

WORLD PEACE AND INTERNATIONAL BACCALAUREATE (IB)

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Abstract:

The International Baccalaureate (IB) is a non-profit foundation headquartered in Geneva, Switzerland, and founded in 1968. It offers four educational programmes: the IB Diploma Programme and the IB Career-related Programme for students aged 15 to 19, the IB Middle Years Programme for students aged 11 to 16, and the IB Primary Years Programme for children aged 3 to 12. To teach these programmes, schools must be authorised by the International Baccalaureate. There are two common conceptions of peace: Negative Peace, or actual peace, and Positive Peace. Negative Peace is known as ‘the absence of violence and absence of fear of violence’. Positive Peace is defined as the attitudes, institutions and structures that create and sustain peaceful societies. The IB develops inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through education that builds intercultural understanding and respect. IB promotes intercultural understanding and respect, not as an alternative to a sense of cultural and national identity, but as an essential part of life in the 21st century. Achieving world peace requires effort from every individual. It calls for tolerance, a caring attitude and empathy towards others, amongst many other things. Developing citizens who will create a better, more peaceful world lies at the heart of an IB education. Students recognize that they have a responsibility to make a change in the world and apply the IB Learner Profile to make a difference. Each year the International Day of Peace (IDP) is observed around the world on 21 September. This year’s theme is Actions for Peace: Our Ambition for the #GlobalGoals. It is a call to action that recognizes our individual and collective responsibility to foster peace. Fostering peace contributes to the realization of the Sustainable Development Goals (SDGs) and achieving the Sustainable Development Goals will create a culture of peace for all.

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International Baccalaureate (IB):

The International Baccalaureate (IB), formerly known as the International Baccalaureate Organization (IBO), is a non-profit foundation headquartered in Geneva, Switzerland, and founded in 1968. It offers four educational programmes: the IB Diploma Programme and the IB Career-related Programme for students aged 15 to 19, the IB Middle Years Programme for students aged 11 to 16, and the IB Primary Years Programme for children aged 3 to 12. To teach these programmes,

schools must be authorised by the International Baccalaureate.

International Baccalaureate:


International Baccalaureate logo

Formation: October 25, 1968; 52 years ago

Founder: John Goormaghtigh

Headquarters: Geneva, Switzerland

Website: www.ibo.org

Formerly called International Baccalaureate Organization.

The organisation's name and logo were changed in 2007 to reflect new structural arrangements.

Consequently, "IB" may now refer to the organisation itself, any of the four programmes, or the diploma or certificates awarded at the end of a programme.

From PreK to Graduation:

For children ages 3 to 12, IB focuses on six themes: who we are, where we are in place and time, how we express ourselves, how the world works, how we organize ourselves, and sharing the planet. Students examine these ideas through a variety of prisms, by considering works that focus on language, social studies, math, arts, science, and personal, social, and physical education.

The interdisciplinary approach continues in the Middle Years Program for students ages 11 to 16. Students consider IB's five "areas of interaction" — approaches to learning, community and service, human ingenuity, environments, and health and social education while learning the usual middle school subjects, plus technology and a foreign language. At the end, students do a personal project that usually springs from the student's interests.

High schoolers participate in IB with varying degrees of intensity, depending on what the school offers. Some schools allow students to take one or two IB courses; others may require students to work toward the full IB diploma. In the two-year diploma program, students must pass IB classes in six areas: language and literature, foreign language, individuals and societies, science, math, and the arts.

To earn their IB diploma, seniors write a 4,000-word essay on a topic of their choice. The senior project is designed to prepare graduating seniors for college-level research and writing. A local adult (usually a teacher) supervises, but the final essays are sent to outside examiners who grade the work using criteria that apply to IB students around the world. For high schoolers pursuing vocational or career and technical education (CTE), IB recently added the IB career-related programme in which students take fewer IB courses but still meet other diploma-level requirements, such as studying a foreign language, doing community service, and completing a final project related to their vocational or CTE field.

Educational Implications: For Schools

- high quality programmes of education, which support development of knowledgeable and inquiring students
- professional development that supports effective educators and collaborative professional learning communities
- a worldwide network of highly respected IB World Schools, working together to share best practice

Educational Implications: For Students

- be encouraged to think independently and drive their own learning
- take part in programmes of education that can lead them to some of the highest ranking universities around the world
- become more culturally aware, through the development of a second language
- be able to engage with people in an increasingly globalized, rapidly changing world.

Educational Implications: For Teachers

- high quality professional development that encourages critical thinking, self-reflection and dedication to lifelong learning and continuous improvement

- innovative and diverse education frameworks, unit planners, teaching resources and evaluation tools
- certification and degree programmes offered by highly respected universities worldwide
- a pedagogy known to produce students who are motivated to continue inquiry and lifelong learning, beyond school study.

