2004, George Walker, director general, and Zhanna O'Clery, head of development, paid a visit to Nairobi to study, among other things, the development of the partnerships between IB world schools and other Kenyan schools.

During the visit, George and Zhanna were driven 100km to Olasiti High school, Aga Khan Academy's (AKA) partner school, near Narok in the Masai tribal area of the Rift Valley. The school has very basic facilities, electricity but no running water, and the building is made of breezeblocks and corrugated iron. The school was unable to finish a simple kitchen, which was found to be only partly built.

After hearing this report, the IBO 1% fund group agreed to give £500 to the school in order to complete the kitchen and AKA agreed to manage the donation on behalf of Olasiti High School. The funds have since been transferred and the work on the kitchen has started once again.



The IBO in Kenya: IBO director general George Walker and Zhanna O'Clery, head of development, took the opportunity recently to visit Olasiti High School in the Masai tribal area of the Rift valley. They were in Nairobi to study the development of partnerships between IB world schools and other Kenyan schools.

New ICT director



Wendy Xerri

Wendy Xerri has been named director of information and communications technology (ICT), based in Cardiff, United Kingdom. Wendy has gained experience at all levels of the computer industry but, more recently, she has been working at Sianel Pedwar Cymru (S4C), a Welsh television company in Cardiff. The challenges presented at S4C were particularly demanding, as

the company is publicly funded and fiercely competitive.

Whilst there, Wendy was responsible for installing three major television management systems, implemented computer security policies, and also working with independent producers to accept programme-related data electronically. A significant achievement was enabling S4C to launch its digital

channels in 1999, on time and within budget, by doubling the capacity of the computer systems, streamlining and simplifying the processing.

Wendy takes over the role of ICT director from Andrew Bollington who has moved to the new post of strategic planning director.

25 years of service

Thuy Gaudin, personnel and administration manager for the IBO headquarters (IBHQ) and IB Africa, Europe and Middle East (IBAEM) regional offices reached a grand total of 25 years service to the organization in September this year. Thuy joined the IBO in 1979 and was responsible for computer systems and IB exams based in the IBAEM regional office. In 1986, Thuy was personal assistant to Monica Flodman, regional director at that time. Thuy moved in a new direction in 1992 and became finance manager for IBHQ and IBAEM where she remained until 2000 when she took over responsibility for personnel and administration.

The IBO would like to congratulate Thuy Gaudin and thank her for the many years of commitment to the organization.

Arthur Vining Davis Foundations award grant to the IBO

The IBO has recently been awarded a grant of US\$140,000 from the Arthur Vining Davis Foundations.

Based in Jacksonville, Florida, the Arthur Vining Davis Foundations are a US philanthropic organization established by the late American Industrialist Arthur Vining Davis who became president of the Aluminum Company of America in 1910. The purpose of the Foundations is to provide financial assistance to certain educational, cultural, scientific and religious institutions.

The grant is to be used to incorporate the principles of learning theory into the professional development of Diploma Programme teachers in North America.

New editor for IB World

We are pleased to announce the appointment of Dr Mary Hayden to the role of editor for *IB World*. She takes over from the February 2005 issue. Mary has wide experience in the world of international education and, in the past, has worked for the IBO guiding the research and development function. Today, Mary is a senior lecturer in education at Bath University and director of the Centre for the study of Education in an International Context (CEIC) and still works very closely with the IBO.

Mary will bring a wealth of experience to this role, which is so important to the continual development of *IB World*.

The magazine has evolved considerably over the past few years and we want to hear your views about it. In this regard, we have prepared a questionnaire which can be found on the IBO web site for our readers to complete. Results of this questionnaire will provide a framework for the future development of the magazine.



Dr Mary Hayden

Visit our homepage at www.ibo.org or contact us at ibworld@ibo.org for further information.

Help for Diploma Programme students applying to UK universities

In an effort to support the increasing number of IB Diploma holders applying to universities in the United Kingdom (UK), a new post has been introduced within the IBAEM region. The person undertaking this part-time role, entitled university liaison officer (ULO) will establish connections with admissions officers in UK universities, and offer help and information to students applying to them. In collaboration with the regional office in Geneva, the ULO will make visits and presentations to individual universities and regional groups of universities to advise on how to respond to Diploma Programme (DP) students. Where there

are difficulties with an application—for example, an unrealistic offer in terms of the conditions imposed—helpful information on behalf of the student or the school will be made available.

The ULO will support all DP schools, not just those in the UK, with UCAS (the university admissions service in the UK). A similar post has already been established in IBNA in the Vancouver office. The ULO will also establish a database containing information such as details of applications and current university admissions officers, and will track diploma holders during their undergraduate studies.

1% fund group helps school in Kenya.

New editor appointed for IB World.



Dr John McCabe

The recruitment process was undertaken by the International Baccalaureate Schools and Colleges Association

(IBSCA) which recommended John McCabe. He was appointed by IBAEM to the role for an initial period of two years. Dr McCabe has strong experience for the role. Currently working at the School of Mathematics and Statistics at the University of St Andrews in Scotland, he has also been chair of the examining board at the IBO for the past six years and will stand down from this role in October 2004.

He has had a long association with the Diploma Programme, previously serving as chief examiner for mathematics HL, acting chief examiner for mathematical methods SL, and a DP group 5 representative. In all three positions, John sat on curriculum review committees in group 5, while as a group 5 representative he also served on the diploma review committee, dealing with curriculum and assessment issues across

the DP. As chair of the examining board, he chaired both this committee and the final award committee in addition to being a member of the Council of Foundation and other groups in the governance structure of the IBO.

John is delighted that he now has the opportunity to put the experience gained over many years working with the IBO to good use by working for the IBO. As the ULO he will be seconded on a part-time basis from the University of St Andrews to carry out his new responsibilities, but will continue to work from his university office. John began his role on 1 September 2004. His contact details are:

Dr J H McCabe, School of Mathematics and Statistics, University of St Andrews, St Andrews, Fife, KY16 9SS, United Kingdom. Tel: 44 1334 463702 (direct line); e-mail: john.mccabe@ibo.org

Implementing the IBO strategic plan

How do you translate a strategic plan into reality? In May 2004 the Council of Foundation approved a new strategic plan for the IBO. Since then, the organization has been focusing on translating the new plan into reality and bringing the plan to life for all those people involved in its implementation. Over the past three months, a number of two-day workshops have taken place, which involved groups of staff and governance all with one focus in mind – to implement the IBO strategic plan.

The workshops looked closely at the three strategic planning goals of: ensuring quality, broadening access and building infrastructure; the 28 agreed actions of the strategic plan; and, in particular, at the impact of growth. The workshops helped the regions and departments to set their own goals and create action plans that will be widely shared with the entire organization.

Furthermore, the workshops provided the background to a new process of business planning that will start early in 2005. Our goal is to establish a

three-year plan for each department (one year in detail; two years in outline) that cover:

- departmental goals and objectives that link clearly to the IBO strategic plan
- growth expectations so that we can plan for the impact of growth (in schools, teachers, students, examiners, and so on) on each of our services
- budgets for providing the activities and services of each department
- project goals and budgets so that we can effectively manage our projects
- workforce plans so that we plan our staffing needs further in advance
- risk management so that we manage the risks to which the organization is exposed.

Establishing and publishing these plans for the entire organization will allow us to coordinate our work and produce an overall IBO business plan.

The Goldman Sachs Foundation grant

Further to the US\$1 million grant for the development of the online curriculum centre (OCC), which was awarded in 2001, The Goldman Sachs Foundation recently approved a grant of US\$100,000 to support the capacity-building initiatives that enhance the long-term sustainability of the OCC. The Goldman Sachs Foundation is a global philanthropic organization, which promotes excellence and innovation in education and works to improve the academic performance and lifelong productivity of young people worldwide, through a combination of strategic partnerships, grants, loans, private-sector investments, and the deployment of professional talent from Goldman Sachs.

CAS: boosting morale

by Sally Clarke

As part of their community, action, service (CAS) activities during the 2003–2004 academic year, grade 11 art students of the Modern Montessori School (MMS) in Amman, Jordan, under the supervision of their visual arts teacher, Miss Iman Otaibi, and in cooperation with a number of well-known Jordanian artists, worked with children from the Jordanian Cerebral Palsy Foundation.

They helped the children create artwork that was then displayed at an exhibition in the Amman Grand Hyatt Hotel, under the patronage of HM Queen Noor Al Hussein and attended by HRH Princess Alia Al Faisal, as well as the children and their parents. A substantial amount of money was raised for the foundation through the sale of the children's work.

The children from the foundation looked forward with great enthusiasm to a change in their routine offered by the visits to the school. During the days spent there, the children were provided with all the materials needed for their artistic efforts. They had lunch with the students, who took it in turns to provide the dessert. On one memorable occasion the children joined in with our students to help one of the famous artists celebrate his birthday.

