

IB Connecting the Dots

(International Baccalaureate and
UNESCO educational objectives)



Introduction

- Duncan Koler, attorney, 3 children educated in CDA School District since 1997 - interest as a parent, not politics
- Withdrew our two youngest after thoroughly researching who IB is, IB's relationship to the UN, and IB's stated goals and curriculum emphasis.
- Our research focus was on IB and UN source documents - what *they* say.



- Our research concludes:
 - IB has a socio-political agenda geared toward creating the following in kids:
 - Collectivist mindset
 - Global citizens 1st, with concern for social and environmental justice
 - Openness to change
 - Agents for social change
- IB is currently in CDA at LCHS and Hayden Meadows Elementary



Who/What is International Baccalaureate?

- IBO is a UN-related Non-Governmental Organization (called “NGO”) from Switzerland
- *Requirements* for a group to be an NGO include:
 - “(a) it shall be engaged in activities in one or more specific fields of UNESCO's competence, and it **shall be able and willing to make an effective contribution to the achievement of UNESCO's objectives...**” (UNESCO Constitution §2.2(a))
 - An NGO is required to keep UNESCO “regularly informed of those of their activities that are relevant to UNESCO's programme and of the assistance given by them to the achievement of UNESCO's objectives.” (UNESCO Constitution §7.1(a))



What the U.N. Says About Education

Five UNESCO mandates to its Education-based NGO's (including IB):

1. **Downplay nationality** in teaching, lest the kids identify too strongly with their country.
2. **Teach “peace”** - defined by the UN as more than the absence of war, requiring social equity (redistribution of resources)
3. **Teach “sustainable development”** (putting resources out of reach and redistributing others under the guise of social and environmental justice).
4. **Teach local-to-global activism**; and
5. **Execute UNESCO's educational objectives and report back** to UNESCO on activities and results.

UNESCO handbook, “Is There a Way of Teaching for Peace?” (trans.) Marie-Therese Maurette, 1948; UNESCO document, Mainstreaming the Culture of Peace, <http://unesdoc.unesco.org/images/0012/001263/126398e.pdf>; (UNESCO Constitution §7.1(a))



INTERNATIONAL BACCALAUREATE ORGANIZATION

Questionnaire on the implementation of the Programme of Action on a Culture of Peace, addressed to NGOs maintaining official relations with UNESCO:

PREPARATION OF THE MID-TERM REPORT ON THE INTERNATIONAL DECADE FOR A CULTURE OF PEACE AND NON-VIOLENCE FOR THE CHILDREN OF THE WORLD 82001-2010)

1. Background

At its 53rd session in 1998, the United Nations General Assembly (resolution A/53/25) proclaimed the period 2001-2010 as the "International Decade for a Culture of Peace and Non-violence for the Children of the World", following on from the year 2000 as the "International Year for a Culture of Peace".

In 1999, the United Nations General Assembly adopted the Declaration and Programme of Action on a Culture of Peace (resolution A/53/243), defining eight areas of action for the construction of a culture of peace and non-violence. The eight action areas are:

- Fostering a culture of peace through education
- Promoting sustainable economic and social development
- Promoting respect for all human rights
- Ensuring equality between women and men
- Fostering democratic participation
- Advancing understanding, tolerance and solidarity
- Supporting participatory communication and the free flow of information and knowledge
- Promoting international peace and security



