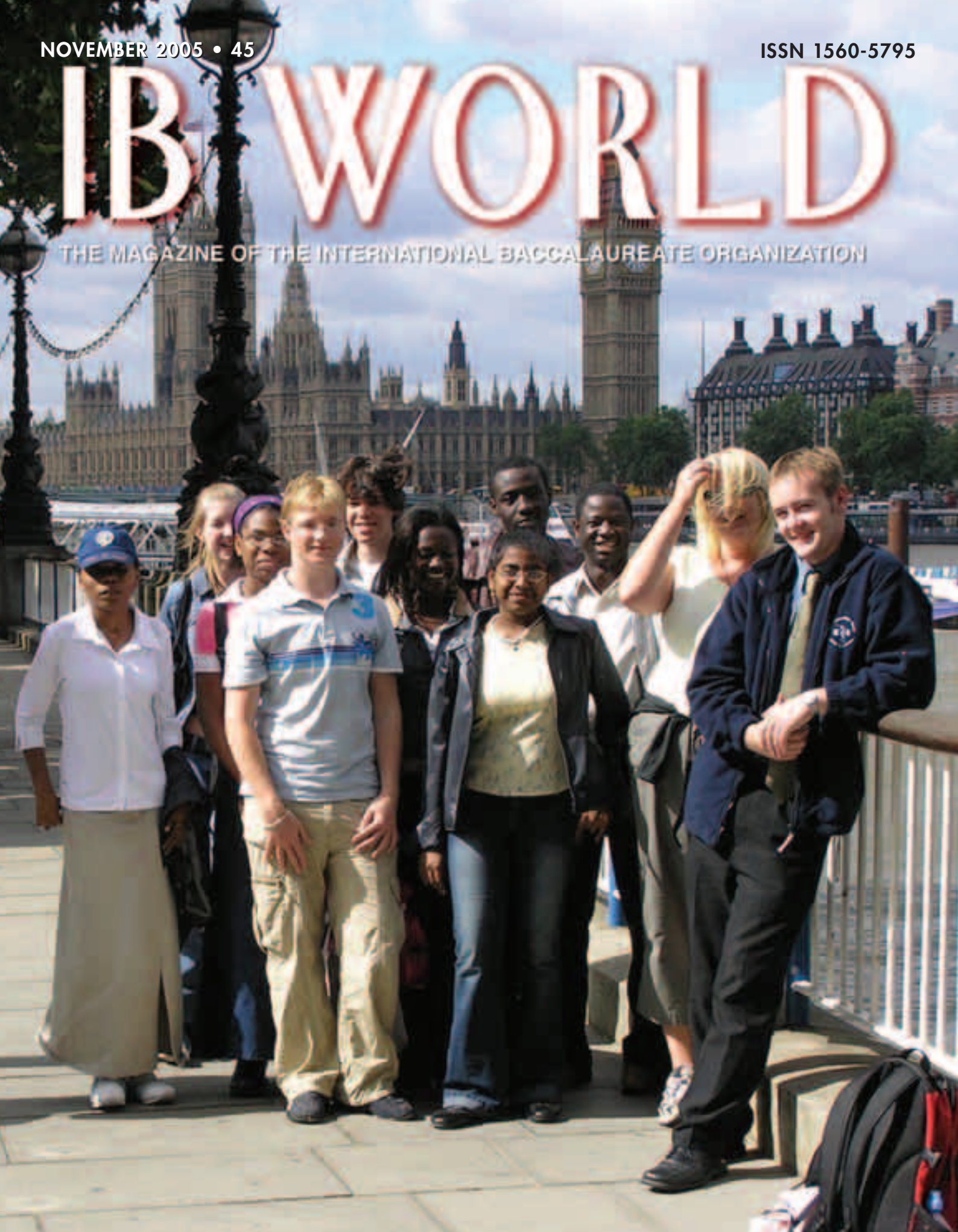


IB WORLD

THE MAGAZINE OF THE INTERNATIONAL BACCALAUREATE ORGANIZATION



**The IBO and partnerships:
With the local community; in internationalism; in research**

A letter from the editor

Those familiar with schools that offer one or more of the IB programmes may well agree that they generally share a willingness to take on new challenges and to broaden the experiences of the students with whom they work day to day. The step of applying to introduce an IB programme is almost by definition an indicator of a school prepared to put time and effort into implementing change, rather than continuing with the *status quo*.

Such a tendency to be outward-looking and the desire to provide the best experiences for students are evident not only in how such schools go about meeting the requirements of the IB programmes, but also in the ways in which they go the extra distance to make the student experience as rich as it can be. The articles included in this edition of *IB World* describe some of the partnerships that have been established by IB World Schools for this very purpose—and no doubt this selection only scratches the surface of all the stories that could be told had space permitted. Exchanges between teachers and students in Milan and California have clearly opened the eyes of all involved, not only to the differences but also to the similarities between people from diverse parts of the world. Colegio Retamar shows us how activities that fulfil the requirements of the IB Diploma Programme CAS projects can be based on a concept of partnership rather than being simply a one-way link between givers and receivers, while in India Shaun McInerney highlights the very positive benefits arising from partnerships with NGOs in enhancing links between the school and the local community.

Similarly, our article from Canandaigua Academy shows how partnership with local industry broadens the student experience while at the same time leading other organizations to becoming better informed, and Geelong Grammar's partnership with a wide

range of different presenters brought to the school—made possible through a generous donation—has clearly broadened the horizons of all involved. A different type of partnership is described in our article about Broadgreen High School, where the school is part of a broad-ranging local partnership designed to provide wider access to educational opportunities for Liverpool students.

Clearly, IB World Schools are involved in a wide range of partnership activities. And what of the IBO centrally? George Walker, writing as director general in *IB World* for the last time before Jeffrey Beard takes on that role in January 2006, points out that in recent years the IBO has taken great strides in developing partnerships with other organizations. Other articles by IBO members of staff highlight just two examples of such partnerships: that with CfBT, described by Paul Fairbrother, and the Schools-to-Schools partnership, reported in brief in earlier editions of *IB World* but here described in more detail by Peter Kenny.

Shining through all these articles is the sense that forging such partnerships leads to situations where—even if this is something of a cliché—the whole is greater than the sum of its parts, as all involved benefit from the experience of interacting with others, perhaps from quite different walks of life, and learn in so doing. Possibilities for partnerships such as those described here clearly vary from school to school, according to environment, opportunity and (not least) the availability of resources. In presenting this selection of ideas, we hope that readers will not only find them of interest, but will perhaps also see the germ of an idea that might be adapted for the development of future partnerships within their own school context.

Mary Hayden
Editor



Cover picture:

The Merseyside Project: a visit to Parliament
See page 12.

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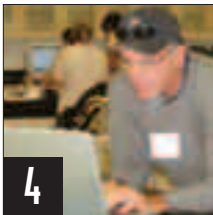
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All articles are available on the IBO's public web site:

www.ibo.org/ibworld

Around the IB World

Fact-finding mission in Bosnia and Herzegovina

Towards the end of April 2005, Director General George Walker and project coordinator Melanie Coquelin visited Bosnia and Herzegovina (BiH) on a fact-finding mission for a project that is sponsored jointly by the United World College (UWC) movement and the IBO.

In 1992 BiH was thrown into war following the break-up of Yugoslavia. The conflict, which left some 250,000 dead, 20,000 missing, tens of thousands raped and about two million refugees, was ended by the Dayton Agreement in 1995.

Under this agreement, the country was placed under international supervision and administration. Now European United Force (EUFOR)

Representatives from the IBO and UWC in Mostar.



troops keep the peace, the Office of the High Representative (OHR) is responsible for administration and the Organization for Security and Cooperation in Europe (OSCE) is responsible for education.

On a positive note, there has not been a single casualty since Dayton and there seems to be widespread agreement that fighting is unlikely to return. Less positively, the Dayton Agreement imposed a very complex administrative structure that is inhibiting progress, especially in education, towards a truly democratic country that can confidently apply for EU membership.

In this ethnically divided country, almost every citizen lost relatives and many lost property during the fighting. The appalling practice of ethnic cleansing has left very deep hatred and division. There is an unusually high density of graveyards in Sarajevo and Mostar, which are full of shattered buildings. It is impossible for a visitor to fully understand the suffering of this small and beautiful country.

