

## The Education Approach of the IB Diploma Programme and the IB Career-related Programme and Their Contributions to the Target Audience

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### Abstract

The International Baccalaureate (IB) programmes are internationally recognized educational frameworks designed to provide high-quality instruction to students across various age groups. These programmes aim to foster both academic excellence and personal development, encouraging students to attain high levels of achievement while cultivating a lifelong passion for learning driven by curiosity and intrinsic motivation. The IB seeks to develop principled leaders who approach challenges with optimism and empathy, respect cultural identities, consider the ethical dimensions of decision-making, appreciate human connections, and apply their knowledge to real-world challenges, particularly in complex and critical situations. This article offers a concise overview of IB programmes, with a particular focus on the pedagogical approaches adopted in the IB Diploma Programme (IBDP) and the IB Career-related Programme (IBCP). Additionally, it examines the role and significance of these programmes within the school environment, emphasizing their contributions to students, parents, and the broader educational landscape.

**Key Words:** IBDP, IBCP, International Baccalaureate Diploma Programme, International Career Programme, CAS

### IB Diploma Programı ve IB Kariyer Programının Eğitim-Öğretim Yaklaşımı ve Hedef Kitleye Katkıları

#### Öz

Uluslararası Bakalorya (IB) programları, farklı yaş gruplarındaki öğrencilere yüksek kaliteli eğitim sunmayı amaçlayan, küresel çapta tanınan eğitim programlarıdır. Bu programlar, akademik mükemmeliyetin yanı sıra kişisel gelişimi teşvik ederek, öğrencilerin derslerinde olağanüstü başarı elde etmelerini ve merak ile içsel motivasyon tarafından yönlendirilen yaşam boyu öğrenme becerilerini geliştirmelerini amaçlamaktadır. IB, öğrencileri zorluklara iyimserlik ve empati ile yaklaşan, kültürel kimliklere saygı duyan, karar alma süreçlerinde etik boyutları dikkate alan, insan ilişkilerine değer veren ve özellikle kriz zamanlarında bilgilerini gerçek dünya problemlerine uygulayabilen ilkel liderler olarak yetiştirmeyi hedefler. Bu makale, IB programlarına genel bir bakış sunarak özellikle IB Diploma Programı (IBDP) ve IB Kariyer Programı (IBCP) kapsamında benimsenen eğitim yaklaşımlarının önemine odaklanmaktadır. Ayrıca, bu programların okul ortamındaki rolü ve etkileri ele alınarak, öğrencilere, velilere ve daha geniş eğitim camiasına sağladığı katkılar vurgulanmaktadır.

**Anahtar Kelimeler:** IBDP, IBCP, International Baccalaureate Diploma Programı, Uluslararası Kariyer Programı, CAS

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## **Introduction**

The Diploma Programme (DP) is an educational and training programme designed to prepare students for success in university life and to become active participants in the global community. The International Baccalaureate (IB), an internationally recognized education and training framework for students aged 3 to 19, varies in its academic and social content. The IB offers high-quality international education programmes that reflect a strong and forward-looking vision. IB education, which is guided by the values outlined in the learner profile, places a strong emphasis on learners and aims to develop students with advanced communication skills, a strong sense of moral responsibility, and a commitment to personal growth through its student-centered programmes. By fostering ethical approaches to teaching and learning, IB programmes equip students with the attitudes and competencies necessary for both academic and personal success. Expanding perspectives from the local to the global, IB programmes cultivate learning approaches that encourage students to investigate globally significant ideas and challenges while formulating solutions through an enhanced understanding of languages and cultures. Through these approaches, the IB seeks to educate individuals who continuously strive for self-improvement and aspire to become responsible and engaged global citizens.

### **Applications of IB programmes in different age groups**

IB Primary Years Programme (PYP)<sup>2</sup>: It covers students between the ages of 3 and 12. It is an international programme designed for primary school students. It includes activities aimed at developing students' inquiry, research, discovery, communication, and problem-solving skills. IB Middle Years Programme (MYP)<sup>3</sup>: It is intended for students between the ages of 11 and 16. It is an international programme designed for secondary school students. It aims to provide students in this programme with a more structured academic foundation and to develop skills such as research, analysis, synthesis, and understanding cause-and-effect relationships. DP: It is a two-year international diploma programme designed for students between the ages of 16 and 19 (IB Diploma Programme, 2024). The IB Diploma Programme aims to equip students with advanced academic knowledge while also fostering skills in creativity, social responsibility, and physical activity. The International Baccalaureate Diploma Programme (IBDP) is a highly prestigious programme in terms of university preparation and admission and plays an important role in students' acceptance into universities worldwide. The programmes that will be examined in depth in this article are the International Baccalaureate Diploma Programme (IBDP) and the International Baccalaureate Career-related Programme (IBCP).