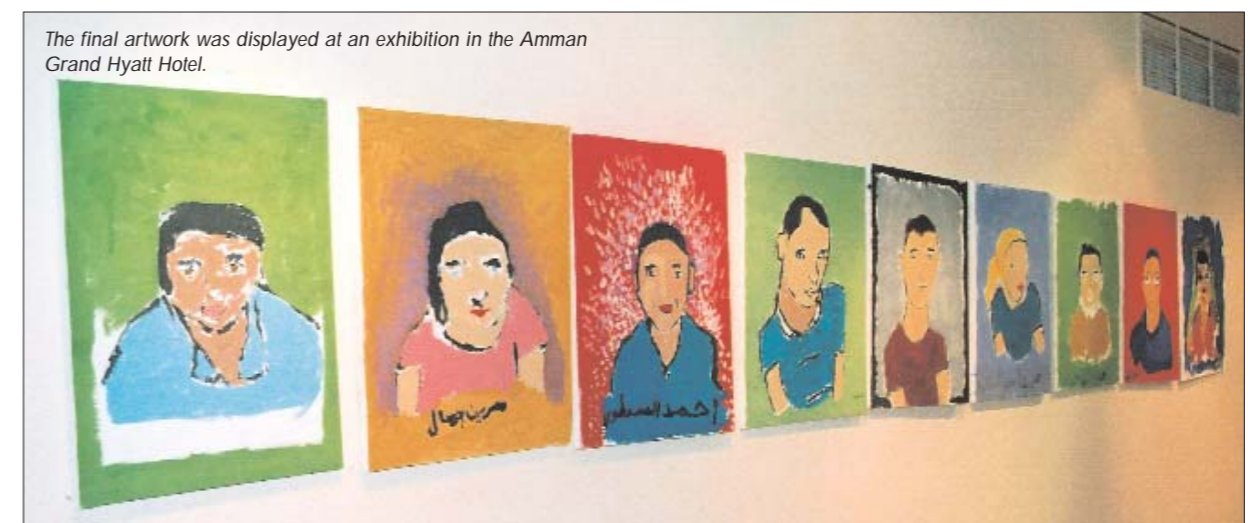
Al Wajd Al Fayeze, who took part in this project, summed up her feelings as follows: "Participating in the CAS programme was an incomparable opportunity for me, especially when we did community service, because some of the activities we were involved in were really influential and I know that I would never have done them without the CAS. Being part of such an activity allowed me to have a wonderful and remarkable

experience. It helped me to look deep inside those kids and share their feelings, which they expressed in their paintings. It also allowed us to communicate with them through different techniques and, finally, it showed us a newer and better perspective on life."

Strong personal relationships were formed between MMS students and the children, which have continued long after the project finished, and our students are showing a deep interest in the progress and development of their new-found friends.

Following the resounding success of this activity, MMS students later launched a similar project with children from the King Hussein Cancer Centre. The children from the cancer centre were unable to visit the school, so our students created an art room for them in the hospital. Many of them, however, managed to come with their parents to the ensuing exhibition, which was attended by HRH Princess Dina Mirad. Our students came to learn that, in many cases, the morale of the children had a direct effect on the success of their treatment. Their immune systems were boosted by the improvement in their spirits and emotional well-being. Children who had no appetite as a result of their medication were encouraged to eat by making drawings of food.

One of the participating students, Manar Al Tawil, described her experience: "Service is an act of helping others and the service I most enjoyed and benefited from was visiting the King Hussein Cancer Centre. During each visit we would play with the children and help them draw. The children's ages ranged from five to



The final artwork was displayed at an exhibition in the Amman Grand Hyatt Hotel.

New university liaison office to help IB students.



Grade 11 art students of the school worked with well-known Jordanian artists and children from the Jordanian Cerebral Palsy Foundation.

12 years old. We brought with us all the art supplies for the children.

"I gained great benefit from this experience, and so did the children. It was heart-breaking to see the children unable to eat because of their sickness, and witnessing the effects of the chemotherapy on some of them, where they felt different or odd because of their lack of hair. While visiting the children it hit me that life is short and that I, or any other loved one of mine, may be attacked with this disease at any time.

"Patience was something I never had, but the children taught me the need to be patient and understanding. It really touched me that our visits were able to boost the morale of the children and increase their confidence. I believe unconditional love is the best cure for a child, because love is what helps one go on with life and endure the torment and pain. This experience has made a better person of me and I wish to continue with it."

It is impossible to overestimate the value of these experiences for our students. Bringing joy into the lives of children less fortunate than themselves gave them tremendous satisfaction and fulfillment. This provides a very vivid illustration of the merit of the CAS programme in helping to develop the strength of character and sensitivity needed for a young person to be able to make a valuable contribution to the world of the future.

Sally Clarke works at the Modern Montessori School in Amman, Jordan.

Making a difference

by Geetha C Nair

An important creativity, action, service (CAS) activity at the American British Academy (ABA) is the Amnesty International (AI) group. Over the years, this small group has increased its size and, most importantly, has provided young minds with an opportunity to share their views and concerns about human rights violations and the importance of promoting human rights for all, especially the vulnerable members of society and defenceless communities.

Each year there are a number of community events organized by the school. The AI group creates an exhibition stand at each of these to highlight the work it is undertaking. The group also organizes major letter-writing campaigns in addition to its various fundraising activities at the yearly Welcome Back to School beach

party and the spring Mardi Gras funfair. At the annual United Nations (UN) Day international food fair, and at the school Christmas Fair, students design candles, cups and bags with the AI logo, which are sold to raise money. At the school track and field day, the AI group sells home-made fruit-juice 'slurpees' to thirsty students. There are also 'movie nights' for the younger children in the school, and presentations by the AI group at school assemblies.

All funds are raised to buy stamps to send the letters written in support of the AI letter-writing appeals. Every week students in the AI group write 40 letters, and every term a further 100 letters are sent as part of a school-wide letter-writing campaign. This is important in raising awareness throughout the school community of the human rights violations experienced throughout the

world, in both economically advanced areas as well as challenged economies. At our weekly meetings, time is set aside to discuss the appeal of the week and to focus on one aspect. The students have contributed to engaging and thought-provoking discussions on torture, violence against women, the death penalty and other aspects highlighted as AI concerns.

This school year was an extra special one for the AI group, which was recognized for its school-wide leadership in human rights awareness by the school's superintendent, Mrs Mona Nashman-Smith. Members of the group also took part in the school's first ever Peace Symposium. This was a joint venture between ABA and the American School Dubai, held at ABA in early December 2003. Renowned peace activist Ms Anna Scher led the group of 40 students through a two-day workshop on conflict resolution and the important role of peace ambassadors, communicating through the use of music, dance, poetry and drama.

More importantly, during the last three weeks of the school year, one of our senior students initiated a fundraising project for the Darfur region in Sudan. She had been an active member of the AI group for five years and was co-chairperson for this school year. Her Sudanese background prompted her to do something about the crisis facing her own country by supporting the United Nations International Children's Emergency Fund (UNICEF) in their work with the displaced Darfur community.

This soon developed into a school-wide project that raised awareness of this crisis within the school community. Within a three-week period, the school raised OR 1,100 for UNICEF Sudan through a series of fundraising projects. It has been estimated that as little as OR 13 can provide emergency relief for one of the millions of people in dire need. At the end-of-year assembly, UNICEF Oman representative Farasha Al-Akbary, assistant operations officer, received the cheque for OR 1,100 from ABA, on behalf of UNICEF Sudan.

Our fundraising for UNICEF's work in Darfur demonstrated how the initiative and leadership of one young person can create responsible group action, which in turn makes a significant difference in a global context to the lives of others. The AI group at ABA, through its weekly meetings and letter-writing exercises, has raised students' awareness of global human rights issues and has encouraged students to translate their interests into a willingness to be involved. This has



One of the fundraising activities organized by students, a limbo competition.



Students participate in an Amnesty International letter writing appeal.



Students from the American British Academy.

allowed our students to take small but positive steps towards becoming responsible global citizens, the hallmark of the Diploma Programme.

Geetha C Nair is head of humanities and teaches geography at the ABA in Muscat, Sultanate of Oman.

Serving the local and global communities

by James Bloom

One of the most admirable attributes of the IB Diploma Programme (DP) is, without a doubt, the fact that extra-curricular engagement is placed at the heart of the curriculum. Ask an IB teacher or pupil which aspect of the DP unfailingly impresses their non-IB peers and the majority will answer creativity, action, service (CAS). Yet, very few of those teachers or pupils have any idea that the centrality of CAS, and especially of its service element, to the IB ethos is, like many a great idea, ultimately traceable to a single individual, the German-Jewish educator, Kurt Hahn (1886–1974).

