IB DIPLOMA PROGRAMME CORE AS A SUPPLIER OF GLOBAL CITIZENSHIP EDUCATION

EL NÚCLEO DEL PROGRAMA DEL DIPLOMA DEL IB COMO PROVEEDOR DE EDUCACIÓN PARA LA CIUDADANÍA GLOBAL

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ABSTRACT

Global citizenship education (GCED) is a growing field in international education. It was cited by the Sustainable Development Goal (SDG) target 4.7 as an official aim of the United Nations for 2030. This has created an increase in global research relating to the assessment of GCED within curriculums. The International Baccalaureate (IB), a private international organization known for its mission statement that promotes lifelong education for a peaceful world, seldom mentions global citizenship, focusing instead on the concept of international mindedness. Consequently, the IB rarely addresses the concept of global citizenship directly in its Diploma Programme (DP). This article studies the relationship between the existing DP core curriculum and GCED by first providing a definition of GCED and its cognitive, socio-emotional, and behavioral conceptual domains according to UNESCO's theoretical framework. The DP core unequally addresses the GCED domains and lacks definitive learning objectives recommended by UNESCO. While the IB is known for its international education, the DP core does not address all elements that are crucial to active citizenship within the written curriculum and there are few ways existing elements may be assessed.

Key words: global citizenship education, IB Diploma Programme, UNESCO, written curriculum, SDG Goal 4.7

RESUMEN

La educación para la ciudadanía global (ECM) es un campo en crecimiento en la educación internacional. La meta 4.7 de los Objetivos de Desarrollo Sostenible (ODS), citó a la ECM como un objetivo oficial de las Naciones Unidas para 2030 con el fin de mejorar el desarrollo sostenible, y esto ha creado un aumento en la investigación global relacionada con la evaluación de la ECM dentro de los planes de estudio. El Bachillerato Internacional (IB), una organización internacional privada conocida por su declaración de misión que promueve la educación permanente para un mundo pacífico, prefiere el término mentalidad internacional. En consecuencia, el IB rara vez aborda el concepto de ciudadanía global directamente en su Programa del Diploma (PD). Este documento estudia la relación entre el plan de estudios del PD existente y la ECM proporcionando en primer lugar una definición de ECG y sus dominios conceptuales cognitivos, socioemocionales y conductuales de acuerdo con el marco teórico de la UNESCO. El estudio sugiere que el plan de estudios del PD aborda de manera desigual los dominios de la CME y carece de los objetivos de aprendizaje definitivos recomendados por la UNESCO. Si bien el IB es conocido por su educación internacional, el PD aborda elementos de la ECM que son cruciales para la ciudadanía activa dentro del plan de estudios escrito, sin embargo, los elementos existentes no se evalúan en ningún momento del programa.

INTRODUCTION

From the consumption of entertainment and social media to the increased ease of international communication and movement, a growing global society has emerged in the 21st century. Online gaming and social media platforms transcend national boundaries, resulting in new trends and an increasingly homogenized, global culture. In addition to this new digital interconnectedness, the world's markets have transformed into international production chains, creating a growing interdependent economy. Local actions have international consequences with increasing frequency. This new global society—connected both socially and economically—has created issues that affect the everyday lives and prospects of today's youth. Furthermore, growing awareness of our collective impact on the environment has led to the greatest international movement in history: the fight against climate change. Consequently, these modern problems have created a demand for educational institutions to prepare students for future global challenges.

In response to this need, new terminology in education has emerged. Global competency, education for sustainable development (ESD), international mindedness, and global citizenship education (GCED) are some of the pedagogical terms used by institutions when creating methodology to equip students with the necessary skills to succeed and interact in this era of globalization. While elements of these terms overlap, they are not interchangeable as each refers to a specific set of competencies, and it is global citizenship that the UN adopted as their official position to address this current gap in education. The Global Education First Initiative (GEFI)—one of UNESCO's primary 2014-2021 objectives—made GCED a key priority at an international level after its inception (UNESCO, 2014; UNESCO, 2013). The initiative to promote GCED was later reinforced and expanded by the UN's Sustainable Development Goal (SDG) Target 4.7, specifying the need for GCED explicitly (UNESCO, 2013; SDSN, 2014). UNESCO, working with partner organizations and NGOs, created guidelines for a GCED curriculum. These organizations have been working towards the adoption of a system of measurement that is capable of assessing GCED in educational institutions and organizations in order to report progress towards SDG indicators correlating with Target 4.7. Outside of the UN, new studies are also being produced on the types of global citizenship and attempts are being made to assess GCED competencies within not only state curriculums, but also independent organizations and programs. While research is underway to develop a GCED measurement system to report progress in accordance with Target 4.7 on state and national levels, due to the IB's status as a private international institution, it falls outside this category and therefore must be willing to assess itself.