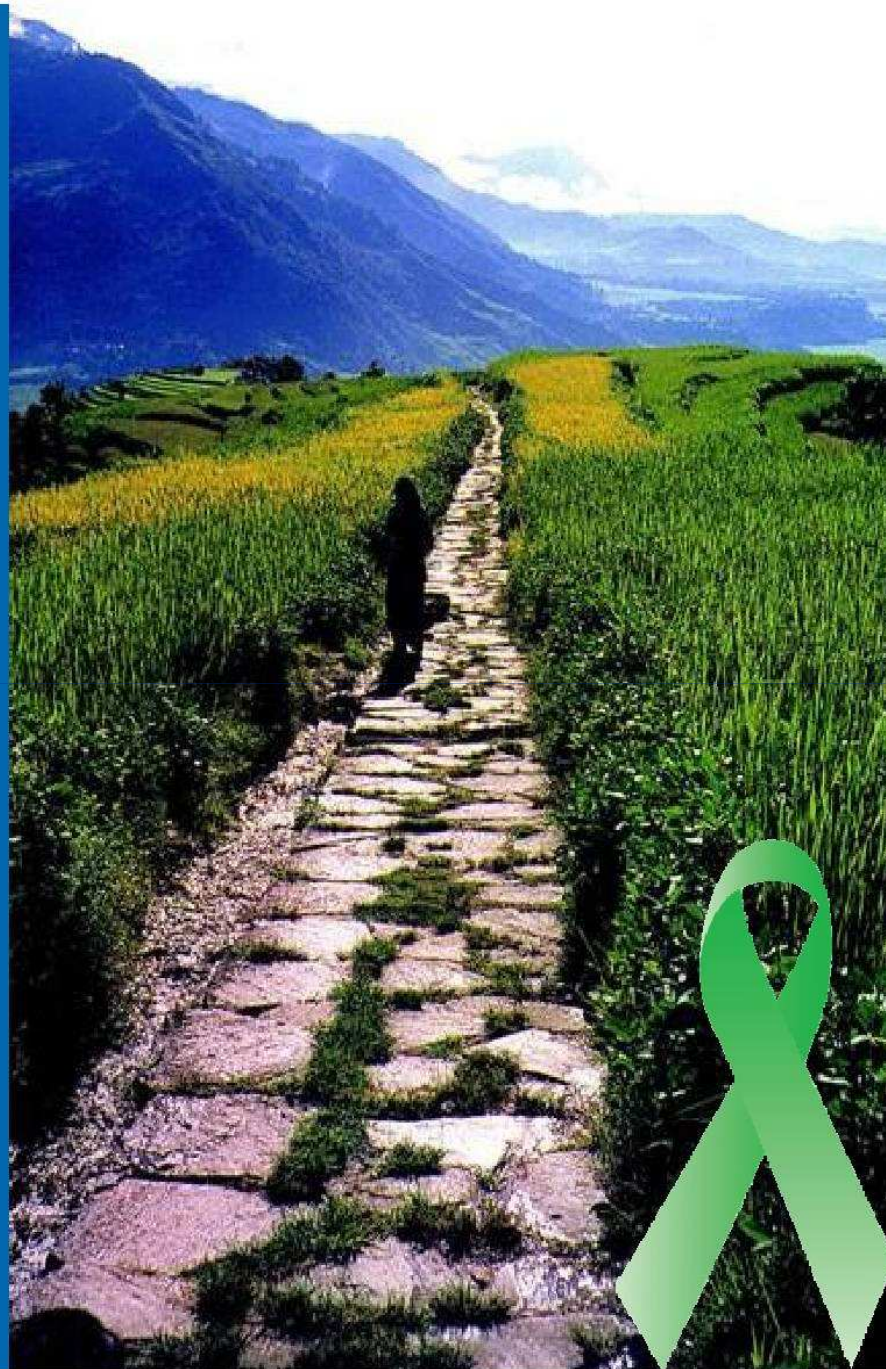
Education for Sustainable Development: A Framework for Educational Reform

**22ND INTERNATIONAL
BACCALAUREATE ASIA PACIFIC
REGIONAL CONFERENCE
SINGAPORE
5 – 8 October 2007**

Sheldon Shaeffer

*UNESCO Bangkok, Asia and Pacific
Regional Bureau for Education*

**Note 2005-2015 = UN's decade of
Education for Sustainable Development**



U.N. Education - Additional Background

- UN began studying implementation of global education in the 1940s, publishing UNESCO handbook, “Is There a Way of Teaching for Peace?” By Marie-Therese Maurette, then-Director of the International School of Geneva, predecessor to IB.
- Ms. Maurette emphasized the need to downplay nationality, to get children to identify with (and form allegiance to) a global perspective.
- Ms. Maurette emphasized teaching community action, a major component of the IB and PYP programmes.



U.N. Education - Additional Background

- Maurette had radical ideas about history which, she insisted, “should not be taught before the age of 12 if it was to avoid becoming a **gallery of dubious national heroes**.”