Defining the Concept of Peace:

There are two common conceptions of peace — Negative Peace, or actual peace, and Positive Peace.

What is Negative Peace?

IEP's (Institute for Economics and Peace) definition of Negative Peace is understood as 'the absence of

violence or fear of violence — an intuitive definition that many agree with, and one which enables us to measure peace more easily. Measures of Negative Peace are the foundation of the IEP's flagship product, the Global Peace Index. However, while the Global Peace Index tells us how peaceful a country is, it doesn't tell us what or where we should be investing in to strengthen or maintain levels of peace.

This leads us to Positive Peace, derived from the data contained within the Global Peace Index. Positive Peace provides a framework to understand and address the many complex challenges the world faces.

Negative Peace

Negative Peace is known as the "absence of violence and the absence of the fear of violence." Despite its simplicity, this is a deeply profound definition. Peace had often been thought of as simply the absence of war, but it is much more than that.



**...is the absence of violence
or fear of violence**

Positive Peace

Beyond measuring levels of actual peace, how can we understand what is needed to attain peaceful societies? The Global Peace Index tells us how peaceful a country is, but it doesn't tell us what we should be investing in to strengthen or maintain levels of peace.



**...is the attitudes, institutions
& structures that create and
sustain peaceful societies**

What is Positive Peace?

Positive Peace is defined as the attitudes, institutions and structures that create and sustain peaceful societies. It provides a framework to understand and then address the multiple and complex challenges the world faces. Positive Peace is transformational in that it is a cross-cutting factor for progress, making it easier for businesses to sell, entrepreneurs and scientists to innovate, individuals to produce, and governments to effectively regulate.

Difference between Negative and Positive Peace

In addition to the absence of violence, Positive Peace is also associated with many other social characteristics that are considered desirable, including better economic outcomes, measures of well-being, levels of inclusiveness and environmental performance.

A parallel can be drawn with medical science; the study of pathology has led to numerous breakthroughs in our understanding of how to treat and cure disease.

However, it was only when medical science turned its focus to the study of healthy human beings that we understood what we needed to do to stay healthy. This could only be learned by studying what was working.

World Peace and International Baccalaureate:

The IB develops inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through education that builds intercultural understanding and respect.

IB values their hard-earned reputation for quality, for high standards and for pedagogical leadership. IB achieves their goals by working with partners and by actively involving their stakeholders, particularly teachers.

IB promotes intercultural understanding and respect, not as an alternative to a sense of cultural and national identity, but as an essential part of life in the 21st century.

All of this is captured in 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.

Achieving world peace requires effort from every individual. It calls for tolerance, a caring attitude and empathy towards others, amongst many other things. Developing citizens who will create a better, more peaceful world lies at the heart of an IB education. Students recognize that they have a responsibility to make a change in the world, and apply the IB Learner Profile to make a difference.

IB World Schools share how their projects are helping to change the world:

Pedal to peace:

Year 2016 marked the 70th anniversary of the atomic bombings that killed more than 129,000 people in Hiroshima and Nagasaki, Japan, at the end of the Second World War. IB Diploma Programme students and teachers from Hiroshima International School (HIS) decided to commemorate the anniversary with a symbolic gesture of peace. They cycled 450km from Hiroshima to Nagasaki and delivered 1,000 paper cranes to the Memorial Hall in Nagasaki. The school, parents and community supported their efforts as they received almost US\$1,200 to fund the ride. Local resident Peter Skaer donated three bikes.

“Pedal to Peace represents a re-connection to Hiroshima International School’s location and historical significance,” says CAS (Creativity, Activity, Service) Coordinator Jason Underwood. “HIS is making learning about war and the Hiroshima experience central to its curriculum, particularly in the way it segues into contemporary social issues. An example is our interdisciplinary unit Barefoot Gen [a Japanese manga series loosely based on the author’s experiences as a Hiroshima survivor] that explores the atomic bombing of Hiroshima, and current human rights violations.”

Students rose to the demanding physical challenge and remained committed throughout. As a keen cyclist himself, the activity was Underwood’s idea, but the students did most of the work to get the project up and running such as fundraising, logo design, and creating a blog site, Facebook page and ‘thank you’ packs for those who contributed. It later became a CAS project.

“I decided to lead an activity that could serve as a template for future projects,” says Underwood. “Cycling is a passion of mine and I wanted to have relevant and meaningful outcomes for the students and the wider community. The trip was highly successful

and all the participants remained motivated throughout.”

