



International Baccalaureate® (IB)

Statements & Sentiments

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NB: {} denotes research outside of IBO.org

Words in bold or red are researcher's emphasis

“IB Mission Statement

- The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.
- To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.
- These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right”.

“IB Strategy

- The IB has seen tremendous planned growth in the past five years, delivering successful performance through a strong focus on quality, access and infrastructure.
- The new strategy builds upon our successes and ensures that the IB has a clear direction for the next five years. At its heart lies our ambition to establish the IB as a **global** leader in international education.

To achieve this, the IB Board of Governors has endorsed the vision together with a set of strategic goals and strategic objectives”.

Ethical education: a morality tale

The role of schools and teachers in imparting a strong sense of right and wrong to their students is at the very core of our social structure, according to **Baroness Warnock.**

- The best place to learn, Baroness Warnock believes, is at school – and from an early age.
- "I am a great believer in the ‘**get them before they’re seven**’ school of thought,” she says. “Even very young children can pick up from their teachers that there are good and bad ways to behave. **It becomes much more difficult as children get older, because they become more questioning.**”

Ethical education: a morality tale

The role of schools and teachers in imparting a strong sense of right and wrong to their students is at the very core of our social structure, according to **Baroness Warnock.**

- "School is a place where the very existence of morals has to be taught from the moment children step foot in the school," she says. "It is a practice ground, where a child can learn to distinguish good from bad. Small children learn by example, so teachers need to be vigilant to make sure they are always behaving well. This places a great responsibility on staff to be ethical teachers. They must be even-handed, show no favouritism and be open with the children. Those who have the most influence will be those who use an ethical vocabulary: they say things like 'That is a horrible – or a really kind – thing to do'; 'Don't you think you've had more than your fair share?'"

<http://www.ibo.org/ibworld/may07/playground.cfm>

Ethical education: a morality tale

The role of schools and teachers in imparting a strong sense of right and wrong to their students is at the very core of our social structure, according to **Baroness Warnock.**

- The baroness even goes so far as to suggest that this concept of behaving well should be part of a teacher's professional training. **But that's not to say that parents don't have a contribution to make.**
- "Common morals can be taught at school and home," says Warnock, **"but sadly in some homes a moral vocabulary is not known,** so then the responsibility falls more heavily on the school."

Ethical education: a morality tale

The role of schools and teachers in imparting a strong sense of right and wrong to their students is at the very core of our social structure, according to **Baroness Warnock**.

- At primary years age, Warnock believes that children can start to **learn right from wrong through the concept of shame**.
- “Shame is enormously important to ethics,” says Warnock. “Very little children can learn when they are disapproved of by their teachers or classmates. This is Aristotle’s thinking and the idea is that eventually you don’t need others around you to feel shame – that there are things you wouldn’t do even if you were alone on a desert island.”

Ethical education: a morality tale

The role of schools and teachers in imparting a strong sense of right and wrong to their students is at the very core of our social structure, according to **Baroness Warnock.**

- "The question is whether we can formulate public international policy which really has teeth," she says. "The UN attempted this, but the thing of real interest is the Universal Declaration of Human Rights. This presupposes that there is a **common morality that is superior to the different concepts of morality that different cultures have.**"

Universal Human Rights

The fundamental themes of all IB programmes are as follows:

- developing citizens of the world – cultural and linguistic development as well as learning to live together
- building and reinforcing students' sense of identity and cultural awareness
- **fostering students' recognition and development of universal human values**
- stimulating curiosity and inquiry in order to foster a spirit of discovery and enjoyment of learning
- equipping students with the skills to learn and to acquire knowledge, individually or collaboratively, and to apply this knowledge adequately across a broad range of areas
- providing international content while responding to local requirements and interests
- encouraging diversity and flexibility in pedagogical approaches
- providing appropriate forms of assessment and international benchmarking.