The Diploma Programme (DP) in the IB holds the important task of preparing upper-secondary students as they come of age in our global society. In line with the new demand for global citizenship, the first aim of the DP core is "to foster international mindedness and encourage students to become responsible and actively involved global citizens;" and traditionally the IB has been considered an authority in the international education community for its commitment to creating a better and more peaceful world (IBO, 2020, p. 4). International mindedness, the IB's ethos seen throughout the IB continuum, is evident in all subject guides of the DP and its core (IBO, 2009). Perhaps due to its dedication to the term, the IB has not yet clearly defined global citizenship, and it has no official GCED pedagogy in place. While components reinforcing this concept are evident throughout the IB written curriculum, the assumption cannot be made that international mindedness is interchangeable with global citizenship. Furthermore, the DP has little documentation available of attempts to assess

international mindedness competencies among DP candidates, and currently no attempts have been made to independently assess global citizenship competencies (Qi & Singh, 2013).

Considering the first aim of the DP core is to encourage global citizenship, and the current lack of clear GCED guidelines within the DP, the clearly defined GCED learning objectives agreed upon by world experts in UNESCO (2015) provide a unique opportunity to study the IB written curriculum within the DP core. The same standards being used to assess national and state curriculums as GCED suppliers may be used to compare current aims and objectives within the DP core in order to explore which specific GCED objectives are being addressed within the program. To accomplish this, a working definition of GCED is first created, UNESCO's GCED conceptual dimensions are defined, and learning objectives are then compared to the DP core aims and objectives in order to find similarities and address ways in which the DP core could strengthen its goal to prepare students for global citizenship.

1.1. DEFINING GCED

While attempts have been made to incorporate international-minded concepts into education since the 17th century in Europe, recent global trends have resulted in an unprecedented level of support from governments to incorporate this concept into educational institutions. As a result, various terminology—such as 'international mindedness' in the IB—has arisen from unrelated movements to address similar educational needs. In an investigation commissioned by the IB, Qi and Singh (2013) found alternative concepts to the IB's international mindedness in research, such as cosmopolitanism, global competence, intercultural understanding, and global citizenship. While these concepts also share similarities with GCED, it is not possible to use them interchangeably due to the multidimensional facets these concepts entail. International mindedness and global competence lack the implied civic engagement associated with global citizenship (Qi & Singh, 2013; Castro, Lundgren, & Woodin, 2015). As a second example, while both ESD and GCED focus on creating responsible and active citizens that may engage in actions for sustainable development, ESD does not include developing attitudes and behaviors to promote peace. There are institutions that prepare students for sustainable development without addressing global citizenship and vice versa (EFA Global Monitoring Report, 2015). While GCED shares similarities with many of these terms, global citizenship education must be assessed independently, as these similar terms cannot be assumed to meet the same objectives.

In addition to competing with separate terminology, the term global citizenship itself has remained a source of contention, as there is no single definition. Shultz (2007) identified three main approaches to global citizenship: the neoliberal, radical, and transformationalist. The neo-liberal global citizen prioritizes the creation of a global economy. Radical global citizenship prioritizes the marginalized communities within global economies and therefore protests the economic institutions that are often the product of neo-liberal global citizen ideals (Shultz L. , 2007). Transformationalist global citizenship, the most moderate approach among the three, prioritizes accepting diversity and promotes a sense of common humanity. This last approach was used by UNESCO (2013) when formulating their definition of global citizenship, which is based on the universal assumptions that global citizenship: does not imply a legal status; incorporates a sense of global community and common humanity; serves as a framework for collective and civic action; and utilizes respect for the universal values of human rights as its foundation. This definition also aligns with a position paper written for the IB by Davy (2011), stating global citizenship as "caring, inclusive, and responsive" (p.4). A distinctive quality of transformationalist global citizenship is its concern for global well-being without diminishing the

importance of local and national interactions. In this way, a transformationalist global citizen may act locally but nevertheless have a global impact.