The overall aim of the UWC/IBO joint project is to use the combined philosophy, resource and reputation of the IBO and UWC to encourage ethnic integration among students and teachers in BiH.

The project aims to introduce the Diploma Programme (DP) into a school in Banja Luka (in the Serb

Republic) and in Mostar (a famous gymnasium with two separate communities: majority Croat and minority Bosniak) as well as strengthening the existing IB programme in Sarajevo (majority Bosniak). It is intended to create a UWC within the Mostar Gymnasium that will bring in local scholars and those selected from neighbouring countries, together with experienced international teachers. It is also intended that Mostar will become a centre for professional development.

An executive committee with representatives from UWC, IBO and BiH has been established to give legal status to the project. A former UWC Adriatic graduate, Pilvi Törsti, has been appointed project manager and plans to move from Helsinki, Finland with her husband and son later in the year to live in Sarajevo.

Over the course of the four-day trip we met with many political representatives and visited various sites and schools including a visit to Druga Gymnasium, an IB World School and Mostar Gymnasium to meet with the head and deputy head of the school to mainly discuss the renovation of the second floor of the building for our project.

This was an extremely stimulating and enlightening trip and we feel very privileged to be part of this complex process of rebuilding a country that has been on its knees.

North American Annual Regional Conference, Montreal, Quebec

Promises Made, Promises Kept

The North American annual regional conference took place between 6 and 10 July 2005 in Montreal, Quebec.

The title for the event was "Promises Made, Promises Kept". This year, the IBO in North America is officially 30 years old. Consequently, this year's conference invited those who set up the IBO in the region to share their thoughts and experiences with those who work for the organization now.

As Bradley Richardson, regional director explained, "What were the implied

promises they made [and] on reflection, has [the] IB[O] lived up to their expectations?"

Past and present board members, IBO staff and school and district representatives attended a variety of speeches by keynote speakers Ken Wiwa, a spokesperson on globalization and human rights, Dr Steven Weinberg, a Nobel prize winner in Physics, Karen Mock, executive director of the Canadian Race Relations Foundation and our own director general, Professor George Walker.

In addition to this, a number of attendees received awards for their contribution to the organization. Nancy Forster, member of the Diploma Programme schools committee, was honoured for her services by receiving the regional directors award while Erin Albright, coordinator at Annandale High School, received the board president's award.

The event had the largest turnout ever for a North American annual regional conference with 700 attendees participating throughout the duration of the event.

IBO publications

This year has been very exciting for the IBO publications group with the expansion of operations and preparations for the launch of a number of new publications at the beginning of 2006.

Throughout the year, the group has been busy developing the services it offers to IBO staff and IB World Schools—improving the publishing services provided internally and preparing a number of products and services for IB World Schools and the wider international education market.

In order to facilitate this change, the group is implementing a business plan that builds on the goals of the IBO strategic plan and lays the foundations for the development of a more versatile and broad-based publishing group

able to bring new benefits to the organization.

The core aims of the business plan match closely the core values of the IBO. Key objectives of the plan are:

- To work to support the IBO in its mission. The group will not publish "official" publications such as textbooks but will develop materials that respect the ideals of freedom and flexibility in choosing how to teach.
- To aspire to the highest standards of excellence. The group will produce high quality and relevant publications.
- To involve and communicate with stakeholders in the development of new publications. The group will liaise with academic divisions,

The cover of the IB World Schools Yearbook 2006 features a blue background with white text. At the top, there is a photograph of three students. Below the photo, the title "IB World Schools" is written in a large, white, serif font, followed by "YEARBOOK 2006" in a smaller, white, sans-serif font. To the right of the title, there is a small, white, sans-serif font text: "The Official Guide to Schools Offering the International Baccalaureate Diploma, Middle Years and Primary Years Programmes." Below the title, there are three small, square, white photographs of students. At the bottom left, there is the IB logo. At the bottom right, there is a white text box with the text: "For full details of how your school can enhance its profile in the Yearbook, and how to order your copies, please turn over".

heads of IB World Schools and IB coordinators to effectively meet the needs of its customers.

- To promote the values and practices of international education. The group will produce publications that are applicable to all regions with authors, examples and case studies being drawn from the widest possible international base.

Another important aspect of the business plan is the development of partnerships with experienced organizations that share similar values and goals to the IBO. These arrangements will provide the group with the resources and sales representation it needs to publish commercially and reach an international audience for its publications. The publications resulting from this work will generate increased income for the organization and be used as a tool to help promote the growth of IB programmes worldwide. Additionally, through professional development sessions with partners, the Publications Group will be able to equip its staff with the necessary skills to ensure the success of future projects.

Currently the group is working in partnership with both John Catt Educational Ltd (JCEL) and Oxford University Press (OUP) on new publications that will be published from 2006 to 2008. The annual *IB World Schools Yearbook*, published in conjunction with JCEL, will be launched in January 2006 (for advance orders please contact enquires@johncatt.co.uk) and course companion materials developed with OUP should be released towards the end of the year. In addition, the group has worked with an external software developer (Doublestruck) to develop the *IB questionbank* series, the first four of which will go on sale in February.

For more information about these, and other, IB publications, visit our web site at www.ibo.org and select Publications from the shortcuts menu.

ICT in Group 4—a new type of workshop

In July 2005, an IBO approved workshop was held at Branksome Hall school in Toronto. The workshop focussed on the use of ICT (information and communication technology) in teaching and learning in group 4. This was the first such professional development offering of its kind. The idea for the workshop was proposed by David Mindorff, Diploma Programme coordinator at the school, during the biology grade award meeting in June 2004. The intention was to provide teachers with hands-on training in a wide range of different ICT applications. This would give teachers the knowledge and confidence to utilize ICT more effectively in their teaching and in so doing, help them realize aim 7 of the group 4 subject guides:

“develop and apply the students’ information technology skills in the study of science”.

The purposes for which ICT is used in science can be divided into four broad areas: data handling, information, communication and exploration. Key benefits of using ICT in science include:

- making science more interesting and relevant
- allowing more time for observation, discussion and analysis
- increasing opportunities for communication and collaboration.

The workshop covered a variety of areas such as data logging, data analysis,

graphic display calculators, GIS (geographical information systems), modelling, simulations, interactive whiteboards, video editing and video analysis. Support was provided by leading educational technology companies such as Bio-Rad (biotechnology), Texas Instruments (calculators), Vernier and Pasco (data logging).

Since no other workshop of this nature has previously been offered, it was anticipated that interest among teachers would be high. This assumption was proved correct, as participants from Canada, China, France, Germany, India, Japan, Kenya, South Africa, South Korea, the United States and Turkey attended. This diversity was an added bonus since it enabled teachers and the workshop leaders to benefit from a wide range of perspectives during the course of the workshop. Feedback from participants was positive and encouraging.

“I think there is a real need for this type of workshop. I look forward to others like this.”

Arno Dirks, UWC Mahindra, India.

“Bravo for putting this on!”

David Robbins, International School of Kenya

It is hoped that further workshops of this kind can be offered, not only in North America, but also in the other IB regions.



Partnerships: the way forward for the IBO

by George Walker

A small organization with large ambitions will not achieve them on its own: it will need to form partnerships. The International Baccalaureate Organization (IBO) has a long tradition of volunteer help but the concept of forming partnerships with other organizations was not welcome when I became director general in 1999. The IBO was understandably proud of its independent status and saw no reason to share its hard-earned intellectual property with anyone else.

Six years later attitudes have changed, but arguably not far or fast enough. It was over 30 years ago that the IBO launched its internationally-recognized pre-university diploma. Everything associated with this venture was kept firmly in house: curriculum development, assessment, publications, translation, communication with schools, ICT, international conferences, workshops, travel and accommodation. Today, the scene is changing, but at a rather gentle pace. IBO publications group is being given an independence that will encourage its search for new commercial opportunities, probably in partnership with existing educational publishers. An increasing number of workshops, particularly in North America, are being outsourced under a carefully drawn-up code of procedure, and an important partnership with Sage Publications has led to the launch of the *Journal of Research in International Education*. The increasing influence of the growing regional offices has also meant that procedures that were once developed tightly in Cardiff now have to be negotiated on a partnership basis with the regions.

