A STUDY OF INTERNATIONAL SCHOOLS AND INTERNATIONAL EDUCATION: TRENDS, APPROACHES AND PRACTICES

Dissertation

SUBMITTED TO THE NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION, NEW DELHI IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF PHILOSOPHY (M.PHIL)
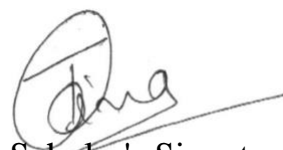
(TINA THAKUR)

**NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION, NEW DELHI
MAY/2021**

DECLARATION BY THE SCHOLAR

This is to certify that the M.Phil. Dissertation being submitted by me on the topic entitled 'A study of International Schools and International Education: Trends, Approaches and Practices' has been completed under the guidance of Prof. Pranati Panda. It is declared that the present study has not previously formed the basis for the award of any Degree, Diploma, Associateship or Fellowship to this or any other University.

Scholar's Signature

(Tina Thakur)

CERTIFICATE OF THE SUPERVISOR

This is to certify that the dissertation/thesis entitled 'A study of International Schools and International Education: Trends, Approaches and Practices' is the work undertaken by Ms. Tina Thakur under my supervision and guidance as part of her M.Phil. degree in this Institute. To the best of my knowledge, this is the original work conducted by him/her and the dissertation/thesis may be sent for evaluation.

Supervisor's Signature

(Pranati Panda)

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Abbreviations

ATL- Approaches to Learning

CAS- Creativity, Activity, Service

CBSE- Central Board of Secondary Education

CIS- Council of International Schools

CP- Career Programme

DP- Diploma Programme

ECIS- European Council of International Schools

IB- International Baccalaureate

IBO- International Baccalaureate Organisation

ICSE- Indian Certificate of Secondary Education

ICT- Information and Communication Technology

IGCSE- International General Certificate of Secondary Education

ISA- International Schools Association

MHRD- Ministry of Human Resource Development

MYP- Middle Years Programme

NCERT- National Council of Educational Research and Training

NIEPA- National Institute of Educational Planning and Administration

PD- Professional Development

PYP- Primary Years Programme

STEM- Science, Technology, Engineering and Mathematics

TOK- Theory of Knowledge

UNESCO- United Nations Educational, Scientific and Cultural
Organization

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Chapter 1

Introduction

1. 1 Background of the study

India has over 1.5 million schools, over 9 million teachers and more than 240 million enrolments[1]. It is home to the largest and most complex education system in the world. "The 1990s liberalization policy gave impetus to private un-aided schools" in the country (Sujatha and G. Rani, 2011). After the NPE 1986, and Liberalization Policy 1990, International schools, which were affiliated to foreign boards, started growing in numbers (Narula, 2012). The international schools were initially started in the Europe with the aim of catering to children of expatriates. However, globalization led to increased movement of people, goods and services across the world. This created a global market with several employment opportunities. Another consequence was the increase in the population of middle income groups in the developing countries and their growing aspirations to reap the benefits of these opportunities. International schools were seen as equipping students with the skills required for global market. As a result, many local elite students started attending the international schools to obtain qualifications that can help them get employment or higher education in foreign country with ease. Therefore, International schools with their emphasis on international mindedness and global citizenship started becoming popular.

There has been a significant growth in the number of schools affiliated to international boards in India specially in the last decade. These schools are known as International School, Global School, World School etc. It has been observed that the most popular international boards are namely International Baccalaureate (IB) and Cambridge International Examination (CIE). As of March 2021, there are 186 schools affiliated to the IB and 517 to CIE. The share of international schools is relatively small. However, the rate at which they are increasing is significant. The nature of international schools is varied and heterogeneous. They range from schools offering international curriculum, expatriate students and teachers to schools with local

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[1] http://dashboard.seshagun.gov.in/mhrdreports/#/home

students and teachers with or without any international board affiliation. They lack a clear structure and concrete set of rules and regulations governing them in India (Panda, 2015-16).

As a result, Ministry of Human Resource Development (MHRD) ordered to set up a committee to review the status of Indian Schools affiliated with foreign boards in 2005. A committee under the chairmanship of Shri P.R. Dasgupta was established which gave the following recommendations- No school should call itself an international school without the approval of the central government, a standing committees should scrutinize all applications for setting up schools affiliated to foreign boards, taking no objection certificate of the state government and foreign teachers should not exceed 20% of total teachers strength in the school (Panda, 2015-16). The recommendations also included that these schools should seek government clearance, upholding values of the constitution, making source of funding public and adapting curriculum to Indian context (Mukul, 2010). After the report submission of the committee no concrete actions have been taken so far. Though the discussions to bring the regulations continue. It was also argued that at a time when government is trying to attract foreign educational providers in higher education why should efforts be made to regulate schools affiliated to foreign boards. It was pointed out that such restrictions do not exist for schools affiliated to Indian boards (Mukul, 2010). There are reports that HRD ministry is wrestling with the idea of regulating international schools. It is believed that efforts being made in the direction to streamline growth of international schools but nothing concrete has happened so far (Chopra, 2015).With this background, the present study aims not only to map the trends in the growth of international schools but also to understand their practices and approaches.

1.2 Internationalization in the context of School Education

Globalization is a phenomenon that comprises multiple and drastic changes in all areas of politics, social life, particularly economics, technology, and culture. It has been referred to as stretching of social, political and economic activities across frontiers such that events, decisions and activities in one region of the world can come to have significance for individuals and communities in distant regions of the globe (Held et al., 2003). Therefore, Globalization can be understood as a global phenomenon which has far reaching impact. The impact can be seen in multiple spheres. Education is obviously not untouched by its effect. Greater mobility of

people for education from one country to another is one of its outcome but globalization's effect on education penetrates deeper.

Today, governments are increasingly engaged in forms of global educational exchange and policy- making through membership in such diverse institutions such as the Organisation for Economic Cooperation and Development (OECD), the World Bank, the European Union (EU), and the World Trade Organization (WTO). The formation of the United Nations Education and Cultural Organization (UNESCO) and the establishment of the Universal Declaration of Human Rights (UDHR) signalled a new era for global policy-making in education, opening ways towards proliferation of bilateral, multilateral, and non-governmental efforts to influence and transform educational systems and set global educational standards (Mundy et.al, 2016). International Organizations intervention in the education has no doubt brought some significant changes but has also led to several challenges. Schools in India have started affiliating themselves to the international curriculum and programs with the hope of bringing its education system at par with European education. The private schools are at the forefront in following the trend. European schools are considered as the gold standard of the school education. This has led to the increase in affiliation to international curriculums like IB and Cambridge with developing countries at the forefront.

Education has been transformed by globalisation and in order to respond to those changes Internationalisation has emerged as a means. Internationalisation is seen as a way to meet or to respond to these challenges. The presence of abundant literature makes it easy to understand the phenomenon of internationalisation in the sphere of Higher Education, unlike school education which is relatively recent. The absence of comprehensive study in examining the internationalisation in schools specially in the context of India poses challenges in understanding its different facets. The attempt of this study is to contribute to the literature in this less studied area. One of the reason for the inadequate attention to the process of Internationalisation in schools can be because schools have generally been strongly influenced by institutional pressures and forced to comply with practices and norms imposed by state authorities. It has been observed that "schools adopt policies that are congruent with government, professional group initiatives and prevailing social values and norms in order to gain support and legitimization" (Yemini, 2012). Traditionally schools have to abide by the rules and regulations of the state. Whereas Universities are considered to be more liberal and autonomous spaces.

In the context of education, internationalisation is a term that is increasingly applied to the process of including an 'international dimension' in education. Jane Knight (2004) defines internationalisation as a process of the integration of international, global and intercultural dimensions into the aims, functions and delivery of education. Different people associate differing meanings with internationalisation, using it in a variety of ways to describe varying content and contexts. In primary and secondary education, internationalisation traditionally refers to international schooling notions that originated from exclusive schools providing education for the children of diplomats. However, in recent years, this term evolved into the broader context of educating the 'global citizen' and has become increasingly common in local schools around the world (MacKenzie, 2010). The different factors leading to Internationalisation of education mentioned below are inter-linked. They cannot be strictly categorised as they flow from each other.

a) Liberalisation and Privatisation- Samuel Paul mentions opening up of economy due to liberalisation of policies, easier capital flows and access to new technologies facilitated by globalisation have helped expand the scale and modes of Internationalisation. The other reasons would include rising income of the middle class and increased awareness of the value of education (Paul, 2013). The entry of private players in the education who are employing business principles and luring investors and parents through their outcome oriented approach can be attributed as one of the reason. Increased involvement of private business organizations in schools also indirectly influences and pressurizes school leaders to adopt International practices in school.

b) Growth of Middle Class- The increase in purchasing capacity of middle class has led to their greater ability or scope for international mobility either for work or for leisure. They see international education as one of the medium through which one can gain greater exposure and skills. They see these skills as essential for younger generation to get easy access to higher education leading to better employment opportunities. Globalisation processes have increased the number of families who are moving around the world, as well as the demand for international education. At the same time scholars have observed that local elites desire an education for their children that is international in orientation and/or will be recognised in the global marketplace (Deppe et al, 2018). It is evident that the increase in the international schools has taken place in congruence with the growth in middle class demand for education.

c) Increases Employability- The integration of an international, intercultural and global dimension into the purpose, function and delivery of education at the school level stems from the recognized need to prepare skilled graduates adapted to higher education and the 21st-century workplace (Yemini, 2012). The school tries to instil these skills from the very beginning. The pedagogy and curriculum is altered to ensure that it fulfil the needs of the international market. The school recognises the growing need for workforce to participate in the global employment market which should be conversant with the requirements of the global work culture (Yeravdekar and Tiwari, 2017). It is argued that students with international education are better equipped and have greater chances of employability. The international education provided at school level is often seen by families, higher education institutions and employers as a form of cultural, linguistic or international capital that therefore distinguishes one group of students from another (Brown and Lauder, 2011).

d) Aspirations for higher education- The growing impact of globalisation and demands on universities and colleges to internationalise in every sphere suggest that Internationalisation cannot suddenly occur in tertiary education without direct continuation from the earlier stages of high school and even earlier stages. Thus, Internationalisation trickles down to schools. "Higher education institutions compete globally and seek out students with wide global knowledge, thus forcing schools to prepare internationalised graduates – meaning internationalised pupils" (Yemini, 2012). School becomes a training ground for the students which equips them with the most basic or essential skills to be able to compete for/in higher education which is highly Internationalised. Lowe (2002) mentions English-medium international schools offer the form of education which is seen by members of the socio-economic elite of that country as a means of giving their child a competitive edge by helping to prepare him or her for university level study in, for instance, the United States or the United Kingdom. Therefore, the aspiration for Higher Education seems to be one of the driving factor for taking up international education at school level. Higher Education both at home and abroad is highly internationalised. So, schools are given the responsibility of preparing students and equipping them essential attributes and skills to be able to compete internationally.

e) 21st Century Skills- The twenty-first century's technological and dynamic environment results in children living and studying in a global world using – of their own initiative –

novel tools, devices and skills, forcing schools to adapt to new ways of teaching and learning, including Internationalisation of the curriculum (Yemini, 2014). The compelling pressure to internationalize, owing to instantaneous international communication and rapid advances in transportation, which result in an increased need for intercultural and international understanding and knowledge, has become an urgent priority. International literacy has become critical to cultural, technological, economic and political health and thus education systems from kindergartens to universities are responding to its call (Yemini, 2012). The global waves of immigration, global economic competition and global awareness all serve to ignite contacts between people, organisations and nations from different origins and backgrounds, thus increasing the need for the capability to effectively communicate and engage internationally (Yemini, 2014).

These factors have contributed greatly in the growing popularity and demand for international education. International education is often used together with international schooling in the literature. International schooling is only a part of what constitutes international education (Marshall, 2014). The focus of this study is to understand the process of internationalisation of education through international schools. The study is an endeavour to understand and examine the environment created by the international schools to provide international education through various means.

1.3 Defining international school and international education

Defining international school and international education have remained at the centre of debate and discussion with no clear answers. One of the reasons is that the title of "international school is open for any school to adopt as they see fit" (Murphy, 2000; Walker, 2004). A school does not have to meet any well-defined criteria to call themselves an international school. Conversely, international education, however one chooses to define this term, is certainly not restricted to the campus of schools adopting the title of 'international school'. Therefore, it is "international schools are heterogeneous in type and origin" (Sylvester, 2002). The attempts at categorisation of International schools started with their emergence but as their numbers grew those categories could no longer be applied. With the globalisation not only their diversity has amplified but their nature and philosophy has also changed. The 'traditional' form of international school were mainly for the expatriate but another form of international schools has emerged catering to the local middle class of the host country. These new forms of

international schools are claimed to be more commercialised and market-driven (Hayden, 2011).

Increase in numbers and diversity of international schools has been complemented with the development of curriculum programmes to cater for them. These programmes are becoming popular and are even seen by many schools as indispensable for imparting international education. International schools in their attempt to acquire more global appeal are offering curriculum other than of the host country i.e. the one developed to be international. The International Baccalaureate (IB) Diploma developed in 1970 is considered first such programme followed by others GCSE offered by Cambridge International Examinations and Edexcel. In fact, the nature of the curriculum is a one of the factors that influences the choice made by parents. This is reflected in the small number of studies undertaken in the international school context. In research undertaken by MacKenzie, Hayden, and Thompson (2003) speculated that "the existence of the IB Diploma in schools was perceived as some guarantee of quality in the institution as a whole". Lowe's (2000) analysis of the IB Diploma further asserts that they serve "as a kind of guarantee or certification of the quality of the educational experience provided". Also consistently cited as a strong reason for parental choice of international school in a number of studies has been English-medium education (Mackenzie, Hayden and Thompson, 2003).

Until recently then, international schools could be seen to be catering for a globally mobile elite i.e. to the globally mobile members of the diplomatic community, officials of non-governmental organisations and others. In the recent past, however, the nature of this global elite has changed. While the globally mobile family still exists as a customer in the international school market, they have been joined by the non-globally mobile family. The former requires international education as they cannot speak local language of the host country whereas the latter need it for its international reputation enabling their children greater opportunities for higher education and employment in international market. In making such choices, parents are thus seeking the "symbolic capital embodied in international qualifications" (Lowe 2000). Therefore, the present study takes international schools offering IB curriculum (oldest and most renowned) in its purview to first understand the ways in which the schools seek to provide international education and also the role IB curriculum plays in the same. The attempt is to understand it through the experiences of educators teaching in IB schools.

1.4 Rationale

There has been a continuous increase in the number of international schools in the world. India today ranks sixth in the world for the number of IB schools. Though relatively the number of international schools are less but the growth rate is increasing constantly and it is predicted that this trend will continue. There is a need for comprehensive research in this field of study to be able to understand its trends, objectives, implications and future prospects. The proposed research is an attempt to understand international school as a context for providing international education and also to examine the role and relevance of an international curriculum in imparting international education.

1.5 Research Questions

1. What are the ways through which international schools are providing international education?
2. To what extent an international curriculum contribute in providing international education?
3. Does international school provide opportunity to students for local community engagement?

1.6 Research Objectives

- To trace the trends in the growth and development of international schools.
- To examine the various practices adopted by the international schools in providing international education in India.
- To analyse the role played by international schools in promoting international values.
- To examine the role and relevance of international curriculum in enabling schools to provide international education.
- To analyse how international schools accommodates the national and international context.
- To understand the ways in which international school engages with the local community.

1.7 Chapters Outline

This study has been organized in five chapters including the introduction and conclusion.

Chapter 1 is an Introduction to contextualize the study. The aim of this chapter is to introduce the context of the research, purpose, research questions and provide the structure of the thesis.

Chapter 2 explains the research methodology used to conduct the study. It elaborates on the nature of the research and various tools used to gather the data. Lastly, it shares the process adopted to analyse the data.

Chapter 3 gives detailed review of literature. Firstly, it provides an understanding of the International education and the evolution of this idea over the years. It will take into account various definitions or meanings provided by renowned international organisations and scholars. It highlights the role of international school as a context for international education. It briefly discusses the role of international curriculum, being offered in the international schools across the globe, in providing international education.

Chapter 4 presents the findings and analysis of the study. It begins by explaining the IB curriculum, its aim, objectives and underlying philosophy through its four programmes offered at different stages in schools. This background is essential to better understand the findings. The next section provides the popular trends in IB schools. With the help of primary data collected through interviews and questionnaires, an attempt to understand the practices followed in the international schools in India has been made.

Chapter 5 Last chapter is conclusion. It briefly mentions the key takeaway of the study while providing the scope for future research. The chapter tries to bring together the different aspects discussed in the study pertaining to international schools and shares some of the challenges in this field of research.