In addition to multiple approaches to global citizenship, the concept is often divided into dimensions. Hanvey's (1975) seminal work originally separated the concept of global perspectives into five dimensions: cross-cultural, planet, multiple perspective, self-awareness, and global dynamics. Since this separation of GCED into areas of knowledge and understandings, the dimensions within GCED have similarly evolved into three major areas: awareness, responsibility, and engagement (Schattle, 2009). As an example, Morais and Ogden's (2010) global citizenship scale—an initial attempt to measure GCED within higher education—separated the term into three similar domains: social responsibility, global competence, and global civic engagement. In a similar vein, UNESCO's (2015) framework divides GCED into three conceptual domains: cognitive, socio-emotional, and behavioral—a decision heavily influenced by the pillars of learning in the Delors Report (1996), "learning to know, to do, to be, and to live together" (UNESCO, 2015, p. 22).

1.2. UNESCO GCED FRAMEWORK

Despite largely undisputed claims regarding the importance of teaching global citizenship in international education, no GCED standard exists. As a document created with international consensus by a team of experts, UNESCO's (2015) framework and pedagogical guideline in *Global Citizenship Education: Topics and Learning Objectives* offers a potential solution to this tension and serves as a base for GCED goals, learning objectives and competencies that have been developed and agreed-upon by leading international experts. This document provides educational institutions with an international standard to assist in the development of GCED curriculum at the supplier level through the provision of learning objectives and topics addressing all conceptual dimensions of GCED, developing a basis on which a means of assessing progress may be developed. Each domain is discussed individually.

1.2.1. COGNITIVE DOMAIN

The cognitive domain of GCED may be categorized as the area most pertaining to traditional education, as it encompasses the learning of facts and skills to develop critical thinking in order to better understand the world. UNSECO (2015) identifies the learning outcomes in this dimension as developing skills for critical thinking and analysis, in addition to acquiring knowledge that enables the realization of the interconnectedness and interdependency of local, national, and global issues. Key learner attributes achieved through this education include critical inquiry, media literacy, and an understanding of how information is communicated.

1.2.2. SOCIO-EMOTIONAL DOMAIN

UNESCO (2015) defines the socio-emotional domain learning outcomes as creating a sense of common humanity, teaching respect, empathy, and solidarity for diverse cultures. This dimension relates to the core values of individuals, and expected learner attributes are the understanding of identities and the importance of belonging, and aims to develop "understanding of the complex relationship between diversity and commonality" (UNESCO, 2015, p. 23). In order to develop learner attributes relating to the socio-emotional domain of global citizenship, UNESCO (2015) contends that

learners must first learn about their own identity in relation to others, which will serve as a basis for understanding interrelationships on a larger scale.

1.2.3. BEHAVIORAL DOMAIN

The behavioral domain of UNESCO's (2015) guidelines specify action, as global citizens must act locally, nationally, and globally to promote a sustainable world. The expected learning outcomes outlined by UNESCO (2015) require learners to "develop motivation and willingness to take necessary actions" (p. 22). Learner attributes achieved in this dimension incorporate the cognitive and socio-emotional domains, including the reflection of ethical conflicts, developing the knowledge, skills, and caring attitudes necessary to develop the desire and motivation to engage in civic action (UNESCO, 2015). This category is last to develop and is challenging to teach as this domain requires the most student agency.

2. MEASURING SUPPLIER LEVEL GLOBAL CITIZENSHIP EDUCATION

In response to UN SDG Target 4.7, thematic indicators were created with the purpose of measuring international progress in addressing the establishment of GCED elements within education. Thematic indicator 4.7.4 is intended to directly measure the extent of GCED in all areas of education, creating GCED measurement attempts at an unprecedented international scale (UNESCO, 2016). To gather data and report progress on this goal, UNESCO works in partnership with other organizations, such as the Global Education Monitoring (GEM) Report Team. To assist in data collection, three levels of GCED were proposed in a background paper commissioned by UNESCO: societal, supplier, and receiver (Skirbekk, Potancoková, & Stonawski, 2013). Investigating GCED at the supplier level incorporates characteristics of educational systems, teachers, and curriculum (Skirbekk et al., 2013). To that aim, UNESCO (2016) has researched both national frameworks and informal programs for GCED elements.