<http://www.ibo.org/council/members/seefried/speeches/heartsm>

Primary Years Programme Curriculum framework

- At the heart of the programme's philosophy is a commitment to structured, purposeful inquiry as the leading vehicle for learning.
- **Six transdisciplinary themes**
- Six transdisciplinary themes of **global significance** provide the framework for exploration and study:
 - **who we are**
 - **where we are in place and time**
 - **how we express ourselves**
 - **how the world works**
 - **how we organize ourselves**
 - **sharing the planet.**
- Teachers are guided by these six transdisciplinary themes as they design units of inquiry that both transcend and articulate conventional subject boundaries.

Primary Years Programme Curriculum framework

- *Who we are* - an inquiry into what it means to be human, **beliefs and values, rights and responsibilities**, and communities and cultures. This theme provides a broad, holistic interpretation of the IB community theme. For example, a central idea for 7–8 year olds related to this theme is: “Relationships are enhanced by learning about other people’s perspectives and communicating our own”.
- *How the world works* - an inquiry into the interaction between the **natural world and human societies**, and the impact of scientific and technological advances on society. This theme provides a platform for inquiry into issues pertaining to global infectious diseases. For example, a central idea for 9–10 year olds related to this theme is: “Children worldwide face a variety of challenges and risks”.
- *How we organize ourselves*—an inquiry into the interconnectedness of human-made systems and communities, societal decision-making and economic activities. This theme provides the context for consideration of the digital divide. For example, a central idea for 4–5 year olds related to this theme is: “People use a variety of skills and strategies that contribute to their role in a community of learners”. A relevant central idea for 10–11 year olds is: “**Government systems and decisions can promote or deny equal opportunities and social justice**”.
- *Sharing the planet*—**an inquiry into the struggle to share finite resources, access to equal opportunities**, and peace and conflict resolution. This theme provides ample opportunities for students to engage with and reflect upon the concepts of global poverty, education for all, peace keeping and conflict prevention. For example, a central idea for 8–9 year olds related to this theme is: “Water is essential to life, and is a limited resource for many people”. A relevant central idea for 11–12 year olds is: “Finding peaceful solutions to conflict leads to a better quality of human life”.

“IB Learner Profile”*

Nature of the IB learner profile

The IB learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century. **The attributes of the profile express the values inherent to the IB continuum of international education:** these are values that should infuse all elements of the Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme and, therefore, the culture and ethos of all IB World Schools. The learner profile provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose.”

Primary Years Programme Curriculum framework

Five essential elements

The five essential elements—concepts, knowledge, skills, attitudes, action—are incorporated into this framework, so that students are given the opportunity to:

gain knowledge that is relevant and of global significance

develop an understanding of concepts, which allows them to make connections throughout their learning

acquire transdisciplinary and disciplinary skills

develop attitudes that will lead to international-mindedness

take action as a consequence of their learning.

“IB Learner Profile”*

As a key cross-programme component, the learner profile will become the central tenet of the IB programmes and central to the definition of what it means to be **internationally minded**. Thus, the IB is placing the focus for schools where it belongs: on learning. It is not intended to be a profile of the perfect student; rather, it can be considered as a map of a lifelong journey in pursuit of international-mindedness. It places the learner firmly at the heart of IB programmes and focuses attention on the processes and the outcomes of learning. It is the IB’s intention that the learner profile will help develop coherence within and across the three programmes. It provides a clear and explicit statement of what is expected of students, teachers and school administrators in terms of learning, and **what is expected of parents in terms of support for that learning.**”

“IB Learner Profile”*

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

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and **global significance**.

In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, **ethical** decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.”

“IB Learner Profile”*

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, **values** and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of **spirit** to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.”

*“IB learner profile

{**Screening**- In intelligence, the evaluation of an individual or a group of individuals to determine their potential to answer collection requirements or to identify individuals who **match a predetermined source profile** coupled with the process of identifying and assessing the areas of knowledge, **cooperation**, and possible approach techniques for an individual who has information of intelligence value. Source: U.S. Dept. of Defense
@http://www.dtic.mil/doctrine/dod_dictionary/?zoom_query=profile&zoom_sort=0&zoom_per_page=10&zoom_and=1}

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- © International Baccalaureate Organization 2008”

IB learner profile booklet <http://www.ibo.org/programmes/profile/documents/Learnerprofileguide.pdf>

"Mark MASON
Faculty of Education
University of Hong Kong
VALUES AND INTERNATIONALISM:

THE LIMITS OF TOLERATION IN MULTICULTURAL EDUCATION

The IBO is at its core motivated by aims that are universal in nature: most notable is its belief in the **efficacy** of education "to create a better world".