Chapter 2

Research Methodology

2.1 Methodology

The study uses qualitative research methods as it is in congruence with the purpose of the research. The study has been completed in five stages. The first stage includes extensive literature review to develop understanding of the idea or philosophy of international education, background and nature of international schools, role of international curriculum and the link between the three. Second step was going through official documents of International Baccalaureate (IB) published on their official website[2] to understand its underlying vision, philosophy, approaches and policies. Third phase is contacting academic coordinators and teachers of IB authorized schools in India for filling questionnaire. Fourth step is to conduct personal interviews with them for further information and discussion. Lastly, collating all the information received for analysis to answer the research questions. The information gathered through all the sources have been used to corroborate the findings.

Qualitative interviews are the main method in the study to gather different perspectives on the ways through which international schools are providing international education. "Qualitative interviews provide an insight into a phenomenon as they allow the respondents to reflect and reason on a variety of subjects in a different way" (Folkestad, 2008). Therefore, conducting interviews with the educators were seen as a way to understand the phenomena of internationalization of school education through the case of internationals schools. Interviews have helped in not only understanding the matter but also can suggest sources of corroboratory or contrary evidence.

2.2 Data Collection

Data collection was started from the third week of November 2020 and was completed by the mid of February 2021. The IBO's website provides list of the IB recognised schools worldwide. The website shares basic details of the schools including the IB programs they offer along with

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[2] https://www.ibo.org/

the name and contact details of the academic coordinators for each programme. The messages (through IB website) were sent thrice to all the academic coordinators of the affiliated schools in India. Fourteen academic coordinators responded to the message and filled a semi-structured questionnaire shared with them through email. Out of fourteen only eleven were used for the research as rest of them were either half-filled or had one or two words response which was not helpful. The reason for designing a semi-structured questionnaire is due to its "clear structure, sequence and focus, yet the format is open-ended which enables respondents to reply in their own terms" (Cohen et.al, 2007). Therefore, research opted for semi-structured questionnaires. The academic coordinators in the questionnaire were requested to share the details of teachers who have been teaching IB curriculum for at least two years. At least two years' experience is essential to understand the IB's philosophy and vision. Twenty teachers were roped in for filling another set of semi-structured questionnaire. Both the questionnaires (for academic coordinators and teachers) were divided into different themes with reference to research questions.

The next step was to conduct personal interviews with them. Responses received through questionnaires helped in developing questions for interviews. Ten respondents agreed for personal interviews. Out of which one dropped out as she and her family got Covid infected and the interview could not be scheduled with her. As a result, Only nine interviews were conducted with the teachers and academic coordinators through zoom platform which lasted from 55 to 65 minutes. For each of the interviews, intend was to allocate a generous amount of time but the actual time was only constrained due to the availability of the interviewees. In this sense the interview length and focus may vary between participants. Interviews were recorded with the respondents permission and have been transcribed for analysis. All interviews were conducted in English which is the language of instruction in the IB schools. All the nine interviewees have at least 5 years of teaching experience of IB curriculum. The details of the respondents have been shared in table 1. The interviews were semi-structured and recorded digitally.

Table 1: Details of the interview participants

S.No	Name (Initials)	Gender	Location of the school	Designation	Program Taught	Subject	Experience of teaching IB curriculum
1	R1	F	Gurugram	PYP Coordinator	PYP	Social Science	14 years
2	B	F	Gujarat	DP Coordinator	DP	TOK	6 years
3	S1	F	Kerala	PYP Coordinator	PYP	English and Maths	11 years
4	P	F	Uttarakhand	Head of the department and DP Coordinator	DP	History	13 years
5	R2	M	Telangana	Teacher	MYP and DP	English	14 years
6	J	F	Maharashtra	Deputy PYP coordinator and Teacher	PYP	English and Maths	9 years
7	E	F	Gurugram	Teacher	MYP and DP	Language and Literature	10 years
8	S2	F	Maharashtra	Teacher	MYP	Science	6 years
9	A	F	Noida	Grade 4 coordinator and teacher	PYP	Unit of Inquiry	7 years

Interview has been defined as a flexible tool for data collection as it provides a good opportunity to the interviewer and interviewee to ask and share in detail. Semi-structured interviews were conducted which has been defined as "having series of questions that are in the general form of an interview schedule but the sequence of questions can vary. The questions are frequently somewhat more general in their frame of reference and the interviewer usually has some latitude to ask further questions in response to what are seen as significant replies"

(Bryman, 2012). Qualitative semi-structured interviews are considered one of the most popular method of data collection within the social sciences. They are valuable because they allow researchers to explore subjective viewpoints (Flick, 2009) and to gather in-depth accounts of people's experiences. I used a set of standard questions but was open to the issues raised by the interviewees. I also altered the order, according to the answers given by the interviewee, and to ask further questions to clarify my understanding of what they were saying. Semi-structured interviews offer an opportunity to probe and gather more information through participants experiences from the ground. It provides a sneak into their ideas on different issues and concerns. My approach to the interviewing process was of neutral listener and observer. I was cautious not to over-direct interviewees and encouraged participants to speak their mind freely in a less structured discussion. However, at times, this produced data of little direct relevance to the key research questions. The interviews focussed on understanding their views, experiences and challenges through real examples as they help in looking at the approaches and practices in international schools. IB's official documents provides several guidelines and directions but what happens at the ground i.e. in schools can be better understood with the help of the stakeholders. Teachers are one of the most important stakeholder in the school and it is only through them that the curriculum is brought into practice. In the research at many places teachers have been referred to include academic coordinators as the latter also teaches while performing their additional duties and responsibilities as a coordinator.

2.3 Data Analysis

The responses received through questionnaires and interviews were further analysed to understand the functioning of IB schools. A thematic analysis of the responses was done. Thematic analysis has been defined as a method used for "identifying, analysing, and reporting patterns (themes) within data" (Boyatzis, 1998). It's strength lies in enabling minimal organisation of the data and helps in interpreting various aspects of the research topic. The reason for using this method was that "rigorous thematic approach can produce an insightful analysis that answers particular research questions" (Braun and Clarke, 2006). In addition, this approach complemented the research questions as it enabled the effective categorisation of the different ways through which international schools provide international education to students.

The transcription of the interviews followed by creating certain themes (Figure 1). A theme can be understood as enabling in "capturing something important about the data in relation to the research question, and represents some level of patterned response or meaning within the data set (Braun and Clarke, 2006). The themes and subthemes emerges by reading and re-reading of the transcripts. The data is then arranged into core themes.

Figure 1: Themes and Sub-themes for analysis
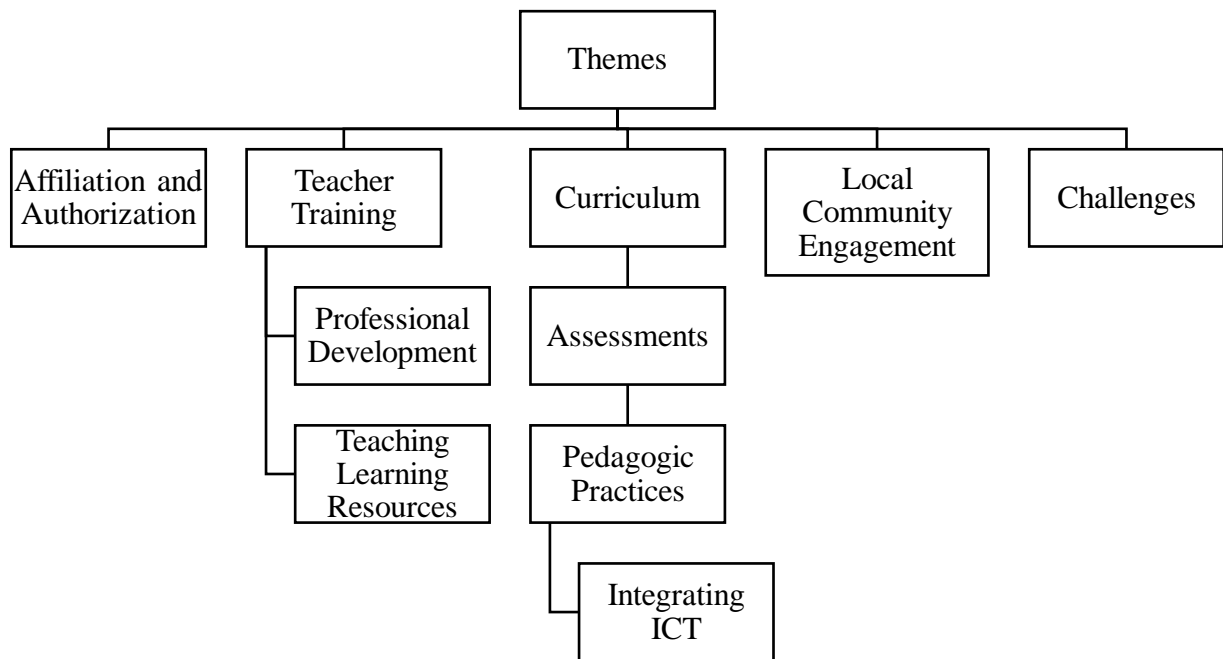
Themes have been created on the basis of recurrence of certain issues while other themes are created to answer directly or indirectly the research questions.

2.4 Challenges

The study has been conducted during pandemic. As a result, several challenges were faced. Physical access to library was not possible which meant no access to books and several online journals that the university have subscription to. Another consequence was absence of constant face to face interaction with other faculty members and peers which otherwise would have enabled a richer and deeper intellectual engagements.

It was not possible to conduct field visits as schools were not open and were functional only through online mode. This created difficulties in connecting with school heads and teachers and also to undertake classroom observations. The personal interaction is important as it makes the participants feel comfortable and provides better engagement. Unlike virtual interactions which creates a barrier in communication.

2.5 Limitations

The study is an attempt to understand not only the trends among international schools but also their various practices and approaches to impart international education. A school's day to day functioning is crucial in understanding how it brings its vision into practice. However, due to pandemic there were travel restrictions and also several schools were not functioning. Therefore, school visits could not be done. Secondly, it is essential to engage with all the stakeholders to understand different perspectives and take into account their experiences. Unfortunately, the study could include only teachers and academic coordinators views and experiences. Repeated attempts to connect with head of the schools remained futile and also the permission to observe online classes could not be granted.

An email was sent to IBO seeking information through a questionnaire. They replied that due to shortage of staff they are unable to provide answers to the questions asked. Though they did share few documents and studies which were helpful. However, if IBO official would have answered those queries it would have provided direct answers to those questions and their responses could have been analysed to develop better understanding.

Chapter 3

Understanding International Education and International Schools: An Overview

The present chapter uses secondary sources to develop an understanding of international education. It traces the origin of this idea while exploring its various definitions, interpretations and approaches in the field of school education. The next section dwells on the role of international schools in imparting international education. It also deals with the categorisation of different kinds of international schools. This is followed by the role international curriculum plays in enabling schools to provide international education. The study takes the case of International Baccalaureate and discusses its vision and philosophy in the last section.

In the 21st century, the term "international education" has become a `buzz' word used by schools and universities throughout the world. Graham down shares two primary benefits of "international education". First that it adds to our understanding of any issue that our nation faces. Second, it helps in reflecting and studying of other societies which in turn contributes in a better understanding of our own society (Bradshaw et al., 1990). It is essential that learners understand the world in which they live. The present society is internationalized so it is imperative that students know about communication, including languages, cultures, history, geography, politics, economics, art, religion, philosophy, music, and literature of other countries. International education helps in broadening the perspectives of everyone involved-students, teachers, principals, and community. Lo (2001) describes the importance of a global curriculum which can contribute in "reducing the ethnocentrism by fostering the ability to look at other cultures without a perspective of either superiority or inferiority". She suggests that it can done through literature, as stories from other cultures and languages can help to teach about global neighbours and to build cultural bridges to faraway people (cited in Schwindt, 2003). Theodore R. Sizer also shares benefits of international education in the shedding of national chauvinism (which is distinct from patriotism) and the recognition that we are all members of an interdependent global village (Bradshaw et al., 1990).

International education does not have a definite or universal definition. Different scholars have asserted that it can vary from one context to the other. Therefore, it cannot be justified by a universal definition. International education has been brought to practice by different

international curriculum(s) like IB, IGSCE, Edexcel etc. They project themselves as the pre-requisite for international education. The present study aims to assess the validity of this claim.

In India, there is a broad spectrum of international schools called world school, global school, etc. Currently, as of March 2021, there are 186 and 519 schools authorized by International Baccalaureate (IB) and International General Certificate of Secondary Education (IGCSE) respectively in India. These schools have mushroomed across India's metropolitan cities as well as other cities in different states.

3.1 International Education: Evolving meaning and definition

The nature of education is changing and so are the expectations placed on educational institutions. To keep pace with these changes schools are opting for curriculums other than the national or provincial. The most cited reason is the inability of the national curriculum to meet the demands of the present world.

It is difficult to define as to what is 'international' education'? There are various understandings and interpretations. It is an ever evolving and expanding area. Therefore, one can find a single definition which is universally accepted as definition of 'international education'. Husen & Postlethwaite (1985) describes international education as including "all educative efforts that aim at fostering an international orientation in knowledge and attitudes". International education has been defined "as an instrument" that prepares the "young people to cope with life" in a world that is becoming more and more interdependent and where the expansion of "international market place, development of sophisticated and rapid forms of travel and communication networks and potential for damage to the environment and mass destruction of human life, make it increasingly impossible for individuals to disclaim knowledge of and responsibility for events on a larger scale than their own village, city or nation" (Hayden and Thompson, 1995, p.328).

Garavalia (1997) states that the meaning of "international education is dependent on the audience and context. It has a contextualised meaning associated with particular individuals and groups". He shares that the international education aims at providing students- "a global perspective on life, educating students about the realities of a interdependent world, help them understand others cultures and to keep peace" (Garavalia, 1997).

International mindedness is considered central for international education. Ian Hill (2012) says that, "the outcome of a successful international education is international mindedness" (p.246). Today, international mindedness has come to mean knowledge about global issues, cultural differences, and critical thinking skills. Hill (2012) asserts that International mindedness also "comprises intercultural understanding when it is related to education. Appreciating cultural diversity within and between nations, and the multiple perspectives which arise from it, is fundamental to international mindedness" (p.246).

Ian Hill (2012) credits Victor Hugo and Charles Dickens for pronouncing ideas related to international mindedness in 19th century. Charles Dickens wrote an article in 1864 entitled "International education" where he proposed for "the creation of a system of international schools in a number of European countries, where students of different nations would practise the language of the host country as they moved from school to school". Dickens talked about creating students as "a citizen of the world at large" (cited in Sylvester, 2002).

UNESCO's General Conference of November in 1974 in Paris resulted in the culmination of a framework for defining international education. In the 1974 document, the General Conference provided a working definition of the term "international education". It states that

> "international education is teaching about peace, democracy, and human rights: In order to enable every person to ... promote international solidarity and co-operation, which are necessary in solving world problems ..." (UNESCO, 1974).

The following objectives should be regarded as the major guiding principles of educational policy:

> (a) "an international dimension and a global perspective in education at all levels and in all its forms;

> (b) understanding and respect for all peoples, their cultures, civilizations, values and ways of life, including domestic ethnic cultures and cultures of other nations;

> (c) awareness of the increasing global interdependence between peoples and nations;

> (d) abilities to communicate with others,

(e) awareness not only of the rights but also of the duties incumbent upon individuals, social groups and nations towards each other;

(f) understanding of the necessity for international solidarity and co-operation;

(g) readiness on the part of the individual to participate in solving the problems of his community, his country and the world at large". (UNESCO, 1974)

This manifesto by UNESCO was addressed to national education systems and it was restated by ministers of education in 1994 (International Bureau of Education, 1994) at the International Conference on Education (ICE), organized by UNESCO's International Bureau of Education in Geneva.

King (1971) viewed the goals of international education as embracing the study of "planet-wide society" which can contribute in avoiding "ethnocentric curriculum themes and emphasized human interrelatedness and future studies". King stated that the "aims of international education must include the study of a global society that will be characterized by change, ambiguity, growing inter-relatedness and continued conflict" (cited in Sylvester, 2005)

Cambridge and Thompson (2016) write about the dilemma often faced in adopting the approach for international education. They share that on the one hand there is "pragmatism i.e. development of an academic qualification that would be widely accepted for university entrance throughout the world and on the other, ideological principles of peace and international understanding". They argue that the present form of international education represents combination of the two. The ideological 'internationalist' current of international education primarily focuses on the moral development of the individual through inculcating positive attitudes towards peace, international understanding and responsible world citizenship. The pragmatic view of international education is more influenced by the processes of economic and cultural globalization. It aims at providing educational qualifications that are portable between schools and transferable between education systems and the spread of global quality standards through quality assurance processes such as accreditation.