(George Walker, "What have I learned about international education?," Biennial Conference of IB Nordic Schools, Stockholm, Sweden, Sept. 9, 2005, p.7-8. Accessed 3/7/09.
http://www.ibo.org/dg/emeritus/speeches/documents/nordic_sep05.pdf)

- “As long as the child breathes the poisoned air of nationalism, education in world-mindedness can produce only rather precarious results. As we have pointed out, it is **frequently the family that infects the child with extreme nationalism**. The school should therefore use the means described earlier to combat family attitudes that favor jingoism.”

(UNESCO Publication 356, “In The Classroom With Children Under Thirteen Years of Age, Towards World Understanding – V)



What the IB Organization Says:

- #1 IBO's Dir. Gen George Walker in 2005, highlighted Madame Maurette's "legacy to the IBO," stating it was "no coincidence" that IB grew out of her ideas on teaching:
- the "*special kind* of history" needed to combat nationality
 - community activism by children and youth
 - Consistency of message ("infusion") among all curriculum areas, including the "hidden curriculum" of international education



What the IB Organization Says:

#2: Goal to Create the “True Global Citizen”

- The goal is to create “a true global citizen [with] the ability and attitude that wants to shift another’s position as well as their own. For me, citizenship implies action.”

(IB Dir. Gen George Walker, IB Stockholm Conference 9/9/2005)

- “Young people need to feel first of all global citizens, second national citizens and third local citizens.

(Article, “IB is showing the way,” IB World Magazine, May 2008)





International[®]
Baccalaureate

The role of heads in leading on the “global dimension”

**El papel de los directores en el liderazgo de la
“dimensión global”**

Boyd Roberts

**Conferencia mundial para directores de Colegios del Mundo del IB
IB World Heads Conference
Sevilla – 15 October 2009**

Leading on the global / 7

7 Incorporate a global slant

- **in the day**
- **in the regular curriculum**

Not education for ...

but

real, authentic engagement in

global citizenship



#3 *Teaching “Values” is a fundamental part of IB, including:*

- What/Whose Values?
 - The “universal values” IB teaches are those found in the UN’s Universal Declaration of Human Rights (not the U.S. Constitution)
- “Peace” through disarmament, social justice and sustainable development
- Openness to Change - noted in IB’s “learner profile”
- compulsory community activism - required for IB Diploma and at Hayden Meadows Elementary

Dr. Ian Hill, “Curriculum development and ethics in in-ternational education” (Education for Disarmament, 2001); A continuum of international education: the Primary Years Programme, the Middle Years Programme and the Diploma Programme, IBO, 2002, <http://www.ibo.org/diploma/documents/continuum.pdf>.



What Our IB-educated Children Say:

“It is clear to me that the IB program reflects a broader shift in the public school curriculum of many regions of this country, a shift toward a more relativistic, globalist and secular humanist world view. In my IB classes that I’ve taken, I’ve noticed a clear slant toward naturalism, socialism, radical environmentalism, pantheism, Buddhism, gay marriage, abortion rights and other topics that could be grossly categorized as progressive or leftist...”

(Tyler Smotherman, 2009-2010 CHS student council president, Coeur d’Alene Press, “Board meeting sees IB debate,” 4/6/10)



What Our IB-educated Children Say:

Hayden Meadows Elementary School
4th grade students, from “Essays to the
President – If I could change the World”