Assessment tools serve as artifacts that represent what education institutions value (Bhattacharya, 2017). Consequently, a recent study convened by the Center for Universal Education at Brookings Institution, UNESCO, and UN GEFI Youth Advocacy Group (YAG), compiled a catalog of GCED measurement tools in both formal and informal education from class-level to national-level (YAG, 2017). The UNESCO (2015) GCED framework was used in the study to identify which aspects of GCED are being prioritized in these institutions. Whereas forty-nine assessment tools were identified, only six contained elements assessing all GCED domains and topics; furthermore, only thirty-two included elements requiring a form of engagement (YAG, 2017). This implies that while there are basic assessments for GCED in place across the globe, the dimensions and competencies are unevenly promoted. While recent studies have demonstrated that the coverage of teaching topics related to GCED is gaining popularity, there is still a distinct lack of assessment regarding cognitive skills, behaviors, and attitudes within national frameworks; however, there have been some attempts to address these areas in informal programs (IBE-UNESCO, 2016; Stepanek Lockhart, 2016). To evaluate a program on its expected GCED learning outcomes, it must be assessed as a potential supplier.

The UNESCO (2015) GCED framework is the most extensive, internationally agreed-upon standard to date. As the IB is a private international program that has not been assessed by these UN-funded studies, this paper draws comparisons between the DP core written curriculum with the UNESCO

GCED framework in order to determine which UNESCO GCED topics and learning objectives are already being addressed by the program.

3. INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME CORE AS A SUPPLIER OF GCED

International Baccalaureate's status as an educational institution makes it a potential supplier of GCED. From the beginning of the DP in 1968, providing education to the "whole person" was considered an essential component (Walker, 2011). While the program arose from meeting the need of a pre-university qualification that allowed for the international scholastic mobility of children from predominantly expatriate families, the DP has expanded and now includes many state education departments (IBO, 2015b). This demographic change has created an urgent need to emphasize international mindedness explicitly within the IB pedagogy, as many state institutions lack the diverse nationalities typically associated with international schools. The DP addresses international mindedness in all components of its program, and the current model has remained relatively unchanged since its inception. The DP is comprised of six distinctive subject areas studied at two levels, which are linked to the DP core, the heart of the DP that includes a study of the theory of knowledge (TOK), an independent research project called the extended essay, and the creativity, activity, and service (CAS) element. These components work together to reinforce the IB learner profile and international mindedness within the IB.

The DP core currently has three aims, the first being, "to foster international mindedness and encourage students to become responsible and actively involved global citizens" (IBO, 2020, p. 4). Despite this aim, the DP core guides only briefly mention global citizenship within the written curriculum. The IB does not offer set guidance on the definition of global citizenship, link specific learning objectives to global citizenship, nor has it put assessment procedures in place to determine which GCED learning objectives are being reached. The DP core is comprised of the only courses that all DP candidates share. Other subjects depend on student choice and school availability, but the DP core remains the same in each school, country, and region across the IB. All three components must be completed to achieve the Diploma and several aims in line with UNESCO's (2015) GCED topics and learning objectives may be found the guides of these courses. The UNESCO domains and objectives may be considered an international standard of comparison in order to study the DP core to identify which GCED learning objectives are being addressed in accordance with SDG Target 4.7 due to the IB's current lack of specific GCED guidance.

3.1. THE THEORY OF KNOWLEDGE

The TOK is a course that teaches students about different types of knowledge and the process of knowing (IBO, 2015b). In February 2020, the IB released the new TOK guide that included major changes to the curriculum and course aims in order to adapt to the current needs of students. The previous component that focused on the eight ways of knowing has been replaced with a core module focusing on "Knowledge and the Knower," with a new emphasis that links to the IB learner profile, reinforcing the IB continuum and reducing the subject-specific terminology which helps students interact with TOK in a meaningful way across the DP (IBO, 2020, p. 14). Over the course of two years, students also study two optional themes of interaction with knowledge in depth, in addition to five required areas of knowledge.

There are several ways in which the TOK reinforces GCED competencies and the IB's international mindedness values. Using themes, students learn to question how they have obtained their knowledge within specific areas and make connections to shared and personal knowledge to create perspective awareness of how and why personal views may differ from those of others. The IB states that global issues are often based on significant knowledge questions that the TOK contributes to by providing needed skills to understand the complexity of these issues, thereby assisting students' global engagement by enabling students to confront complex controversies (IBO, 2013b). It also encourages students to explore the "interdependent influence of knowledge and culture," and interact with topics relevant to our global societies today, such as knowledge and technology, knowledge and politics, or knowledge and indigenous societies, all of which are optional themes for the course (IBO, 2020, p. 7). These themes offer the possibility of reinforcing the cognitive dimension GCED learning objectives for the upper secondary category such as Topic 2, "Critically examine local, national and global issues, responsibilities, and consequences of decision-making, examine and propose appropriate responses" (UNESCO, 2015, p. 31).