Comparative and International Education

Comparative and international education are two subfields of educational research that are often linked in their academic and scholarly pursuits.

While comparativists have generally focused on systemic and positivist analysis of educational systems, internationalists have concentrated on examining national education systems within their political, cultural, social, and economic context. Crossley and Watson (2003) suggested that these two slightly different general orientations have marked a dividing line between "comparativists" and "internationalists": Comparativists tend to focus on academic policy research largely removed from questions of context and application, whereas internationalists are more concerned with the specific context, location, and application of their research. Despite these differences, the two subfields have operated in close cooperation with each other (cited in Dolby and Rahman, 2008).

One of the difficulties faced by comparative and international education is that it potentially connects with every aspect of education, and thus it consistently faces problems of definition and boundary maintenance. Because of these concerns, journals in comparative and international education are disproportionately focused on the continual evaluation and re-evaluation of the state of the field and its future directions.

Postlethwaite's (1988) clarification of the relationship between the two as follows:

> "Strictly speaking to 'compare' means to examine two or more entities by putting them side by side and looking for similarities and differences between or among them. In the field of education, this can apply both to comparisons between and within systems of education. In addition, however, there are many studies that are not comparative in the strict sense of the word which have traditionally been classified under the heading of comparative education. Such studies do not compare, but rather describe, analyse or make proposals for a particular aspect of education in one country other than the author's own country. The Comparative and International Education Society introduced the word 'international' in their title in order to cover these sorts of studies".

Epstein (1992) defined comparative education as 'a field of study that applies social scientific theories and methods to international issues of education'. Its equivalents, Epstein suggested, were fields dedicated to cross-societal study of other social institutions, such as comparative government, comparative economics and comparative religion. International education, by contrast, was defined as 'organized efforts to bring together students, teachers, and scholars from different nations to interact and learn about and from each other'. Comparativists were seen, first and foremost, as scholars who were interested in explaining how and why education

relates to the social factors and forces that form its context, rather than in merely knowing about other people's cultures and their education.

3.2 International Schools: Meaning and Nature

The precise origins of international schools are highly debated (Sylvester 2002), but the growth in their numbers and influence can be traced back to the period post the First World War. Initially schools such as the International School of Geneva and Yokohama International School, both originating in 1924 (Knight 1999), were largely catering to children of expatriate diplomats and employees of transnational organisations. The education provided locally because of language or a mismatch with university entrance requirements in the home country was deemed unsuitable by them (Hayden, 2011).

Numbers of international schools grew following the Second World War as global mobility of professionals increased and the popularity of boarding schools in some countries declined. As numbers increased so did the diversity, "with international school coming to be something of an umbrella term, encompassing as it did schools of many different types". These schools were offering a form of education in a "home away from home" to children from many different backgrounds, languages and aspirations, but sharing in common the need for a form of education other than that offered locally (Hayden, 2011).

Research on international schools has evolved alongside the development and growth of international schools worldwide. Thus, one of the central concern has been to define the "international school." This ongoing conversation in the research literature shapes the very history of the field as there is disagreement as to which school deserves to be recognized as the "first" international school. Ian Hill (2001) suggested that the first international school was the International School of Geneva, founded in 1924. As George Walker (2000) explained, the school was established to serve the families of the employees of the new League of Nations and consequently had a student population drawn from nations throughout the world (cited in Dolby and Rahman, 2008). Bob Sylvester (2002) named the Spring Grove School founded in London in 1866 as the first international school. While the student population was not geographically diverse, the school was established with the goal of promoting cooperation between nations.

Formalized practitioner-oriented organizations for international schools began to evolve through the 1950s and 1960s. The founding of the International Schools Association (ISA) in 1951 provided a network and structure for the cooperation and expansion of international schools (Hill, 2000). The ISA created the International Baccalaureate (IB) Diploma Programme in 1964 and the International Baccalaureate Organization (IBO) in 1968. The purpose of the International Baccalaureate Organization was to provide an international curriculum which would be acceptable by institutions of higher learning around the world. The Council of International Schools (CIS), founded in 1965 and administered out of the United Kingdom, was established with the objective of bringing together educators with similar goals. Also referred to as the European Council of International Schools (ECIS), the CIS provides a forum for educators and researchers to discuss issues outside of the purview of the IB. The CIS also maintains the most complete database of international school enrolment and tuition numbers, though the inclusiveness of its data depends on self-identification by schools as international (Dolby and Rahman, 2008).

The European Council of International Schools (ECIS) has extended to include schools on a worldwide basis and is the 'oldest, largest association of international schools' Consideration of the ECIS Directory suggests that far more schools and colleges consider themselves to be 'international schools' than simply those including that term in their title. While the expression 'international school' is not defined by ECIS, a description of the variety of schools associated with the organisation is given in their documentation , highlighting diversity in terms of size (very small versus very large), of location (urban versus rural), of student population (dominated by one nationality versus fewer than 10% of any one group) and of curriculum (US, British, German, French, Swiss, International, for example), as well as similarity in terms (very often) of independence of government control, of absence of competitive entry, of catering for a range of needs and abilities, of catering for children of parents who are employees of multinational organisations or government agencies, of tending to use English as a language of instruction, and of catering for 'third culture' children (Hayden and Thompson, 1995).

Terwilliger (1972) claimed for an international school to have four essential characteristics. These characteristics are as follows:

1. Enrolment of a significant number of such students who are not citizens of the country in which the school is located, but not all from other countries.

2. Such a board of directors that is made up of foreigners and nationals in roughly same proportions as the student body being served.

3. Such a teaching body made up teachers who have themselves experienced a period of cultural adaptation.

4. Such a curriculum that synthesizes the best content as well as the most effective instructional practices of each of the national systems (Terwilliger, 1972, p. 360).

Interestingly, Terwilliger's classification appears unusual in considering the composition of the board of director to be an important feature, thereby suggesting that policy formulation is an influential element in determining the character of such a school. The notion of identifying the characteristics of an 'international school' was rejected by many scholars. Matthews (1988) criticised any attempt at generalising international schools. He argues that it is "likely to produce little that is worthwhile, given the variety of the institutional which describe themselves by that umbrella term". (Cited in Hayden and Thompson, 1995). In an attempt to categorise international schools on the basis of their observable characteristics, Matthews (1988) did not focus on generating a long list of categories of international schools. Instead, he focussed upon the divergences of underlying philosophy which, in his opinion, led to a "broad dichotomy" between the 'ideology driven' schools and 'market driven' schools. While the ideology driven schools are found to promote international understanding and cooperation, the 'market-driven' schools are in effect all the other international schools that came into existence owing to the needs of "particular expatriate communities". These market driven schools may be established and operated by individuals, community groups, delegates of multinational companies or government agencies (Cited in Hayden and Thompson, 1995). A more accurate description of the nature of many international schools might be a combination of the ideological and the market driven so that, while responding to the needs of a particular community.

Others working in this field have arrived at different, though related, categorisations of international schools. As numbers of schools have continued to increase, so the numbers of categories of 'international schools' have increased. Others such as Gellar (1993) would be more appreciative of an all-embracing definition of an international school i.e. which is open

for students of different nations and cultures and recognises these students have different aims and adapts its curriculum to meet them. Gellar's (1993) perception of an international school is not limited to curriculum instead the experiences of a child. Children belonging to different culture, colour, belief, perspective coming together and enjoying these differences and not just tolerating. International schools are about the building of bridges, not walls. One would define international by what schools do in nurturing [multicultural] understanding; that cooperation, rather than competition, is the only viable way that could solve the major problems faced by the planet. All these problems transcend ethnic and political borders as well. Therefore, any school in the world can be international, irrespective of being public or private. This view of any school having the capacity to be an international school is intriguing and an in-depth research in this regard can lead to many interesting insights.

In this regard, Hill (1994) provides a useful comparison between international schools and national schools. He goes on to describe international schools as such schools which:

- may be for the service of a local and varied expatriate community that consist of business people, diplomats, armed forces personnel;
- may attract resident students from all around the world;
- are usually either proprietary schools, owned and controlled by one or two individuals, or
- are private schools that are governed by a board of directors that consist mainly of parents; and
- are usually fee-paying or scholarship-funded (such as the United World Colleges) or both (cited in Hill, 2002).

On the other hand, national schools:

- are principally to serve the students of one nationality;
- are usually located within the one country where they may be government or private fee-paying schools with a parent governing board; and
- may be located overseas to serve their own expatriates such as the numerous American, British and French schools, many of which are funded and staffed by the national government at home and some of which are private (cited in Hill, 2002).

In Hill's definition, not every school has the potential to be international school.

Hayden and Thompson (2013) also provides another categorisation of International Schools. They write that they can be classified as either Type A Traditional or Type B Ideological. Such a classification is being extended by a new form: Type C non-traditional, which is having a significant impact on the International School landscape. Type A Traditional International School is 'one established to offer education to the children of globally mobile parents', and has 'a large cultural mix of children' (Mayer, 1968). They are usually privately funded, with the parents paying fees, but are not run commercially on a for-profit basis. Brummitt & Keeling (2013) writes that the majority of the students attending Type A schools are expatriate, typically from western countries and not from the locality, and English is the spoken and written medium of communication (cited in Bunnell et.al, 2016). Type B Ideological International Schools (Hayden & Thompson, 2013) are those committed to education for global peace and are relatively few in number. At the heart of this typology is the notion of international mindedness; the schools seek to ensure an international perspective through their curricula, for example through the curricula of the International Baccalaureate (Hill, 2000). The International School landscape, comprising the Type A Traditional form pragmatically serving the global market and the Type B Ideological form serving global peace and inter-nationalism, is being reconfigured by the rapid growth of a new kind of International School categorised as Type C non-traditional (Hayden & Thompson, 2013). The Type C International Schools have various characteristics. One major and very evident characteristic of schools of this new Type C form is that they are typically privately owned and are operated to make a profit for the owners, although we acknowledge that the notions of for-profit and commercial operation and the underpinning motivations can be variously configured (Haywood, 2015). These Type C schools have emerged as investors have identified such schools as a lucrative investment (Hayden & Thompson, 2013). Many Type C International Schools enrol their students from the local (indigenous) population and serve an *'aspirational middle class'* (Hayden & Thompson, 2013,). Such students are often very much in the majority in Type C non-Traditional International Schools.

In summary, the landscape of International Schools has substantially changed in recent years. The change is characterised by the development of a new form of International School typically run commercially on a for-profit basis, attended by increasing numbers of local (indigenous) students from wealthy backgrounds, possibly organised into and managed as chains of for-

profit International Schools, and the growth of branded English private schools in other countries. This change raises issues about such institutions as legitimate International Schools.

If international education were to be defined as what transpires in institutions offering an international curriculum (with curriculum interpreted in its narrowest sense of the formal programme taught within school), then those schools which offer an international education would be relatively easy to identify. As the numbers of international schools have grown, so too has the pressure from those schools based on an ideological philosophy for the development of curricula which are more appropriate to the needs of their students than curricula imported from a national education system.

Hayden and Thompson (2013) asked whether an "international" population is adequate to classify a school as international or if a more fundamental commitment to internationalist principles and philosophies must also be evident. Ian Hill (2000) suggested that internationally minded might serve as a more effective descriptor than *international* as it allows schools to offer a curriculum rooted in philosophies of international understanding. Leach (1969) points towards a distinction between the outlooks of 'international' and 'internationally minded' schools. Many schools in national systems serve students of a variety of nationalities but they are not necessarily internationally minded whereas there are a number of privately financed and some state-operated schools of an elite order in most developed countries which pride themselves on being internationally minded and are usually composed of students of one nationality.

Considering the multicultural student body and faculty which characterize many international schools, they would appear to be in an excellent position to foster international education through this apparent diversity. Besides delivering the cognitive component of the curriculum in order for students to acquire intellectual skills and knowledge, valuable attitudes can be developed towards learning through informal cultural exchanges (Hayden and Wong, 1997). Thus the non-formal taught experiences, as well as the formal taught curriculum (Thompson, 1998), form essential factors of international education, with the development of an open-minded attitude being a prerequisite. Thompson (1998) has argued that a learning environment for international education can be represented by the model shown in Figure 2, which incorporates what he describes as the key themes of international education: a balanced formal curriculum, cultural diversity of the entire school community to enrich the informal curriculum,

and administrative styles consistent with an international institutional philosophy and encouraging the development of effective learning.

Figure 2: Thompson's (1998) model of a learning environment for international education
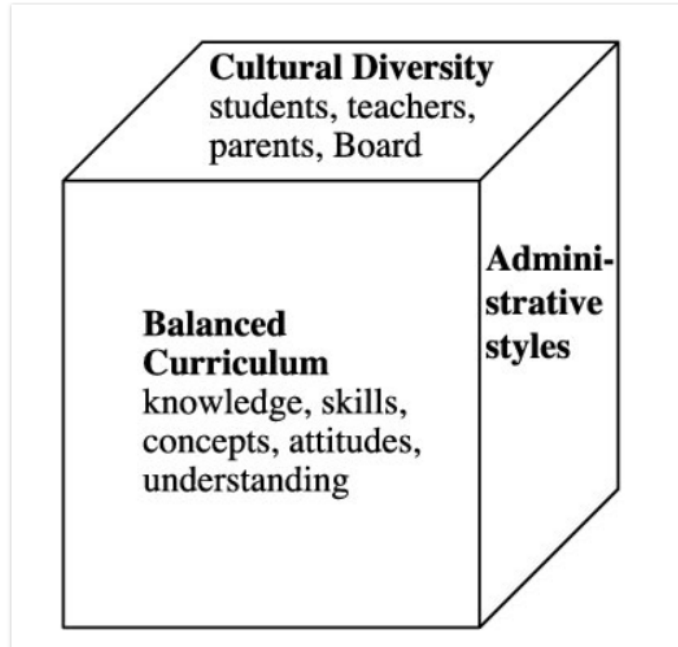
A balanced curriculum- A balanced curriculum has been taken to be an important part of an international curriculum by, for example, the International Baccalaureate Organization (IBO). In this context balanced refers to a broad range of knowledge and skills in the areas of languages, humanities, science, technology, mathematics and creative arts.

Administrative styles- It is maintained by Thompson (1998) that the administrative style of a school can either facilitate or hinder the development of an institution attempting to promote international education. This applies both to the management of the institution and its governance through the school board.

Cultural diversity - Thompson's model does not distinguish between cultural diversity among students, parents and teachers. I argue, however, that a school usually has little choice in the composition of the student body, whereas the faculty can be selected. So far as teachers are concerned, the staff should be ideally composed of as many nationalities as the students, thereby importing not only a diversity of cultural backgrounds, but also different educational histories and teaching methodologies (Schwindt, 2003).

Many parents choose international schools for their children because they enable the acquisition of the English language . Other reasons for the choice of an international school may be the independence of government control, the absence (often) of entrance examinations, as well as (in some cases) the inclusive education which caters for children with various special needs (Hayden and Thompson, 1995). None of these reasons is ideological in the sense of the promotion of international education, but rather specific and personal. Enrolment in international schools from local communities does not arise only from lack of educational alternatives. More sensitive and thus unspoken issues often dominate: prestige, dissatisfaction with the national school system or even avoidance of imminent failure due to poor academic performance.

Hayden and Thompson (1997) conducted a study to understand the perspective of students studying in international schools across the world.The research included students studying in three types of schools European Schools, International Schools geographically located in Europe and International Schools Worldwide, not including those located in Europe. The results showed, in some areas, marked differences and similarities in some areas. The six items were rated highly by all three groups- Taking examinations acceptable for university entrance in a number of countries, Learning in class about other countries, Learning in class how to consider issues from more than one perspective, Being taught to be tolerant of cultures whose practices are different from mine and Being taught that all cultures are equally valid. Mixing with students from a number of cultures within classes at school. There were some items found to be the 'Universals of International Education' i.e. items valued by international students worldwide like diversity of student cultures within school, teachers as exemplars of international mindedness, exposure to others of different cultures outside school, and the formal curriculum

3.3.   Role of International Curriculum for International Education

"Curriculum is the overall rationale for any educational programme" (Kelly, 2004). John Kerr (1968) defined the curriculum as "all the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school" (Kerr, 1968). One helpful categorisation of different dimensions of the curriculum can be made between what is planned by the school and what is actually experienced by the students. Kelly (2004)

refers to the 'official curriculum and the actual curriculum' or the 'planned curriculum and the received curriculum', explaining that 'By the official or planned curriculum is meant what is laid down in syllabuses, prospectuses and so on; the actual or received curriculum is the reality of the pupils' experience'. Both of these distinctions are important and we would be foolish to go very far in our examination of the curriculum without acknowledging both the gaps that must inevitably exist between theory and practice and the predilection of some teachers, and more especially national planners, for elaborate 'packaging' of their wares. It becomes even more important, then, that we should not adopt a definition of curriculum which confines or restricts us to considerations only of that which is planned. What is actually received by pupils must be an equally important, or even more important concern, so that the actual or received curriculum must be seen as the teacher's or planner's responsibility every bit as much as the 'hidden' curriculum (Kelly, 2004).