The IBO is a knowledge-based organization; this knowledge is of a rather special kind, so opportunities to share it with others in the field are very important. We are a key member of the think-tank known as the Alliance for International Education. This group, which is currently planning its third conference, to be held in



Shanghai in October 2006, brings together all the major players in the field of international education to share a growing understanding of this still rather new area of study. These include the International Primary Curriculum, Cambridge International Examinations (CIE) and College Board—each one, in some senses, our competitor.

The IBO maintains informal links with each of these organizations and, in the case of CIE, has encouraged important collaborative work on the compatibility of the Middle Years Programme with IGCSE. I hope that these links will be developed into more formal partnerships in the future; the world is a very

large place with room for us all, and it is worth remembering that the IBO received crucial support and encouragement in its earliest days from the director of College Board's Advanced Programmes, Dr "Harpo" Hansen. Now that we have adequate legal protection of our intellectual property rights in place, together with examples of successful action against those who try to abuse them, I see no reason to fear such collaboration.

A simple definition of "partnership" is not easy. For example, our relationship with Deloitte goes beyond that of formal external audit and includes an informal range of advice on financial, structural and legal issues. The pro-bono support for our strategic planning from McKinsey and Company created a relationship that is inadequately described as a consultancy and came much closer to a partnership. Initiatives in the professional development division are leading to some potentially fruitful partnerships with universities around the world.

The most important partnership, however, is between the IBO and its authorized schools. I doubt if any other educational organization in the world supports the same degree of collaboration at all levels: governance, programme administration, curriculum devel-

opment, assessment and workshop leadership. My earlier remark about retaining all the business in house needs to be reinterpreted in terms of a "house" that contains more than 1500 schools across the globe. For many teachers that partnership will make a significant contribution to their professional development, and this is now being recognized in the newly created professional award that will soon be piloted. Another important initiative, the development of an IB Association, will also encourage a feeling of partnership between the IBO and its various stakeholders, including students.

Widening access to the IBO has been one of the key themes of the strategic plan, and partnerships between IB World Schools and other schools offer one way of achieving it. We have been following a number of different examples in Finland, Kenya and the United Kingdom, but I am sure there are many more informal cases of local partnerships (some of them starting as CAS projects) of which we are unaware. At present we lack the resources to carry out a comprehensive evaluation of different partnership models, and we are currently seeking funding for such a study.

The IBO's post-tsunami Schools-to-Schools partnership project gives this evaluation a new sense of urgency. What key factors are going to determine the

success of these new partnerships? What will ensure that the initial enthusiastic commitment is maintained over months and years, independent of changing personnel? What benefits does each of the partner schools expect to derive from the relationship? This project has the potential to transform the work of many IBO World Schools, yet I am doubtful whether the IBO should continue to organize it. We have been the catalyst that has made it possible, but soon it ought to stand on its own feet with the IBO as one of several different partners.

And this brings me to my final point. To be effective in a global economy, an organization has to understand its core business and be clear about what it does best and what others might do better on its behalf. By "better" I mean to an even higher quality and more efficiently. Increasingly, organizations are outsourcing and offshoring their work—no doubt the move to Cardiff was perceived at the time by those working in London and Bath as offshoring! Some tough decisions lie ahead as the IBO continues its rapid expansion: what is unique to the organization and what, in the long term, might be done better by our partners?

George Walker is director general of the International Baccalaureate Organization.

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Success in CAS? DAIS partnerships with the local community

by Shaun McInerney



The educational power of creativity, action and service (CAS) projects lies in our ability to adapt it to our own cultural and school-specific circumstances. Dhirubhai Ambani International School, Mumbai (DAIS) has affluent, urban Indian students. The rationale of DAIS, as of most international schools, is the individual advancement of students. Alongside this, DAIS aims to make a small contribution to Indian national development. The CAS projects seek to promote this aspect of the school.

From the outset we incorporated the expertise of local non-governmental organizations (NGOs) as a way of making the link between the school and its community, and enhancing good practice in the community service projects we run. We currently have partnerships with eight local NGOs, which run alongside two in-school projects. These 10 projects, together, form the cornerstone of the DAIS Development Programme—our own variant of CAS.

Mumbai's development challenges require citizens imbued with the values of interdependence, empathy and sustainability that lie at the heart of CAS. The DAIS Development Programme therefore seeks to raise

awareness of social and human development, promoting the principle of development for all.

Why DAIS-NGO partnerships?

Teachers keen on CAS are expected to juggle seamlessly the roles of educator and community development professional. However, community development is a specialized, sensitive and localized process in which well-meaning but uninformed interventions may have little impact or even do more harm than good. As the "NGO capital of Asia", Mumbai has a reservoir of expertise that may act as a platform for students' ongoing engagement with civil society. Community service, after all, should be a habit rather than an event.

Initial partnerships arose out of research done by students and the recommendations of teachers and parents when the school started in July 2003. The criteria were often pragmatic: is the NGO less than half an hour from the school so that students can get there for a weekly Wednesday afternoon session? We also considered what we needed from our community partners: was there a real need that students could address? How far could the NGO commit to inducting and developing the students' involvement?

The programme has evolved as the school has grown. The organizations that we work with address a





variety of social issues, from the discrimination suffered by HIV-affected children (CCDT) to lack of employment opportunities for people with physical and mental disabilities (Advitya). Much of this work involves “soft skills” such as talking to and learning from local people (PUKAR), preparing sessions that raise children’s confidence or helping children learn. We support a school for less privileged children, daily, on our premises (Akanksha). Students have organized outings and trips, including a Mumbai tour for child labourers with the NGO Pratham. They also run activity sessions for disadvantaged children with NGO Magic Bus, and have organized football matches between their team and our students—a powerful way to break social barriers and raise self-esteem. We also have a partnership with L’Ermitage School outside Paris. Their project, icu2, will provide eye-care to children in a settlement community

with our students and local NGO, Indo-French schools.

Groups are led by committed teacher project coordinators who set expectations, identify issues as they arise and reinforce a culture of continuous improvement. As the partnerships evolve, three notable characteristics have emerged—we refer to these as the 3Ss of community service partnerships.

Synergy

Synergy happens when the total is greater than the constituent parts. All partnerships are based on mutual benefit, which no partner—NGO, school or student—can create alone. Student reflections, logged in journals, often reveal profound insights. In addition to enthusiasm and commitment from students, NGOs are encouraged to find ways of using school facilities and the school community to raise awareness and funds. The programme has helped raise the school’s profile and reinforce its reputation as providing a holistic approach to education.

Sustainability

Viewing each project as a long-term process of partnership is intended to reinforce students’ ongoing commitment to service. Involving NGOs in a cycle of planning, monitoring and evaluation, and being responsive from year-to-year as needs change and opportunities arise, helps to ensure that we are contributing to their aims tangibly rather than tangentially. Sustainability also requires that students are trained for





their roles and are able to negotiate the unfamiliar. Students follow a six-week induction programme that covers areas as diverse as emotional intelligence, developing an awareness of global citizenship, practical first aid and guidance on how to initiate games and creative activities.

Solidarity

Most students have not previously interacted with people living in poverty, at least not as equals. Bridging this social gap needs a mature approach to community service that starts from the important premise that we are not doing things “for”, but rather “with”, others. This recognition of mutual benefit is reinforced consistently at the beginning of the programme, but less often as students grow to realize that the difference between themselves and fellow “Mumbaikers” is usually one of opportunity. Working with Indian students helps reinforce solidarity by drawing on a shared cultural tradition that is characterized by the promotion of service to others.

Self-awareness is a building block of successful

community service. These features of the Development Programme at DAIS raise many questions: do NGO partnerships deprive students of learning valuable lessons from initiating their own projects from the start? Are our efforts creating additional benefit, or are we helping NGOs that are already well resourced? Should community service arise solely from the needs of the community or should it seek to use the unique talents of our students? Should we incorporate specific evaluation tools to measure our effectiveness, or is feedback from NGOs enough? Some of the students travel within the city to their NGO placements: should we build on our school-based NGOs and work in our immediate school environment?