{ef·fi·ca·cy /ˌɛfɪkəsi/ noun [noncount] formal : the power to produce a desired result or effect}

"Implicit in the IBO's aims are the **universalist and liberal** notions of toleration, understanding and acceptance".

Alec Peterson, Founder & First Director

“He {Peterson} played a particular role in shaping the theory of knowledge course, then at the core of the IB Diploma Programme and **now influencing all aspects of the curriculum**, from the Primary Years Programme through the Middle Years Programme to the Diploma Programme”.

Alec Peterson

“During WWII, Peterson was
Deputy-Director of **Psychological
Warfare**”

{The U.S. Dept. of Defense defines
psychological warfare as:

"The planned use of propaganda and
other psychological actions having
the primary purpose of influencing
the opinions, emotions, attitudes,
and behavior of hostile foreign
groups in such a way as to support
the achievement of national
objectives."^{2}}

http://www.ibo.org/council/peterson/documents/Peterson_biography_eFINAL.pdf

The Peterson Lectures

“The Peterson lectures were inaugurated in 1989 to commemorate the commitment of Alec Peterson to the International Baccalaureate® (IB) as its first director general from 1966–77”.

{Excerpts follow and may be verified on the Baccalaureate website...}

<http://www.ibo.org/council/peterson/>

“Daniel Ritchie: The Future of Ethics

The world and our educational system, in particular, have a huge problem which we have helped create. Who better than we in education to lead the way towards a more ethical and mutually respectful world? I believe the time is ripe to begin an **ethical renaissance**. As reflected in the recent **UN Global Programme** against Corruption... people around the world are beginning to understand the consequences of an ethically deficient society”.

“What is the role of religion in education?

Dr William A McComish

4 May 2005

“Fundamentalism exists as a percentage within every church and within every religious organization. It is very often a reaction to a pluralistic world, a desire to possess the truth, **a fear of not being acceptable to your god**. So you surround yourself with rules that you have to keep. Professor Thierry de Saussure at the University of Geneva did a great deal of work on this. It is worth reading what he said about fundamentalism and fear. Very often there is a sexual element; most fundamentalisms are anti-feminist. There can be selection: the same people can object to euthanasia and yet believe in capital punishment. **People are not always logical**”.

www.ibo.org/council/peterson/mccomish/

“What is the role of religion in education?

Dr William A McComish

4 May 2005

It is important that our young people should not only hear about **fundamentalists' violence, crude religious** ideas and get their images from the media, but that they should have a more profound system of learning as a preparation for tomorrow's world”.

www.ibo.org/council/peterson/mccomish

“Values Education
IBO INTERNATIONAL CONFERENCE – HANOI 2006
Dr. Peter Vardy
Heythrop College
University of London

- Fundamentalism flourishes wherever a community feels **threatened**
- Fundamentalism is not interested in argument or debate – it is secure in its own truth. The impact of this on any idea of values education is obvious.
- **Education will be seen by the fundamentalist as being about inculcating young people into their own certainties.**
- Fundamentalism encourages a ‘we’ and ‘us’ attitude:
 - ‘We’ are right, ‘they’ are wrong.
 - ‘We’ are virtuous, ‘they’ are wicked.
 - ‘We’ have the truth, ‘they’ are creatures of the lie.
 - ‘We’ are good, ‘they’ are evil”.

‘Values Education
IBO INTERNATIONAL CONFERENCE – HANOI 2006
Dr. Peter Vardy
Heythrop College
University of London

- Fundamentalism is at work in the West as much as in the East.
- It is in major religious groups whether these be different Christians groups, Islamic, Jewish or Hindu groups.
- Fundamentalists all too often harbour a **righteous indignation about the world** which they see as having subverted important values and has **left them adrift with nowhere to go except to retreat into their own certainties”**.