Thompson (1998) shares a typology of the ways in which international curriculum is developed. He writes that it involves the processes of *exportation, adaptation, integration and creation.*

a. Exportation of curriculum means marketing abroad of exiting national curricula and examinations in which little attempt has been made to change the curriculum for an international clientele.

b. Adaptation of curriculum entails acknowledgment for selecting elements for the curriculum of the different contexts in which curricula and examinations maybe used.

c. Integration of curriculum means incorporating best practices from different curricula and are combined together to design a curriculum that can operate across countries.

d. Creation of curriculum is a process which includes creating a new programme. This is the most challenging one.

Growth in numbers and diversity of international schools has been accompanied by the development of curriculum programmes to cater for them. Invariably offering a curriculum not of the host country (Hayden and Thompson, 2008), some such schools offer a curriculum of a national system other than of the country in which the school is located. Increasingly, however, international schools are offering curricula deliberately developed to be international and thus appropriate to such a market. Since the emergence of what was arguably the first such programme, the International Baccalaureate (IB) Diploma in 1970, the International GCSE offered by Cambridge International Examinations and Edexcel.

The nature of the curriculum is in fact one of the factors that influences choice of the parents in the small number of studies undertaken to date in the international school context. In the study undertaken by MacKenzie, Hayden, and Thompson (2003) the IB Diploma emerged as a strong reason for parental choice and the existence of the IB Diploma in schools was perceived "as some guarantee of quality in the institution as a whole".

Chapter 4

International Schools: Popular Trends and Practices

The chapter begins by providing a background of the IB curriculum. It provides IB's aim, objectives and underlying philosophy through its four programmes offered at different stages in schools. The next section share the recent trends in IB schools in India through relevant data drawn from various sources to help understand its reach across the globe. Thereafter, an analysis of the responses received through questionnaires and personal interviews has been done to help understand the various ways through which international schools provide international education. The findings have been substantiated through relevant studies and literature to comprehend the approaches adopted by the schools and some of its limitations.

4.1 International Baccalaureate: An Overview

The International Baccalaureate Organization (IBO) has played a prominent role in the development of international education in a practical context. The IBO was established in Geneva, Switzerland in 1968 as a non-profit educational foundation. The IBO as started with the purpose of facilitating international mobility of students, who sought to prepare for university. Schools were provided with a curriculum and diploma qualification that would be recognised by universities all over the world (Cambridge and Thompson, 2016). Now, it has broadened its mission and provides curriculum for all ages.

The International Baccalaureate (IB) was developed in the late 1960s with the aim of providing international schools with a pre-university curriculum recognized by universities around the world. Those involved in the development of the IB endeavoured to make an educational programme that would "provide students with a sense of international understanding and citizenship" (Peterson, 2003). This Diploma Programme was initiated at the International School of Geneva with other international schools stepping on board during the developmental stage. The IBO launched the Middle Years Programme in 1994. Three years later, the Primary Years Programme followed. From then onwards, the IBO was able to offer 'a continuous international educational experience from early childhood to school graduation' (Oord, 2007).

IB's mission statement reads:

> *"The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right"* (International Baccalaureate Organization, 2019, p.1)

The first IB programme was the Diploma Programme (DP) established in 1968. It aimed at providing "a challenging and a balanced education that would facilitate geographical mobility by providing an internationally recognized university-entrance qualification, but that would also serve the deeper purpose of promoting intercultural understanding and respect". The Middle Years Programme (MYP) was introduced in 1994 and then the Primary Years Programme (PYP) was launched in 1997. The IB identified a continuum of international education for students aged 3 to 19. The introduction of the Career-related Programme (CP) in 2012 enriched this continuum by providing a choice of international education pathways for 16- to 19-year-old students.

These four IB programmes can be implemented independently or in combination. IB states that all the programs are "underpinned by shared values and a shared emphasis on developing students who are lifelong learners and who are able to not only make sense of, but to make a positive impact on, our complex and interconnected world".

IB considers the following as foundational and interrelated elements which are central to all their programmes (International Baccalaureate Organization, 2017).

a) International-mindedness- The aim of all IB programmes is to develop internationally minded people who recognize their common humanity and shared guardianship of the planet. International-mindedness is a multifaceted concept that captures a way of thinking, being and acting characterized by an openness to the world and a recognition of our deep interconnectedness to others.

b) The IB learner profile- The students is placed at the centre of an IB education under the IB learner profile. The holistic nature of an IB education is shown by the 10 attributes namely inquirers, knowledgeable, thinkers, communicators, principled, open-ended, caring, risk-takers, balanced and reflective.

c) A broad, balanced, conceptual and connected curriculum- A detailed and developmentally appropriate curriculum or curriculum framework is provided by each of the four IB programmes. This curriculum or curriculum framework is broad, balanced, conceptual as well as connected.

d) Approaches to teaching and learning- Educators and students in IB World Schools are guided and focussed by the six approaches to teaching and five approaches to learning of the IB. The approaches to teaching includes based on inquiry , focused on conceptual understanding, developed in local and global contexts, focused on effective teamwork and collaboration, designed to remove barriers to learning and informed by assessment. The approaches to learning are thinking skills, research skills, communication skills, social skills and self- management skills.

IB offers 4 programs which are discussed in detail below.

1. *Primary Years Programme* (PYP)[3] is offered for the age group of 3-12 yrs. As of 3rd September 2019, there are 1,782 schools offering the PYP, worldwide.

The PYP encourages students to learn to appreciate knowledge, conceptual understandings, skills and personal attributes as a connected whole. The PYP Curriculum framework suggests that each school attempts at developing a programme of inquiry to reflect the unique aspects of that school's community. The programme of inquiry is organized and framed by" six transdisciplinary themes":

- Who we are.
- Where we are in place and time.
- How we express ourselves.

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[3] https://www.ibo.org/programmes/primary-years-programme/

- How the world works.
- How we organize ourselves.
- Sharing the planet.

These transdisciplinary themes together aims to provide children with authentic learning experiences that are not confined to the boundaries of traditional subjects. Although subjects play an important role in learning, PYP learners explore real-world problems by going beyond subject boundaries. Students have opportunities to reflect on the significance of their learning to take meaningful action in their community and the wider world.

The programme of inquiry articulates how the six transdisciplinary themes will be explored across the different age groups. It provides students in the early and primary years with the opportunity to experience a coherent and balanced curriculum.

The PYP framework is dynamic because a transdisciplinary programme of inquiry leaves room for emergent and unexpected ideas, directions and connections that students might encounter. IB places "Agency" and "self-efficacy" as central to learning in the PYP. It claims that the "learner is an agent for their own and others' learning. They direct their learning with a strong sense of identity and self-belief, and in conjunction with others, build a sense of community and awareness for the opinions, values and needs of others"(International Baccalaureate Organization, 2019). Action is regarded as the core of student agency and to the programme's overarching outcome of international mindedness. It shares that "Individual and collective action" enables students to understand the responsibilities associated with being internationally-minded and to appreciate the benefits of working with others for a shared purpose. The PYP framework is dynamic because a transdisciplinary programme of inquiry leaves room for emergent and unexpected ideas, directions and connections that students might encounter.

Specifically, students and teachers engage with:

- the programme of inquiry—the structure that articulates what, when and how learners explore the transdisciplinary themes from 3–12 years.
- concepts that have relevance across, between and beyond the subjects and that connect knowledge to enable learners to build conceptual understandings.

- the approaches to learning and approaches to teaching both crucial for developing inquiring minds and the skills needed to explore concepts and subject knowledge.
- reflection and taking action to enhance individual and collective understanding and learning or to address personal, local and/or global challenges and opportunities. (International Baccalaureate Organization, 2019).

Figure 3: IB Primary Years Programme Model
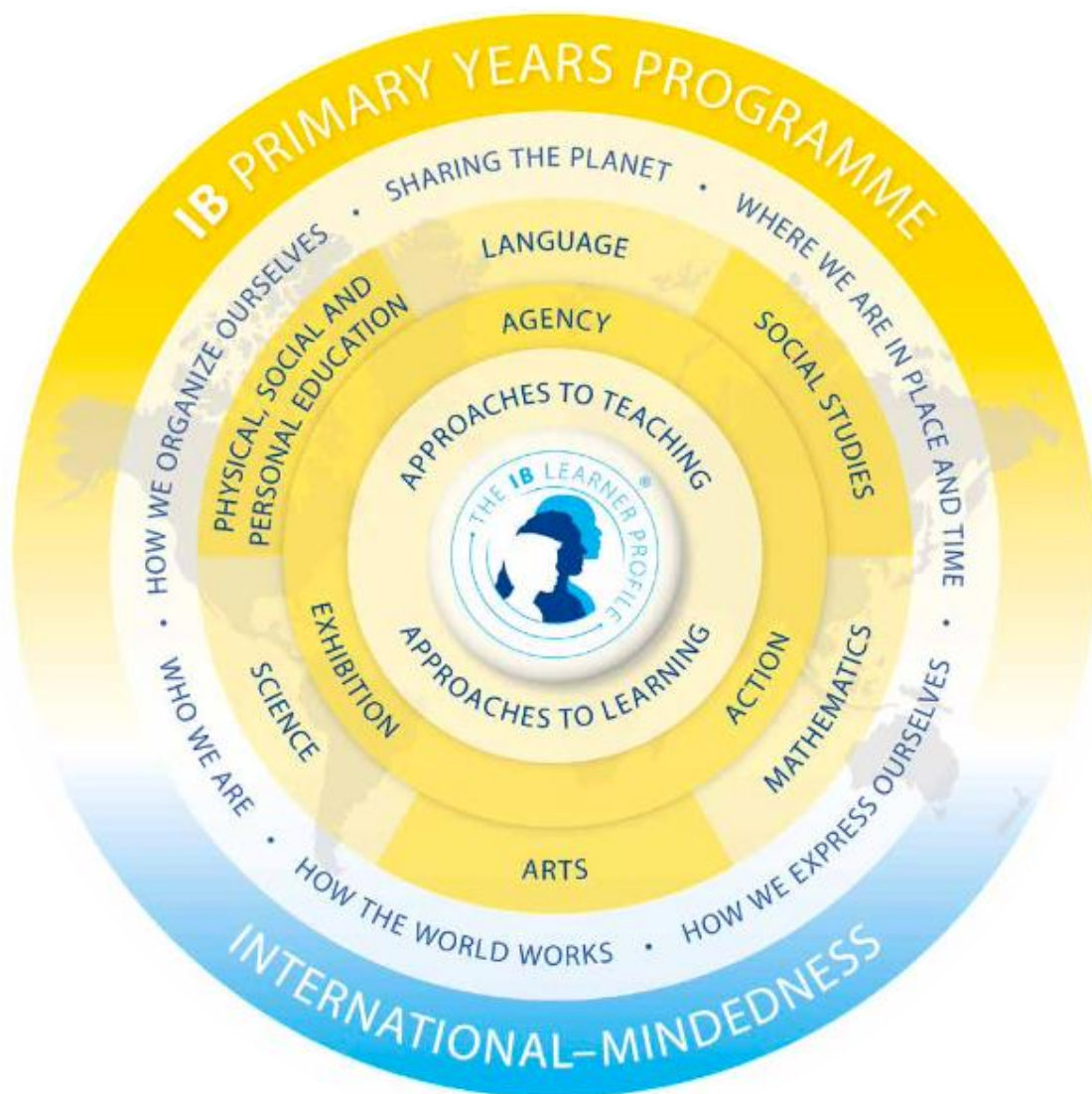
Source: www.ibo.org

2. *Middle Year Programme[4] (MYP)* is a five-year programme. It is offered to students aged 11 to 16. Students finishing MYP are prepared to take the IB Diploma Programme (DP) or Career-related Programme (CP). The MYP curriculum consists of eight subject groups. It seeks to provide a broad and balanced education for early adolescents. It is required by the MYP that at a minimum of 50 hours of teaching time for each subject group be given, in each year of the

programme. In the final two years of the programme, subject group flexibility allows students to meet local requirements and personal learning goals.

The MYP began as an initiative of the International Schools Association (ISA). Aspiring to meet the needs of middle level learners in international schools, ISA led the development of a flexible curriculum that promoted the fundamental concepts of intercultural understanding, communication and holistic learning. After twenty years of rapid growth and development, the programme was fully reviewed and then re-launched in 2014—ready to meet the needs of a new generation of students, teachers and school communities.

Middle Years Programme (MYP) comprises eight subject groups:

- Language acquisition.
- Language and literature.
- Individuals and societies.
- Sciences.
- Mathematics.
- Arts.
- Physical and health education.
- Design.

The MYP requires at least 50 hours of teaching time for each subject group in each year of the programme. In years 4 and 5, students have the option to take courses from six of the eight subject groups within certain limits, to provide greater flexibility in meeting local requirements and individual student learning needs. Each year, students in the MYP also engage in at least one collaboratively planned interdisciplinary unit that involves at least two subject groups. MYP students also complete a long-term project, where they decide what they want to learn

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[4] https://www.ibo.org/programmes/middle-years-programme/

about, identify what they already know, discovering what they will need to know to complete the project, and create a proposal or criteria for completing it.

Figure 4: IB Middle Years Programme Model

Source: www.ibo.org

3. *Diploma Programme (DP)*[5] is for students aged 16-19. The Diploma Programme (DP) curriculum is made up of six subject groups and the DP core, comprising theory of knowledge (TOK), creativity, activity, service (CAS) and the extended essay.

The Diploma Programme combines pragmatic, ideological and pedagogical curriculum intentions to develop students who:

- "have excellent breadth and depth of knowledge
- flourish physically, intellectually, emotionally and ethically
- study at least two languages
- excel in traditional academic subjects
- explore the nature of knowledge through the programme's unique Theory of Knowledge course (International Baccalaureate Organization, n.d.)".

Kurt Hahn was founder of Schule Schloss Salem, Germany and Gordonstoun School, Scotland. He was involved in the conduct of the peace negotiations on the German side at the end of the Great War. His vision of education was based on a strong commitment to service, with an emphasis on experiential learning and character building (Price,1970). The influence of Hahn's educational thought exists till date and can be seen in IB diploma programme in terms of its compulsory core components- theory of knowledge, the extended essay and creative action service (Cambridge and Thompson, 2016).

Through the Diploma Programme (DP), students reflect on the nature of knowledge, complete independent research and undertake a project that often involves community service. The three core elements are:

- Theory of knowledge (TOK), where the students reflect on the nature of knowledge and on how one knows what one claims to know.
- The extended essay in form of an independent, self-directed piece of research paper, with a limit of 4,000 words.
- Creativity, activity, service (CAS) where the students are required to complete a project.

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[5] https://www.ibo.org/programmes/diploma-programme/

Figure 5: IB Diploma Years Programme Model

Source: www.ibo.org

Creativity, Activity, Service (CAS)- It has a central place in the holistic ambitions of the Diploma Programme (Peterson, 2003). Initially Creative, Aesthetic and Social Service (CASS), the title was modified to Creativity, Action, Service in 2008 and then to Creativity, Activity, Service in 2015. CAS is of central importance in supporting the transformation of students as expressed in the mission statement of the IB:

"These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right." (International Baccalaureate Organization, n.d.).

The pedagogical philosophy upon which CAS is built recognises the importance of learning through direct experience of the world (Scott, 2008). The view of the IB is that "learning through experience is fundamental to teaching and learning in the IB programmes" (International Baccalaureate Organization, 2008a).

The CAS component of the IBDP core is a major contributor to experiential learning, which is sustained across the IB continuum in age-appropriate ways that include the promotion of experiential learning through structures as follows:

- PYP : Action
- MYP : Service and Action
- DP : Creativity, Activity, Service
- CP : Service Learning

CAS is the holistic learning approach of the IB aiming to have an impact on students in ways which might not be developed within their classrooms or through academic study. While not all of those students who participate in CAS have followed all IB programmes of study, the values and spirit of CAS can be conveyed through a programme which delivers it successfully as part of the IBDP.