Only by remaining self-critical can we hope to ensure that community service exists for the benefit of those outside the educational oases of international schools, as well as for the development of students and teachers within them.

Shaun McInerney of Dhirubhai Ambani International School can be contacted at shaunmcinerney@hotmail.com

International-mindedness? Try student exchange!

by Mike Kirby and Linda Bratcher

The teacher perspective

The International School of Milan, Italy (ISM) and the Saint Mary and All Angels School in Orange County, California, USA (SMAA) set up their first teacher and student exchange visits during the academic year 2004–5 following initial contacts established by the heads of both schools.

During November 2004, two middle school English teachers exchanged jobs for two weeks. As well as discovering the similarities and differences between students in each other's schools, the teachers were able to examine each other's Middle Years Programmes (MYP), observe the way the other school had developed and implemented MYP, and then return to their own schools with new ideas about how to extend the programmes. Exchange teachers lived with parent host families, which extended the experience to include not only the culture of the school but also the culture of the country and its people.

The student exchange took place during the months of March and April 2005, with students spending two weeks in their host schools and acting as hosts for another two weeks. During the exchange, students spent a week living with families and attending lessons in each other's schools, and another week visiting places of interest in the host country.

The student learning objectives set by ISM and SMAA for the programme were:

- to create opportunities to study other cultures through an intensive two-week on-site programme
- to develop relationships that promote an exchange of ideas and deeper understanding of other cultures
- to promote leadership skills and an appreciation of different cultural perspectives
- to represent respective schools by sharing our cultures and vision for learning
- to explore a different academic system
- to initiate and foster educational partnerships with students from another school.

Following the exchange, students and parents also identified areas of development that had not initially been anticipated, such as the challenge of overcoming peer pressure, developing autonomy and tolerance, the ability to be adaptable and flexible, and the ability to take on

responsibility and gain insight into the roles of leadership and team work.

Students managed to achieve all these objectives, demonstrating how valuable an exchange of this type can be. During the two legs of the exchange, it was exciting to watch the students grow in confidence, seeing barriers drop away and friendships develop as they learned, travelled and laughed together. It was a rewarding experience not only for the students involved, but also for their families, who learned a lot about other ways of life from their visitors. Parents who both hosted students and sent their children also felt that all their objectives had been met. They were impressed with the growth their children experienced, and the greater maturity with which they returned home.

At the end of the exchange, participants and their families were unanimous in recommending the programme to future middle school students. Plans for next year's exchange are already well under way, and ways of expanding the programmes are also being investigated.

It is our view that the students who participated on the exchange gained a broader view of the world and the people who live in it, a greater confidence in themselves, and the hope for a more peaceful world where barriers between people can fall away as relationships develop.

The student perspective

Francesca Lo Presti writes: 0830 on Saturday 12 March, Milan Malpensa Airport. Ten excited ISM students leaving for the USA. We were all a bit apprehensive—going to attend a school in Orange County, California, staying with a host family we had never met before, looking forward to learning about their customs and traditions. Eighteen hours later we landed at John Wayne International airport: the beginning of a wonderful experience we will never forget.

The host families were waiting for us. We were greeted with smiling faces and huge hugs: a warm and lovely welcome after such a long and exhausting flight. At that point one of my major worries had already disappeared; my family was kind and lovely, and I felt immediately at home.

The longer I stayed with our hosts, the more I realized the differences between our two countries: people living in

Milan are always in a hurry while the Californian parents, though working hard all day long, were also able to find lots of time to spend with us, taking us to visit places of interest and generally having fun with us. Orange County is a wonderful place, with large areas of green and, of course, the Pacific Ocean. Milan is ... well, not so green and has no sea! I learned to eat pancakes and puffed chocolate buns that my Californian parents baked in the oven every day for our breakfast. I can still remember their delicious taste!

The very first day all the families had organized a fantastic barbecue party in Monarch Bay and I could feel the warm sand of the Californian beach under my feet. We ate grilled hamburgers, hot dogs and marshmallows cooked on the fire and covered with chocolate. We all had great fun. I was amazed when I realized how easy it was to make friends and live in a new home with my Californian family.

We attended lessons at SMAA with our host students. The lessons were fun, and it was fascinating to see how similar the students were to our classmates in Italy. We all felt at home because the teachers and students warmly welcomed the ISM students. We also got to visit Disneyland, which was great, but Universal Studios in Los Angeles was even better. I saw the Hollywood sign on the hill and imagined the wonderful homes belonging to famous stars hidden behind the trees.

After the big city we had a sort of adventurous experience on Catalina Island off the coast of California: a wonderful place with lush vegetation and deep blue sea where we went snorkelling. The Pacific Ocean was a little bit scary and cold, but it was really exciting and unforgettable.

Unfortunately time passes all too fast and, before we realized it, we had to pack and leave—but some of our new Californian friends were coming with us, ready for another wonderful experience.

Paige Parsons writes: When I heard there was going to be a student exchange for the 7–8 year students at St



Mary's I knew it was for me. I was so excited, I could not wait to go to Italy and be a part of the first exchange programme.

There were so many things that got me interested in being part of this exchange. First, I certainly would learn a lot from all the places we would visit and people we would meet. Secondly, I had never visited Italy and knew little of the culture and history. Finally I had never met anyone who lived in a foreign country and now I would be living with a family.

Once I knew I was going to Italy, I had to do a lot of things to get ready. First, I needed to complete the culture classes offered at my school. We shopped for gifts for my host family and then I had to say goodbye to all my family and friends. I would be busy, but first our exchange students would come to visit us!

On the day the Italian students arrived in California all the SMAA students were nervous as we waited for their plane to land. None of us knew what they would be like, even though we had e-mailed each other for a month. Over the next two weeks we got to know our exchange partners better. We learned what they wanted to do and what kinds of foods they liked. The first Sunday after they arrived we had a beach party hosted by SMAA parents and students. It was great fun having a barbecue and playing volleyball with the ocean right next to us.

Travelling with my Saint Mary and Italian friends was a lot of fun. When sitting with other people on the plane for 14 hours you get to know each other better than you did before. On the airplane and the bus we all had so much fun together. We shared movies, iPods, magazines, snacks and everything else we had. It was a good experience for me.

For one whole week I stayed at an Italian student's home and attended his school. It was an amazing experience. The International School of Milan is a huge school. Every day my Saint Mary's friends and I got lost on at least one of the four floors. I couldn't get over how differently my host family lived. For example, every night for dinner the whole family sat down and ate together: at my house, we never sit and eat together. None of us could believe how differently they dressed, too. Everything they did was different! I learned so much from the Italian families. Staying with an Italian family was the best experience of my life.

Mike Kirby is middle school principal at the International School of Milan; Linda Bratcher is head of programmes at Saint Mary and All Angels School, California, USA.

The Merseyside Project

by Ian Andain and Austin Patterson

A set of seemingly unrelated circumstances in the wider world of education can occasionally lead an individual school into taking on unexpected roles. This is certainly the case with Broadgreen High School and the development of “The Merseyside Project”.

Broadgreen is not typical of IB World Schools, certainly in the UK. It is an inner-city state high school, with 1300 students between 11 and 19 years of age. The school is specially resourced in its funding from the Liverpool Local Education Authority (LEA) to cater, in mainstream education, for physically disabled youngsters and for deaf students, for whom the school has a purpose-built, specially adapted building. More than half of the students come from socially and economically deprived inner-city environments, as evidenced by the high proportion who qualify for free school meals. Most applicants to higher education are “first-generation” (first candidates for university from their families).

The school has offered the Diploma Programme (DP) since 1992 when Ian Andain, recently appointed as head, regarded the then mainly A-level sixth form provision as restrictive, narrow and a barrier to development, both in its size and in the educational experience offered to its students. The numbers of DP students grew slowly; much promotional work was done by Dai Thomas, coordinator until 1999, the last year the school offered academic A-levels. There are currently 64 students following IB programmes, with the rest of the 145 students on vocational programmes at either advanced level or intermediate level. Offering the IB Diploma Programme has had a marked effect upon the profile of students attracted by the sixth year. It can now be considered truly international, with students from 12 countries represented within the past five years.