The final achievement of Hahn's long career was the founding, in 1962, of Atlantic College and of the United World College movement. He was also instrumental in shaping the new IB curriculum to be taught at the world colleges. However, Hahn's insistence that service to the community must be a requirement for all pupils in the final years of the DP, and should be at the core of the mission of any good school, was developed much earlier. From 1947 onwards, service in and to the community was mandatory for all upper school pupils at Gordonstoun, the boarding school Hahn founded in Scotland.

The emphasis on service at Atlantic College led, the following year, to the introduction of a mandatory service requirement at Salem International College, the first Kurt Hahn school, which had been founded not long after the end of the First World War. The college is a boarding school that has offered the DP since 1992 and is the only boarding school in Germany to do so. Salem International College now has an extensive community service programme. Approximately 450 students from years 11 to 14, following both the DP and the German

Student volunteers for the *Feuerwehr* (Fire Brigade) have to take part in on-call duty and extensive training.



Abitur curriculum, carry out a minimum of two hours' community service each week.

The German word for service is *Dienst*, from the verb *diene*, meaning 'to serve'. Michael Paret is a chemistry and geology teacher who acts as the coordinator of Salem's *Dienstekonferenz*, the representative body that comprises the elected student leaders of Salem's two dozen *Dienste*. He points out the commitment to the community that this involves: "We have 450 young people carrying out two hours of service per week, typically for 35 weeks per school year. That's 31,500 hours of service to others. Of course, that's only a minimum. You have to consider that some students do two *Dienste* and that in emergency services like the *Feuerwehr* (volunteer fire brigade) or *Rote Kreuz Nothilfe* (emergency paramedic services), students may do hours of extra training in certain weeks and also take it in turns to be on call 24/7."

However, Paret is at pains to emphasize that the high-profile emergency *Dienste* should not be seen as the most important form of service. Political service is another variety of *Dienst* involving, for example, human rights action, which undertakes local petition-signing, letter-writing and information dissemination campaigns for international humanitarian causes such as Amnesty International or Survival.

In addition, there is environmental service, which engages in local actions ranging from setting up PVC barriers to prevent migrating amphibians from being squashed on the roads, to supporting direct-protest action by environmental pressure groups. By far the greatest number of students, though, are involved in social services for the local community. These include home visiting with the elderly, 'buddy' programmes for disabled children, befriending adult survivors of full-body paralysis, after-school clubs for refugee children, AIDS prevention counseling, victim support and even music outreach, which performs chamber concerts for all of the above.

Michael Luekwille, a teacher of religion and philosophy, is Salem's representative within the International Academic Partnership (IAP), a programme based at Phillips Academy, Andover in the United States, and which assists schools in developing countries, not only in implementing IB-style student-centred teaching methods, but also in setting up service programmes.

He stresses that Salem's community isn't confined to the local area around Ueberlingen, the small city on



Round Square schools students work on international community service projects in Kenya and India.

Lake Constance in the south of Germany, near to which Salem's four campuses are located. He explains, "Our upper school is called Salem International College. We offer an *international* curriculum, our boarders are very much *international* in origin and the community we serve through our *Dienste* is also an *international* one.

By way of example, Luekwille details how, in July 2002, an airliner full of middle school pupils from Baschkortistan in the CIS collided with a cargo plane over Lake Constance and came down only a kilometre from the college. Students from Salem's *Feuerwehr* were first on the scene fighting the fire. Along with their peers in the THW (emergency technical support service), they carried out the terrible task of locating the bodies and body parts that had fallen all around the surrounding countryside.

Russian-speaking students and staff from the college served as translators for the bereaved families, for whom accommodation and meals were provided at the college in houses vacated by school-leavers who had finished their exams. Luekwille comments that the students were active in dealing with the tragedy, not simply because it had occurred on their doorstep. Three months later, a score of members of the THW were on call in Saxony, on the other side of Germany, clearing debris and repairing damage in the wake of disastrous flooding.

Another figure equally immersed in service to the international community at the college is Helen White, a teacher of biology and environmental systems who, in addition to being Salem's CAS coordinator, runs the Round-Square service at Salem International College.

Round-Square is an association of 50 schools from around the world, a number of which are also IB schools. They are dedicated to six Hahnian aims summed up in the acronym IDEALS, which stands for: International Awareness, Democracy, Environmentalism, Adventure (particularly via outdoor pursuits), Leadership and, of course, Service.

Helen has led Round-Square student service projects for The Leprosy Mission Trust in India and for a charity that builds homes for disabled children in East Africa. Her Salem colleagues have led projects to provide clean water for villagers in northwest Thailand, to build schools in Ladakh and to create a wetlands conservation area in Hungary.

Finally, the Round-Square group at Salem International College raises thousands of euros each year for Starehe Boys, a non-fee-paying school in Kenya for young men of outstanding character and academic promise. Helen adds enthusiastically, "If there are any IB schools out there which feel they are really committed to the IDEALS, and think they would benefit from being part of an international community of schools that strongly promote these, then why not look into joining on www.roundsquare.org"

James Bloom works in the International Relations Office at Salem International College. IB schools that would like Salem International College to help them in improving their community service programmes are invited to contact them via the international relations office at james.bloom@salem-net.de

Challenges and opportunities in South Asia: a youth perspective

by Dr David Wilkinson

Twenty Indian students and 20 Pakistani students came together in June at The Mahindra United World College of India for a ten-day conference on South Asian issues. The event was organized by faculty and students of the college in cooperation with the Youth Initiative for Peace. This is a movement which grew out of a similar conference held at the United World College in Singapore two years earlier when the focus was on Kashmir.

The aim of this year's conference was to build friendships between Indian and Pakistani students that would enable them to be ambassadors for better relationships between the two countries when they returned home. The participants were selected earlier in the year from the many applications received in response to newspaper advertisements in both countries. Those chosen were already active in their own communities. The organizers wanted the perspectives shared at the conference to be spread widely when the delegates returned home.

The conference was a great success: speakers from both India and Pakistan, representing the media, the military and the academic world, led sessions. Students and faculty from The Mahindra United World College of India acted as facilitators and added a further international dimension. Students from both sides of the line of

control in Kashmir, Hindu and Moslem, brought their immediate experiences to the discussions.

One particularly lively session went well when they used history text books from the two countries and compared them. Students examined the way in which recent historical events within South Asia were treated and were able to supplement these with newspaper articles. In other sessions, students reversed nationalities to play the parts of leading political figures in discussing border issues. The most emotional session was the sharing of family histories through the eyes of their grandparents. This brought the trauma of the partition of India at the end of British rule to bear, in a very personal way, on present issues.

The conference was followed very closely by the Indian media, with television and newspaper journalists present. A little story, perhaps, tells best the tragedy of the long-running political hostility between the two neighbours. On the opening day, Indian journalists were very keen to interview the Pakistani representatives. In every case, they had to ask the student, "Are you from India or from Pakistan?" The participants left with a deep feeling for their common history and the sense that far more than cricket is shared between the two countries.

Dr David Wilkinson is the head of the Mahindra United World College of India.



'The aim of this year's conference was to build friendships between Indian and Pakistani students that would enable them to be ambassadors for better relationships between the two countries when they returned home.'

Community, action, service: our CAS trip to Morocco

by Christopher T J Charleson

Enjoying the smiles of young children benefiting from our donations; eating local sultana-laced couscous with our fingers in their orphanage; drinking sweet mint tea poured from a height; gazing at the blue-washed houses and listening to the hypnotic sound of morning prayers: these were just some of our experiences on our community, action, service (CAS) trip to Morocco. However, this sensual feast was the by-product of a visit by the Sotogrande International School (SIS) that was primarily a demonstration of our solidarity with our Moroccan friends. Our objective was to make a direct connection with our 'adopted' orphanage in Chefchaoen, and to deliver school materials that had been kindly donated, as well as money raised from our sponsored 'dance-athon'.

The fun-fuelled antics and posturing of our 12-hour dance marathon were in sharp contrast to the setting and appearance of the children we met in Chefchaoen. We were taken to various areas in the orphanage; we viewed bedrooms and storerooms and met some of the orphaned children. The orphanage also functions as a hostel for rural children, as many of the 40,000 local inhabitants live in small isolated rural hamlets and this makes it difficult for children to attend school. The orphanage takes children as young as four years old, and can provide accommodation up to the age of 18 or above.

While in Chefchaoen we also made contact with the United Nations International Children's Emergency Fund (UNICEF), met their local representative and learnt more about their current projects. One of UNICEF's main aims is to educate women and girls. We asked about becoming involved with voluntary work during vacations, and promised to continue helping the town. Money is needed to build football pitches and schools, and to provide French textbooks for primary school children.