Creativity **-** "Creativity: arts, and other experiences that involve creative thinking." (International Baccalaureate Organization, 2008b). Creativity component displays the rich variety of activities being undertaken by students and also shows flexibility of the programme in operation which maximises the potential for students to meet the CAS requirement. The current CAS Guide, applying to students graduating from the IBDP from 2017 onward, re-defines Creativity as: "exploring and extending ideas leading to an original or interpretive product or performance"

Action- schools have an important role as facilitators of the Action strand. Therefore, those students attending schools with good facilities will have many opportunities to participate in sports and exercise. They can easily fulfil the Action requirement. Although not explicit in the

2008 CAS Guide, the 2015 Guide seems to recognise the importance of being flexible when it says that CAS requirements must be met "as is appropriate for each student" (International Baccalaureate Organization, 2015). As with Creativity, the impact of Action on students' ability to fulfil the requirements of the programme and benefit from CAS as a holistic element of the IBDP may be related to the way it is understood within the school setting, and the flexibility with which it is applied to individual students' needs.

Service- It has been defined as an "unpaid and voluntary exchange that has a learning benefit for the student" that respects the rights and dignity as well as the autonomy of all those who are involved (International Baccalaureate Organization, 2008b).

Volunteering for school, charity or the wider community are all platforms from which students can hope to gain new experiences and "a learning benefit" (International Baccalaureate Organization, 2008a). The range of experiences is evidently wide, and many students pursue several different activities during the course of completing their Service requirement. Service extends beyond the school gates and is especially closely entwined with local cultures and traditions of volunteering, charity and expectations of students' duties. The 2015 CAS Guide may address this in part when it specifies that Service should be a collaborative and reciprocal engagement with the community in response to an authentic need, and recognises that the impact on the student and the impact of their actions on others may be greater when encountering those in genuine need.

Wright and Lee (2014) explored the potential of the IB for developing 21st-century skills, by interviewing IBDP administrators, teachers and students in five schools in Beijing and Shanghai. This study found that, within the student-centred pedagogical approach of the IB, CAS fostered inter-personal non-cognitive skills, particularly communication, leadership and intercultural understanding.

4. *Career-related Programme (CP)[6]* caters to students aged 16-19. It is a framework of international education that includes the values of the IB in seeking to address the needs of students who are engaged in career-related education. The career-related programme leads to further/higher education, apprenticeships or employment. CP students are require to take a minimum of two IB Diploma Programme (DP) courses, a core consisting of four components

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[6] https://www.ibo.org/programmes/career-related-programme/

and a career-related study. For CP students, theoretical underpinning is provided by the DP courses. The CP provides practical and real-world approaches to learning. It enables students with skills and competencies required for lifelong learning.

Figure 6: IB Career Related Programme Model

Source: *www.ibo.org*

The four programmes discussed above highlights IB's aim and objectives for different age group of students. It represents the ways it seeks to inculcate universal values like international mindedness, intercultural understanding, inclusiveness, cooperation, harmony and peace. The present study makes an attempt to understand the ways in which the international schools affiliated to IB bring these values into practice. The endeavour is to engage with the educators to understand how they understand IB's vision and the ways they try to implement it. Comprehending these programmes is crucial to understanding how they are brought to practice. Each programme caters to different age group, have different expectations and requires different approach. The findings discussed below provides an overview of these approaches.

4.2 Outreach of IB across the World

The IB offers four educational programmes to more than 1.4 million students aged 3 to 19 yrs across the globe. The IB programmes can be offered individually or as a continuum of international education. Number[7] of schools offering IB programmes worldwide, as of February 2021, were over 7,300 programmes to over 5,400 schools in 158 countries. Between 2016 and 2020, the number of IB programmes offered worldwide has grown by 33.3%.

IB has authorized schools around the world. They have primarily three global centres in Hague, Bethesda and Singapore to work closely with the schools and educators. Each centre looks after different regions. IB divides its schools in three broad regions:

- Africa, Europe and the Middle East
- The Americas
- Asia- Pacific

Table 2: Breakdown of IB schools by regions (As of November 2020)

Regions	No. of Countries	No. of Schools	No. of Programmes
Africa, Europe, Middle East	97 Countries	1,357 Authorized Schools	2,020
Asia Pacific	28 Countries	1,016 Authorized Schools	1,523
Americas	33 Countries	3,028 Authorized Schools	3,681
Total	158 Countries	5, 401 Authorized Schools	7,224

Source: IB World Schools Yearbook 2021

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[7] https://www.ibo.org/about-the-ib/facts-and-figures/

The first school in India to offer IB programme was Kodaikanal International School, Tamil Nadu in 1976. As of March 2021, there are 186 schools offering one or more of the IB programmes in India. The Diploma Programme which is considered as "gold standard of quality" is most popular worldwide as well as in India. There are 146 schools offering IBDP which is the highest when compared to other IB programmes in the country. DP is followed by PYP which is offered in 107 schools, MYP in 47 schools and lastly CP which is offered by 1 school only. Given below is the number of schools offering either single programme or in the combination of two or more programmes.

Table 3: Programmes offered in IB schools in India

IB Programs	No. of schools (As of March, 2021)
PYP	37
MYP	0
DP	75
CP	0
PYP+MYP	3
PYP+DP	28
MYP+DP	2
PYP+ MYP+DP	40
MYP+ DP+ CP	01

(Source: https://www.ibo.org/)

IBDP is the most popular programme not only in India but also at the global level. It is widely accepted as a valid qualification for entry into higher education, without the need for other tests or qualifications. Therefore, IB Diploma Programme is considered as an "excellent passport to higher education". Universities around the world recognize it. IB claims that it sends significant number of transcripts to esteemed universities in the world. In India, It has been recognised by the Association of Indian Universities since 1983 for allowing it as an entry qualification to all universities in India. Along with the IBDP, MYP has also been given equivalence with grade ten of an Indian Board Assessment by Association of Indian Universities, Council for the Indian School Certificate Examinations, The Council of Boards of School Education in India and many other state boards (International Baccalaureate Organization, 2020). Though

students willing to take admission for certain degree programmes are required to study certain subjects, which may be specified at either standard or higher level. Students may also be required to achieve a particular number of points for the Diploma and gain a certain number of points in individual subjects. IB shares that a number of universities have established scholarships specifically for IB graduates.

It is interesting to look at the geographical distribution of IB schools in India. Most of these schools are located in the industrially developed areas. They are concentrated more in Western and Southern region in the country. The coverage of IB schools is limited to 18 states/UTs. Maharashtra accounts for the highest concentration of IB schools followed by Karnataka and Tamil Nadu.

There is considerable growth in the number of IB schools when compared from 2015-16 data. In Odisha the number has remained the same whereas the states like Haryana, Karnataka, Maharashtra, Punjab, Tamil Nadu and Uttar Pradesh have shown a steep increase. Table 4 shows the State/UT Wise distribution and comparison of IB schools in India between 2015-16 and 2020.

Table 4: State/UT Wise distribution and comparison of IB schools in India between 2015-16 and 2020

S.NO	State	IB affiliated Schools* (2015-16)	IB affiliated Schools **(2020)
1.	Andhra Pradesh***	12	05
2.	Chhattisgarh	0	01
3.	Delhi	2	04
4.	Gujarat	07	07
5.	Haryana	04	13
6.	Himachal Pradesh	0	01
7.	Karnataka	11	23
8.	Kerala	01	03
9.	Madhya Pradesh	02	02
10.	Maharashtra	41	58
11.	Odisha	01	01
12.	Punjab	01	05

13.	Rajasthan	05	07
14.	Tamil Nadu	06	21
15.	Telangana***	--	18
16.	Uttar Pradesh	04	08
17.	Uttarakhand	02	03
18.	West Bengal	03	03
	Total	**102**	**184**

Source: Panda (2015-16) (Data excludes embassy schools)
*** Source: IB World Schools Yearbook 2021 (Data Includes embassy schools)*
**** Telangana was carved out of Andhra Pradesh and was declared a separate state in 2014*

International Schools Clientele

The above data clearly reflects that international schools are majorly located in industrially developed regions and metropolitan cities. This leads to exclusion of many students because of their geographical location away from these urban settings and denies them an opportunity from having access to education which is of international quality and prestige. Also, international schools creates a different class of students who are given best of education available in the country and more international exposure.

International Schools cater to a very specific class which is mostly the elite class due to its exorbitant fees. The IBO does not regulate the school fees and it is left at latter's discretion. Therefore, there is no uniformity in the fees and varies from one school to the other. Schools do not display their fees on the website except few. The fees structure usually starts in six figures for three months (fee structure of two IB schools have been attached in the Appendix for reference). Due to its high charges, international schools continue to maintain their exclusivity. Therefore, critics have argued that International schools create points of differentiation[8] and ultimately stratification within education systems. International schools

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[8] The concept of "distinction" is developed by Bourdieu (1986) which refers to the ways and mechanisms in which (privileged) social groups mark their differences, their "distinction", from others.

cater for what Ball and Nikita (2014) describe as "global middle class" families and could be argued to be "spaces of transnational (elite) education" (Hayden 2011).

It is noteworthy that there are only certain forms of "being international" which are deemed to be desirable. For instance, a high number of international pupils from low socio-economic backgrounds are not viewed as increasing a school's status, but on the contrary, are thought to decrease it. Under Right to Education, there is 25% reservation of seats for students from economically weaker sections (EWS). Some international schools had filed petitions[9] in court stating that they cannot implement this rule citing different reasons for the same. Therefore, parents of students belonging to EWS had to approach court to get admission. The reason often used for this resistance is that EWS students will not be able to adjust in the school or school cannot bear their expenditure. Though the underlying reason can be to maintain their elite status and ensuring their distinctiveness. Bourdieu (1986) explains that "being distinguished" means "not being of the common people". Therefore, any strategy that brings a change in the state of "being international" to becoming a system-wide norm is likely to change its meaning and the ways it is pursued. This exclusivity of IB schools though its characteristic is also one of its limitation. This does not make these schools an inclusive space.

4.3. Policy and Process of Affiliation or Authorization

The International Baccalaureate is independent from schools and does not provide teaching services to students. IB affiliated schools are entirely independent from the IB. "They are responsible for the implementation of IB programmes and quality of teaching, regardless of whether courses are provided solely in the classroom or by means of a combination of classroom-based courses and online courses offered by an IB-approved online course provider" (International Baccalaureate Organization, 2017). IBO's role is to provide affiliation to the

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[9]Information regarding these petitions can be viewed at - https://indianexpress.com/article/education/at-amity-international-mayur-vihar-kids-no-longer-under-ews-quota-parents-worried-5659404/

https://timesofindia.indiatimes.com/city/delhi/ews-entry-parents-run-from-pillar-to-post/articleshow/63456493.cms

https://timesofindia.indiatimes.com/city/gurgaon/gurgaon-school-admits-three-kids-under-ews-quota-after-parents-protest/articleshow/65046180.cms

school. It does not intervene in the governance or administration of the school. School has the sole authority to determine its fees and teachers qualifications as well as their salary.

A study on "International schools in India" was commissioned by the Ministry of Human Resource Development (MHRD). The report found that the International Boards are authorizing/registering schools independently without seeking approval from the state or central government. This means that once a school attains legal status to function as a school it can directly approach any international boards for authorization. The report also shared the most common ways through which international schools acquire affiliations. Schools affiliated to international boards often take either of the two routes. One is direct route i.e. seeking permission from the states to establish a school and the second route is that schools affiliated to CBSE/CISCE/State Board get affiliated to an International board (Panda, 2015-16).

The report also shares that getting the IB affiliation in comparison to the CIE is more rigorous and time taking process. The entire authorization process takes around two to three years for the former whereas two to three months by the latter. The IB Organization is the owner of registered trademarks, including its corporate logos, the "IB World School" logo, and the wordmarks "International Baccalaureate", "Baccalauréat International", "Bachillerato Internacional" and "IB". The right to use the "IB World School" logo is provided under licence exclusively to schools that have been granted authorization by the director general to teach one or more of the IB programmes. (International Baccalaureate Organization, 2014).

As IB schools are the focus of this study, therefore step by step process for affiliation has been shared below. IB mentions that before they can be authorized, the applying schools should normally have been in existence for at least three years. The *Authorization Process*[10] begins by filling 'school information form' by the school leaders. This is called as *consideration phase*. After IB receives the form, it is essential the head of the school participates in an IB workshop. It will help him/her to understand IB's programmes, philosophy and authorization process.

The next phase is *Application for Candidacy*[11]. In this phase, school's preliminary examination is conducted to check its compatibility with the IB's philosophy. School have to show its commitment to making required changes to become a IB world school. After IB receives the

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[10] https://www.ibo.org/become-an-ib-school/timeline-and-stages/consideration-phase/
[11] https://www.ibo.org/become-an-ib-school/timeline-and-stages/request-for-candidacyib-decision-on-candidacy/

application and fees, IB goes through the school's application and provides feedback for further development before providing authorization.

This is followed by the *Candidate Phase.* During this phase, the school takes actions necessary to fulfil the IB requirements for authorization. Schools wishing to be authorized to offer the PYP or MYP will begin trial implementation of the programme that will last no less than one academic year, the programme coordinator and other staff must attend specified IB recognized professional development activities and the school receives the support of the IB through an assigned consultant from the IB educator network.

Lastly, *Request for Authorization[12],* this involves submission of an application by the candidate school for authorization. Once the *Application for authorization* is complete, the IB team visits the school. The purpose of the visit is to ensure that IB's principles and standards are being followed by the school and the latter is ready to be an IB school. IB's visiting team usually consists of two to three IB educators. Post visit, relevant regional office will prepare a report based on the findings of the team and the information provided in the *Application for authorization.* If the school's application matches IB requirements then the Director General will grant the school authorization to teach the relevant IB programme. With that authorization, the school will officially become an IB World School for the programme. The IB's authorization process takes two to three years and it conducts inspection at least once in every five years. Schools can terminate their candidate status during the authorization process. The IB Organization also has full discretion to terminate a school's candidacy if the school does not fulfil certain conditions (International Baccalaureate Organization, 2014).

National boards in India have laid out clear legal requirements and norms for land, building etc. Whereas international boards provide guidelines to mould the mission, practices and add additional facilities in the school (Panda, 2015-16). No clear norms could be located regarding the fees to be charged by the school from students on IBO's official website. Though the annual fees[13] charged by the IBO from schools for offering different programs have been mentioned below.

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[12] https://www.ibo.org/become-an-ib-school/timeline-and-stages/request-for-authorization/
[13] https://ibo.org/become-an-ib-school/fees-and-services/fees-for-authorized-schools/

Table 5: IB Fees for the academic year (2020-2021)

Annual school fee (In foreign currency)	USD	CHF	GBP	SGD	EUR
Diploma Programme	11,650	11,781	6,990	13,865	8,300
Middle Years Programme	10,050	10,166	6,030	11,945	7,160
Primary Years Programme	8,520	8,611	5,110	10,130	6,070
Career-related Programme*	1,480	1,488	890	1,760	1,055

For schools offering DP in conjunction

(Source: https://www.ibo.org/)

IBO states that it is a non-profit educational foundation and through the fees it covers its operational costs for extending its services and support to the schools for the implementation of its programmes. In the MYP, DP and CP students take exams. Schools have to pay fee for each student in the exams. Apart from the annual and assessment fees there are two other areas where schools can choose to purchase services from the IB: Professional development – for teachers and administration and the IB store – for publications or merchandise.

4.4. Teacher's Professional Development

Professional development (PD) refers to the "processes and activities designed to enhance the professional knowledge, skills and attitudes of educators so that they might, in turn, improve the learning of students" (Guskey,2000). Education departments and school systems worldwide have started to invest heavily in teacher's professional development. They are making efforts at aligning teaching practices with the most recent educational and pedagogical research. Schools are aware of its impact on improved student learning outcomes. Therefore, IB also have several mechanisms in place to ensure continuous professional development of the teachers.

IB provides professional development through various modes like face-to-face workshops, online workshops, e-learning and blended learning and In-school and district or cluster workshops. Workshops are broadly divided into three categories namely Category 1, 2 and 3. Category 1 workshops are for teachers new to IB. They provide an overview of the IB programs. Category 2 workshops aims at developing expertise in delivering a particular IB

program and Category 3 workshops help in going deeply into specific areas or subjects (International Baccalaureate Organization, 2020-21) . IB also provides workshops for principals, administrators, superintendents and academic coordinators. They seem to offer workshops mostly in English, French and Spanish. IB states that workshops are facilitated by trained workshop leaders who are experienced in teaching IB programmes.

IB claims that its "workshop content seeks to deepen participants understanding and application of its standards and practices within the classroom". The workshops[14] are designed around a standard structure and architecture to ensure aligned and consistent set of workshops to the IB community members. IB workshops can be availed in two ways. Any interested IB school can approach IB for a workshop at their preferred date and time and select the delivery mode. The other option is IB organises workshops every year and interested teachers can get themselves registered for any of these.