“Introduction: Past, present and future George Walker

Then the growing fundamentalism that places religious belief above national loyalty means that the **enemy** is as likely to come from within a country as from outside its borders, further eroding the concept of an independent nation state.

Globalization is shifting the centre of gravity of world power from west to east as the rapid economic growth of Asian countries, most notably China and India, is **rewarded** with increased political influence”.

“Values Education
IBO INTERNATIONAL CONFERENCE – HANOI 2006
Dr. Peter Vardy
Heythrop College
University of London

- Some sections of United States society are increasingly fundamentalist with the ‘we’ and ‘us’ attitude clearly on the rise. After 9/11 there has been a **dangerous** increase in the idea that ‘we’ are good and ‘they’ are evil. **‘We’ stand for freedom, democracy and the American way** (including capitalism, low taxes and, in some quarters, with links to negative attitudes to homosexuality and abortion) and ‘they’ stand for anyone who rejects ‘we’
- In Afghanistan ‘we’ are the **Taliban** with their assurance of the correct way of reading the Qu’ran and the ‘correct’ understanding of the place of woman in society and ‘they’ are the godless forces of the ‘great Satan’”.

“Values Education
IBO INTERNATIONAL CONFERENCE – HANOI 2006
Dr. Peter Vardy
Heythrop College
University of London

- Two competing themes are particular modern exports by the Western world:
 - 1) A **subversion of traditional values** such as justice, truth and goodness which originally derived from Greek philosophy but which have been undermined by post-modernism and relativism, and
 - 2) An increase in globalisation with global brands carrying global values of **consumerism, materialism, a subversion of traditional cultures** and the fostering of aspiration towards individual success and autonomy.
- **These have had a corrosive effect on any ideas of values education**
- Governments are left struggling to know what values education actually means”.

“

What is Education For? The purposes of education and their implications for
the school curriculum

Dr Nicholas Tate

...decisions about what happens in our education systems and schools are inseparable from those about our **values**, about **the kind of society (and world) we want** ourselves to be, and about our fundamental ends and purposes as human beings”.

“Jeffrey R Beard joined the International Baccalaureate® (IB) in September 2005 and became director general in January 2006, following the retirement of George Walker”-*IBO.org*

{ “ **Caught red-handed: IB boss plagiarising**

News | Published in The TES on 17 September, 2010 | **By: William Stewart**

Jeffrey Beard, the head of one of the world's most respected assessment organisations - the International Baccalaureate (IB) - has been caught red-handed passing off someone else's work as his own”.}

<http://www.tes.co.uk/article.aspx?storycode=6058168>

Values, Constructivism and the IB Continuum

Values-based elements may seem less clearly defined than in PYP and MYP, but *Theory of Knowledge* in particular puts demands of values clarification on Diploma students; importantly, it does this at a time in their lives when they have a level of intellectual maturity to examine their own beliefs with dispassion and logic but also with a level of emotional/affective independence as well as a fuller command of subject knowledge to inform debate. In analysing knowledge claims and counterclaims in various disciplines and ways of knowing, students cannot avoid values-laden issues, assertions and arguments. **In their essays and oral presentations they grapple with questions like**

- What makes evidence good enough to justify belief?
- What justifies the name of art?
- Do we act ethically out of social duty, religious belief, universal principle or self interest?
- **When can it be right to disobey the law?**
- **Can suicide bombers be right**

“What is Education For? The purposes of education and their implications for the school curriculum

Dr Nicholas Tate

- In western societies that too infrequently re-engage with the past the better to look forward, it is instructive to remember the answers they gave to the question. In addition to Plato and Aristotle, I am thinking of people like Aquinas, Rousseau, Matthew Arnold, Newman, and, in our own century, writers with views as diverse as Eliot in England, Péguy in France and **Gramsci in Italy**. Their answer to the question “What is education for?” is always an answer about the kind of human beings, and the kind of society, they would like to see. The broader picture always comes first”.

