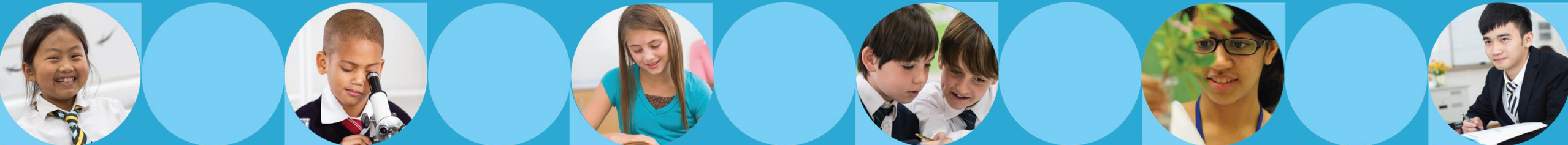




**Cambridge Assessment
International Education**

Welcome to the Cambridge Schools Conference





**Cambridge Assessment
International Education**

The Duke of Edinburgh's International Award

Developing key skills outside the classroom environment

Sanjay Mistry

Head of Research for Digital Assessment
and Evaluation at Cambridge University
Press and Assessment

Dorothea Gorman

Head of Operational Support at
The Duke of Edinburgh's
International Award Foundation



Objectives

We would like you to leave the session with a clear understanding of:

- ▶ The benefits of non-formal education
- ▶ The skills developed by students outside the classroom
- ▶ The International Award as a model of non-formal education and learning.

Context

- ▶ We know many Cambridge International Schools already offer the International Award to complement the Cambridge Pathway
- ▶ We understand the need to develop key skills and attributes beyond the academic curriculum, to best prepare our students for the wider world
- ▶ We believe partnering with the International Award to offer an inclusive framework is the best way we can support Cambridge International Schools to achieve your goals for an holistic educational offer.

What is non-formal education and is it important?

In 1973 Comms, Prosser and Ahmed defined formal, non-formal and informal learning:

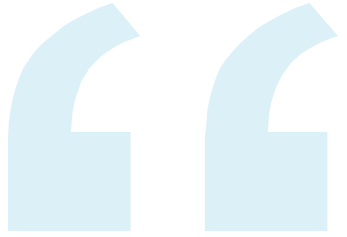
Formal education: Hierarchically structured, chronologically graded 'education system' running from primary school through to university

Non-formal education: Any organised educational activity outside the established formal system...that is intended to serve identifiable learning clienteles and learning objectives

Informal education: Lifelong process whereby every individual acquires attitudes, values, skills and knowledge from daily experience

Growing expectation to **quantify the outcomes** of non-formal education.

Quote slide



From a societal perspective, non-formal education and learning enables young people to engage in society and it provides a platform for discussing and tackling local, regional and global problems.

From a personal perspective, it brings direct benefits for its participants, such as skills, experiences and personal networks

(Willems, 2017).



Further defining non – formal education

Non-formal

Extra curricular activities

Co-curricular activities

Extracurricular activities are defined as academic or non-academic activities that are conducted under the auspices of the school but occur outside of normal classroom time and are not part of the curriculum. Additionally, extracurricular activities do not involve a grade or academic credit and participation is optional on the part of the student

Co-curricular activities are those that requires a student's participation outside of normal classroom time as a condition for meeting a curricular requirement.

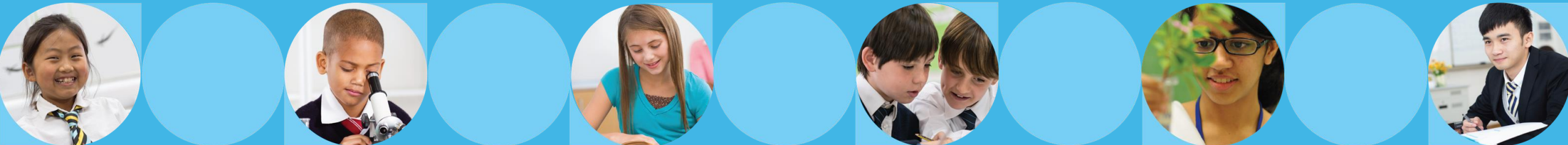
Research suggests that:

The benefits of non-formal education are:

- Reduced behaviour problems
- Higher grades and positive attitudes to school
- Lower school drop out rates
- Higher academic achievement
- Foster positive aspects to become productive students and adults
- Personal and social development



The Duke of Edinburgh's International Award



The Duke of Edinburgh's International Award

- ▶ A framework for non-formal education and learning, open to young people aged 14-24.
- ▶ Founded in the UK in 1956 by Prince Philip, the Duke of Edinburgh. The Award has since expanded into more than 130 countries.
- ▶ An opportunity for young adults to discover **new interests and talents** outside of their formal curriculum and to develop **essential skills*** for life and work
- ▶ An internationally **recognised mark of achievement**, respected by future employers.