A study was conducted by Dr. Karanam Pushpanadham in 12 schools offering IB PYP. In the study, 79 teachers participated and were asked questions about their job. The majority of the teachers, 68 (86.07 percent), were satisfied with the professional programmes conducted by the IB PYP schools. 67 (84.81 percent) were satisfied with the opportunities for in-service training in the IB PYP. School heads were also questioned and were asked about their opinion with regard to the induction programme, the majority of school heads (75 percent) indicated the induction programmes were useful for enabling teachers to understand the philosophy of the IB and vision of the school, while 62 percent responded that the people they worked with during induction were resourceful (Pushpanadham, 2013). Another recent study was undertaken by the Centre for Program Evaluation (CPE), University of Melbourne to assess the impact of IB's Professional Development (PD) work on educators from 2017-19. They found that after attending PD workshops participants reported (1) significantly more positive attitudes towards the IB's approaches to teaching and learning, (2) somewhat more positive general attitudes towards workshop content and strategies, and (3) significantly more positive specific attitudes towards workshop content and strategies. The survey conducted was to examine the effect of PD workshops in different core areas. In the self-efficacy area, it was found that after attending PD workshops, participants were significantly more confident in their ability to implement workshop content and strategies. The effect size for differences in self-

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[14] https://ibo.org/professional-development/about-our-workshops/

efficacy was large and these differences were not observed among those who did not attend the workshops (Calnin et. al, 2019). Both the studies reflect the positive role of workshops provided by the IB. They seem to contribute significantly in the professional development of the teachers and play an important role in enabling them to implement IB's vision successfully.

The results of the present study are also similar to the findings of the above mentioned studies. Questionnaires were circulated to which 11 academic coordinators and 20 teachers responded. In the questionnaire, it was asked *"Are teachers provided with the required training to impart skills and attitudes essential for international education?"*. All the academic coordinators responded affirmatively to the above question. Teachers were also asked the same question. All the teachers agreed that the PD workshops offered by the IB are quite resourceful and helps them in developing required skills except two teachers who didn't find the workshops adequate. Another question was posed *"How does IB provide the teaching-learning resources to the teachers?"* Respondents shared about the portal named "MY IB". It is a "gateway to IB resources, applications, and communities". Thousands of educators across the IB community are registered with it. All the IB teachers and coordinators have access to this portal where they can find plenty of teaching learning resources. Teachers also shared that this portal provides them a platform to discuss different topics or ask questions or share best practices with the teachers of IB schools located in other parts of the world. They said that IB keeps updating the information and has provided plethora of resources on this portal like list of frequently asked questions with their answers, guide papers, sample papers, examination papers, videos, podcasts, activities etc.

Some respondents during personal interviews highlighted the concern that IB workshops are quite expensive. All schools may not be able to afford to provide IB workshops for all the teachers or all the workshops for a teacher. As a result, they have devised different mechanisms to deal with this situation. They mentioned that a school may ask any one subject teacher to attend the workshop and later that teacher trains the other teachers of the same subject. Interviewees P and B shared that some schools ask teachers to sign a bond to continue teaching in school for two or three years after attending the IB workshop. Due to the high cost of these workshops, teachers rely on many non-IB resources and workshops. Principals and academic coordinators also take professional development sessions for teachers. Respondent R1 said that "my school is a member of SAIBSA (South Asian IB Schools Association) as well as TAISI (The Association of International Schools of India). These associations also provide workshops

for teachers which we attend". She also asserted that school often invite experts from different fields to train teachers and does not rely only on IB for their teachers professional development. Most of the teacher respondents shared the similar practices adopted by their schools. Though these practices are not uniform in all the IB schools and may vary from one school to the other.

Respondents E and R2 expressed their discontentment with the IB regarding the nature of workshops and teacher learning resources. E stated that during pandemic some changes were made in the curriculum but IB didn't publish the guide papers timely required to understand and implement those changes. This posed many challenges for the teachers. She also mentioned that MY IB portal has many teaching learning resources and it becomes a challenge to navigate through those resources to locate the ones required. Therefore, the task becomes time-consuming. R2 shared that IB workshops didn't contribute in his conceptual understanding. He felt that these workshops have only one purpose i.e. to market themselves in India. He said " I attended almost eight workshops none of the workshops speak about the concept. All they are talking about it is marketing… they offer nothing new just the old story repeated many times…". He was critical of international curriculums i.e. IB and Cambridge as he found both of them extremely expensive and argued that they charge for almost all the resources they provide to students and teachers.

4.5. Implementing IB Curriculum

IB curriculum's popularity around the world comes from its universal approach towards education. It is not tied to any national context. It focuses on the development of common core skills, attributes and objectives for all learners. Each IB World School uses the framework IB prescribe for its different programmes and then develop the syllabi to reflect the local, regional or national context in which it is located. UK NARIC (The National Recognition Information Centre) undertook a comparative study in 2016 wherein they compared IB's curriculum with ICSE and CBSE. They found CBSE syllabi includes descriptive sections on the topics, themes, and concepts that needs to be taught as part of the course. This differs from the IB as the key concepts and related concepts alongside objectives are provided to schools to help them develop their own written and taught curriculum (UK NARIC, 2016). Therefore, IB provides enough opportunity and space to teachers to create their course content in a way that incorporates the local setting of the child while taking into account the global context.

In the questionnaire, teachers were asked "*What are the advantages of an international curriculum over the national curriculum?*". Respondents have either taught national curriculum or have studied national curriculum which forms the basis for their response. The most common answers were that national curriculum is based on rote learning, excessive memorisation of facts, its theoretical, test driven and narrow in its scope. On the other hand, they find international curriculum progressive, inquiry based, inculcating life-long learning and provides holistic development.

Academic Coordinators and Teachers were asked "*What role does an international curriculum play in providing international education?*". Most of the responses accorded an important place to the international curriculum for imparting international education. Though few respondents shared that they could not understand the question or left it blank. Though in personal interview respondent A shared that an international curriculum provides a much needed framework or guidelines for imparting education which is international in nature. P and S2 also emphasised on the central role of a comprehensive curriculum in helping teachers provide some direction. The views are similar to the results of a study funded by World Bank. The study compared senior secondary syllabus in English, mathematics, and science, prescribed by CBSE and the Rajasthan and Orissa State Boards, with the IB and IGCSE. The findings show that IB places emphasis on the appreciation, study, and enjoyment of literature, and incorporates clearly defined higher- order thinking goals by emphasizing the use of language for communication and by focusing on the "close, detailed, and critical examination of written text." On the other hand, the Indian English syllabi reflect the grammar- based approach that has predominated in previous decades. The study concludes that the Indian curricula highlights the issue of over-emphasis on rote learning of facts as opposed to development of students' higher-order thinking skills. In addition, the sheer volume of facts which students are expected to master in order to succeed in examinations appears to exacerbate this problem, pointing to curriculum overload (World Bank, 2009).

The interviewees, while sharing their experiences, emphasised that in IB teachers as well as students are life-long learners. The teachers have to constantly update themselves and keep pace with the changes. The IB does not provide syllabus or textbooks. Academic coordinator and the teachers in collaboration with each other have to design the content using various resources. They need to keep in consideration the IB learner attributers while designing for example "programme of inquiry" in case of PYP (see Figure 7).

Cities

11 SUSTAINABLE CITIES AND COMMUNITIES

How we organize ourselves

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations, societal decision-making economic activities and their impact on humankind and the environment.

Lines of inquiry:

Services, systems and goods in a city

Interconnectedness between goods, services and systems within a city

Our responsibility towards our city

Central idea

Interconnectedness of services, systems and goods in cities can help to meet the needs of urban communities.

Concepts and Related concepts:

Form (Structure)

Connection (Interdependence)

Responsibility (Initiative)

ATLs:

Research (Information-literacy skills)

Thinking (critical thinking, Reflection & Metacognition

Social Skills (Accepting Responsibility)

Subject Focus:
Social Studies
Mathematics, PSPE

Attributes:
Inquirer
Knowledgeable
Principled

The respondents in interview shared that there is a day in the week fixed for designing the course outline. Though the outlines of a specific subject and class remains the same but teachers may deliver it differently through different teaching learning resources.

Internationalization of education through the IB curriculum has been opposed from several directions in different countries. Julia Resnik (2012) argues that the "diffusion of the IB in different countries represents a process of educational globalization that implies the denationalization of education systems, a process that weakens national education traditions that have been built up, in many cases, over centuries". Therefore, various scholars are critiquing IB for being western or ethnocentric in its orientation. With this backdrop, the present research asked academic coordinators and teachers in the questionnaire circulated through email– *"Do you think there are some limitations to the international curriculum? If yes, please share."*. Out of 11 coordinators, 2 believed that IB gives more consideration to the global context and regarded this as one of its limitation. Even among teachers, only 3 out of 20

teachers shared similar view. To probe this further, question was asked in the personal interview – "*Do you think IB curriculum gives equal importance and space to the local context of a child as well as to the global context?*". The interviewees asserted that IB's role is to provide a curriculum framework. The course content, activities, assessments and delivery rests with the teachers. They shared that the onus of incorporating local and global context lies on the teachers. Respondent S1 explained that "we begin from micro then move to macro. We start making connections locally and then we bring it to the global level". Respondent A also shared similar information. She said "While developing international mindedness we have to initiate from the local context of the child then move towards global context". Participant J further emphasised that one cannot talk about the global context without bringing in the local context. S2 added that " the component of community service in IB programme ensures that the local context of a child is being taken into consideration". Therefore, the majority of responses received in interview seem to reflect IB's endeavour of giving equal importance and space to a child's local as well as to the global context. However, certain doubts still linger. International schools have students from different nationalities. Therefore, in such a scenario, it remains debatable as to what accounts as a local context: the context where the child is currently located or the native place where she was born.

R2 teaches English and shared that IB provides a list of prescribed readings of English Novels to students for DP. He said that initially the list didn't have a single Indian author but now they have started to add their names. He also added that the teachers do have the freedom to add more books to that list like he added Tagore, Kiran Desai and Anita Desai. Though the absence of work of Indian authors remains questionable. The scholars standing against internationalisation is due to the domination of the western practices. They argue that domination is not confined only to economic sphere instead it is also intellectual. "The dominance of Western educational models, what research questions are asked, who will investigate them, and if and how the results will be applied. Discipline communities are a strong driver of approaches to content selection, teaching, learning, and curriculum design in the national and global contexts". Critical decisions about whose knowledge will be included in the curriculum and how to teach and assess learning, are determined by the discipline community which primary belongs to the North. (Wit and Leask, 2017).
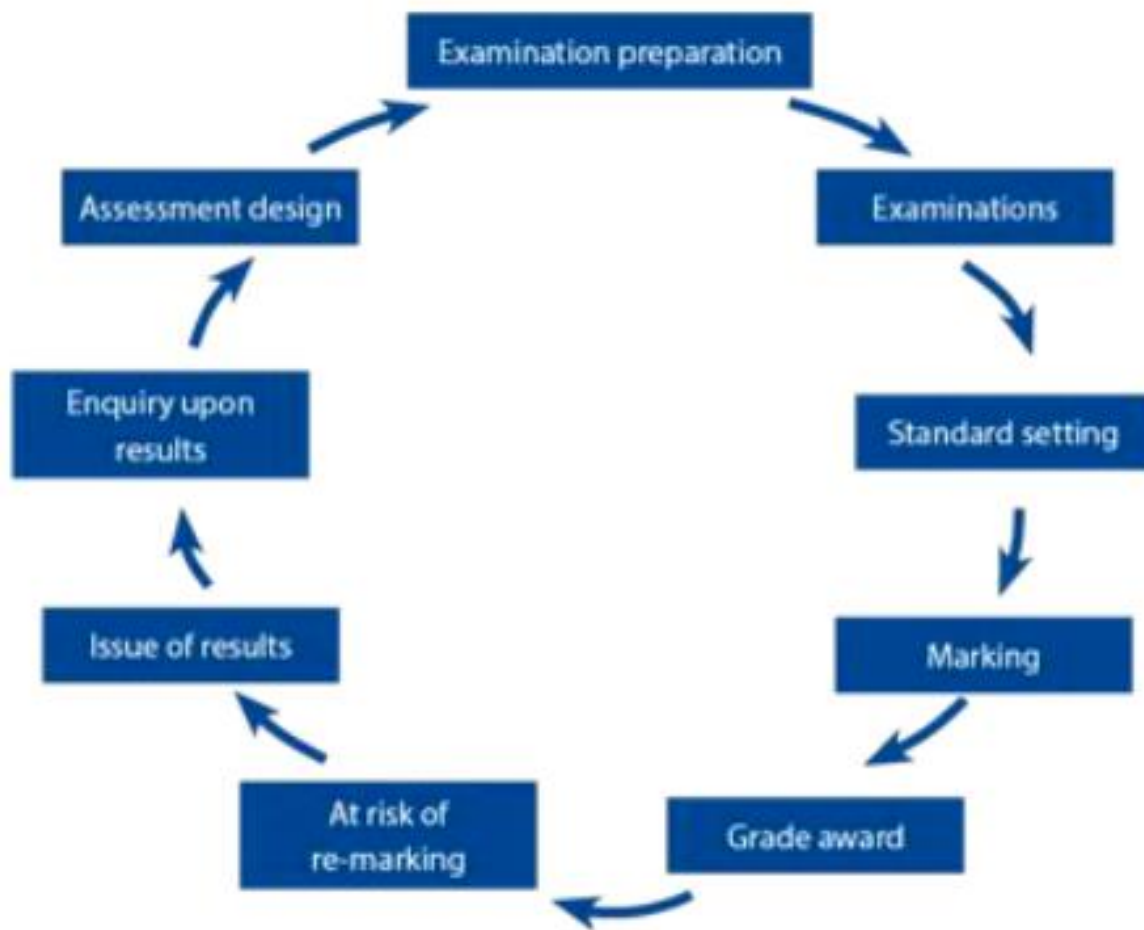
4.6. Conducting Assessments

IB programmes offer both internal as well as external assessments. It states that the aim of formative assessment is "to provide detailed feedback to teachers and their students on the nature of" the strengths and weaknesses of the student, and "to help develop their capabilities" (International Baccalaureate Organization, 2017). In comparison, summative assessment assesses the learner's ability to demonstrate the fulfilment of the requirements of a particular programme so that they can be progressed to next level (International Baccalaureate Organization, 2017). IB claims to offer multiple options or ways to students for giving formative assessments. The external assessments in IB also entail different modes like project, community service, research papers etc.

The assessment in the IB curriculum has been expressed in three interrelated areas: assessing student learning; recording the student learning through collected and analysed data; and reporting the student learning through a communicative strategy (International Baccalaureate Organization, 2009). They form the core of assessment practices (refer figure 8).

There are no external exams for PYP instead an exhibition wherein students showcase an in-depth project. External assessments are compulsory for DP and CP programs whereas it is optional for MYP. All programmes include a culminating project in their assessment. In the PYP, this is the exhibition, for MYP the personal project or community project, in DP the extended essay, and in CP the reflective project (International Baccalaureate Organization, 2018). In MYP, students have optional eAssessment at the end of year 5 for schools that wish for their students to have externally validated results. Though it is mandatory for all candidates in year 5 to complete an externally moderated personal project. The personal project is submitted electronically to the IB. It then undergoes moderation. Students have the liberty to undertake personal project in the area of their interest to present their learning and understanding. In DP apart from the mandatory external exams of the chosen subjects, students have to complete three externally assessed work. This includes an extended essay which is a 4000 words research paper, Theory of knowledge (TOK) 1600 words essay with oral presentation aiming at assessing students ability to apply TOK in a real life situation and Creativity, activity and service (CAS) community project (IBYP, 2021)

Figure 8: IB assessment cycle

(Source[15]: IB's official document on assessment)

The above shared information and various other documents of IB reflects their non-traditional approach to assessing students. There are studies conducted to analyse the assessment practices on the ground i.e. in IB schools. One such study was a comparative study at the secondary level between IB, ICSE and CBSE. The study while comparing the guidelines for IB MYP for the three subjects (Maths, Science and Social Studies) and the CBSE, found differences in several areas like the number of questions and the weighting assigned to the different question typologies. CBSE has a higher number of questions, each designed to test a given typology (including but not limited to knowledge recall, understanding, application, and evaluation);

whilst the IB MYP, though testing across these typologies, would include a smaller number of questions that primarily test application, evaluation and other higher order thinking skills. When looking at the assessment criteria used in the ICSE and the IB MYP, the ICSE descriptors for the internal assessment in the three subjects are broad and focussed on the assessment task at hand. The IB MYP assessment criteria are used for multiple assessment tasks but are more descriptive and relevant to the objectives of the overall subject (UK NARIC, 2016).