The significance of paper cranes originates from the story of Sadako Sasaki, who was two years old at the time of the bombings. She later suffered from leukaemia and died in 1955, age 12. While in hospital, Sadako heard of a Japanese legend that promised a wish to anyone who folded 1,000 paper cranes. Sadako began the task and inspired others to do the same. Her story was popularized in the book, *Sadako and the Thousand Paper Cranes* by Eleanor Coerr. HIS students run the ‘1,000 Paper Crane Club’ and every year the club folds, collects and displays paper cranes at Hiroshima Peace Park’s Children’s Memorial. They host guided park tours in multiple languages for school students visiting Hiroshima. HIS receives thousands of paper cranes per year from schools studying Sadako’s story.

There is so much about this initiative that epitomizes what international education is about: connecting with our local community, taking on challenges and promoting greater understanding between communities. This is an activity these students will never forget,” says HIS Principal Mark Exton.

Exton has big plans for the club and wants to begin a worldwide paper crane exchange. He says: “We’ll continue to do what we have been doing for over 25 years, but I also think it could develop into something bigger. Ideally, we should ask schools to send us 1,005 paper cranes, so that we could then send five on to other schools to prompt them to take action over a peace-related issue in their local community.”

Building bridges:

Across the Indian Ocean, a school in Mumbai is promoting peace by working with different schools in Pakistan. The two countries share a complex history, and Middle Years Programme (MYP) students at École Mondiale World School began a peace initiative.

“We embarked upon this journey in 2014 through a unit-initiated activity designed to teach language and literature in grade 6. Students studied the unit ‘hope’, which included analysing literary texts focusing on bridging friendships,” says teacher Tulika Bathija.

Students participated in a letter-writing exchange activity and made friends with children in Pakistan, Shillong and Kashmir. “This dispelled myths, shattered stereotypes and helped students understand and embrace multiple perspectives by challenging and critiquing identities and values perpetuated by the mainstream media in all regions,” says Bathija.

This activity propelled students’ curiosity to know each other. When students started grade 7, the class planned a series of activities to continue their journey of friendship with Pakistan.

Students made cards for students at the Excellent Education Centre in Lahore to celebrate Pakistan Independence Day. Students in Pakistan were grateful for the gesture and sent videos of thanks. École Mondiale students then sent Diwali cards. “We wanted to share how we celebrate Diwali in India,” says teacher Deviyani Pathak. “As Diwali is a festival of lights, hope and new beginnings, we hoped that with yet another small gesture of friendship, we will continue to inspire our students and make them the torch bearers of peace, friendship and harmony.”

I displayed the IB Learner Profile attribute ‘caring’, by sending cards to let the students in Pakistan know that they are not alone. I thought it could change the environment,” says student Ronit.

Students also built friendships with students from Government Girls’ Secondary School in Gizri, Karachi. Over Skype, they discussed international cricket, food, culture, Bollywood and historical perspectives in both countries that led to the partition. Student Ishani said: “We should leave the past behind. What has happened has happened. We should now look at promoting peace.”

“Some students, who were new to IB practices, went from being reluctant, to looking forward to more peace-building initiatives,” says Pathak. “The series of initiatives emphasizes the need for educators to aid children to become global citizens and use creative mediums and spaces for dialogue to promote peace and harmony.

2023 Theme:

Actions for peace: Our ambition for the #GlobalGoals:

Each year the International Day of Peace (IDP) is observed around the world on 21 September. The UN General Assembly has declared this as a day devoted to strengthening the ideals of peace, through observing 24 hours of non-violence and cease-fire. Never has our world needed peace more.

This year’s theme is Actions for Peace: Our Ambition for the #GlobalGoals. It is a call to action that recognizes our individual and collective responsibility to foster peace. Fostering peace contributes to the realization of the Sustainable Development Goals (SDGs) and achieving the Sustainable Development Goals will create a culture of peace for all. United Nations Secretary-General António Guterres said, "Peace is needed today more than ever. War and conflict are unleashing devastation, poverty, and hunger, and driving tens of millions of people from their homes. Climate chaos is all around. And even peaceful countries are gripped by gaping inequalities and political polarization."

Sustainable Development Goals (SDGs):

2023 marks the mid-point in implementing the Sustainable Development Goals. The 2023 observance of the International Day of Peace coincides with the SDG summit (18 – 19 September) to mark the mid-point milestone.

The SDGs aim to bring us closer to having more peaceful, just, and inclusive societies, free from fear and violence. But without the buy-in and contribution

of a wide range of actors including the 1.2 billion young people alive, the goals will not be achieved. They invite all to join the United Nations’ call to take action for peace: fight inequality, drive action on climate change, and promote and protect human rights.