The aims of the TOK have been updated and may be compared with UNESCO's GCED learning objectives. The first three revised aims encourage students to reflect on difficult questions and their personal knowledge. The fourth and fifth aims relate to UNESCO's GCED socio-emotional domain, Topic 6, which requires students to critically analyze alternative perspectives. The UNESCO (2015) learning objective for the upper-secondary age bracket for this topic requires students to "develop and apply values, attitudes and skills to manage and engage with diverse groups and perspectives" (p. 31). This shared objective is directly addressed through TOK's aim to engage students with multiple perspectives (IBO, 2020, p. 8). The final aim of the TOK partially relates to UNESCO's (2015) Topic 8 within the behavioral domain. This topic relates to ethical behavior, requiring students to "critically assess issues of social justice and ethical responsibility" (UNESCO, 2015, pg. 31). The TOK aims to "prompt students to consider the importance of values, responsibilities and ethical concerns relating to the production, acquisition, application and communication of knowledge" (IBO, 2020, p. 8). The TOK does not, however, require action on the part of the learner as a result of the thinking, and therefore does not completely overlap the GCED objective for the behavioral domain.

Although TOK aligns with aspects of GCED, TOK in practice requires the support of the school community to achieve the aims within the written curriculum. While it is impossible to know how the new changes to the TOK will affect future outcomes, a previous research report prepared for the IB by Cole, Gannon, Rooney, and Ullman (2014) found that students may not understand the full value offered by TOK classes. In the study, students were asked if they believed the TOK had improved their "life-skills" and "critical-thinking skills," and while results indicated that students believed the course developed their critical-thinking skills, students mildly disagreed that it helped develop life-skills (Cole et al., 2014). Perceptions of the TOK amongst students also varied from it being helpful in the understanding of content courses, to believing it lacked relevance or purpose. Additionally, the study found different approaches amongst the schools. Some schools considered sharing knowledge from the TOK a priority, while others reported that non-TOK teachers resisted addressing this transdisciplinary content in subject classes (Cole et al., 2014). A lack of consistency in approach to the TOK and its relation to the overall DP limits its effectiveness. The TOK offers excellent potential for student growth and to operate as a forum to discuss citizenship and values if given the opportunity by the learning community, administrators, and teachers, all of whom have a high impact on the overall effectiveness of the course. Perhaps the new changes will allow students to interact with the TOK more authentically and increase their understanding of how to apply these skills to their daily lives and

other subjects. It is clear, however, that for the TOK to succeed in all its aims, a school community approach is needed.

3.2. GCED IN THE EXTENDED ESSAY

The extended essay, a 4,000-word document prepared outside of subject classes, provides students with the opportunity to carry out an in-depth investigation (IBO, 2015b). The topic is related to one of the student's chosen subjects and its aims are intended to develop the writing, communication, research literacy, and reflective skills necessary for post-secondary success. It has potential to contribute to GCED by providing "students with the opportunity to become more internationally minded by engaging with the local and global communities on topics of personal inquiry" but it does not explicitly require or assess global engagement when evaluating their topic (IBO, 2016, p. 36).

An alternative to the traditional extended essay that is more suited to the UNESCO GCED learning objectives, as well as fulfilling the first DP core aim to prepare students for global citizenship, is the world studies extended essay. The IB states that the DP core "should encourage an exploration of issues of global significance and in so doing allow students to examine links between the local and the global." (IBO, 2016, p. 17). The world studies option is an investigation that is carried out on a global topic, incorporates two DP subject areas, and focuses on the development of global sensitivity, understanding, and self (IBO, 2015b). While the traditional extended essay does not necessarily meet any UNESCO (2015) GCED learning objectives, the world studies extended essay has the potential to fulfill Topic 2 within the cognitive domain, which concerns the connectedness between global and local issues. The world studies essay also relates to Topic 5 within the socio-emotional domain, in which students must reflect on the interconnectedness of different communities and groups.