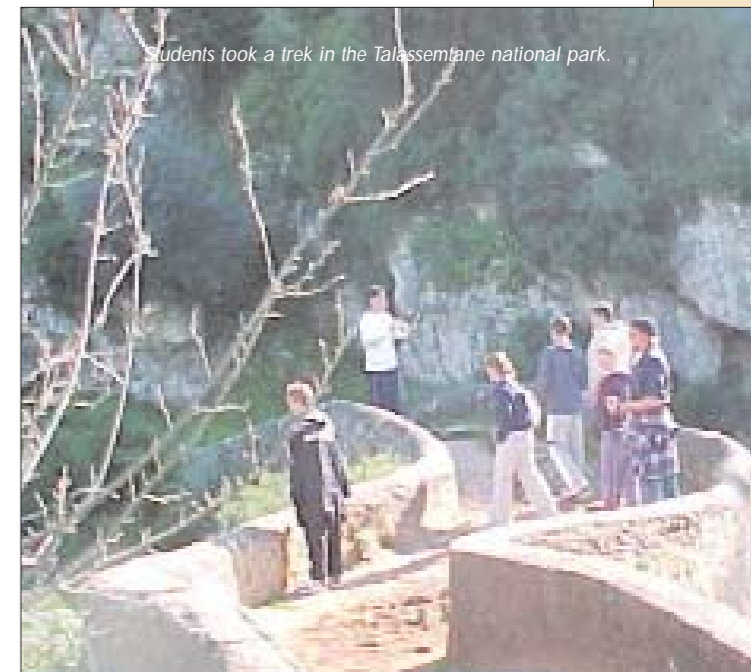
To meet the challenge of our CAS action element, we took part in a one-day trek in the Talassemtane national park. We took an experienced guide with us who pointed out many of the park's geographic features, as well as its wonderful flora and fauna. We were told that there was a chance of seeing grey wolves,

monkeys and wild boar. The first part of our trek took us through mountains that rose to a height of 2,500m. We climbed upwards for about an hour and then descended into a valley where we saw a natural bridge called the Cantara De Rabi.

We lunched at a small village and then set off on the second trek to a cataract. One of our group managed to film most of the trek and manoeuvred his camera up slopes and under bushes to obtain interesting clips as we made our ascent of another gorge to reach the beautiful cataract. Our descent to the minibus was hurried as the sun was setting fast, and our thoughts turned once again to the grey wolves!

Apart from our photographer's camera work and his subsequent editing for a school assembly, all the other students explored creative outlets with photography, sketching and writing. We left Morocco happy that we had indeed satisfied all three CAS elements. We also left determined to follow up and promote the success of our trip so that future CAS groups could return to Chefchaoen. Finally we left with a genuine feeling of warmth, friendship and gratitude towards our kind hosts, the people of Chefchaoen.

This article was a combined effort by all the participants in the CAS trip to Morocco.



Students took a trek in the Talassemtane national park.

Working together in an environment of mutual respect

by Asha Coghlan

In April 2004 a Mini Model United Nations conference (MINIMUNS) was held at International College Spain (ICS), Madrid. It is a mini version of the Model United Nations (MUN), which is a simulation of the United Nations (UN) system. Students assume the roles of ambassadors to the UN and debate current global issues. Its purpose at ICS was to bring together students from all three IB programmes to allow them to gain knowledge of current affairs and experience how MUN conferences function.

The conference was organized by students in years 9 to 11, which meant that much of the preparation was done by students of the Middle Years Programme (MYP) and Diploma Programme (DP). This ranged from preparing information packs about the UN and how to write resolutions, to setting up a MINIMUNS information web site (www.minimuns.tk) on behalf of ICS.

The students involved in organizing the conference elected me, a grade 11 student, to act as secretary general and it became my responsibility to manage the entire event. I sent letters of invitation, organized the timing of each day, allocated roles to my organization team of 40 people and liaised with the school's parent-teacher association, Friends of ICS, to arrange international potluck lunches for each day of the conference.

Initially, the team became a little despondent when only nine students from years 5 to 8 accepted the invitation to participate. However, after an effective marketing campaign, which involved speaking in assemblies and to tutor groups, 60 students (including an eight-year-old current affairs enthusiast in year 3) signed up and the final preparations were made for what was to be a really exciting weekend.

On Saturday 17 April 2004, students arrived at 8:30am bearing culinary delights for lunch. Many of the students later commented that this was the best lunch they'd ever had at school. One group of students organized the food and prepared for lunchtime.

The press began to take photographs and work on the initial articles for the MINIMUNS Informer, and the students with more MUN experience opened the conference and started to teach the MINIMUNS delegates about the UN and how to participate in the conference. After breaking into small groups, the MINIMUNS delegates and student administration officers discussed some of the problems that the world is currently facing.

They decided that child labour, control of nuclear

weapons, drugs trafficking and the prevention of racism and discrimination would be the key issues for debate in the conference's four general assembly committees. The delegates worked in pairs, and then in larger teams acting as nations. The nations merged ideas and opinions about their chosen areas, began to write resolutions and lobbied for support (with a quick break for the excellent lunch in between). By the end of the first day, the resolutions had been chosen for debate. These were photocopied by yet another of the students working behind the scenes.

On Sunday, the delegates returned bright and early for the debates, smartly dressed in formal clothing. The debates were heated and there were several amendments. By 4:00pm the four main resolutions had been debated, as well as three more. Of the seven resolutions that were debated, four were passed. The chairs commented on how well-prepared and enthusiastic the students were, both in giving their opening speeches and in their submission of ideas and questions. The day ended with the presentation of certificates to participants (also designed by one of the organizers) and a slide show of the weekend's events to the soundtrack *I feel good* by James Brown. After a really rewarding weekend, the students and the staff did indeed feel *good*.

"I'm so glad I spent my birthday at MINIMUNS," said one student. "Next year can we invite other schools to take part?" asked another. It was wonderful to see the entire event come together from beginning to end. Parents and staff offered their congratulations and the conference was a great success. Preparations are now underway for the second MINIMUNS conference to be held at ICS in June 2005. Furthermore, the next conference will hopefully include participants from other schools around the world.

MINIMUNS went a long way towards building bridges between the three IB programmes. Students of different ages, and from a wide variety of backgrounds and life experiences, worked together to promote international understanding. If the MINIMUNS delegates and organizers go on to become world leaders of the future, the UN goal, 'To practise tolerance and live together in peace with one another as good neighbours,' may actually become a reality.

Asha Coghlan is a DP student at ICS, Madrid. This article was written with the help of Becky Nichols, MUN director and DP coordinator at ICS.

CAS en México: aprendiendo a vivir con los demás

"No hay camino para la Paz, la Paz es el camino." Gandhi

Bajo esta consigna iniciamos nuestra 7ª Reunión CAS en la ciudad de Puebla, México. En la misma participaron 180 alumnos y 20 coordinadores de diferentes colegios del BI del país, todos con grandes expectativas y un deseo común: convivir en armonía. Fueron cuatro días en los que no sólo intercambiamos diferentes formas de pensar, sino donde también se promovieron la solidaridad y la amistad. Esta experiencia reforzó la idea de que CAS ofrece tanto al que recibe como al que da. El objetivo principal de la reunión fue el de hacer una contribución valiosa a la comunidad indígena de Amozoc, perteneciente a la etnia otomí.

Han transcurrido ya seis años desde la primera Reunión CAS efectuada en México en 1998. La idea surgió en un taller de CAS coordinado por la Sra. Susie Stoye, quien nos entusiasmó con la idea de llevar a cabo esta aventura. Cada año desde entonces, la reunión se ha vivido intensamente, dando así la oportunidad a cientos de jóvenes y coordinadores CAS de compartir e intercambiar experiencias, las cuales a su vez nos han permitido crecer juntos, fortalecernos y mejorar nuestros programas.

Hemos caminado juntos un largo camino, en algunas ocasiones nos han acompañado hermanos latinoamericanos de Argentina, Chile, Colombia, Ecuador y Uruguay, quienes nos han enriquecido con sus aportaciones. ¿Quién puede olvidar las sesiones de "tango" en un tablado, o la guitarra chilena en la fogata donde, tomados de las manos, cantamos todos juntos "Gracias a la vida"?

Estas experiencias Inter-CAS se han multiplicado uniendo esfuerzos y logrando objetivos. Hemos convivido bajo la premisa de que con sensibilidad y dedicación es posible construir un mundo mejor, un país más digno y un hogar más justo. La sensibilidad y la dedicación con que los alumnos realizan sus actividades son un valioso aliento para la comunidad indígena marginada que, en cada Reunión CAS, hemos escogido para trabajar en diferentes estados del país. De forma cálida y generosa, los alumnos comparten con las personas, con el corazón y la mente abiertos, y con la mejor de las sonrisas. Cuando la Reunión CAS llega a su fin, el colegio más cercano a la comunidad



se compromete a adoptar a la comunidad por lo menos por un año.