The Universal Declaration of Human Rights & the Convention on the Prevention and Punishment of Genocide

2023 is also the 75th anniversaries of the Universal Declaration of Human Rights and the Convention on the Prevention and Punishment of Genocide. IDP 2023 encourages all youth to be ambitious in their engagement as positive and constructive social agents, to join the movement to reach the SDGs and contribute to building sustainable peace. Together we can help to lead our world towards a greener, more equitable, just, and secure future for all.

A better and more peaceful world:

If you could create a better and more peaceful world, what would you change? DP students at The American School of São Paulo, in Brazil, share how they would make a difference if they were in charge.

When it comes to implementing change for the greater good of humanity and world peace, maybe some of the world’s leaders could learn a thing or two from IB students.

IB Diploma Programme (DP) students from The American School of São Paulo, in Brazil, dated 28th January 2017, tell IB World what they would change if they were President or Prime Minister...

“People show their worst sides when they are desperate, and this is where violence, hate and war originate. My goal to create a better and more peaceful world would be achieved by getting rid of this desperateness by making the conditions better for everyone, by giving all of us the same possibilities from birth. I believe that giving every one of us access to quality education would bring to light everyone’s best sides, and I believe nothing can be more peaceful than

a world of people who are all showing their best side.”

– Patricio De La Maza

“The one thing I want to reform is the world’s overall mentality because nowadays we witness a lot of violence, whether physical or not. In the present world, we cannot control the diverse parental education given to young generations, but we do have the ability to change people’s views through the vital medium of education. Since varying economic conditions do not permit everyone to have access to equal opportunities, I believe that investing in public education is one of the wisest choices we can take.”

– Pedro Haegler

“We spend so much time talking about violence and how to decrease it, but it’s rare that anyone discusses peace and how to make the world a more peaceful place. To make the world more peaceful, we need to discuss it and give people ideas about what to do, not just give examples of countries that are peaceful. I would also create a campaign that includes ideas of how to make a country more peaceful, focusing not only on the country itself, but also the people.”

– Katarina Hildebrandt

“It would be ideal if we could abolish racism. As an Asian who has dealt with racism in an International school, this would be only idealistic, not realistic. However, what I’ve personally noticed is that as time goes on, I’ve dealt with fewer of these situations. Therefore, it would be vital that we have globalization and have more societies that are interconnected so that we could value our cultures instead of going against them. Education is a great way to implement this.”

– Seo-Hyun Cho

“I would provide access to free and quality education to all. I believe that although every human on earth has different opinions and ideals, education has the power to bring people together to work towards a common goal. This goal can be working against global warming, wars, human rights and much more.”

– Benjamin Debrosse

“In order to create a better world, I’d strive to flip the hierarchal pyramid that surrounds society. I recently watched a Ted Talk by Sal Khan where he develops a discourse about this. When we are able to live in a society where you are able to create your own accomplishments, we would ultimately have peace. We would be able to have a very large creative class, where everyone can contribute. When we achieve this, civilization would prosper tremendously. Our current system has proven to be unsustainable.”

– Fernando Martins

Bullying is one of the many issues creating the less peaceful atmosphere in this world. Many kids, teenagers and even adults suffer severely through this problem. I recently watched a video recording a social experiment to see who would stop the verbal bullying that was happening next to them. Many people intervened but people are often scared to take action, which could definitely save a lot of lives and help make the world a better place. Lending a hand whenever you notice they are suffering or that something is wrong will help create a more peaceful world overall.”

– Akari Esaka

“I believe that through the teaching of martial arts, we would be able to decrease the level of violence around the world. It might seem irrational to decrease violence by teaching how to fight, however through martial arts, you learn values like respect, responsibility and how to control your anger. If a programme that teaches martial arts to young citizens from underprivileged communities would be implemented, they would learn that violence is the wrong path to follow.”

– Victor Bender Zevallos

I would change the world’s perspective on race, gender, economic status, religious affiliation, etc. Our world would be more peaceful if everyone accepted and loved each other without judgement or hate.”

– Nick Engle

“To create a more peaceful world, I believe listening and being open to different opinions and lifestyles will create a beneficial society for all. Not everyone needs to agree with one another, but respect and understanding is necessary to live in a mutualistic environment. To accomplish this, education is key. An opportunity for everyone to get the education they need, or want, will eliminate a lot of the ignorance and disrespect seen in our world today.”

– Caroline Zuniga

“I would change the education system in all the countries. For me, IB not only teaches me knowledge, but also allows me to become a good and thoughtful person, through Creativity, Action, Service (CAS) and Theory of Knowledge (TOK). If everybody has this education, people will be able to find jobs, and maybe have the opportunity to rethink about war, and world peace.”

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