Regarding the measurement of these GCED competencies, there is some structure in place that could be used within the world studies essay. The extended essays are assessed using a best-fit approach to these criteria: focus and method, knowledge and understanding, critical thinking, presentation, and engagement. In the world studies extended essay, Criterion A: focus and method, requires students to investigate a local manifestation of a global issue (IBO, 2016). Criterion B: knowledge and understanding, and Criterion C: critical thinking, reinforce the GCED cognitive dimensional competencies by ensuring students carry out inquiries related to issues of local and global importance, and the socio-emotional domain topic 5, relating to the interconnectedness of different communities. The required reflection assessed through Criterion E: Engagement, in combination with the requirement that the essay pertain to a local issue, provides opportunities for potential action by the student as a result of their inquiry, which would then fulfill some behavioral domain objectives, although this is not the intended focus of the engagement reflection. None of these opportunities to assess GCED is present in the traditional extended essay, although GCED concepts may also be found depending on the research topic chosen by the student.

3.3. GCED IN CREATIVITY, ACTIVITY, AND SERVICE

The creativity, activity, and service (CAS) element of the DP core is a critical component that develops international mindedness (IBO, 2015a). It is through CAS that students may carry out all learning objectives for upper-secondary students within the behavioral domain of UNESCO's (2015) GCED goals. There are seven learning outcomes that must be achieved by the student in order to complete

CAS (IBO, 2015a). These learning outcomes, if used for service or topics pertaining to civic action, would fulfill some behavioral dimension of UNESCO's GCED learning objectives.

Learning outcomes six and seven are particularly relevant to GCED competencies. In outcome six, students must be able to "demonstrate engagement with issues of global significance," a requirement that relates to the behavioral domain in general (IBO, 2015a, p. 12). The descriptor for the required learning outcome goes further in depth and details that students must demonstrate their understanding of these issues in addition to making responsible decisions and taking appropriate action at a local, national, or international level (IBO, 2015a, p. 12). This detailed outcome demonstrates the compatibility of CAS with the UNESCO (2015) GCED behavioral domain Topic 8 and 9, which include ethically responsible behavior and getting engaged and taking action. However, when moving toward the specific learning objectives for the upper secondary age bracket, the CAS outcomes do not include Topic 8's learning objective to "critically assess issues of social justice and ethical responsibility and take action to challenge discrimination and inequality," nor Topic 9's "propose action for and become agents of positive change" (UNESCO, 2015, p. 31). While the seventh CAS outcome requires students to and the seventh outcome requires students to "recognize and consider the ethics of choices and actions," it does not specifically address issues of inequality or require students to be the agents to initiate actions, but rather to respond (IBO, 2015a, p. 12). There is no denying that CAS has a positive impact on GCED objectives and learning outcomes overall, however no assumption can be made that the current CAS model prepares students in all areas of the behavioral dimension for upper-secondary students. An additional behavioral domain topic CAS does not currently address is developing and applying skills for effective civic action, and while CAS addresses the general topics, the aims do not give the same level of specificity as the global citizenship competencies at UNESCO's expected upper-secondary level. This should be carefully considered by schools when developing their CAS programs. It is also possible within CAS for students to choose a major project focusing on only one of the three components of CAS, thereby permitting students to undertake a substantial creative or active project instead of a substantial service project while completing the CAS requirements. While a student may be internationally-minded while pursuing a non-service project within the DP, they may not reach all of the GCED competencies, as engagement in global citizenship requires civic action.

Areas for improvement in CAS's promotion of international mindedness and global engagement may be identified through a study submitted to the IB by Hayden, Hemmens, McIntosh, Sandoval-Hernandez, and Thomson (2017), which found that "changed world view" and "make better judgments" were amongst the lowest outcomes students reported in a survey that asked coordinators, students, and alumni about personal changes as a result of their CAS experience. Additionally, while some students agreed that CAS had increased their awareness of responsibility towards other people, fewer agreed that it had contributed towards international mindedness or their responsibilities towards the environment (Hayden et al., 2017). Perhaps one limitation towards the contribution of CAS to internationally minded goals is a perceived lack of service opportunities, an issue that CAS coordinators should assist in overcoming. In the area of the CAS survey discussing drawbacks, researchers highlighted the difficulty some students reported in finding opportunities for CAS fulfillment (Hayden et al., 2017). The successful implementation of CAS programs that promote global citizenship may be the responsibility of the school administration, the learning community, and the CAS coordinator. Suggested improvements included creating explicit aims for CAS as a school (Hayden et al., 2017). IB World Schools should actively assist students in finding ways to use the CAS to improve citizenship competencies in local contexts, and to integrate CAS opportunities into the school. Students must also be reminded of the interconnectedness between local and global issues. CAS has great potential to

assist in developing GCED competencies, but it requires support from the school community to move beyond the set CAS aims provided by the DP.