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<sup>2</sup> Retrieved from <https://www.ibo.org/globalassets/new-structure/brochures-and-infographics/pdfs/pyp-programme-brochure-2017-tu.pdf>

<sup>3</sup> Retrieved from <https://www.ibo.org/globalassets/new-structure/brochures-and-infographics/pdfs/myp-programme-brochure-2017-tu.pdf>

## **IB DP Learning and Teaching Methods and Approaches**

Diploma programmes aim to equip students with knowledge and diverse perspectives while enabling them to gain in-depth understanding by offering courses from six subject groups. The programme, which helps students acquire the knowledge and skills essential for university life, also allows them to learn at least two languages and develop an awareness of different cultures alongside their own. Through the competencies they acquire in interdisciplinary studies and Theory of Knowledge (TOK) courses, students will be able to analyze events from multiple perspectives. Additionally, they will gain extensive knowledge through Extended Essay (EE) or Internal Assessment (IA) projects, allowing them to develop expertise in the thesis writing process.

In addition to their academic studies, students enhance their personal development through Creativity, Activity, and Service (CAS), which helps them build social skills and understand the significance of supporting disadvantaged individuals in society. Within the IB Diploma Programme (IBDP) curriculum, students select one subject from each of the five groups (Groups 1 to 5), gaining academic depth in their first language, second language, individuals and societies, mathematics, and sciences. Additionally, students must choose either an arts subject from Group 6 or a second subject from Groups 1 to 5. DP subjects can be taken at either Higher Level (HL) or Standard Level (SL). At HL, students are required to take a minimum of three and a maximum of four subjects, with 240 hours of instruction per subject. The remaining subjects are taken at SL, requiring 150 hours of instruction per subject. Students can take DP subjects and exams in English, French, or Spanish. Furthermore, two DP subjects selected from different groups may be classified as interdisciplinary subjects, allowing them to fulfill the requirements of multiple subject groups. Courses in Groups 1 and 6, as well as Groups 3 and 4, encompass studies that belong to specific disciplines or interdisciplinary fields. These courses enhance students' understanding of education and encourage them to apply their knowledge and skills (IB Programme, 2024). One of the most significant components of the Diploma Programme (DP) is the Extended Essay (EE), which is evaluated as a graduation thesis. A student writing an EE in Global Studies examines an issue of global significance through the lens of at least two DP courses. Another essential component of the IB core is the Theory of Knowledge (TOK) course. This course integrates academic disciplines and allows students to approach teaching and learning from a different perspective. The TOK course, designed to develop students' critical thinking skills, supports them in gaining new insights by exploring the nature of knowledge. In addition to academic studies, all students are required to engage in Creativity, Activity, and Service (CAS) activities to meet IB CAS criteria and qualify for the diploma. CAS activities consist of projects that include creativity, physical activity, and social service. In other words, throughout the Diploma Programme, students must actively participate in various activities alongside their academic coursework.

- Creativity projects encourage students to engage in artistic and creative thinking activities.

- Physical Activity studies aim to promote a healthy lifestyle through physical engagement.
- Community service projects cultivate a sense of social responsibility by fostering empathy toward disadvantaged groups.

Through CAS, students are supported in their personal and interpersonal development using both formal and informal learning strategies. By learning through experience, students engage in self-discovery and personal growth.

When examining the IB assessment process, students are required to take a written examination at the end of the programme, which is prepared and graded by the IB. These exams are evaluated by IB Examiners. Additionally, students are assessed through internal assessments, oral presentations, and Theory of Knowledge (TOK) project exhibitions for each course at their school. These assessments are initially graded by teachers and then moderated by examiners assigned by the IB. The Extended Essay (EE), Creativity, Activity, and Service (CAS), and TOK Essay are also evaluated by the IB. However, while CAS is a compulsory component, it is not graded, and students must fulfill its requirements to earn the diploma.