The context of the Merseyside Project

State education in the UK is subject to an extensive and rigorous process of inspection and monitoring, with state schools inspected every four to six years by OFSTED (Office for Standards in Education).

In 2000, Merseyside’s post-16 education provision was inspected—five LEAs were covered, including Liverpool. While many positive aspects were reported (including the fact that the DP was offered in one school!), the inevitable “areas for development” required the LEAs to plan and implement changes. The

key change affecting Liverpool (reflecting a national trend) was the requirement to expand the number and level of available courses, in order to cater for students of all abilities. Liverpool, along with the other LEAs, drew up an action plan with a “Post 16 Entitlement Statement” as a key element. The group of LEA officers and representatives from schools that was formed to create this entitlement statement included Austin Patterson, DP coordinator at Broadgreen since 1999. It was clear from the earliest meetings that an entitlement to access the DP should not be restricted to one school, so all students in the city were offered entitlement to a “baccalaureate programme”. It was also clear that individual schools could not possibly have the resources to meet the entitlement independently, so the schools in Liverpool opted to make collaborative arrangements, mainly on a geographic basis.

At the time of compiling the entitlement statement, the “City Academy” programme, a government initiative that encourages sponsorship of state education institutions by private investment, gave Liverpool two such new institutions. These are now a reality, with opening dates as early as September 2006. The sponsor of the North Liverpool City Academy made it clear



from the outset that this institution must offer the IB Diploma Programme—immediately creating a problem, for both the LEA and the body constituted to develop and commission this school: “How can a school that does not exist apply for authorization to offer the DP?”

The strategic dimension

The strands involved in post-16 education in Liverpool—entitlement to a “baccalaureate programme”, the imminent building of a new school whose sponsor held the IB Diploma Programme as central to its being and the whole collaboration and expansion of opportunity agenda across the LEA—came together, very powerfully, to suggest that a strategic approach to these issues would be the only likely route to success. It was also clear that the “baccalaureate programme” could, at this point anyway, only be the IB, since there was little or no likelihood of anything else being adopted. All the expertise within the LEA was at Broadgreen, an IB World School, which was immediately consulted.

Ian Andain recognized that meeting both the needs of the North Liverpool Academy and the potential to widen access to the DP (especially in state schools)—a key element in the IBO Strategic Plan—would be impossible without consultation with IBO. He also sought and obtained assurance of the LEA’s commitment to a strategic approach. The strategy turned out to be relatively simple. The North Liverpool Academy can serve the north of the city while Broadgreen, with its collaborative partners, is quite central, so a schools’ collaborative was needed in the southern end of the city that could offer the DP. After appropriate consultations with the LEA, a suitable school, New Heys Business and Enterprise College with its collaborative partners, was identified.

Formalization of the partnership

At the same time, Ian Andain had informal discussions with IBO, who saw opportunities relating to the IBO Strategic Plan. The concept of a “mentor school” came into being. IBO suggested some criteria that a mentor school would need to satisfy in order to be judged suitable to fulfil the role. A formal meeting was held in early 2003 between IBO and a senior officer of the Liverpool LEA, together with Ian Andain and Austin Patterson from Broadgreen High School. This meeting considered the presentations from Broadgreen and the expressed commitment of the LEA, as well as the potential of the possible project in terms of the IBO Strategic Plan. IBO took the information from this meeting for further consultations and consideration, a process that resulted in the formal drafting of “criteria for mentor schools” and the

proposed formation of a steering group to oversee “The Merseyside Project”. This project would take the form of a formal partnership between the IBO, the Liverpool LEA, Broadgreen, New Heys and the North Liverpool Academy.

Broadgreen gathered evidence to demonstrate the ways in which it met the criteria for a mentor school and also began the drafting of a “Partnership Agreement” that would formally commit all parties to the project. An authorization visit to the regional office took place during the summer term of 2004. During this process, Broadgreen was visited to assess to what extent the school met the criteria for a mentor school; a visit to New Heys assessed the school’s capability to offer the DP under mentor guidance. The IBO formally approved the project in July 2004 and a small cohort of New Heys students embarked upon the DP in September that year.

A properly constituted steering group was appointed by the IBO and a formal agreement between the IBO, the Liverpool LEA and Broadgreen was duly signed at its inaugural meeting. The Merseyside Project has a tenure of five years, with partner schools running the DP under the mentorship of Broadgreen; they are expected to be in a position to be fully authorized by the end of this period. As with all IBO projects, monitoring and evaluation are high-profile issues; twice-yearly meetings of the steering committee, in Liverpool, have been followed up by a meeting of the evaluation committee, guided by the IB Research Unit, which has drawn up various evaluation methods, a timescale and research possibilities.

The principal and vice-principal of the North Liverpool Academy have been appointed and have met with both Broadgreen and IBO staff. The process of appointing teaching staff has started, a budget for training—including staff attendance at the 2006 summer workshops—is being identified, and work on the new school buildings will commence shortly.

Those of us involved in the administration and running of the project, at Broadgreen, in Geneva, in Cardiff and in Bath, are very much aware of the richness of the DP in terms of the experiences it gives our young people. This project, which we feel will ultimately succeed, will at the very least give greater numbers of Liverpool youngsters the opportunity to participate in this richness. It has the potential to inform ways of achieving the aims of the IBO Strategic Plan and will hopefully leave an important educational legacy to the city of Liverpool.

Ian Andain is headteacher and Austin Patterson is the DP coordinator at Broadgreen High School, Liverpool, UK.

CfBT and the IBO: a partnership in research

by Paul Fairbrother

Teachers today have available to them a growing diversity of Web-based learning (WBL) resources, defined for the purposes of this project as resources that contain software programs or materials that are delivered via the Internet and intended to complement teaching and learning. Instructors in both national and international settings need to select appropriate WBL resources for integration into their teaching. In July 2003, the IBO commenced a research project with financial support from the research and development arm of CfBT (www.cfbt.com/research), an international not-for-profit organization. The aim of this partnership, which exemplifies the importance placed by the IBO on partnerships in the achievement of its mission, was to develop criteria and an online interactive tool for use by teachers when evaluating such resources.

Much of the recent research relating to cultural and pedagogical aspects of WBL resources is based on the higher education and corporate training sectors. Furthermore, the evaluative frameworks that currently exist are, in the main, focused primarily on content and functionality. There tends to be less emphasis on pedagogy and cultural considerations. This tendency was evident across a wide range of sources. In a number of cases, the criteria have been developed for use within a particular context (e.g. schools in the USA, universities in Australia) and so may not be appropriate when applied in different settings. Often the frameworks offer no possibility for user interaction or graphical output.

In November 2003 an online questionnaire was made available in English, French and Spanish to all Middle Years Programme and Diploma Programme schools. Teachers were asked:

- how they find and select WBL resources
- the ways in which, and extent to which, such resources are used.

331 replies were received from 197 schools in 55 countries. By analyzing the responses and using information obtained from recent literature, a number of criteria were developed. The criteria were grouped into five categories: content, interface, pedagogy, functionality and culture.

Developing and testing the tool

In terms of developing the tool, a number of key requirements were identified from the outset. These included:

- the need for interactivity
- the ability to save and edit evaluations
- the ability to share evaluations with colleagues
- the ability to print evaluations.

Initial screen layouts were produced with the help of Haydn Cooper, a graphic designer in IBO publications group. Andrew Ashton, a former member of the online teacher support team at IBO, undertook the programming work in creating the prototype evaluative tool.

29 teachers in 13 IB World Schools tested the prototype tool during May and June 2004. The schools were located in Argentina, Australia, Brazil, Canada, Chile, Ghana, India, Portugal, Sweden and the United States. The teachers were drawn from a wide range of subject areas, including biology, computer science, environmental science, history, politics, Spanish and theatre arts.

Most of the respondents indicated that using the tool improved their ability to evaluate WBL resources and changed their awareness of WBL resource use in teaching. For example:

"I am now more aware of other areas aside from content that should be looked at when evaluating web-based resources."

"It provided structure to my ideas regarding evaluation of WBL resources. Up to now, my evaluation of the resources I use has been totally informal."