Desde el principio, la idea fue planificar las reuniones para que los estudiantes pudieran desempeñar nuevos roles. Se puso énfasis en que aprendieran algo nuevo haciendo tareas reales, para así obtener resultados reales, y después poder reflexionar sobre estas experiencias. Recuerdo cuando aprendimos a trabajar en el campo; limpiamos el terreno, hicimos los surcos en la tierra, y sembramos maíz; mientras otro equipo tallaba la hoja del maguey para obtener la fibra que después serviría para tejer morrales (bolsas de trabajo). También recuerdo cuando montamos una feria para la comunidad; caminamos cuatro kilómetros por el cerro de Santa Rosa,

cargando todo el equipo; desde lejos se podía ver toda una fila de estudiantes entusiasmados portando carteles, globos y toda clase de material. El espíritu CAS estaba en nuestras mentes y nuestros corazones. El objetivo de establecer una feria fue el de intercambiar conocimientos con la comunidad. Un grupo de estudiantes se dispuso a enseñar las propiedades nutritivas de la soya, mientras que otro daba un curso de primeros auxilios, no sin antes escuchar a los indígenas y sus explicaciones sobre la medicina natural. ¡Cómo nos



Una estudiante CAS cargando a un bebé.



Un estudiante y un grupo de niños de la comunidad jugando al fútbol.

sorprendieron los estudiantes al preparar la papilla nutricional y cargar con tanta ternura y cuidado a los bebés! Aprendimos a hacer tamales, cocinamos en el fogón y cantamos y reímos hasta el anochecer.

En cada una de las reuniones ha habido un equilibrio entre los tres componentes de CAS. Las noches de talentos han sido verdaderas manifestaciones artísticas; no sólo han participado los estudiantes de los diferentes colegios del BI en México, sino que siempre ha participado la comunidad que se visita. Las flores, los trajes multicolores, las velas y los cantos de los indígenas mazahuas siempre quedarán en nuestros recuerdos y nuestros corazones.

Y qué decir de las caminatas, las competencias deportivas, las actividades al aire libre, los campamentos, la reforestación, los paseos en canoa; los estudiantes han compartido energías y talentos propios y así podemos decir que el componente "acción" ha sido determinante para el éxito de cada una de las reuniones.

Nuestro objetivo primordial ha sido realizar actividades de integración con todos los colegios del BI de México. CAS es la entrega de talento, de tiempo y de trabajo por el bien de los demás. CAS, lo sabemos, rompe esquemas, salta por encima de las limitaciones y las barreras. Con orgullo y con satisfacción podemos decir que hemos alcanzado una meta más: haber trabajado unidos a favor de quienes más lo necesitan.

Quisiera compartir con ustedes reflexiones de algunos estudiantes que han participado en las Reuniones CAS en México durante los últimos seis años:

"A través de CAS he podido viajar a lugares rurales de nuestro país, he convivido y he trabajado. Siempre que terminamos una actividad CAS, siento una gran tranquilidad y una inmensa paz interna al saber que con nuestra ayuda esa gente va a poder pasar un rato mejor." *Rodrigo González Cárdenas, Instituto Educativo Olinca, 17 años*

"Durante nuestra estancia en la comunidad, pudimos apreciar la importancia que ellos dan a los lazos familiares y a la apertura hacia nosotros. CAS nos abre los ojos a las necesidades que existen en las zonas marginadas y al mismo tiempo nos hace un llamado para que con nuestro talento y nuestra creatividad actuemos efectivamente."

Leobardo Aguirre Talavera, Escuela Bancaria y Comercial, 18 años

"En el rally deportivo, a mí me tocó ser del equipo café, me eligieron capitana, por lo tanto fui la última en aventarme por la tirolesa. La verdad, es que me daba mucho miedo porque pensaba que me iba a caer a la mitad del río, creo que el grupo me motivó a superar el miedo y tomarlo como un reto personal. Cuando finalmente me aventé, me sentí muy bien, no sólo por mi logro, sino porque mi equipo pudo realizar el reto completo y creo que esto es el verdadero espíritu CAS."

Elizabeth Soto Mendoza, Instituto Educativo Olinca, 18 años

"Siempre tendré conmigo las experiencias que CAS me dejó, ya que para mí, no es sólo un programa sino una forma de vida."

Rebeca Velázquez López, Instituto Educativo Olinca, 17 años

"Las perspectivas racionales no alcanzan a describir lo que el espíritu de compañerismo y la falta de egoísmo destacan en una Reunión CAS. Lo principal es mantener la idea de que siendo cada uno de nosotros individuos infinitamente diferentes, podemos ser entre todos un grupo."

Gustavo Osorio de Ita, Colegio Americano de Puebla, 17 años

"Para mí, participar en la Noche de Talentos en la Reunión CAS, con el monólogo La manzana, fue todo un desafío. CAS nos reta a dar lo mejor de nosotros mismos."

Alejandro González López, Escuela Bancaria y Comercial, 17 años

Eugenia Arias Rama, Coordinadora CAS, Instituto Educativo Olinca

CAS EN AMÉRICA LATINA

Seminarios de capacitación docente

La Guía de CAS publicada en 2001 nos ha puesto frente a un gran desafío: "CAS es el corazón del Programa del Diploma". Y como tal, nos compromete a darle la fortaleza y la vitalidad que le permitan cumplir con su rol esencial en el desarrollo del Diploma del BI. En cuanto se hace contacto con CAS, nos damos cuenta de que es un instrumento privilegiado en el logro de las metas educativas de IBO.

La educación en el siglo XXI necesita que la Creatividad, la Acción y el Servicio se transformen, para todos, en una actitud de vida diferente. Y eso se hace evidente en los seminarios CAS. El entusiasmo y el compromiso que todos y cada uno demuestran al ponerse a trabajar sobre los diferentes aspectos de CAS, son una prueba indiscutible de que es profundamente significativo, tanto para las personas involucradas, como para las comunidades a las que pertenecen.

¿Cómo son nuestros seminarios de capacitación docente en CAS?

Los coordinadores de CAS en América Latina provienen de variadas y diversas fuentes de formación profesional, lo que enriquece y dinamiza la propuesta de encuentros de capacitación.

A lo largo de toda América Latina, los coordinadores y demás educadores relacionados con CAS tienen un perfil común: la vocación por educar desde una visión transformadora de la persona y de la sociedad. Somos educadores convencidos de que el mundo puede ser mejor y de que la educación es un medio para lograrlo. Muchas veces soñadores e idealistas, pero con los pies sobre la tierra de nuestras diferentes realidades.

Cuando personas diferentes, de países y culturas diferentes, nos ponemos a trabajar en torno a una propuesta, es a la vez asombroso y emocionante darnos cuenta de que tenemos un lenguaje común, de que nos unen los mismos ideales y las mismas preocupaciones. Tenemos las mismas inquietudes y dificultades, enfrentamos cuestionamientos muy similares. También tenemos satisfacciones y logros en común.

CAS es un modo de vivir, que nos vincula y nos reúne en torno a una forma de entender el mundo, las personas, la comunidad.

Nuestra convocatoria a los seminarios pone énfasis en que CAS se construye desde la práctica de cada uno, y se enriquece al compartir experiencias. También es necesario proveernos del marco teórico que fundamenta y da coherencia a nuestro trabajo.

CAS es una propuesta de aprendizaje por la experiencia, para la cual se hace necesario elaborar una construcción metodológica. Es un desafío a la creatividad y a la iniciativa de todos los involucrados.

Los seminarios de CAS en América Latina tienen como objetivo general:

Brindar oportunidades de capacitación docente, para educadores responsables de CAS, desde un enfoque de formación permanente. Ofrecer espacios-tiempo que puedan ser valorados como unidades significativas de formación profesional.

En la organización y planificación de cada seminario se toman en cuenta diferentes aspectos, que permiten aproximarse eficazmente a las expectativas de los participantes.

Principales inquietudes y necesidades que emergen en los Seminarios CAS

- ¿Cómo implementar CAS adecuadamente?
- ¿Qué es y qué no es CAS? ¿Qué criterios seguir para distinguir apropiadamente la naturaleza CAS de los proyectos/actividades que se proponen?
- ¿Cómo lograr el equilibrio esperado de un programa CAS?
- ¿Cómo combinar adecuadamente las iniciativas e intereses de los jóvenes con las propuestas institucionales?
- ¿Cómo lograr la motivación y estimular el compromiso de los jóvenes?
- ¿Cómo manejar la dedicación esperada para CAS y la fuerte demanda académica del Diploma del BI?
- El trabajo a través de proyectos con valor pedagógico. ¿Cómo elaborar un proyecto CAS?
- Elementos constitutivos de un aprendizaje experiencial.
- Las diferencias entre el aprendizaje-servicio y un programa de asistencia social.
- La valoración-evaluación en CAS. Naturaleza, alcance e instrumentos.
- La reflexión permanente. Las auto-evaluaciones y los formularios CAS/AEF.
- Diferentes modalidades para que los estudiantes realicen sus registros escritos.
- La evaluación final del coordinador CAS. ¿Qué se espera de ella? Pautas a seguir.
- La relación y coordinación entre CAS y los demás elementos del Diploma del BI.
- El requerimiento de mínimo tiempo dedicado. ¿Cómo acreditar las horas CAS? ¿Cómo evitar la actitud de "guardianes de reloj"?
- La necesidad de crear espacios de comunicación, intercambio y trabajo conjunto entre coordinadores CAS.