*Essential skills and attributes include leadership, resilience, problem-solving, team-working, communication



Award Framework

The Award consists of four sections to complete at Bronze and Silver, and five at Gold



- Any young person from 14- 24 years old can participate
- It is not about being first, it's about setting **personal challenges** and pushing boundaries

*undertaking a purposeful experience away from home or in an unfamiliar environment

Feedback from participants

“I loved meeting new people, **being out of my comfort zone**, being outdoors and developing skills in areas that I enjoy.

The Award has given me **confidence** and reassured me that I am capable of so much. I got to **learn skills** which will help me in the future.

You can **challenge yourself** whilst having fun and gaining new skills. It gives you a chance to **try different things and get better at the things you like.**”

Ronan Waters, Bronze Award holder

Why Cambridge and the International Award?

- ▶ Offering the Award alongside the Cambridge Pathway, you can build **a truly holistic curriculum** supporting students in and outside the classroom
- ▶ Supports development of key skills which support and enhance **the typical Cambridge Learner attributes**, such as leadership resilience and team working
- ▶ Gives schools the opportunity to offer an **internationally recognised Award**.



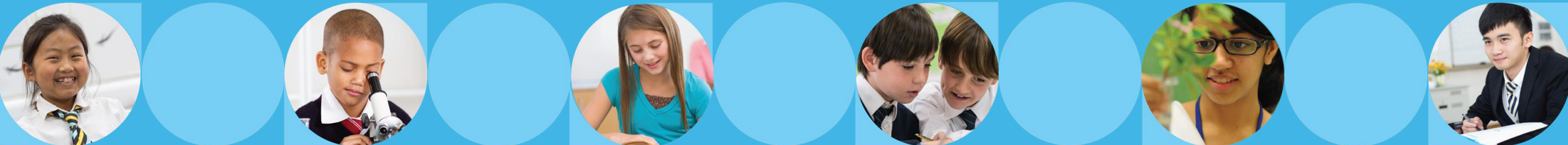
You can find out more on our [website](#).

Changing lives in the changing world

- ▶ Today's young people are facing extraordinary challenge and change.
- ▶ A recent survey by The Duke of Edinburgh's International Award Foundation of more than 3,500 14- 24 year olds from 42 countries* found that:
- ▶ Almost half currently report high levels of **stress**
- ▶ 62% are concerned for their **physical health** and fitness
- ▶ Almost three quarters (74%) are worried about the **health and wellbeing of their family** and friends

* Survey of 3806 respondents from 42 countries, May/June 2020.

Breakout 1



What does this look like in your school?

In groups, please discuss:

- ▶ What does non-formal education mean to you?
- ▶ What extra-curricular activities do you currently offer?

And

- ▶ What value do you see from offering these activities?

Consider the impact on:

- ▶ Students
- ▶ Parents
- ▶ The wider School community.

Cambridge Learner Attributes



Confident

Responsible

Reflective

Innovative

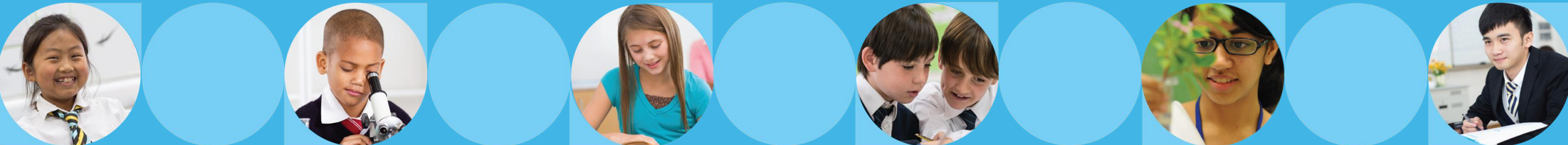
Engaged

Award Outcomes

- ▶ The Award can play a role in providing opportunities for young people to develop core skills
- ▶ Young people who have taken part in the Award commonly report an increase in:
 - ▶ Self-confidence, resilience, leadership skills
 - ▶ Creativity and adaptability
 - ▶ Planning and problem-solving,
 - ▶ Communications skills and personal and social well-being.



Breakout 2



Developing skills for success

In groups, please discuss:

- ▶ Which are the most important skills or attributes for students to develop?
- ▶ What key skills **MUST** our students develop to equip them for further study (or the world of work)?
- ▶ How are the ‘soft skills’ developed outside the classroom applied in the formal classroom environment?
- ▶ What is the impact?

A final word from an Award Leader





Cambridge Assessment
International Education

Thank you
Any questions?