In October 2004, the same teachers were invited to participate in an online conference, along with four invited 'speakers' and members of the project team. The four guest speakers were:

- Mike Ehrhardt—middle school principal and Director of Technology at Graded School, São Paulo, Brazil
- Susan Lowes—director of research and evaluation at the Institute for Learning Technologies, Columbia University, USA

- Liz Pape—CEO of the Virtual High School, Maynard, Massachusetts, USA
- Lucas Walsh—research fellow in the School of Communications and Multimedia at Edith Cowan University, Perth, Australia

The interface of the online conference is shown in Figure 1.

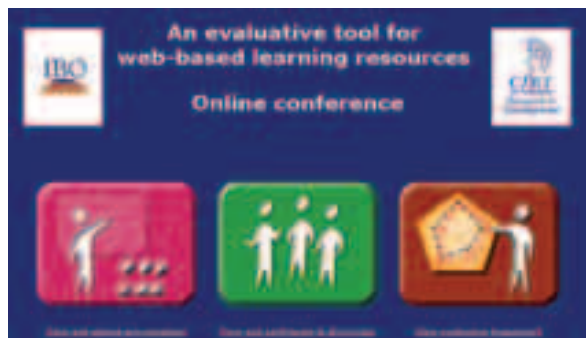


Figure 1. User Interface of the Online Conference

The conference provided an opportunity to explore some of the key issues that emerged during the May/June testing and to give further feedback on the tool. In addition, the project steering group (consisting of CfBT and IBO staff) provided advice and guidance.

In light of the comments received, additional improvements were made. In February 2005 a paper was presented on the project at the Society for Information Technology and Teacher Education (SITE) 2005 Conference in Phoenix, USA. In March 2005, the final version of the tool in English was made available to IB teachers via the online curriculum centre. It will also be made available in French and Spanish. CfBT are exploring the possibility of making the tool more widely available via its own website.

The interface of the tool is shown in Figure 2. Access is achieved via a login screen where a username and password are entered. Resources are

assessed against criteria in five categories and the results presented by means of a radar graph. The evaluations can be printed, saved and shared with colleagues.



Figure 2. User Interface of the evaluative tool

The development of this evaluative tool will assist teachers in evaluating WBL resources in pedagogically appropriate and culturally sensitive ways. Although the project was carried out in collaboration with IB World Schools, the study will also have applicability to teachers and instructors in schools and universities outside the IBO community. The ultimate beneficiaries will be the students who engage with resources that have been selected to match their needs more closely. The tool may also be of use in initial (pre-service) teacher training and as part of ongoing professional development.

Acknowledgements

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Paul Fairbrother is curriculum area manager groups 4 and 5 for the International Baccalaureate Organization.

Be part of IB World magazine's future

IB World is changing. From the first issue of the new year, published in January 2006, your magazine will have a brand new look and a fresh new feel.

Each issue of the magazine will continue to address a central theme. The theme for the January 2006 issue will be the IBO in the 21st Century.

What role can the IBO mission and programmes play in a world characterized by:

- **conflicts**
- **rapid advances in science and technology**

- **issues surrounding the environment and sustainability**
- **marked inequalities between haves and have-nots ?**

No-one would suggest that the IBO has all the answers—but we want to hear your ideas and by sharing them you'll be making a major contribution to the way the broader IB community understands the rapid changes taking place around the globe.

IB World guidelines for contributors available on page 24. For further information visit www.ibo.org or contact the communications team at communications@ibo.org

Partnership and fellowship at Geelong Grammar School

by Mathew White

In 2005 Geelong Grammar School (GGS) is celebrating 150 years of service to international education. An Anglican coeducation boarding and day school in rural Australia, GGS has always had an international outlook. Today GGS's cultural diversity is one of its major strengths, with boarders from Europe, the United States of America, the Asia-Pacific and rural Australia. As part of the 150th celebrations GGS was pleased to launch a Visiting Fellowship scheme to bring the "world" to GGS. Named in honour of Dr Richard Southby and his wife Janet, whose generosity have made its launch possible, the aim of the Visiting Fellowship Scheme is to inspire, invigorate and encourage our IB Diploma Programme students to look beyond our school by bringing internationally recognised actors, designers, musicians, scientists and theologians into our classrooms, working with our staff throughout the year. Conceived with the IBO mission statement as one of the pivotal parts to its rationale, the fellowship is a very flexible concept and could be successfully duplicated in other IB World Schools.

Each fellow stresses aspects of the IBO spirit of creativity, action and service (CAS) and a global outlook.

IB Diploma Programme visual arts students listen to Dr Gerard Vaughan, director of the National Gallery of Victoria, Australia and former director of the British Museum Development Trust with Mr Richard Newton, head of art at Geelong Grammar School.

In July, the school was honoured to welcome to the school our Fellowship's Patron and Old Geelong Grammarian Lord (Alec) Broers FEng FRS and his wife Lady Broers. After matriculating from GGS Lord Broers was educated at Melbourne University and Gonville and Caius College University of Cambridge, and was vice-chancellor of the University of Cambridge between 1996 and 2004. Lord Broers addressed three groups of IB students on developments he has observed in technology, and looked towards the future role technology may play in medicine.

The Fellowship commenced in February 2005 with three dancers from one of Australia's internationally recognised dance groups, Chunky Move, and their artistic director Gideon Obarzanek, working with all Theatre Arts students in the school. Next, Chandani Lokugé, coordinator of the Creative Writing Programme and director of the Centre for Postcolonial Writing at Monash University, worked with the year 11–12 English A1 students presenting her views on World Literature. Chris Wallace-Crabbe, well known poet, essayist and art critic and Emeritus Professor at The Australian Centre, University of Melbourne, spoke with our English A1 students about the creative process in his writing. Peter Andrews AO, who is active in the commercialisation of Australian science and research, spoke to a large number of our senior science students

about initiatives to develop the Australian biotechnology industry. Theatre, film and costume designer Jodie Fried joined our senior Theatre Arts students to discuss their Portfolios. Jodie designed the costumes for the chamber opera *The Eternity Man* directed by Benedict Andrews for the Almeida Theatre, London as well as for David Bolger's *Mermaids*, CoisCeim Dance Theatre in Dublin.

James Cuskelly worked with many of our senior and middle school music students and was an inspiring teacher. As coordinator of the aural musicianship and music education programmes at the University of Queensland, he teaches at both postgraduate and undergraduate levels. The Reverend Dr Andrew McGowan, director of the Theological School





Internationally recognized classical guitarists Slava Grigoryan former Young Australian of the Year for the Arts and his brother Leonard Grigoryan worked with our IB Diploma Music students.

at Trinity College, University of Melbourne, spoke with year 11—12 theory of knowledge (TOK) classes about religious knowledge. Australian composer Colin Brumby joined us at the conclusion of Term 2, having arranged a set of Australian folk songs for one of our choirs. A few weeks later the school was serenaded by the internationally recognised and award winning guitarists Slava Grigoryan and Leonard Grigoryan, who worked with our senior music students.

Our art students were fascinated by Gerard Vaughan, director of the National Gallery of Victoria since 1999, who joined us immediately before the launch of the Dutch Masters Exhibition in Melbourne and spoke with a number of visual arts students in Art School, viewing their work and portfolios. Paul Holmes à Court, chief executive officer of Heytesbury Pty Ltd, spoke with our economics students. Heytesbury owns and operates a number of diverse businesses, including one of Australia's largest cattle companies and one of its finest wineries, with interests in thoroughbreds, construction, Australian art and property.

In mid-August legendary musician Don Burrows AO, MBE worked with our students for over a week. Don Burrows has been at the forefront of the jazz world for most of his 61 years in the business. He is a household name in Australia, renowned for his musicianship and his enthusiastic support for the jazz arts.

Andrew Prentice, reader in mathematics at Monash University, joined us at the conclusion of August. During the past 30 years Dr Prentice has developed a radical new theory of how our solar system was formed. He has based his "modern Laplacian theory" on the nebula hypothesis first put forward by the French mathematician Pierre S de Laplace in 1796.

