

Language
and learning

Inclusive
education

Global
engagement

Multiple
programme schools

Learning stories from the IB continuum share examples of good practice from IB World Schools in order to promote inquiry, action and reflection by educators and school learning communities. School samples in this series represent a range of development and application of IB programme standards and practices.

A global learning story about responsible action

Background information

The International School Manila (ISM) is an independent international school in the Philippines whose structures and traditions reflect an educational heritage from the United States. ISM has offered the IB Diploma Programme since 1975. The school's mission is to “build a vibrant learning community” where people live “positively, joyfully and ethically”. Every age group participates in service learning—with a particular focus on “Education for all” as the key to creating a better world. The school's service learning goals are to:

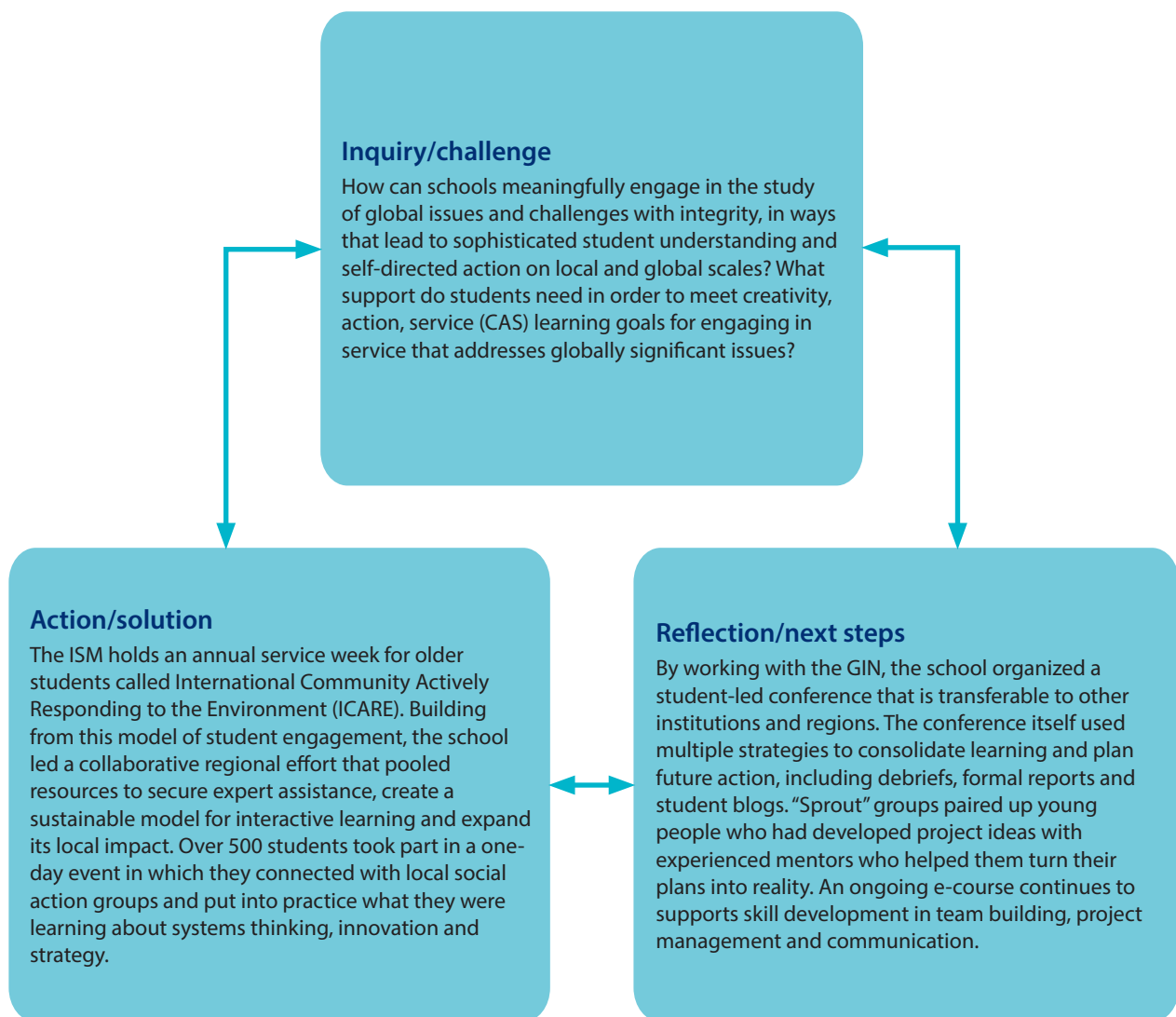
- develop awareness of injustices in the ISM community, the Philippines and the world
- develop genuine compassion leading to lifelong involvement in community service
- develop responsible citizens (individuals whose actions add harmony to the world)
- develop disciplined thinkers (individuals who avoid thinking in black-and-white and instead seek to understand the complex nature of issues)
- develop the understandings that “the main cause of poverty is injustice” and “poor children have the same potential as advantaged children, they only lack opportunity”
- think globally but live more locally.