3.4. SUMMARY

In conclusion, GCED is now a well-established and growing field of study in education. International organizations, such as UNESCO (2015), GEFI-YAG (2017), and GEM Report (2018), are taking measures to improve GCED measurements in compliance with SDG indicators. Smaller-scale research has also been carried out with the intention of creating instruments for the specific purpose of measuring GCED competencies at the receiver level. The IB has not clearly defined its definition of global citizenship, instead preferring international mindedness as its terminology; however, the lack of specific direction within the DP written curriculum implies that international mindedness and GCED are not interchangeable. Specific competencies are being identified in order to measure progress towards GCED in accordance with SDG Target 4.7 and not all of these are currently being addressed by the DP core. The TOK and extended essay provides an opportunity to develop the cognitive domain, however objectives such as Topic 1, which requires students to understand and analyze government structures at local, national, and international levels, are not addressed. International mindedness closely resembles the socio-emotional domains of GCED, and the TOK and extended essay requirements to understand and analyze alternative perspectives strengthen this domain amongst students. The behavioral domain is addressed in some elements of the DP core, such as the TOK focus on ethics, or the CAS service element, but the final association with civic action is not present in any component. Furthermore, the DP does not have a system of measurement in place to determine GCED or international mindedness within most aspects of the core, making it currently difficult to measure GCED competencies amongst students to assess progress towards meeting SDG Target 4.7.

4. DISCUSSION

Despite the growing demand for global citizenship education, and current attempts by governmental and non-governmental organizations to implement and measure GCED, no such structure to measure global citizenship explicitly within the IB Diploma Programme exists. Due to the lack of measurement within the DP core or in subject guides, it is currently difficult to assess what GCED is being achieved at a receiver level. UNESCO, GEM Report, and other organizations are proposing measurement tools to assess supplier and receiver level GCED within both national curriculums and extracurricular settings. GEM does not include the IB curriculum in its report and the YAG (2017) study only included institutions and NGO's that operate up to the national level. Therefore, international organizations like the IB were not considered for ways in which they address or measure GCED in these reports that informed progress made towards SDG Target 4.7. To date, the IB lacks an outside assessor determining the GCED status of its programs and should therefore consider developing its own assessment structure for GCED. To do this, it must first develop its own GCED position and assess its written curriculum for GCED learning objectives.

The IB mission statement puts international mindedness at the forefront of its policies, and the DP core is considered a significant component of fostering this mindset (IBO, 2015a). As a supplier of GCED, the DP core provides opportunities for students to engage with topics relating to global citizenship and includes some GCED components in course aims. However, it is possible that not all GCED objectives outlined by UNESCO (2015) are being addressed. The absence of requirements or

assessment in place to determine global citizenship within the DP negatively impacts current opportunities to determine which GCED learning objectives are being taught at an institutional level within the DP core, and researchers are currently unable to assess how it is being received at the individual or student level. One reason for the lack of measurement regarding global citizenship is the absence of an official IB global citizenship position. While similar, not all competencies of international mindedness and global citizenship overlap.

While the IB is still renowned for its dedication to international mindedness, with the rise of ESD and GCED-incorporated curriculums around the world, the IB must adapt to remain competitive. Even when IB parameters are met in an IB World School, the current DP core does not address some areas of the GCED learning objectives for the upper-secondary student 16-18 age bracket, such as civic action. Therefore, in order for the DP to meet SDG Target 4.7, it must decide on an official global citizenship position and develop an action plan to meet the various components of GCED. By formulating a curriculum that measures international mindedness and global citizenship explicitly, the DP would improve its GCED learning outcomes. Davy (2011) recommended that the IB strengthen GCED elements in the IB curriculum and develop international mindedness and global citizenship assessment tools. The DP relies heavily on the core to provide the international mindedness and action elements, yet teachers are permitted to bypass potential links to TOK and CAS in disciplinary subjects, thereby limiting the possibilities to provide greater relevance in students' everyday education, and the core does not address all objectives and topic areas outlined by UNESCO (2015).