The Fellowship Programme concludes in October with a concert performed by Saffire – The Australian Guitar Quartet. The members of the Australian Guitar

Quartet – Gareth Koch, Leonard Grigoryan, Karin Schaupp and Slava Grigoryan – are four of Australia's most successful and talented guitarists.

We have been very fortunate that the Visiting Fellowship Programme has been supported by visionaries such as Richard and Janet Southby, providing us with a wonderful opportunity to bring some of the world to Geelong Grammar School and enabling us to transform our curriculum into truly inspirational experiences for our International Baccalaureate Diploma Programme students. The concept of fellowship emphasises our school as a global academic community that is reaching into the wider world. More details about the Visiting Fellowship Programme may be found on our website: www.ggscorio.vic.edu.au.

Mathew White is IB coordinator and Visiting Fellowship Coordinator at Geelong Grammar School, Australia.

IB Diploma Programme candidates Cynthia Anandajayasekeram and Rui Ng chat with the Visiting Fellowship's Patron, Old Geelong Grammarian and vice-chancellor Emeritus of Cambridge University Lord (Alec) Broers FREng FRS.



Actividades de solidaridad en el Colegio Retamar

Josemaría Puyol

Adquirir una preocupación real por los que sufren en la sociedad exige un especial compromiso personal y la dedicación efectiva a los demás de parte de nuestro tiempo y de nuestros recursos. Gracias a Dios, la respuesta de los alumnos del Colegio Retamar ha sido siempre muy generosa, y desde hace bastantes años son cientos los alumnos que cada año participan como voluntarios en las distintas actividades sociales que organiza el colegio. Estas actividades son parte de la formación en la solidaridad que busca Retamar para sus alumnos, y es también una forja de buenos ciudadanos, porque ayuda a ser conscientes de que vivimos en sociedad y no podemos ser indiferentes ante los problemas de los que nos rodean, especialmente de los más débiles. Les ayudan a darse cuenta de que en nuestra sociedad hay muchos que sufren soledad, enfermedad, hambre, miseria, desarraigo y otras muchas carencias vitales básicas.

Para esta formación en la solidaridad, en Retamar se ofrecen tres tipos de acciones o iniciativas sociales. Un primer escalón son las campañas, en las que pueden participar todos los alumnos del colegio, específicamente los matriculados en Bachillerato Internacional para completar su programa CAS – así como sus padres y familiares. Tenemos la posibilidad de colaborar con generosidad en campañas como la de Navidad, Manos Unidas o la del Domund. En las campañas de Navidad todos los alumnos del Colegio se ven involucrados aportando mantas, ropa, dinero o alimentos que se entrega a una institución benéfica para un poblado marginal en Madrid.

En segundo lugar, en cada curso existe, al menos, una actividad social semanal, en las que participan los alumnos de ese curso que lo deseen. Son actividades totalmente voluntarias, en horario escolar y en grupos reducidos. Al comenzar el curso se informa a los alumnos y los que quieren colaborar se lo comunican al tutor de su clase. Cada semana, acompañados de un profesor, los alumnos, por turno, realizan la actividad social que les corresponde. Hay que resaltar que son prácticamente la totalidad de los alumnos los que participan. Los alumnos de 1º de ESO¹ acuden los viernes por la

mañana a la residencia de ancianos de Torreblanca, en El Plantío, cerca de Madrid. Durante una hora aproximadamente, entretienen con juegos y con su conversación a las personas mayores que allí residen. Los alumnos de 2º de ESO realizan una actividad parecida en otra residencia de El Plantío, Casablanca, los miércoles por la mañana. Los de 3º de ESO hacen sus visitas semanales a un centro de discapacitados. Los de 4º de ESO van a la residencia de ancianas La Atalaya, en Pozuelo de Alarcón, muy cercana al colegio. Por su parte, los alumnos de 1º y de 2º de Bachillerato² acuden al comedor para indigentes que las hermanas Misioneras de la Caridad, de la Beata Teresa de Calcuta, tienen en Madrid, junto a la Cuesta de la Vega. Su labor consiste en preparar el comedor, atender y dar de comer a los mendigos y recoger todo después de la comida. Los alumnos de 1º de Bachillerato van los miércoles, de tres y media a seis, y los de 2º de Bachillerato los martes, con el mismo horario.

Otra actividad consiste en que un grupo de padres e hijos del colegio de 5º de primaria a 1º de ESO se reúnen un sábado por la mañana para salir a las calles de Madrid a desayunar con personas sin hogar. Divididos en grupos pequeños, con termos de café y bollos, se dirigen a las calles céntricas. La actividad consiste en repartir el desayuno entre personas sin hogar. Los padres acompañados por sus hijos realizan algo más que una simple entrega de comida. Con esta actividad se acompaña, acoge y da un rato de conversación a estas personas sin hogar. De esta forma, se fomenta entre los voluntarios –pequeños y mayores– la preocupación por los más necesitados.

De manera similar a la anteriormente descrita, en una fecha cercana a la Navidad, Retamar organiza cada año, junto con el Club universitario Ceah y la ONG Cooperación Internacional, la actividad «Navidades en la calle», en la que participan varias decenas de voluntarios, entre alumnos del colegio y universitarios. Recorren en grupos las calles de Madrid ofreciendo café caliente, pastas y una sonrisa a los indigentes que piden en plena calle. Esta misma actividad

¹ En España, esta sigla designa a la Educación Secundaria Obligatoria, para alumnos de 12 a 16 años

² En España, con este término se designa a la última etapa de la educación secundaria.

se organiza para alumnos de ESO con el Club Argüelles. También en Navidades, acompañados de varios profesores del colegio, se entregan una gran cantidad de juguetes para niños, hijos de emigrantes o sin recursos. Algunos alumnos escriben felicitaciones de Navidad que posteriormente entregan en mano en las residencias de ancianos.

En Semana Santa, muchos alumnos de Retamar participan en la tradicional convivencia de Fátima, para alumnos desde 2º de ESO a 1º de Bachillerato, donde también tienen ocasión de echar una mano en la residencia de discapacitados de Las Misericordias, ayudando a dar de comer, distraer o acostar a las personas que allí viven.

Y cada verano, en el mes de julio, el colegio organiza también actividades de solidaridad: en el programa Lideralia, en Parquelagos y en Montecastelo, para alumnos de ESO; y en el campo de trabajo para bachilleres –en Chequia y en Vigo han sido las últimas ediciones–, al que tradicionalmente suelen asistir muchos alumnos de Bachillerato. Estos alumnos tienen la posibilidad de realizar algún trabajo social, como construir una iglesia, rehabilitar viviendas o locales, o echar una mano en una residencia de ancianos o en un hospital.

El alto índice de participación en estas actividades de solidaridad es un indicio de que los alumnos de Retamar siempre han estado a la altura de las circun-

stancias. Para que podamos hacernos una idea de la nutrida participación, a lo largo del pasado curso académico han sido más de 500 los alumnos que han colaborado en las distintas actividades sociales organizadas. Ciertamente está claro que no estamos en condiciones de resolver los graves problemas de nuestra sociedad, como la miseria y la mendicidad, la soledad o la enfermedad. Nuestra ayuda es siempre pequeña: un poco de tiempo, una sonrisa, escuchar un rato o interesarnos por los problemas de otros; quizás también dar algo de comida o de ropa. Pero esta aportación es muy importante y siempre es un buen ejemplo para todos. Está bien que aprendamos desde pequeños a preocuparnos por los demás, a no ser indiferentes a sus problemas, a honrar a nuestros mayores y a los enfermos, a comprender a los que sufren, a ayudar a los que necesitan ayuda. En definitiva, educación en la solidaridad, un valor que hoy es universal. Ponemos nuestro granito de arena para hacer un mundo mejor. Redescubrimos un mundo distinto y velado, gente como nosotros que sufre en soledad e indiferencia, con una vida trágica que a nadie parece interesar. Comprobamos la sonrisa del agradecimiento, el desahogo del que no puede contar a nadie los problemas que le torturan, el grito silencioso de una mirada. Y al acabar cada actividad de solidaridad, aparte de salir muy contentos, tenemos la sensación de haber sido nosotros los más beneficiados. Un balance que es, en todos los casos, muy positivo.