{Note: Gramsci-A Marxist Founder of Italy’s Communist Party}

“What is Education For? The purposes of education and their implications for the
school curriculum
Dr Nicholas Tate

But let me first give you one example of a **vision**
of what it is to be an educated human being, in
order to contrast it with our current inability
sometimes to be robust about these matters. I
shall take **Gramsci** because I have recently re-
read his *Prison Letters...*”

“Rethinking our World: the Search for a Pluralistic Vision

Azim Nanji

May 2003, Geneva

The International Baccalaureate Organization was founded explicitly to promote better intercultural understanding, but also to promote peace through education, and in many ways it parallels what the United Nations, what the League of Nations and what other international organizations seek to do”.

“Rethinking our World: the Search for a Pluralistic Vision

Azim Nanji

May 2003, Geneva

Democracy too has to prove itself everywhere.

Its establishment in American and European contexts over two centuries ago was an evolving process. The European Union still struggles about how it can be one boundary, and yet respect national priorities and identities. What kind of a democratic process will govern the growing entity”?

“Rethinking our World: the Search for a Pluralistic Vision

Azim Nanji

May 2003, Geneva

I am suggesting that all these boundaries are shifting; whether they are boundaries that define the spaces and societies in which we engage with life, or boundaries of knowledge and the choices guided by that knowledge. An organization like the IBO is well placed to anticipate these changes and to plant into the educational framework what might be called “seeds of avoidance”, because that is what we do in schools. **We seed minds**, giving them the capacity to grow and the capacity to be able to allow these seeds to bear fruit”.

“Religion and the Education of Young People His Excellency Ahmad Jalali

I am really delighted—indeed, honoured—to be invited here to this assembly. When I was looking at the list of participants I felt how heavy this weight was as far as UNESCO’s ideals are concerned, and in particular our educational ideals. I feel here that I am really participating in a mission that is consonant with that of UNESCO. I believe that UNESCO should become more and more connected to real think tanks, such as the IBO council and this gathering, and make use of your organizational experiences”.

{A **think tank** (or **policy institute**) is an organization that conducts research and engages in advocacy in areas such as social policy, political strategy, economics, military or technology issues.}

www.ibo.org/council/peterson/jalali/

“Religion and the Education of Young People His Excellency Ahmad Jalali

In the recent issue of **UNESCO**'s newsletter on education, I read an interesting comment saying:

“Schools have changed. Their success is no longer measured just by the number of children they educate, but also by how good they are at turning out responsible and tolerant citizens. **Today schools are expected to instill values** as well as provide knowledge.”

Again...

"The IBO is at its core motivated by aims that are universal in nature: most notable is its belief in the efficacy of education "to create a better world".

Implicit in the IBO's aims are the **universalist and liberal** notions of toleration, understanding and acceptance".

“Values Education
IBO INTERNATIONAL CONFERENCE – HANOI 2006
Dr. Peter Vardy
Heythrop College
University of London

On the one view, values education is about a broad, western, **liberal approach** to education which affirms tolerance, rejects any absolutes and exposes young people to a complex multiplicity of ideas”.

“IB Social Responsibility

In 2009, the IB Board of Governors approved a Social Responsibility (SR) policy, to apply to all IB offices and staff worldwide. The policy outlines the working practices and changes to business operations that will need to be adopted for the IB to become a more socially responsible organization.

- To deliver this vision we have identified four key goals:
- **To maximize our positive social impact on local, national and international communities (support human rights, environmental issues)**
- To minimize the organization's carbon footprint and environmental impact
- Communicate internally and externally the importance of acting as a socially responsible organization
- To set up an appropriately-resourced structure to manage and support the IB SR policy”.

<http://globalengage.ibo.org/eng/blogs/site-moderator/ib-social-responsibility>

“The IB community theme in the Primary Years Programme

How we organize ourselves—an inquiry into the interconnectedness of human-made systems and communities, societal decision-making and economic activities. This theme provides the context for consideration of the digital divide. For example, a central idea for 4–5 year olds related to this theme is: “People use a variety of skills and strategies that contribute to their role in a community of learners”. A relevant central idea for **10–11 year olds** is: “Government systems and decisions can promote or deny equal opportunities and **social justice**”.