As Castro, Lundgren, and Wooden (2013) noted in an exploratory study into international mindedness in the IB, the organization is responsible not only for creating an internationally admissible curriculum but also allowing "for diverse contextual interpretations," which prevents the IB from taking political positions and may discourage their stance on global engagement (p.57). Some critics believe GCED is a western-centered social construct that may impose contested values on another population (Stepanek Lockhart, 2016). It is possible that the IB is attempting to avoid imposing western-dominant beliefs; however, the avoidance of taking a political position should not prevent the fostering of global engagement, nor should it prevent civics education. It is impossible to adhere to the IB's mission statement to create a more peaceful world without taking action, and civic engagement is a vital aspect of responsible citizenship, an area of engagement not addressed in the components of the DP core.

The opinion that the DP written curriculum needs adjustment to better support civic elements within GCED is supported by Castro et al.'s (2015) findings that within the IB, "engagement… stops short of politics and position-taking in relation to social justice" (p. 193). This hinders students' ability to take action to create change, a finding also reflected in Hayden's et al. (2017) research that indicated that students often have difficulty in finding opportunities to fulfill CAS requirements. The basis of GCED allows for global issues to be addressed in local contexts, a concept similar to the issues encouraged by the world studies extended essay, allowing for individual schools to adhere to GCED learning objectives that align with local needs and social constructs.

The IB's dedication to international mindedness can be seen throughout the IB continuum, including the DP core, and there are many opportunities for students to consider alternative perspectives and develop empathy for others. However, there is currently no viable means of assessing the extent to which this mindset is being adopted by students, nor how it is changing their actions. International mindedness itself is not an area widely assessed in the DP due to the argument that higher-order cognitive skills and attitudes are difficult to measure. CAS, which includes internationally-minded learning outcomes, makes the use of a portfolio for this reason. The IB states that elements of international mindedness, such as attitudes, are only "addressed through non-assessed elements" of its

programs (IBO, 2013a, p. 115). The previous position of the IB on not assessing international mindedness is falling behind current trends led by the ESD and GCED movements within education; and while changes have been made to the newly revised TOK, the assessment criteria remain largely unchanged, the extended essay does not provide GCED assessment opportunities if it is not a world studies essay, and CAS does not require specific levels of competencies beyond each learning outcome having been met at least once throughout the course.

Yokohama International School is an example of an IB World School that believes so strongly that the IB education is not sufficient when teaching GCED, that they created their own Global Citizen Diploma (MacDonald & James, 2011). Now that the international government bodies are moving forward with GCED curriculums and guidelines, the IB should consider its pedagogical position on not assessing international mindedness or global engagement. The UNESCO's (2015) GCED learning objectives, developed by international education experts and tested in every region, would provide the DP with an excellent resource to further develop the GCED learning objectives and help the IB remain competitive in the realm of international education.

Were the IB to create a system of measurement to assess the development of and global citizenship competencies in students, or to monitor its implementation in the DP core, the IB would assist IB World Schools in creating opportunities for DP candidates to make the choice to become active, responsible global citizens and to make as they prepare to enter the realm of adult responsibilities with full civic rights and duties. It is time for the DP to join the SDG target 4.7 initiative to improve GCED in all curriculums. In this way, they will continue to be leaders in education as our global community learns how to best prepare our students for the global issues they will encounter in the future.

5. FUTURE RESEARCH

Global citizenship education is essential in our globalized society, and this research shows that GCED within the IB is an area of research currently under investigation. Popusoi and Holman (2019) noted in an annotated bibliography reported to the IB that out of 113 identified reports in 2018, international mindedness was one of the most widely referenced terms, and eight documents explicitly researched IB in relation to global citizenship. In addition to research relating to the IB and global citizenship, GCED measurement also requires further research. This study focused on the DP core as a supplier of GCED, but there remain many subject guides within the DP that could be studied to determine the full potential of the DP curriculum as a GCED supplier. This study offers several avenues for further research, such as assessment development, civic education in the DP, or global engagement practices in IB World Schools. GCED is a growing field of education, and as UNESCO refines its measurement indicators, information relating to GCED will become increasingly accessible regarding national curriculums. The IBO should work to adhere to all SDG goals and further refine their own GCED standards and create a measurement tool to ensure all global citizenship domains are being addressed equally at IBO World Schools. In this way the IB will continue to prepare its alumni to create a better and more peaceful world.

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