ISM put these principles into practice and demonstrated its strong commitment to collaborative planning by hosting a student conference in partnership with the Global Issues Network (GIN). GIN was launched in 2007 by teachers and students from six international schools in Europe. The programme was inspired by the IB community theme “Sharing our humanity” and by Jean-François Rischard, former World Bank Vice-President for Europe. His book *High Noon: Twenty Global Problems, Twenty Years to Solve Them* promotes cooperation to address critical challenges involving water management, climate change, environmental sustainability, global health and extreme poverty.



Using global contexts to understand local challenges, the school engages Filipino social entrepreneurs and artists to address pressing community concerns: safety for homeless children and preservation of mangrove forests in the Philippines (a focus of conservation leadership by Filipina scientist Jurgenne Primavera). For the GIN conference, students grounded their learning in a day of action in Manila, a developing Asian megacity. Along with the East Asia Regional Council of Schools (EARCOS), the ISM works alongside other international schools committed to collaboration, communication, intercultural understanding and access to broader educational opportunities. EARCOS promotes friendship among the many cultures of countries as diverse as China, Fiji, Hong Kong, India, Indonesia, Laos, Malaysia, Mongolia, Myanmar, Philippines, South Korea, Thailand and Vietnam.



Standards and practices

ISM's inquiry, action and reflection on global challenges demonstrates growth toward the following IB *Programme standards and practices* (2010).

A: Philosophy

5. The school promotes responsible action within and beyond the school community.

B2: Resources and support

11. The school utilizes the resources and expertise of the community to enhance learning within the programme(s).

C2: Written curriculum

7. The written curriculum promotes students' awareness of individual, local, national and world issues.

C3: Teaching and learning

6. Teaching and learning addresses human commonality, diversity and multiple perspectives.



On their IB journey, schools reflect and report on their implementation of these standards for programme authorization and ongoing programme evaluation.

Highlights



Adapted from "Pyramid Lite: A Simplified Version of the Pyramid Workshop Process — PYRAMID 2012 Special Edition," © 2012 by AtKisson, Inc., used with permission.

In the GIN Manila 2012 conference on "Compassionate Action", ISM used AtKisson Group's "Pyramid for action" to create "sustainable action planning" workshops (SAPs) that empowered students to serve as group facilitators, providing a framework for sustained inquiry and responsible action. This strategy developed students' conceptual understanding, knowledge base, approaches to learning (skill development), dispositional awareness and emotional intelligence.

Before, during and after the conference, students used blogs to analyse issues, report progress and reflect on action. One group explored sustainable management of world fisheries and aquaculture. Here is an example from their introduction to this issue of global significance.

There's a silent genocide going on in the seas, beyond where our eyes can see, beyond the patrol of policemen, outside in countless waters. Do we think twice about the sushi we eat—have we ever asked where exactly it was from and what method was used to catch the fish? That tuna we so frequently find in our diet, and consume without questioning of its origin, could've been caught through dynamite fishing, or bottom trawling, and on the way could've destroyed vital ecosystems in water such as coral reefs (which breed young fish) and other vulnerable habitats. That piece of tuna could've been caught by huge international corporations, and local fishermen may have lost jobs and who knows what sort of domino effect that may have had—what skills would they have now to be proud of, and what income would they have to support their families? How do we change their default mindset of “a war between the fishes and humanity,” and how do we promote the sense of interconnectedness between our fisheries and ourselves? The issue of fisheries depletion is a massive one, and it stretches on and on to the most fundamental aspects of not only our environment, our society, our economy, but also our personal and emotional well being.

Building a case for change, the group used a “compass” approach (with the mnemonic N/E/S/W) to create a multidimensional analysis of issues, systems, leverage points, feedback loops and creative solutions. They organized their initial inquiry as follows.

Nature

1. Increased population of formerly endangered marine species, including fish.
2. Decrease the use of harmful fishing practices such as bottom trawling, dynamite, electro-fishing, etc.
3. Less pollution caused by human activities, which kill marine life including fish, such as oil spills, garbage, toxic runoff, etc.
4. More conservation of natural ecosystems and protecting fish, coral, and other important species.

Economy

1. Job security of those involved in the fishing industry.
2. Ensuring that the fishing industry does not suffer massive losses as fish supplies are depleted.
3. Increased market share of small scale fishing companies or individual fishermen, who face being crowded out by large corporations.
4. Increased dedication to sustainable fishing practices from involved corporations, such as supermarket giants and fishing companies.

Society

1. Increased awareness amongst consumers of the issue of fisheries depletion, so that they can make more sustainable dietary choices.
2. Increased efforts from governments to address the issue of fisheries depletion.
3. Increased societal pressure on involved businesses and corporations to make public information regarding the way they acquire their fish.



Well being

1. Protection of communities and individual fishermen whose lifestyles and well-being are inextricably tied to the health of world fisheries.
2. Protection of consumers of fish from increasing levels of harmful toxins in the animal due to human pollution, such as increased levels of mercury.

This kind of analysis serves as the starting point from which students are continuing to develop and implement sustainable initiatives that address key challenges across many scales (local, regional, national, international and global).

Additional information

<http://www.pyramid2012.wordpress.com>

<http://www.gk1world.com>

<http://www.earcos.org>

<http://www.constructing-learning.com>

<http://www.ismanila.org>

<http://www.tigweb.org>

<http://www.global-issues-network.org>

<http://www.ginmanila2012.wordpress.com>

<http://sustainability.ism-online.org/>