Es destacable el valor de los InterCAS: encuentros nacionales e internacionales, donde se realizan actividades con alumnos y se intercambian experiencias.

Estas instancias promueven la integración de los colegios y países participantes.

Algunos ejemplos de proyectos CAS en América Latina, especialmente referidos a aprendizaje-servicio y a la relación con las comunidades

- Promoción humana y social en comunidades indígenas
- Alfabetización de adultos
- Enseñanza de inglés e informática en escuelas de escasos recursos
- Apoyo escolar a niños con dificultades de distinto orden
- Atención en centros preescolares y guarderías de niños de contextos sociales más desfavorecidos
- Atención en merenderos y campañas de alimentación
- Compromiso en hogares de ancianos
- Colaboración en centros para personas con capacidades diferentes
- Recuperación de pinturas rupestres
- Proyectos de promoción en centros de población de bajos recursos

- Enseñanza de deportes a niños en escuelas de escasos recursos
- Participación en olimpiadas especiales
- Colaboración en limpieza de playas, cerros y otros espacios medioambientales
- Participación en festivales de música y danzas de diferentes regiones
- Colaboración en fundaciones de acción humanitaria
- Colaboración en publicaciones en lenguaje Braille, para no videntes
- Participación en proyectos de construcción de viviendas
- Forestación y cuidado de espacios verdes
- Promoción de mini empresas de autogestión y capacitación, para colaborar en el empleo y manutención de familias en dificultades
- Colaboración en situaciones de emergencia nacionales e internacionales

La lista sería interminable, esto es sólo una pequeña muestra significativa de la potencia transformadora de CAS.

María Inés Piaggio Mazzara

Asistente social familiar

Les moutons de l'espoir

Un projet des élèves de l'École des Ursulines de Québec

Depuis le début de l'année scolaire, à l'École des Ursulines de Québec, des jeunes filles de dernière année du Programme primaire (qui correspond à la 2e année du 3e cycle du primaire au Canada) ont coiffé leur chapeau d'entrepreneure : quatorze d'entre elles ont mis sur pied un projet d'entraide intitulé « **Les moutons de l'espoir** » ! Le but était d'organiser une collecte de fonds pour permettre à des jeunes filles du Burkina Faso de faire leurs études primaires, tout ceci au profit de l'organisme NEEDED (*Nimbus Enfance Environnement Éducation et Développement*).

En lien avec le Programme Primaire du Baccalauréat International et le Projet éducatif de l'École des Ursulines de Québec, ce projet d'envergure a permis aux jeunes filles impliquées de développer plus en profondeur leur propre compréhension internationale et de se questionner tout au long du processus. Plusieurs savoirs-être ont été mis à contribution comme l'engagement, la créativité, la coopération, l'autonomie et la curiosité.

Dans un premier temps, elles ont informé toutes les élèves de l'école de la situation de l'éducation au Burkina Faso. Chaque classe a ensuite été invitée à déposer des dons dans des tirelires. La somme de 1 130,05 dollars canadiens (CAD) a été ainsi recueillie.

Par la suite, les jeunes filles ont participé à l'or-

ganisation d'un magnifique bazar en ramassant des objets variés et en fabriquant des produits dérivés à l'effigie du mouton (signets, aimants, foulards, porte-crayons, etc.). Ce bazar a permis de récolter la somme de 2 531,10 CAD.

Pour terminer, les élèves de toute l'école se sont vues proposer de se priver de dessert lors du repas à la cafétéria. Grâce à l'aide des 390 élèves qui ont accepté, la somme de 136,50 CAD a pu être amassée.

C'est ainsi que la générosité des jeunes filles de l'École des Ursulines de Québec a permis de recueillir près de 4 000,00 CAD, permettant par le fait même à 65 filles du Burkina Faso d'aller à l'école et de poursuivre leur scolarité primaire.

Cela dit, les élèves du projet « Les moutons de l'espoir » ont éprouvé beaucoup de plaisir en s'impliquant dans cette cause. Elles ont été touchées par la situation des jeunes filles au Burkina Faso. Elles espèrent avoir pu les aider par ces petits gestes simples. Enfin, elles ont développé leur leadership, leur créativité et leur confiance.

Nos félicitations à toute l'équipe du projet « Les moutons de l'espoir » :

Stéphanie Auger, Jessica Beaudoin, Catherine Bowen-Gouin, Roxanne Chamberland-Bégin, Maude Clusiaux, Claudine Després, Sandrine Garceau, Marie-Kim Gros-Louis, Catherine Jobin, Laurence Laberge-Plante, Daphné Lavoie-Cantin, Camille Potvin, Florence Rousseau et Chloé-Isabel Thomas-Drolet.

Building communities across continents

By Anthony Coles and Harpreet Kaur



MGIS and Mercedes students work collaboratively to understand more about Indian culture.

Established in 1998, Mahatma Gandhi International School (MGIS) is situated in Ahmedabad in the state of Gujarat. One of India's newest IBO-authorized schools, MGIS has formed a partnership with an established Australian IB world school, Mercedes College. During one of the Middle Years Programme (MYP) workshops, Anjou Musafir, the Principal at MGIS, shared information about the student sponsorship programme at her school. The friendship between these two schools began at a regional conference in Adelaide in 2002. The schools have since forged a school partnership that continues to evolve.

The MGIS school population consists of 200 students with around 20% coming from disadvantaged backgrounds. These students, who are mainly girls, are identified by municipal councils as dedicated learners with untapped potential. A large percentage of girls in India are illiterate and this is the reason for the focus on helping girls at MGIS. Currently, three girls are sponsored by the middle school students from Mercedes College in South Australia. Students are challenged to raise money out of school hours in creative ways that

contribute a small amount of money to help educate the three girls; Ankita, Daksha and Chetna.

Mercedes was delighted to spend some time with three MGIS Year 3 MYP students and their teacher, Tanu Kholi, in February 2003 after the students won a national web page design competition in India. This helped to pay for air tickets to Australia and three families hosted the students whilst they were in Adelaide. There are big cultural differences between the two countries and the best way to learn about each other is to live and work together.

An educational exchange then took place for some of the Mercedes MYP Year 4 students in March 2004.

Eighteen students and three teachers spent 13 days in Ahmedabad. The purpose of the visit was to immerse the students in Indian culture. We hoped it would provide a deeper understanding of the MYP principle of intercultural awareness and allow opportunities for friendships to form across two continents. The experience for these students turned out to be more far reaching than we had initially expected.

Very quickly students from both schools engaged with each other in true IB spirit by allowing themselves



Students visited a tenth century step well.

to get out of their comfort zones, take risks and learn from one another. On their first day together it was evident that the three fundamental concepts of the MYP would be pushed to their limits through a range of activities that promoted holistic learning, communication and intercultural awareness. At the welcoming ceremony, teachers from both schools lit the 'diya', an act of lighting the lamp considered auspicious by Indians and believed to ward off all evil that may hinder a new task. The welcome on the first morning included holistic learning activities. Blindfolds allowed the Mercedes students to taste Indian spices using their gustative and olfactory senses to guess the name of the spices tasted. The Indian students helped the Australians to sing 'shlokas' and to perform a dance called the 'Garba', a folkloric dance from Gujarat, and the students also had a lot of fun dressing up in traditional sarees and dhotis. These activities provided an insight into Indian culture.

MYP Year 4 students from both MGIS and Mercedes worked collaboratively on a unit of work with their focus being the life and work of Mahatma Gandhi. Through the areas of interaction and a visit to Gandhi's Ashram, the students worked in teams, learning to discuss Gandhi's achievements and the impact he had on India as well as his impact worldwide. They also learnt about different topics and skills including Indian textiles, paper making, organic farming and poetry writing, as Gandhi used poetry as a way of communicating his messages about life. During physical education lessons, the MGIS students taught the Mercedes students to play Indian games called 'kabaddi' and 'kho kho' whilst the

Australian students introduced the skills of Australian rules football nicknamed 'footy', with the footballs they brought with them.

The exchange aroused the interest of local and national media with several news outlets interviewing the students about their experiences and these interviews were broadcast in the print and electronic media.

All of the MYP subjects were represented in the unit of work and the students were able to converse freely through the areas of interaction and associated MYP terminology.

Having the opportunity to visit and spend time with the sponsored children at their homes was an amazing experience for the Mercedes students as they were able to see first hand what their living conditions were truly like. On their return to Australia, these MYP Year 4

students took responsibility for the promotion of the sponsorship project.