The IB community theme in the Primary Years Programme

“Sharing the planet—an inquiry into the **struggle to share finite resources, access to equal opportunities, and peace and conflict resolution**. This theme provides ample opportunities for students to engage with and reflect upon the concepts of global poverty, education for all, peace keeping and conflict prevention. For example, a central idea for 8–9 year olds related to this theme is: “Water is essential to life, and is a limited resource for many people”. A relevant central idea for 11–12 year olds is: “Finding peaceful solutions to conflict leads to a better quality of human life”.

<http://globalengage.ibo.org/ib-community-theme-primary-years-programme>

“Education can help build a better global society – and every teacher has a vital role to play, Dr Carlos Alberto Torres tells Crispin Andrews

Finally, an international dimension must recognize that in some places the workings of **capitalism undermine the basic rights of many**, including the right of children to be educated”.

<http://www.ibo.org/ibworld/jan2008/workingforabetterworld.cfm>

“A global citizen:
lives by a political economy which
places the need to sustain life and
conserve natural resources at its
centre
-Noel Preston

Why?

- **climate change**
- the threat to eco-systems and loss of biodiversity
- depleting energy sources
- **a deepening water crisis**
- international security flashpoints
- crimes against humanity
- **gross inequalities between and within nations**
- absolute poverty and destitution facing 1.2 billion
of a human population rushing toward 9 billion”

<http://blogs.ibo.org/conferenceamericas/files/2010/07/Who-Gets-to-be-a-Global-Citizen.pdf>

“A global citizen:
lives by a political economy which
places the need to sustain life and
conserve natural resources at its
centre
-Noel Preston

Rights

- Freedom of Speech
- Freedom of Religion
- **Freedom from Want**
- **Freedom for the Environment**
- Freedom from Fear
- Freedom to be Educated”

<http://blogs.ibo.org/conferenceamericas/files/2010/07/Who-Gets-to-be-a-Global-Citizen.pdf>

“Primary Years Programme workshop materials requirements - Category 3

Sustainability as international mindedness

Participants are requested to bring (either download to laptop or bring a hard copy):

- Any documents your school has developed related to sustainability
- Any images or DVDs of your school related to sustainability that you would like to share
- **Agenda 21** <http://www.unep.org/Documents.Multilingual/Default.Print.asp?documentid=52> (See Children and Youth; Promoting Education)
- Decade for sustainability <http://www.unesco.org/en/esd/>
- **Earth Charter** <http://www.earthcharterinaction.org/content/pages/The-Earth-Charter.html>
- **UNESCO** education statement <http://www.unesco.org/en/esd/programme/educational-dimensions>
- Visualising sustainability <http://computingforsustainability.wordpress.com/2009/03/15/visualising-sustainability/>
- Millennium assessment <http://www.maweb.org/en/index.aspx>
- Living Beyond Our Means: Natural Assets and Human Wellbeing <http://www.maweb.org/en/BoardStatement.aspx>
- Ecosystems and Human Wellbeing <http://www.maweb.org/documents/document.356.aspx.pdf>
- Global status of ecosystem services <http://www.wri.org/publication/content/7755>
- The Primary Years Programme as a model for transdisciplinary learning
- Making the PYP Happen: a curriculum framework for international primary education
- The Learner Profile Booklet
- Other documents that you think may be relevant to you programme (Basis of Practice, CAS documentation)”

“From the *Collegium Lucis* to the International
Baccalaureate
John Goormaghtigh

I can't help feeling that we are closer to
“One World”



For Further Research...

Agenda 21

<http://www.un.org/esa/dsd/agenda21/index.shtml>

Earth Charter Initiative

<http://www.earthcharterinaction.org/content/>

Universal Declaration of Human Rights

<http://www.un.org/en/documents/udhr/index.shtml>

International Baccalaureate

[IBO.org](http://ibo.org)

Fin