The responses collected through interviews can help us understand the above findings better. The practices shared by teachers and academic coordinators can give us an insight into the assessment process and methods used by the IB schools. Respondent E emphasised that "assessments for MYP are different…as you have to think deeply about the issues. It's not just comprehension of information that is checked through assessments instead the way you understand the text is important. For example- If a blog has been given to analyse students so they will be asked who has written?, who is it for? How efficient it is? and another part would be their personal response where they have to evaluate and give feedback to it." She was appreciative of the nature of assessments especially in IB MYP. J also shared similar practices in PYP. She explained with an example. "There is a unit of inquiry on Media. At the end of that unit students were asked to choose any issue close to their heart and express it through any medium. It was amazing the way students expressed themselves as they wrote books, a song, created their own choreography. They used virtual tools to create PPT and movies…". She gave this example to show that in IB assessments are not done through traditional ways instead various options are given or chosen by students to give their assessment. All the respondents in interview underlined the distinctive nature of assessment in IB. Some interviewees (4 out of 9) who have taught or are teaching other international curriculum, shared that IB's assessment method can be considered as its strength which sets it apart from the other curriculums.

PYP coordinator R1 shared that "assessments in IB are an ongoing process so students are not stressed about them. Therefore, there are more formative assessments than summative. We don't give marks instead provide grades and feedback. Teachers and students often co-construct assessments." Another PYP coordinator from a different school echoed similar views. S1 described "…formatives being valued more than the summative. The process of the formative is more valued, more important and more authentic than the summative". The teachers shared various ways through which they take formative assessments to ensure continuous learning. Though it is difficult to determine the nature of such practices without

classroom observation which remains one of the limitation of this study. Wynne Harlen and Sandra Johnson's study reviews the current thinking and practices in assessment within the IB PYP. It shares shortcomings in the formative assessments. The authors concluded that there is a need for PYP teachers to better understand and use formative assessment as integral to their teaching, rather than a separate activity. They recommended that the IBO should support teachers to differentiate between formative and summative assessment in order to be more precise in the alignment of the assessment type and its intended purpose (Harlen and Johnson, 2014).

While enquiring teachers about the nature of assessments, the word that was often used by them was feedback. Majority of the teachers discussed about the importance of feedback. A1 said that "In PYP if I talk about we don't give scores, we give them diagnostic feedback…example let's say any concept that they have done. If they require little nudging from the teacher where teacher can explain a bit more so the feedback will be based on that to encourage them to work a bit more". Another teacher B responded "…feedbacks are important otherwise students will not improve further. The very purpose of formative assessment is constant feedback so that has to be done". Teachers did mention the role of feedback but they didn't share any specific mechanism or ways through which it is communicated. A study in this regard made some interesting observations and findings. In 2015, a multiple case study was undertaken in eight IB PYP schools (two schools representing the IB Americas, three schools representing the IB Asia-Pacific region and the rest from IB Africa, Europe and Middle East) to understand the purpose of assessment and teachers use of assessment to plan for depth and rigour of learning. The study found that the teachers recognised the critical role of feedback, its role in formative assessment and its potential for supporting student learning. They viewed formative feedback as a tool that placed learners firmly at the centre of the assessment cycle. (Toe et al.,2015).

4.7. Pedagogic Practices

This study has been undertaken during pandemic. As a result, school visits could not be done and permission for observing online classes was not granted. Therefore, much of the analysis relies on the information shared by the teachers and coordinators. Due to online classes the pedagogic practices have undergone a change and have forced teachers to adapt to the new

normal. Though the teachers of the IB schools have been using ICT in their classes extensively even before the pandemic but with the classes going completely online they definitely have many challenges to overcome.

IB documents state that to teach PYP one needs to adopt transdisciplinary approach, for MYP interdisciplinary and DP requires disciplinary pedagogic approach. Respondents were aware of the approaches recommended by the IB and emphasised that they follow them. For example, for PYP teachers design "programme of inquiry" (refer figure 7) which are transdisciplinary in nature. These approaches integrate IB's learner profile and attempt is made to inculcate the attributes listed.

The conversations with the teachers and coordinators reflected that it is through these approaches that value of international mindedness is developed among learners. International mindedness is at the core of the IB's educational philosophy. It has been embodied through the IB Learner Profile. Therefore, "teachers are encouraged to engage with the idea of international mindedness and embed it into their pedagogies, curriculum and assessment" (International Baccalaureate Organization, 2008a). Though defining "international mindedness" has been a contentious issue. Doherty and Mu (2011) elaborates that "Internationally-minded learners are knowledgeable about local/global issues, empathetic inquirers, critical thinkers, communicators, risk-takers as well as being caring, open-minded, balanced, reflective and able to make responsible work/life decisions". IB's definition of international mindedness has been changing and evolving. Most recently, the IB identified "the characteristics of international mindedness" as including global engagement, multilingualism and intercultural understanding.

With this understanding, teachers were asked "*How are values of international mindedness inculcated or developed in IB students?*" Teachers were requested to give examples to explain. Interviewee B shared that "they celebrated culture day. It was a student led event. Students were divided into different groups and each represented a specific culture…So this is how international mindedness is catered where they understand different cultures. This is just one example there are many ways we do it". J while answering to the same question gave an example "when in class we talk about scientific laws…we are also talking about scientists from all over the world who discovered them so in English classes students would be looking at biographies of the different scientists…we also did a unit on governments where we looked at different kinds of government all over the world. We were fortunate to have guest speakers from Zimbabwe, Thailand and Brazil speaking about the kind of government present in their

countries…". She also added that in another unit we looked at children's bedroom in different countries like USA, Japan, also of children who are underprivileged, in war torn areas etc. Another educator S1 explained that in third grade "there is a topic finite resources so we did couple of case studies. The attempt was to make students analyse situations, understand and make connections…we did a study of the countries using resources efficiently like Norway, Sweden, Denmark and also countries using maximum of their resources which includes India…". Lastly, P who teaches history to DP students said that "…it is expected from students to draw international linkages…So, if you are doing independence struggle in India, we are also looking at Indo-china or Indonesia, African countries…so students are encouraged and made aware of international links". The examples shared by respondents gave an impression that the teachers understanding of international mindedness is majorly about providing information about the events/practices or drawing references and linkages with other countries. Though it is part of being international minded but not confined to it. As a part of their pedagogy for international mindedness it is required that teachers engage with non-western knowledges and students' cultural knowledges in making the interconnections/linkages. However, in the interactions with the educators such understanding and practices instances seemed to be very limited.

Examples of global engagement could be easily found in the pedagogic practices of the teachers but the same could not be said about other two elements. IB schools remain pre-dominantly English medium schools. Teachers shared that parents send their children to international school for fluency in English. B cited an example that her school celebrated mother tongue day where they expect students to sing, read a story or poem, etc. in their mother tongue. She said "not much enthusiasm was received for this celebration...Instead parents insist that school stick to teaching English instead of any other native language". Therefore, international schools cannot be regarded as good example for promoting multinationalism.

An extensive qualitative study of international mindedness in the Diploma Programme was done in six International Baccalaureate (IB) schools in Australia, China and India. The study found that across all six schools, the development of students' international mindedness faced several challenges which included regular curricular pressure, time constraint and different degrees each subject or topic lends to international mindedness. These were the common issues faced by all the six schools. Apart from this, the study shared some insightful findings specific to each country. In the context of India, it mentioned "the visibility of poverty and social

exclusion in India, as well as the everyday experiences of religious and linguistic diversity, shaping the IB community's engagement with international mindedness. In India, international mindedness as cross-class, caste, and religious understanding has the potential to push boundaries; to engage students in reflexive discussions about inequality, and bring to the centre non-western knowledges and practices in conceptualisations of international mindedness" (Sriprakash et al., 2014).

Another important pedagogic practice that teachers discussed about was "differentiation". This meant making classroom more inclusive and addressing different needs of different learners. B elaborated on the ways of addressing learning diversity. She said that IB is inclusive. "There are different ways of practicing it like students with special learning needs may be given more time to complete their assessment, they may be given the option to use laptop for writing, dyslexic students allowed to use spell checker, providing scribe to needy students…also we can have differentiated paper like two levels of paper in terms of difficulty, easier one for a slow paced learner and a difficult on for fast paced learner…" J says that the success criteria for all the students of same grade remains same but the ways they could express themselves differs. S1 shared "we have students for whom English is not the first language. We provide them additional support in the language. we have a facilitator attached to them…they have pull out session or individual sessions where they work on the language skills". These practices are more about providing facilities and making provisions to cater to different needs of students. It does not appear to be promoting inclusiveness in terms of providing more opportunities for their participation, collaboration and support.

4.8. Integrating Information and Communication Technology (ICT)

ICT has come to occupy an important and integral role in the schools. In pandemic it has become almost indispensable. IB schools can be considered at the forefront when it comes to integrating ICT in teaching learning activities. These schools have gone beyond imparting computer literacy. Instead they are making constant endeavours to make students responsible and respectful digital citizens. IB document stresses that "the understanding and effective use of ICT should not be merely acquiring a specialized set of skills and tools instead ICT should be regarded as a vehicle for learning skills and concepts and their applications within

meaningful contexts". Therefore, IB lays out few objectives for integrating ICT in the curriculum in a way that it provides specific learning opportunities such as:

- investigating and carrying out a purposeful inquiry
- creating and innovating
- communicating and exchanging information with varied audiences using a range of media and formats
- collaborating by actively participating in creating and sharing knowledge
- organizing and understanding that ICT systems can be used in various ways
- becoming responsible digital citizens who make informed and ethical choices, while acting with integrity and honesty. (International Baccalaureate Organization, 2011)

In the personal interviews, an attempt was made to understand the different ways in which IB schools are incorporating ICT in everyday classroom teaching. Teachers and coordinators shared that post-pandemic they are completely reliant on ICT for all the teaching learning activities. Though before the pandemic, the most common ways of using ICT included browsing internet to find teaching learning resources, digital communication with a wider community of teachers, digital communication with parents and students, posting homework for students, using ICT for feedback and to assess students' learning.

J explained that "to ensure effective use of ICT by the students, school has appointed ICT specialists. They also help teachers in enabling them to use technology in a way that is conducive to the students. ICT specialists also keep teachers posted of the new ways or updates about technology like they told us about virtual museum visit, skype a scientist[16] and also how students can use digital tools to make booklets. We also use OneDrive, Wiseman portal and seesaw prescribed by IB to use as a portfolio for students". The other interviewees also discussed similar practice of appointing ICT specialists (known by different names in different schools) in their respective schools who extend assistance and support to students as well as to teachers in getting familiar with new webtools.

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[16] Skype a Scientist creates a "database of thousands of scientists and helps them connect with teachers, classrooms, groups, and the public all over the globe. We want to give students the opportunity to get to know a real scientist and get the answers to their questions straight from the source" (www.skypeascientist.com).

Another respondent shared different webtools used by her and students for various teaching learning activities. S1 said "At present times, everything has gone online. Even before we went completely online in pandemic, we used many webtools like 2.0 web and 3.0 web. We are a eco-friendly schools so we try to reduce using paper so we do most of the work online….students use ICT for poster making, note taking, brochure making and for many things". P teaches DP program, "She shared that due to pandemic classes are done through google classrooms. Other than that DP students have to write a research paper for which they use J Store and other databases for materials. A software called [17]Managebac is also used as it allows teachers to see the progress of students work…". She also mentioned that "there are many software's which are helpful so many times either me or my colleague buy them and share it to use for different purposes". The conversations with these educators helped me understand that more than the IB it's the school playing a prominent role in ensuring that ICT is incorporated in multiple ways. Each respondent belongs to a different school and they shared some common as well as different web tools. Therefore, it would not be incorrect to say that schools are playing a dominant role when it comes to providing technology driven learning.

A research conducted by The University of Nottingham reported some intriguing findings. The research was on IB schools of United Kingdom to study the integration of ICT in the science and mathematics classes of the Diploma Programme (DP) in 2015. They found that IB's formal guidance on incorporating technology was helpful and motivating for schools. Though it brought into light concerns like time-constrained nature of the programme led to traditional ways of using ICT and did not provide scope for creative initiatives. The study suggested that if more time within the DP science and mathematics curriculum for students can be given they can engage with inquiry-driven uses of technology. It further pointed the constraints like school policies; school priorities; the curriculum; and modes of assessment. Dominant constraint remained less time for preparation and delivery (Crook et.al, 2015). The study throws light on some serious issues. It is essential that IB take cognisance of these concerns and works towards addressing them.

IB document states that a "PYP school community should collaboratively identify and agree on the need for, and aims of, the use of ICT. To this end, schools may want to consider the

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[17] ManageBac is the leading online planning, assessment and reporting platform for IB World Schools. They providing schools with one unified system interface for coordinators, teachers, students and parents for the full IB continuum. Source: www.managebac.com

development of a policy or an agreement that defines their beliefs and values, as well as operational guidelines in relation to ICT. This should reflect the mission of the IB and that of the school, and be reviewed regularly to reflect the constantly changing nature of learning and ICT. It must be communicated effectively to all stakeholders. All school decision-making related to ICT should be guided by the school's ICT policy" (International Baccalaureate Organization, 2011). Teachers and coordinators did not mention about any ICT policy of their school. Therefore, It is difficult to comment whether schools have any such policy or not.

4.9. Opportunities for Local Community Engagement

Creativity, activity, service (CAS) is one of the three essential elements of the Diploma Programme. CAS involves students in a range of activities alongside their academic studies. The service[18] part has been defined by IB as "an unpaid and voluntary exchange that has a learning benefit for the student" that respects the rights and dignity as well as the autonomy of all those who are involved. CAS primarily aims at enhancing students personal and interpersonal development through experience.

Hayden et. al (2017) submitted a report of the research carried out in two of the three IB World Regions, Asia- Pacific (IBAP) and Africa, Europe and the Middle East (IBAEM), investigating the transformational impact of the service strand of CAS on IBDP alumni. The research revealed that "participation in service activities was perceived to have raised students' awareness of socio-economic issues and transformed their view of their own role in promoting social change. In addition, feelings of empowerment engendered by CAS had led to increased social, political and civic involvement of alumni". The report's findings highlight the importance and impact of CAS on students. Therefore, IB schools appoint a CAS coordinator responsible for making arrangements. Studies have stressed on the significant role played by CAS coordinator in ensuring an active participation of the students in community activities.

The present study also asked teachers and coordinators of the ways in which students are provided opportunities for local community engagement. Their responses emphasised on the role of CAS in creating such opportunities for students, teachers as well as parents. They enthusiastically shared several examples of such engagement(s). Respondent J shared that "our students have hands on interaction with the local students. They painted walls, decorated it and

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[18] https://ibo.org/programmes/diploma-programme/curriculum/creativity-activity-and-service/

cleaned some areas of a local school. MYP and DP students collected funds for building toilet for girls school. PYP students also took a project. A nearby local school was being held under the tree so school premises was given to them to conduct classes. Our students regularly interacted with them and talked about health, sanitation, poems etc." She shared that these are examples of collective projects and students do take several individual projects about which they inform school later. S1 mentioned similar practices and gave an example of their school adopting all the nearby village schools where students perform regular community service. She further emphasised the active role played by parents in supporting and providing resources to their children for the service.

P shared that her school is located in Uttarakhand state. In 2013, Kedarnath was hit by flood resulting in complete destruction of lives and property in and around that region. Many schools were also swept away. Therefore, the students from her school decided to save money by cutting down expenditure on annual celebrations and giving up sweet dish for a year. The money saved was then used for establishing school in rudraprayag. She emphatically said "our students actually went and built that school with the local community. And even during Gujarat earthquakes or the tsunami, students have gone and carried out social service work…their engagement with the locals meaning in other parts of the country is very high and within the state its almost on an everyday basis". Teachers admitted to have not been able to provide community engagement to students in pandemic but praised their students for coming up with different ways of fulfilling the service component by using ICT effectively and efficiently. Similarly, S2 also discussed of the problems in fulfilling CAS component due to COVID19. As a result, "students started online awareness campaigns and initiated many clubs to explore cas opportunities".

IB boasts of the positive impact of CAS on students and their surroundings and even the study by Hayden et al (2017) mentioned promising results but there are few shortcomings in this programme which needs to be addressed. Wright and Lee (2014) explored the potential of the IB for developing 21st-century skills, by interviewing IBDP administrators, teachers and students in five schools in Beijing and Shanghai. This study found that "CAS suffered in comparison to the academic element of the IBDP as students and teachers accord it lower priority than examination subjects, and warned of the danger of superficial CAS experiences related to its pass/fail status".

4.10. Some Challenges and Limitations

There are several challenges faced by teachers and coordinators in IB schools. Most of the challenges are very similar to the ones faced by non-IB teachers. In the interview, teachers and coordinators were asked "*What are the challenges that you face as a IB educator*"? One recurrent challenge that teachers shared is time-management. They said that meeting deadlines is a task. Respondent A mentioned that "there is a lot of paper work…completing them then completing syllabus can be challenging. So, one has to really manage the time in IB". R1 (academic coordinator) also agreed that there is a lot of documentation required but rebuffed this as a challenge. Instead she argued that it is crucial for a teacher to learn time management.