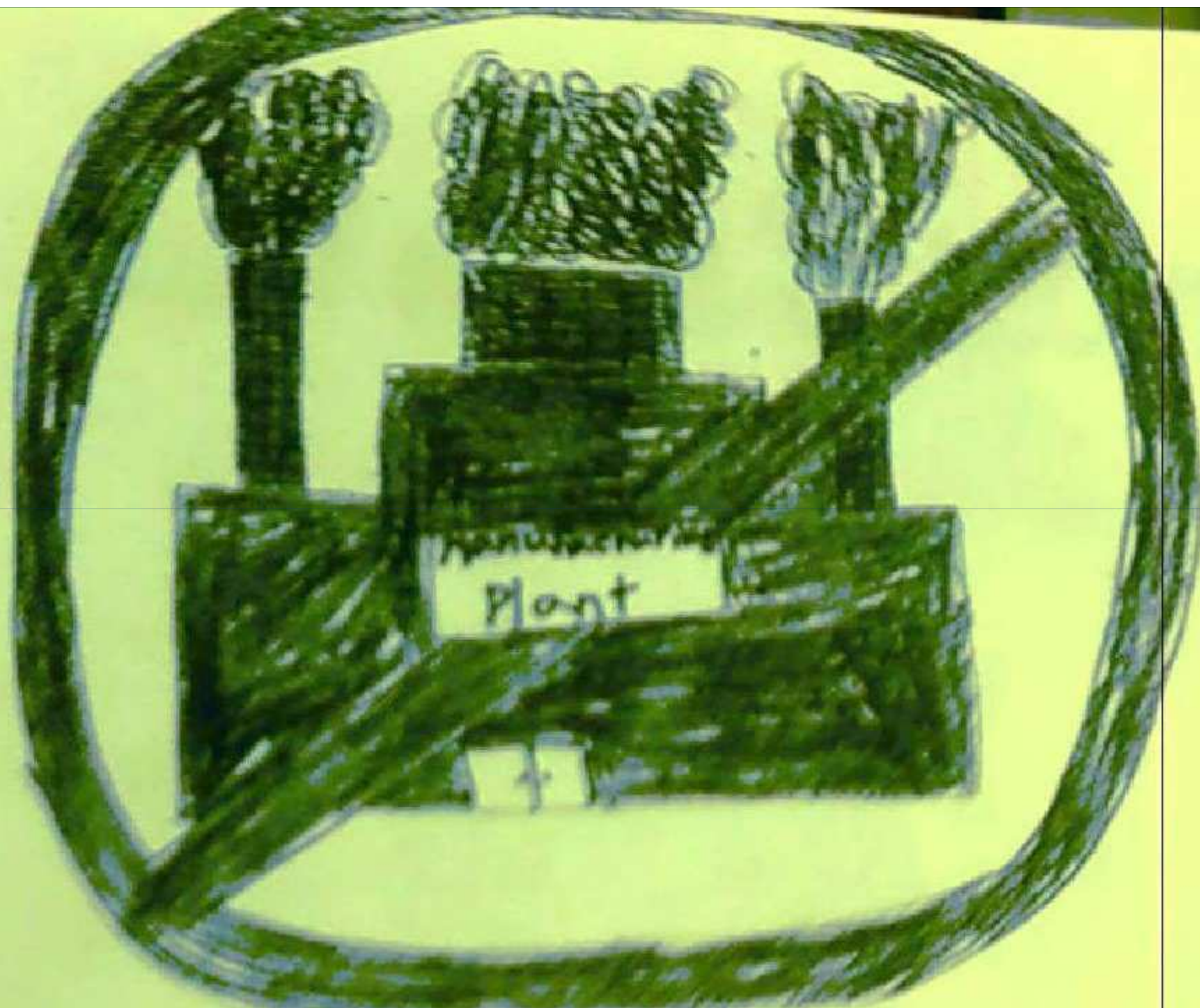
Here are some of the 4th graders’
suggestions for changing the world:



No Factories

First, I'm going to talk about what I would do to save the world. I would say no to littering. I would also make people ride their bikes or walk. I would get rid of factories and spaceships because they pollute the air by sending up smoke. Lastly, I would make people recycle. It would feel so great trying to save the world.