Numerous excursions were organized for students of both schools, some of which included temples, step wells, archaeological sites and a camp where students lived in traditional mud huts.

Discussions about teacher exchanges and professional learning workshops have been explored and exchanges between Australia and India are currently being planned for the 2005 school year. The partnership between MGIS and Mercedes will continue to grow in ways far greater than the student exchange concept.

Responses from students:

"...the exchange was such an eye opener. I learnt so much and have never had so much fun, we are so lucky!"

"I became aware of the fact that India has the most of everything, no matter what it be and although I know that on my trip I only scratched the surface, I know it will be one of my most fulfilling experiences in my life."

"India is a place you can never forget, it stays with you and influences your heart."

"India was an eye-opening experience to culture, food, poverty and the daily life of Indian people. Through my experiences I have learnt to be a lot more appreciative of what I have."

This was a great opportunity to make friends from another country and to learn about their culture. We will continue to communicate though email and letters.

Anthony Coles and Harpreet Kaur are from Mercedes College and MGIS respectively.

A community within a community

Broad River Elementary School

Broad River Elementary School is located in the Sea Islands of South Carolina, USA. The school borders the banks and marshlands of the very wide Broad River and reflects the rich and diverse population of the town of Beaufort. For the past six years, the implementation of the Primary Years Programme (PYP) has had a profound impact on the way in which students view their classroom, school, local, national and world communities.

By mixing all of the components of the PYP student profile, and actively exploring the significance of the PYP attitudes, our students have explored many avenues for taking action. They are armed with a basic appreciation of their own historical identity and the understanding that they, as citizens of a local and world community, have the responsibility to share their talents and skills with their peers and with the wider community. Our students exhibit their growing global citizenship with enthusiasm.

Students in year 1 and 2 classes at Broad River Elementary School take 'community' seriously. One only has to step into a 'readiness' classroom during the weekly class meeting to hear the students discuss problems from the agenda book, (problems written down that have occurred throughout the week, but can wait for group discussion). The dialogue among students aged six to eight includes the importance of being committed and respectful to the class community. This often extends to the community beyond school, as was seen recently while students were engaged in the unit of inquiry, 'Rules and Responsibilities'.

The 'inquiry into' included exploring their responsibilities to their community. Teachers began the unit by focusing on school responsibilities. During the unit a problem was placed in the agenda book—someone was not being responsible in cleaning up their rubbish. Students voted that everyone is responsible for cleaning up and many students decided they would dispose of rubbish even if it didn't belong to them. This decision soon extended into discussions and questioning regarding their responsibility to the wider Beaufort community and how they could show this commitment.



Students performing at the 'I'm Gonna Let It Shine' civil rights concert (photo from Pete Marovich of the Carolina Morning News).

These diligent citizens eventually took their new-found connection and organized school and neighbourhood litter campaigns, which included speeches, badges, posters, petitions and slogans. They painted the class windows (visible from a busy road) with anti-litter slogans and for their finale they wrote letters to the editor of the local newspaper expressing their opinions and concerns about littering. What had started as a complaint about the appearance and cleanliness of the class expanded into a universal concern for our environment. These students took action because they genuinely cared about their community, believing their voice could make a difference—and it did.

In a year 4 and 5 classroom, students became energized regarding the safety of elderly people in the community. One of the students informed the class that her mother worked with people who suffered from Alzheimer's disease. A lively exploration of the disease and its impact followed. The concerns about elderly patient safety particularly captured the group's interest. In reading the information compiled by Alzheimer's Family Services of Beaufort County, they learnt about the 'bags of life' that are often provided to elderly patients by the American Red Cross.

These simple plastic bags contain forms to be completed, giving life-saving medical information about a patient or family. A warning sticker is placed on the front or back door of the residence alerting police or emergency medical personnel that the bag of life is located inside, thus saving valuable time and hastening assistance in an emergency or crisis. The students decid-

ed to take action and the end result was the compilation of 300 bags of life that were then distributed to the families in our school community.

During an investigation of the contributions of civil rights leaders, a year 4 and 5 group decided to explore global struggles for freedom and found that this kind of struggle changed the face of the United States. The drama and power of the movement led them to review the work of renowned singer and storyteller Bill Harley. Using the script and songs in the musical *I'm Gonna Let It Shine* by Bill Harley, John Higgins and Emily Crocker, the students teamed up with another PYP school in the district and performed for their school communities and then for the wider community upon request.

The student performers shared the passion of the civil rights struggle through song, dance and touching vignettes. The highlight arrived at the end of the show as the audience joined the adults and students from the stage to swing their arms back and forth and hold hands while singing. The two schools plan to foster this new-found alliance through future artistic ventures.

Students from kindergarten through to year 5 work with the art teacher on an ongoing basis to brighten the world of the local community through window paintings. School business partners welcome the students into their restaurants, banks and department stores throughout the school year. Student artwork is displayed throughout the town, including the Chamber of Commerce and the Hilton Head Museum. Although this may appear to be a simple community service, it has its roots in something much deeper.

When asked, the students involved explain that art is just another method of communication. They see this as a means to communicate their pride in their community and to share their individual talents with the wider community. The result is an active art club dedicated to ensuring that the school and the local community enjoy the beauty of students' work in as many venues as possible.



As we got better at what we were doing, the students started understanding that they could make a difference, even if it was a small difference. On our school campus, we have a large forested area next to the marshlands. This has been an obvious location to extend the students' understanding of the fragility of our coastal waterways and the immediate environment. A nature trail had been fashioned within the area, which had been somewhat neglected over time. A group of dynamic students investigated the trail, identified its needs, and found ways to make it more usable for all the students.

The class went out on the trail, cleaned it up and, as they worked, started wondering about the plants and animals that were part of that habitat. This led to research on the types of plants and trees, and how these plants and trees were used by the Native Americans, early settlers and by people today. The significance of the trail became clear in the students' minds. Not only did it serve as a nice place to visit, but it contained habitats that are essential to the health and growth of our coastal environment. Students, with the help of university scientists, published a hardback field guide with pictures, descriptions, and a brief history of the plants and trees of the area in an effort to share their knowledge and understanding with others.

These stories reflect just a few of the lessons and experiences that have taken place in our school, highlighting the connections between the students and their community. The connections all began in the classroom and through discussion, inquiry, investigation and a sense of interdependence, they have extended further into the immediate environment. These connections are bringing about an awareness and a new sense of ongoing responsibility to each other, to the school, to the academic community and to the town. These are not isolated experiences, but have evolved through a deeper understanding and commitment to become ongoing initiatives.

A student reflects on his class community and beyond.

"I Remember"

by Isaiah (year 2)

I remember the cool, cool sea of the world
I remember the yellow sun who warms me every day
I remember the teachers that led me to the end
I remember the community who helped me.

This article was written by members of the school community: Donna Haram, Patricia Horton, Julie Chapman, Betty Lou Jefferies, Selma Lovett and Melissa Sheppard.

A unique IB setting

by Philippe A Durant

The European International School (EIS) of Manila, formerly Eurocampus, is an educational establishment combining the Ecole Française de Manille (EFM) and the Deutsch Schule Manila. In 2003 the school boards decided to adopt the IB Diploma Programme (DP) and became part of a German pilot programme (with the German Ministry of Education and the IBO). A French stream was opened as an addition to the existing French Baccalaureate offered at the EFM. The school was authorized by IB Asia-Pacific in the summer of 2003 and the IB world school started with eight students.

For 2004, the leadership team and I developed an additional English stream offering DP students at EIS a unique tri-lingual curriculum. From September 2004 at least 16 students are included in this very challenging experience. One student, a Filipino national, is following a curriculum that includes English A1, French and German A2, biology (taught in German), and history and math methods (taught in English). All students are involved in at least the full bi-lingual DP curriculum. In addition, Spanish and Portuguese A1 are offered on a self-taught basis.

Our students come from Germany, Switzerland, Spain, Portugal and the Philippines. The curriculum at EIS offers them a fantastic opportunity to become truly international learners, as described in the IBO's mission statement.

Our first students, their parents, our IB teachers, the administrative staff and myself are all very proud to be part of this initiative. Classes are small and teachers cater to students' individual needs. In addition to the impressive academic curriculum, EIS has a comprehensive creativity, action, service (CAS) programme to support the local community, focusing on service to street children. Students are also fully involved in the development of their new section within the school. They participate actively in presentations to the whole school community and are playing an important role in designing the new page for the IB world school on the EIS web site.

The EIS meets the activity component of CAS through its strong sport programme, including outstanding swimmers, members of the Youth Philippines National Team, and competitive football, basketball and volleyball teams. In December 2003 the school took part in the South East Asia games, organized by the

German Schools Association of the region and held in Singapore, and won first place.