Another challenge which could be identified is the difference in the context of a student and of teacher. In an international school, it is expected to have foreign students and teachers. Therefore, I enquired if any teacher considered this as a challenge. E (swiss citizen) admitted " It is very challenging. I realized about India for instance that culture is regional here and not national and it took me a while to understand…" She also added that other faculty members were helpful and made me understand the differences. In the interviews, 2 out of 9 respondents shared that in their school there are not many foreign students so they did not face any issue in this regard. 3 respondents stressed that IB curriculum has global appeal and is based on universal appeal. Therefore, they did not counter any challenge while teaching students of foreign nationalities. I would like to mention a finding of a study here which shares a similar concern. "Collaborative planning" is seen as important in IB PYP due to its transdisciplinary nature. The study shared that majority of participants stated that collaborative planning though essential is not without its difficulties like the challenge of scheduling meetings and ensuring that the process is equitable and inclusive is a task in itself (Drake at al. 2015).

There are two scholars who have written in this regard though in the context of higher education institutions. However, their findings can be applied here. Smith (2017) writes that flying faculty may find teaching immensely challenging. He says that teachers are often taken outside of their comfort zones and find themselves having to operate in classrooms and environments that are culturally diverse from what they are used to. As a result, the relationships between flying faculty and their students; between the students themselves; and between the flying faculty and the local tutors can also be problematic and hard to determine (Smith, 2017). Also the anxiety of being away from their family and friends can make their integration difficult for them. Another dimension to this challenge has been added by another scholar. He argues that the

international faculty can easily feel isolated from the community of the host school, unless they actively try to interact with other scholars. "Finding opportunities for interaction can be especially challenging for scholars who have not had previous international academic experiences or existing networks with scholars at host universities, as well as for those who are not comfortable using the native language of the host country" (Shimmi, 2017). Though the present study's focus is not on the experiences or challenges of foreign students and faculty but this emerges as an important area for future research.

Teachers made reference of the challenges faced by students in doing IB curriculum. Respondent B shared that due to the demanding nature of IB their school also provides option of national curriculum to their students if they are not able to cope up. She hinted that students who are active in co-scholastic activities are advised for other non-IB curriculum. Though she further added that IB students are provided regular counselling if they face any issue. Also that students have the option to opt either for full diploma programme or just the six subjects of DP. Another challenge that teacher R2 mentions is that in IB students are expected to use resources from internet for their deeper understanding and also for preparing for assessment. He pointed that "many a times credibility of such resources can be questionable. Another problem is students just simply copying and pasting from internet". Therefore, the role of teacher becomes crucial in this regard.

Few teachers shared that it is difficult to make parents understand the way IB curriculum functions. P shared that parents become more concerned about marks rather than the entire process. Though all the respondent teachers shared that parents are provided orientation in which they explain in detail about the curriculum and its distinctiveness from national curriculum. E who has an extensive experience of teaching in international schools abroad drew a comparison between Indian parents and foreign parents. She said that "Indian parents very concerned about achievements as in marks whereas foreign parents are interested in child's grooming and culture". S2 further added that parents are extremely career oriented and sometimes it is difficult to make them understand our pedagogy or approach towards learning. However, teachers also added that some parents with time start understanding and adapt accordingly. J in the interview mentioned "…definitely Indian parents want achievement. IB looks for where you could work with a learner so that she can find their true potential. Good thing is for new parents we have PYP orientation so that they get acquainted with new curriculum. They take time to understand. At the beginning of every academic session, we have

coffee conversations mornings. We invite parents and let them know about our curriculum…".
While discussing about parents role and expectations R2 was the only teacher who expressed
his concerns for "lack of parental care". He said that "our students come from elite families
and many parents are not bothered about them…their involvement is less".

Chapter 5

Conclusion

Being international is a contested concept and can be defined and implemented in varied ways. Predominantly, "Being international" is seen as being connected to the needs of the "global knowledge economy" on the one hand and the production of "world citizens" on the other. International schools espouse to prepare students to match up to the requirements of a globalised knowledge economy while making them "world citizens".

"Being international" has changed its meaning over the time and today it has become synonymous with concepts such as "quality" or "fairness" in the field of education. It is a concept which is vague and open to a range of interpretations. Schools take advantage of this indeterminateness and have started defining it in the ways that suits them the best. There is no organization at national or international level to check the appropriateness of their claim. Therefore, international schools have started to use "international" in their name to project themselves as par excellence. They provide legitimacy to their claims by offering international curriculum, flamboyant infrastructure, foreign faculty, international collaborations, foreign trips, exchange programs etc. to appear internationally oriented.

With the increase in the number of international schools there has been simultaneous growth in the number of International Curriculums. The latter has come to occupy an important place. They claim to play a pivotal role in orienting schools to provide an education which is truly international. These curriculums may provide guidelines, framework, course content, conducting assessment and in some cases offering training to the teachers. The most popular international curriculums are IB, CIE, Edexcel etc. Most of these curriculums have developed in the west and have received flak for being "too western" or "euro-centric" and not suitable for Asian and African countries as they have different cultural context.

Despite these criticisms, there is a growing popularity of international curriculum(s) and IB emerges as a top contender. IB is one of the oldest curriculum and has presence across the

globe. It provides framework to the schools and central to this framework is developing international mindedness among learners. IB offers four programmes and each requires a different pedagogic approach. It's role also entails conducting assessment for MYP and DP, conducting workshops and seminars and ensuring affiliated schools adhere to its norms.

It is being argued that these curriculums have originated in the developed countries, therefore, being replicated by the developing countries. Critics explain that the "copy and paste approach" may not work well due to stark difference in the cultural context of the countries located in the east. A universal international curriculum may not be able to do complete justice to the context variation across the borders. Therefore, IB curriculum faces several challenges due to its international orientation and the diverse cultural group it caters to. However, IB documents assert that it does not aim to be a curriculum relevant to a particular state or nation. It seeks to provide a globally relevant curriculum which transcends the cultural specificities of nations. Though, it is difficult to imagine a kind of education which can be kept away from the cultural context in which the school is located. Herein lies a core tension. Each actor in school brings in their cultural specificity and it is essential to incorporate them to make learning more personal and engaging.

The local context—the social, cultural, political, and economic conditions—provides both opportunities as well as challenges for international education. The global context is important so is the local context. In the analysis of the data, it was found that more prominence has been given to the former. The heavy borrowing of international practices and methods seek to undermine or overshadow the local context in which the child is living. It is essential that schools remain wary of committing this mistake and must strike a balance between local and global context.

Another concern is that the international schools are lately turning into a industry. It is being dominated by money making or profit making minds. There has been the reversal of older ideals of international education— solidarity, development, mutual understanding and have been replaced by new market imperatives summed up in a much over-used word globalization (Scott, 2017). The heavy investment done by schools in terms of infrastructure, bringing

international faculty, international affiliations, global curriculum etc. means taking higher fees from students. Some schools see this as an opportunity to earn greater revenues.

The goal should not be more internationalized curriculum or increased academic mobility per se. Rather the aim should be to ensure that students are better prepared to live and work in a more interconnected world. "Internationalisation needs to be taken as a means to an end and not an end unto itself" (Hunter and Wit, 2017). This will ensure that the international dimension is integrated into different practices of the schools.

The above mentioned challenges are either the concerns faced presently by the stakeholders in the school imparting international education or the possible concerns which can emerge in near future. The reason to highlight is to make an attempt to address them. There is always a room for improvement. If international education seeks to fulfil its core purpose then it is imperative to find ways to deal with these challenges.

The international education should be viewed as an integral and indispensable ingredient in the individual student's preparation for participation in full and productive citizenship. The full acceptance and responsibility for individual citizenship, national citizenship, and world citizenship must be the goal for international education (Bradshaw et al, 1990) in international schools.

It is essential to understand that there is not one type of international schools. They vary because of the different contexts in which they function. The attempt to universalise their nature or type would be detrimental to the learning objectives of the international school. However, some monitoring is imperative to ensure that international schools are fulfilling their purpose. Therefore, it is important to have certain guidelines or mechanisms in place to ensure that international schools are not just commercialised institutions. In India, there is complete absence of a database of international schools. There are no guidelines or framework till now for their operations. It is essential that a mechanism should be put in place to regulate their growth and functioning and also that they abide by the educational policies and provisions of the country.

Different scholars have insisted that International curriculum is important but not essential for international education. A national school with right kind of conditions can also provide an education which can be international in nature. This is a noteworthy argument because one can find schools with national curriculum imparting international values.

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School Details

1. Name of the School-

2. Location of the School-

3. Your Name-

4. Your Designation-

5. International Examination Board(s) offered in the school-

6. Mention the IB programs offered in the school –

7. National curriculum offered –

International Education

8. What does international education mean to you?

9. According to you, what are the essential components or elements of international education?

10. What is the relevance of international education in the present context?

11. What are the expectations of parents from an international school?

12. What are the various ways through which your school creates an environment suitable for providing international education?

13. What are the challenges or issues being faced by international schools during the pandemic?

International Curriculum

14. What role does an international curriculum play in providing international education?

15. What are the advantages of international curriculum over the national curriculum?

16. Do you think there are some limitations of international curriculum? If yes, please share.

17. What are the essential conditions or pre-requisites for imparting international education?

18. Does international curriculum provide enough scope or flexibility for the schools to make changes as per their needs? Explain in detail with examples.

International Baccalaureate (IB)

19. What are the main reasons for choosing IB Curriculum for your school?

20. Do schools need to make changes or adjustments to introduce IB programs? Please mention the important ones.

21. What kind of learner does IB envisage to create?

22. What is the most challenging part of IB programs?

23. What kind of learner does IB envisage to create?

Pedagogic Practices

24. Are heads of international schools provided with any kind of training by the IB? If yes, kindly mention the duration and nature of such training.

25. Are teachers provided with the required training to impart skills and attitudes essential for international education? If yes, kindly mention the duration and nature of such training.

26. How does IB provide the teaching-learning resources to the teachers and coordinators? How helpful do you think they are?

27. Do academic coordinators receive any training from IB? Please discuss the content of such training briefly.

28. What are the core areas of development for international education?

Community Service

29. How successful is an international curriculum in taking into consideration the local as well as international context?
30. Does your school provide local community engagement for the students? If yes, please mention the ways in which the school is doing the same.
31. Are students provided opportunities for engagement with local community during the ongoing pandemic?

APPENDIX B (WEB-BASED QUESTIONNAIRE FOR TEACHERS)

School Information

1. Your Name-
2. Name of the School-
3. Address of the School-
4. Your Designation-
5. Subject and Classes Taught-
6. Teaching Experience in IB school(s)-
7. International Examination Board(s) offered in the school-
8. Mention the IB programs offered in the school -
9. National Curriculum Offered –

International Education

10. What do you understand by International Education?
11. According to you, what are the essential components or elements of an international education?
12. What are the expectations of parents from an international school?
13. What are the various ways through which your school creates an environment suitable for providing international education?
14. What are the challenges or issues being faced in providing international education during pandemic?

International Curriculum

15. What role does an international curriculum play in providing international education?
16. What are the advantages of an international curriculum over the national curriculum?
17. Do you think there are some limitations to the international curriculum? If yes, please share.
18. Does the international curriculum provide enough scope or flexibility for the schools to make changes as per their needs? Explain in detail with examples.

International Baccalaureate (IB)

19. What is the most challenging part of IB programs?

20. What kind of learner does IB envisage to create?

21. Are teachers provided with the required training to impart skills and attitudes essential for international education? If yes, kindly mention the duration and nature of such training.

22. How does IB provide the teaching learning resources to the teachers? How helpful do you think they are?

Community Service

23. How successful is international curriculum in taking into consideration the local as well as international context?

24. Does your school provide local community engagement for the students? If yes, please mention the ways in which the school is doing the same.

25. Are students provided opportunities for engagement with local community during the ongoing pandemic?

APPENDIX C (INTERVIEW QUESTIONS)

Personal Details

1. Can you please share your teaching experience?
2. Which are the classes and subject you teach?
3. Can you please share your educational qualifications?
4. What are the role and responsibilities of a Coordinator/Teacher?

International Curriculum

5. According to you, what are those qualities that makes IB stand out in comparison to other curriculums?
6. Do you think IB curriculum gives equal importance and space to the local context of a child as well as to the global context?
7. What role does ICT have in the IB curriculum?

Pedagogic Practices

8. What kind of pedagogic practices does IB encourages or suggests?
9. What kind of pedagogic practices are adopted by the teachers for inculcating international mindedness and intercultural understanding in students?
10. Would you consider the present school as culturally diverse? Do you think international schools are culturally diverse?
11. How challenging it is to teach in a classroom which is culturally diverse?

Teachers Experiences

12. Does IB give teachers agency or freedom to design or implement the curriculum?
13. What are the different mechanisms IB adopts to ensure that a particular program is being implemented as per their standards?
14. What are the ways in which IB provides support to the teachers?
15. How are new teachers trained or inducted in IB?
16. What are the challenges that you face as a IB educator?

Assessments

17. Could you please share the nature of assessments that takes place in IB?

18. What is the nature of summative assessments in your school?

19. What role does IB play in counselling or guidance to class 12 students for higher education?

20. What is the criteria for selection of students for admission to IB programs?

APPENDIX- D IB SCHOOL'S FEE STRUCTURE IN INDIA

Fee structure for students admitted in Academic Session 2021-22

HEADS	PARTICULARS	NURSERY & KG	I TO VII	VI AND VII	VIII TO X	XI & XII	PAYMENT DUE DATES
ONE TIME	**ONE TIME – JOINING FEES (NON REFUNDABLE)**						
FEES	Token Registration Fee	₹ 45,000	₹ 45,000	₹ 45,000	₹ 45,000	₹ 45,000	On admission day
	Admission Fees	₹ 1,30,000	₹ 1,30,000	₹ 1,30,000	₹ 1,30,000	₹ 1,30,000	Post Dated Cheque (PDC) dated 1st May, 2021 to be couriered within 2 days of confirmation of admission
	SECURITY DEPOSITS (REFUNDABLE ON WITHDRAWAL)						
	Security Deposit	₹ 1,06,000	₹ 1,21,900	₹ 1,21,900	₹ 1,32,500	₹ 2,09,350	PDC dated 1st May, 2021 to be couriered within 2 days of confirmation of admission
	RECURRING FEES						
RECURRING FEES	Composite Fees (Four Instalments)	₹ 1,06,000	₹ 1,21,900	₹ 1,21,900	₹ 1,32,500	₹ 2,09,350	Payable by 15th July 2021, 15th Oct 2021, 15th Jan 2022 and 15th Apr 2022
	OPTIONAL CHARGES						
QUARTERLY OPTIONAL CHARGES (APPROX.)	Meals	Rs 9600 (Single) & Rs 14,400 (Double)	Rs 9600 (Single) & Rs 14,400 (Double)	₹ 8,004	₹ 8,004	₹ 8,004	
	Transport (Upto 8 km)	₹ 15,600	₹ 15,600	₹ 13,155	Rs. 13,155 for Grade VIII & Rs. 13,479 for Grades IX & X	₹ 13,479	
	Transport (GGN Routes)	₹ 18,000	₹ 18,000				
	Trasport (Delhi Routes)	₹ 21,000	₹ 21,000	NA	NA	NA	

Fee for the academic year may vary depending on the year of admission of the child.

Source: https://www.heritageexperiential.org/international-fees-structure/

FEE STRUCTURE

Academic Year 2021 - 2022
For Indian Citizens (including NRIs & OCIs)/ SAARC Nationals/ ASEAN Nationals

COMPOSITE SCHOOL FEE	
(Payable four times a year: 15 May, 15 August, 15 November, 15 February)	
Grade 1 – 8	1,37,500
Grade 9 – 10	1,90,000
Grade 11 – 12	2,34,500

INFORMATION TECHNOLOGY FEE	
(Payable annually on 15 May)	
Grade 1 – 5	16,500
Grade 6 – 12	28,500

OTHER FEE optional & as applicable		
(Payable twice a year: 15 May & 15 November)		
Transport Fee (15% rebate on routes upto 10 km)	Gurugram Routes	44,500
	Delhi Routes	53,000
English Support		92,000
Learning Support		1,15,000

ONE TIME JOINING FEE	
(Payable at time of admission)	
Application & Registration Fee	20,000
Admission Fee*	1,40,000

SECURITY DEPOSIT	
(Refundable)	
Security Deposit*	Two instalments of Composite School Fee payable at the time of admission

Payable within 15 days of advising confirmation of admission or as stated by your invoice.

Source: https://www.pathways.in/gurgaon/school_gurgaon_admission