Now I'm going to



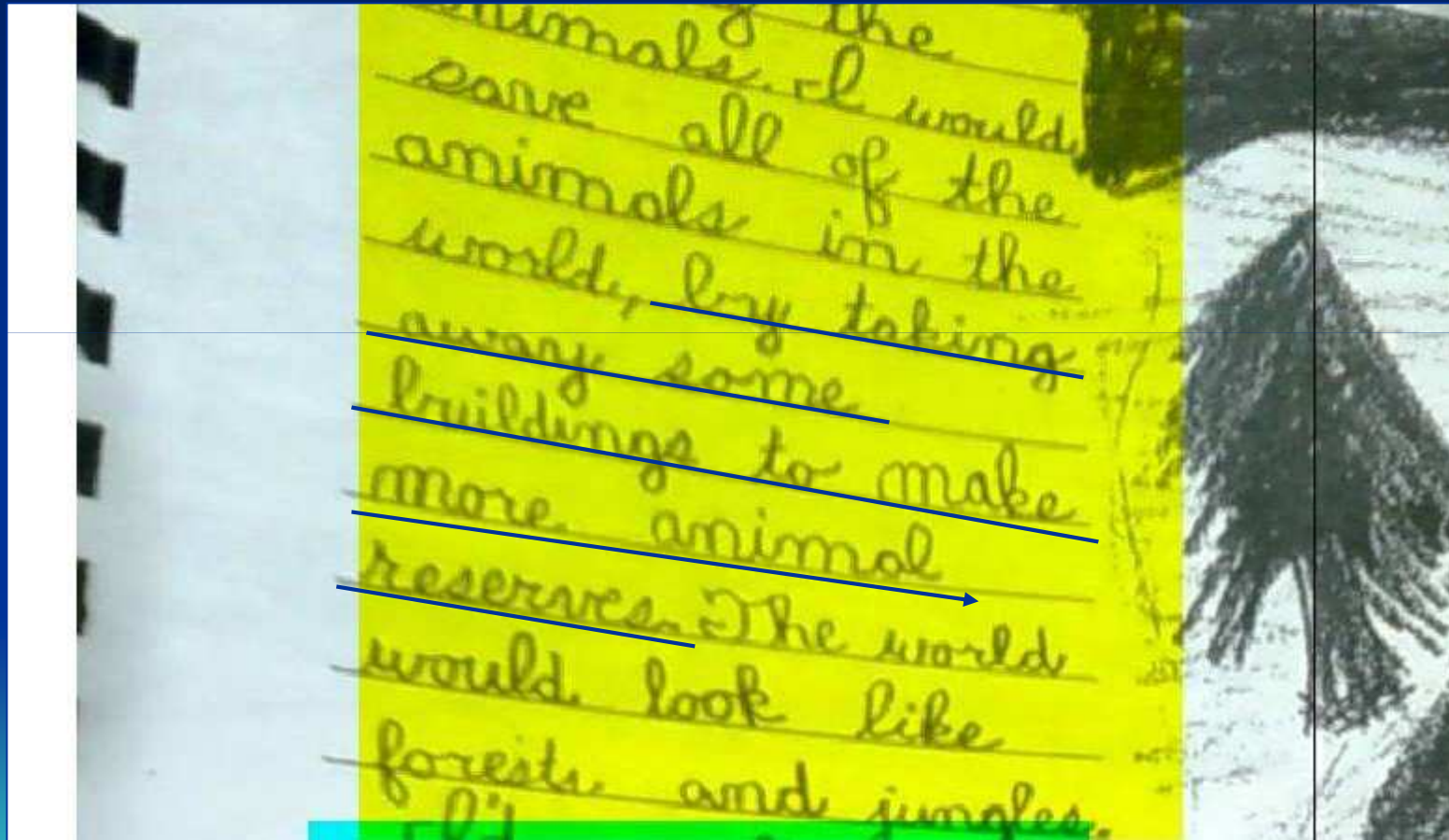
No Cars

I am writing about what I would do if I could change the world. I would have people go ride their bikes all the time. I would have people get rid of their cars. And I would want to help clean the world. I would go around and pick up trash on the side of the roads. When I change the world I would tell people.

No Logging or Cutting Trees

I would stop
loggers from
cutting down
trees, I would
make a law
where the only
thing you take
is the only thing
you need. I would

Remove buildings & make more animal reserves



Free \$\$, free housing

better. I would make
everyone drive electric
cars and bikes. I
would give everyone the
money they need!



Stop Global Warming

I would change the world
by putting a stop to
global warming because
soon it will feel like
Hawaii in Antarctica.

I would stop all the



Make everyone feel equal

nitrogen & they need
So they will never
settle again. Fourth, I'd
stop slavery in other
countries by making
everyone feel equal.
There will be no
high or low
Five.

“Take the bull by the horns”

and jungles.
I'd really be
taking the bull
by the horns.

stop wars and
conflict. We need
to “take the bull
by the horns”



Start local, think global

If I could change the world I would help the community first. Second, I will help the nation. Last but not least, I would change the world.

If I could change the world, I would start with my microscopic community, then I would change my nation, last but not least I would change the enormous world. I will make my community, nation, and world a safer and better place.

We have great kids!

words. I would
also fund money
to schools and

Peperoni Pizza
Yea!

Just have Parents
be nice to you
when you are doing
Sports. Keep people
nice to everybody