Infusing internationalism into the Diploma Programme

by Daniel G Richardson and Louise S Belinni

Eight IBO World Schools in western New York have organized a subregional group called the Western New York Consortium of IB Schools (WNYCIBS). As a group devoted to promoting IB in the region, we were struggling with how further to infuse internationalism into our programmes, and thus an idea was born. WNYCIBS invited Delphi Corporation's Technical Center, an engineering and research centre in Rochester, New York, to become a partner with us in delivering an extra-curricular programme that would demonstrate to students how the study of the IB hexagon, with its international focus, will benefit students and the business community in the years ahead.

Delphi is a world leader in mobile electronics and transportation components and systems technology, with headquarters in Troy, USA; Paris, France; Tokyo, Japan; and Sao Paulo, Brazil. It has 186,500 employees and technical centres in 41 countries. As a multinational corporation, its global presence extends beyond the USA and Canada to include Europe, the Middle East, Mexico, South America and the Asia Pacific region.

Over 100 IB students from the western New York area participated in two field trips to the research centre where they were given the opportunity to interact with scientists from around the world. In addition to a laboratory tour of a leading-edge research facility, the students engaged in the following six interactive presentations:

- Group 1: The importance of mastery of the English language in an international business
- Groups 2 & 3: The importance of the mastery of foreign language and the understanding of world cultures in an international business
- Group 4: Experimental science and the development process for new products in an international business
- Group 5: Mathematics and its uses in an international business
- Group 6: The design process and the use of innovation, creativity and science in an international business
- CAS: The importance of corporate citizenship.





The interaction among the students, teachers and the employees of Delphi was a fabulous experience. "Delphi's Technical Center is a great example of how important internationalism is to successful businesses today, and this programme did a wonderful job of demonstrating to our students the relevance of a liberal arts, internationally developed education that is the heart of the IB Diploma Programme," said IB coordinator Dawn Santiago-Marullo.

Not only were the teachers and students impressed with this experience, but Delphi also gained an understanding of the IB programme in our area. "We now know that students who graduate from the IB Diploma Programme are accepted by universities all over the world," said Jim Zizelman, Delphi Chief Engineer and Technical Center site manager. "It's an honour for Delphi to be involved in a process that helps students better understand how their studies, both now and in the future, will prepare them to succeed in the competitive and complex international world of business."

It is the hope of the WNYCIBS that this model will encourage

other IB World Schools around the world to collaborate with corporations to help infuse internationalism into their programmes, and to demonstrate to students that the IB Diploma Programme is an excellent course of study for the innovators and leaders of tomorrow.

Daniel G Richardson is IB coordinator, Canandaigua Academy, NY, USA, and Louise S. Belinni is manager, Public Affairs and Communications at Delphi Inc.



Partnerships that develop and sustain all stakeholders

by Peter Kenny

Schools-to-Schools (STS) is a programme aimed both at making connections between schools across the world and increasing awareness of issues relating to poverty and the fight for universal access to education. Through partnerships, schools can offer their students an awareness of the difficult conditions faced by many in the developing world, while providing meaningful links and assistance.

STS partnerships are long-term collaborations that seek to provide professional development, service learning opportunities, teacher and student exchanges, and other educational links between schools. STS partnerships are initiatives that improve access to education in the developing world. On a practical level, this can mean anything from smaller-scale projects such as water access for schools, milk programmes or wheelchair construction, to larger-scale projects such as the construction of classrooms or schools.

It is through partnerships that STS has been able to improve access to education to over 100,000 students, provide professional development to over 1,000 teachers and care givers, construct four schools, two basketball courts and eight classrooms and, most importantly, forge bonds between students, teachers and families from 154 school communities in 26 countries. These partnerships have only just begun!

STS is in its infancy and schools that commit to its aims over the next year will be part of a foundation group of service-oriented communities that provide direct assistance to make a difference to the lives and learning of students and people in both school communities.

While many media reports focus on the frustration caused by re-construction timelines in Sri Lanka and the delays experienced, we can talk of the rebuilding of schools that is happening now through the STS programme, the teachers that have been trained and supported, the schools that have a partner to support them in the long term, the student exchanges, the uniforms, the sports equipment and most importantly the relationships.

The partnerships that these STS schools develop are about connecting people and experiencing other cultures, seeing other perspectives and learning through service. It is through reflecting on these experiences that

we learn, understand and move forward. While many successful partnerships have already been established, a number of schools are still seeking partners: contact ibap@ibo.org to make a difference.

STS was initiated in response to the earthquake and tsunami of December 2004. The programme is now extending into Cambodia, Myanmar, India, Thailand and the Philippines, with aims to link many schools with those in need of partners throughout Africa.

In relation to the tsunami there is a great deal to do. Physically and psychologically the rebuilding will take years, perhaps a generation. Many media reports fail to convey the scale of this disaster. Issues of land ownership, changing coast line, continuing tremors, conflict, and the complete destruction of infrastructure in many areas would delay the most developed regions on earth.

The tsunami impacted on regions that were already in need and lacked the infrastructure and resources to provide education for all. We do not choose to reach out to people affected by the tsunami, as opposed to those affected by flood, drought, HIV/AIDS, conflict and disease. This disaster hit communities already challenged by these issues.

As visiting schools travel to Sri Lanka and Aceh they send back reports to me so that information is shared with other STS members and recommendations can be made on how we can improve our support and plan for the future.

A face-to-face meeting allows resources, funds and programmes to be directed at the needs of each individual school, and help schools to plan and work collaboratively to achieve long-term goals. The meeting will ensure donations and resources that are relevant and appropriate to the local school are distributed to the school without restrictions.

The partnerships seek to:

- provide immediate support and resources to local school communities
- provide long term sustainable capacity building within the teaching and learning environment
- establish cross-cultural links that benefit both partner school and the local school faculty and students
- establish person-to-person links between schools

- assist the local schools in initiating strategic plans for professional development, progressive methodology and objectives to improve access to education for all
- design a collaborative action plan between schools that may include: student exchanges and scholarships, teacher exchanges, professional development workshops and student-to-student contacts. The action plan will describe the ongoing commitment of the schools to maintain support and sustainable capacity building for the local school.

The IBO Schools-to-Schools project establishes a relationship between schools that supports the local school now but will also lay the foundations for students, teachers and whole school communities to benefit from this interaction. The partner school has the opportunity fully to understand the extent of the local school's situation and establishes the most important element of trust.

This programme allows us to affect the lives not only of the school but also of the wider community in which the school serves. The interaction and exchange between school communities enrich all participants and all stakeholders.

In facilitating these projects, the IBO has initiated partnerships with many like-minded organizations and agencies. Partnerships are reciprocal. They require both parties to contribute. In many ways the IBO has been able to offer advice and consultancy in the area of education and associated activities. The IBO has also been guided and directed by agencies and local NGOs and government departments that have logistical expertise in these situations. Unesco, World Vision, Red Cross, the Sampoerna Foundation, Save the Children, Brallio, Savrodaya, FBA and the governments of Indonesia and Sri Lanka are among the many partners with whom the IBO and STS members are working.

Most rewarding have been the partnerships that have developed when working with the school communities that are seeking to serve other school communities in need. Schools from Namibia to the Netherlands and from Singapore to Switzerland have reached out and made connections that offer optimism and opportunity to all that participate.

In partnership we live out our mission.

Peter Kenny is head of projects at IB Asia-Pacific.

References

Sachs, J (2005) *The End of Poverty*. New York: Penguin Press.

Unesco. *Teaching and learning for a Sustainable Future*.



A Partnership begins between students of American International School of Bucharest and their STS partner school Pereliya Jinarathana Vidya, Sri Lanka.



Students from AISB, Romania with their partner school peers, Sri Lanka.



Teachers from SD 2 (partner school of Bandung International School, Indonesia) at the "International SOS" / IBO First Aid "train the trainers" course in Banda Aceh, July 2005.



Sue Edwards from UWCSEA talking with students from their partner school SMP4, Aceh, Indonesia.



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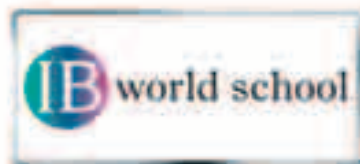
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