The creativity component is achieved through a focus on Philippine culture, which led to a Filipiniana Week at the school with several performances and exhibitions. An EIS delegation recently attended the arts festival in Jakarta and facilitated workshops on traditional Filipino dances, percussion and drama performances. The school organized the first French Day and Film Festival for DP students in French B in the Philippines with the participation of the International School, the British School and Brent International School in Baguio, and also initiated and hosted the first meeting of all DP coordinators in the country.

Philippe A Durant is the DP coordinator of the EIS in Manila, the Philippines.

*Here is what Rosanna said about her first year in our DP programme:
"The programme right now is great fun because it finally presents a challenge for me at school which I did not encounter before. My creativity, my personal input and my critical thinking are really valued."*

Raising awareness

by Kelly Hersey

One of the most interesting aspects of the Primary Years Programme (PYP) is how students' questions influence learning. The benefits of such an approach are wide ranging, but a recent inquiry conducted by students at St Nicholas School in São Paulo, Brazil, demonstrated just how valuable student-influenced inquiry can be. It gives a student's learning the freedom to develop and change in line with the findings of a given line of inquiry.

Casa de Tartaruga is a small animal sanctuary in the state of São Paulo. St Nicholas School has developed a connection with the centre through the interests of a new member of staff, Carla Straffacci, who had previously spent time working with this sanctuary for endangered animals.

When year 6 students at St Nicholas School decided to investigate their final unit of enquiry, 'Our Changing World', which focused on the theme of 'Sharing the planet', the ties with the sanctuary became the perfect vehicle for developing their central idea: 'An ecosystem becomes more fragile in a volatile society'. Reflecting on the theme early in the school year, the students began to research and investigate

not only ecological systems and vulnerabilities in South America in general, but also more specifically the activities at the sanctuary, where animals are mainly rescued from illegal traders with the aim of returning them to the wild.

The students invited the owner of the sanctuary, Richard Rasmussen, to visit the school to explain a little more about the processes involved in protecting endangered animals, how Casa de Tartaruga actually cares for the animals it rescues, and how they are returned to their natural habitat where possible. Richard was kind enough to bring along some of the inmates, including a 16-foot-long South American rock python, and while the year 6 students conducted and filmed an interview with the owner, some of the younger groups got to know the animals on very intimate terms!

As the unit developed, the class conducted research in a variety of ways. They took part in an online debate organized by the World Wide Fund for Nature (WWF), in which the students were able to discuss various ecological issues, from oil spills to illegal animal exports, with other students from around the world. A debate was also held in class on whether it was right to keep



animals in captivity. They also organized a World Animal Day at the school, to raise awareness among their peers of the plight of many endangered species in South America and elsewhere. They spent time with other classes, from infants to seniors, organizing activities and involving them in projects to help explain the actions of organizations like Casa de Tartaruga.

The sanctuary itself is currently undergoing major redevelopment, and some of the students decided to get involved in the design process themselves, to see what was involved in creating an artificial environment for a rescued animal. One day during a visit to the sanctuary to donate food and the money raised so far, the students were invited to see how the redevelopment work was going. The sanctuary was rebuilding part of the monkey house and so the students decided to come up with ideas for a 'primates' playground'. Back at school they researched the kind of environments that the different monkeys live in, and came up with designs based on their findings.

Richard was so impressed with the designs that the students had come up with, and in particular the playground designed by one year 6 pupil, that he decided to use the plan to actually build the real primates' playground.

The research project developed into a fundraising strategy, as the students endeavoured to raise money to help realize the plans that had been drawn. Bake sales were held at break times at the school, pet food collections were organized at the school gates. Casual clothes days, when students offered a contribution in order to shed their school uniform for a day, also helped raise funds. At the school Festa Juninha, a traditional Brazilian school fair, the year 6 students ran their own stall at which

handmade objects were sold. Hand-printed T-shirts, origami mobiles, stitched hand towels and much more were all painstakingly prepared and sold on the day.

As well as fundraising directly, the students began to canvass for support from local companies and organizations. Using the interview they had filmed at the school, they explained the work of the animal sanctuary, and the plight of the endangered animals it aims to protect. They showed the designs for the primates' playground, and sought contributions of money or raw materials to help with the construction. They also wrote letters to some major companies, and even to the Brazilian president, explaining the project and asking how they are supporting the cause of endangered animals. Articles were even published in local, national and international magazines, helping to raise awareness of the endangered animals and of the project at the sanctuary.

The students also produced an exhibition to accompany the unit, which followed their research and efforts so far. It was displayed in the hall and accompanied a PYP assembly that the students presented to the whole junior school. This exhibition will eventually be transferred to the sanctuary and put on permanent display to accompany the launch of the primates' playground, along with a plaque commemorating the efforts of the year 6 students.

The students have all learnt a great deal throughout the unit. The success of their efforts in building the primates' playground—the tangible result of all their hard work throughout the research unit—has been a great reward and encouragement for them all.

Kelly Hersey is a year 6 teacher at St Nicholas School in São Paulo, Brazil.

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Inquiry: alive and well down under

by Jane Taylor

Although perhaps more in reputation than in practice, New Zealand's standard of education enjoys good, robust health. A key figure when we look back at our history of innovative schooling is teacher and author Silvia Ashton Warner. In the 1960s Warner and 'her children' wrestled with the challenges of reading and writing. This led to educational breakthroughs, and to widely held respect and recognition.

But what of today's educational landscape? Collegial collaboration is actively encouraged in the pursuit of good-quality teaching. Likewise, through consultation and negotiation, schools and educational organizations such as Multiserve Education Trust and the New Zealand Ministry of Education (MOE), constantly review and improve the national curriculum and teaching practices. Mary Chamberlain describes our national curriculum as a strong umbrella-like layer beneath which, she believes, a variety of other curriculum options are possible and, in some cases, encouraged.

One example is the burgeoning Learning Pathways curriculum framework spearheaded by Auckland College of Education, and currently being piloted in selected schools in the Auckland region. Another is the Primary Years Programme (PYP) of the International Baccalaureate Organization (IBO), which is gathering momentum in New Zealand and has been successfully implemented at Kristin School on Auckland's North Shore.

These curriculum frameworks share similar philosophical beliefs and value similar teaching practices; they foster authentic problem solving and inquiry-based, student-centred approaches to teaching and learning. The PYP explicitly fosters internationalism among learners and has a well-established, professionally supportive network of IB schools throughout the world. A deliberate embracing of international understanding in teaching and learning as expressed in the IBO's mission statement is a distinguishing feature of the PYP.

The recent Inquiry Learning Conference held in Auckland was designed to provide a forum where diverse groups engaged in education could spend time together and share visions, practices and understandings in a PYP and Kiwi spirit of collaboration. Participants included representatives from the IBO, Auckland College of Education, the MOE, as well as over 100 teachers and administrators from the Asia-Pacific region including the host school, Kristin. Over three days, groups attended various workshops, and exchanged ideas with keynote speakers and each other.


We all know that New Zealand teachers continue to be lured overseas (often to international schools) for more money, possibly better teaching conditions, more interesting and challenging locations, and diverse classes. The New Zealand government is endeavouring to attract them back with offers of one-off payments of several thousands of dollars. At the same time we tend not to offer teaching positions to some well-qualified migrant teachers in New Zealand primary schools.

What of those of us who remain? We look for signs of excellence in modern schooling in New Zealand—and they are there to be found despite teachers in New Zealand still needing to manage large class sizes, and having limited time to work collegially. A new state school is currently being established on Waiheke Island in Auckland Harbour. The establishment board of this new Waiheke Primary School is actively pursuing the implementation of the PYP. The diverse island community will provide a perfect opportunity for internationalism and global citizenship to be embraced and explored.

The school principal, Maggie Twaddle, is fully aware of the challenges she faces in developing a globally significant curriculum, and her teachers are assured of time to collaborate and to make the PYP happen. This new school provides an opportunity for the IBO and the MOE to model collaboration, to acknowledge and support excellence in teaching and learning and to demonstrate the magic of organizations working together in harmony.

A forward-thinking curriculum must connect in meaningful ways with the students and the wider community. Children need a sense of belonging to learn well. This poses challenges for teachers of culturally diverse groups—both within New Zealand and in international schools. We need to view our increasing diversity among students and teachers as a source of enrichment. We need to equip teachers with the necessary skills to maximize the teaching and learning opportunities this diversity presents, and to effectively manage the inherent challenges. Such strategies are at the heart of the PYP, along with the expectation that teachers be given and take time to support each other professionally through, for example, collaborative planning. Teachers need particular skills and specific support if they are to do more than simply accommodate cultural diversity. Our challenge is to create a context of whole-hearted celebration of our cultural diversity, in which authentic inquiry-based learning can thrive.

Jane Taylor is manager of educational operations at Multi Serve Education Trust, Auckland, New Zealand.

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