Students can achieve a maximum score of 45 points in total:

- 42 points come from six subject courses (with each course graded between 1 as the lowest and 7 as the highest).
- 3 additional points are awarded based on performance in the EE and TOK Essay.

To obtain the IB Diploma, students must meet the minimum performance requirements across all courses and attain at least 24 points, provided that they have fulfilled the CAS requirements. The highest possible total score a Diploma Programme (DP) student can achieve is 45 points (Diploma Programme, 2024). As part of the IB assessment criteria, evaluations are conducted based on predetermined objectives and learning outcomes for each course. Being a student in the IB Programme, teaching in an IB World School, and being an IB World School are considered privileges. Additionally, professionals can enhance their expertise by working in various IB roles, such as examiners or auditors. For official information and updates, the International Baccalaureate Programme's official website provides detailed guidance on IB processes and assessment criteria<sup>4</sup>.

Based on the information provided above, the courses included in the IBDP programme are as follows<sup>5</sup>:

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<sup>4</sup> Retrieved from <http://www.ibo.org>

<sup>5</sup> Retrieved from [www.ibo.org/become](http://www.ibo.org/become)

## **Courses Included in the IBDP Programme**

### **Studies in Language and Literature**

- Language A: Literature
- Language A: Language and Literature
- Literature and Performance

### **Language Acquisition**

- Classical Languages
- Language Ab Initio
- Language B

### **Individuals and Societies**

- Business Management
- Digital Society
- Economics
- Geography
- Global Politics
- History
- Language and Culture
- Philosophy
- Psychology
- Social and Cultural Anthropology
- World Religions

### **Sciences**

- Biology
- Chemistry
- Computer Science
- Design Technology
- Environmental Systems and Societies
- Physics
- Sports, Exercise, and Health Science

### **Mathematics**

- Analysis and Approaches
- Applications and Interpretation

## **Arts**

- Dance
- Film
- Music
- Theatre
- Visual Arts

## **DP Core**

- Creativity, Activity, Service (CAS)
- The Extended Essay (EE)
- Theory of Knowledge (TOK)

IBDP<sup>6</sup> aims to The International Baccalaureate Diploma Programme (IBDP) aims to provide students aged 16 to 19 with a strong foundation for university education. This programme establishes a robust framework that not only facilitates success in university admissions but also prepares graduates to excel in professional life. It ensures that graduates develop analytical thinking skills, are ethically aware, and possess cultural competence. The primary objectives of the IBDP include fostering various skills in students, such as conducting independent research, acquiring ethical values, and embracing cultural diversity, in addition to attaining academic knowledge. The programme also aims to cultivate students who can think critically, conduct in-depth analysis and synthesis, develop advanced language skills, and use language effectively (Anderson & Krathwohl, 2001, pp. 1-7). As an international education programme, the IBDP seeks to equip students with essential skills such as research proficiency, disciplined work habits, time management, intercultural awareness, and the ability to approach events with both local and global perspectives. Furthermore, it fosters the development of social skills, global citizenship, and a sense of responsibility during high school years. While many of these skills are typically acquired during university education, IBDP students develop them alongside intellectual enrichment throughout their high school years, giving them a significant advantage in both academia and beyond.

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<sup>6</sup> Retrieved from <https://ibo.my.site.com/IBProgramme/s/>



**Figure 1.** IB Diploma Programme Scheme / School- based syllabus, First assessment, 2022  
**Source:** <https://guide.fariaedu.com/ib-cp-subject-centre/school-based-syllabuses/turkey-in-the-20th-century>

If we examine the course content of the IBDP, we observe that its core framework is built upon the IB learner profile, educational methodologies, and teaching approaches. Additionally, the programme encourages student participation in creativity, physical activity, community service activities, and volunteer work, collectively known as CAS (Creativity, Activity, and Service). From an academic perspective, students are required to take three Higher Level (HL) courses and three Standard Level (SL) courses from six main subject groups:

- Studies in Language and Literature,
- Language Acquisition,
- Individuals and Societies,
- Sciences,
- Mathematics,
- The Arts

These 3 HL + 3 SL combinations is considered ideal. However, students may opt to take four HL courses and two SL courses, depending on the university admission requirements for their intended field of study. Nevertheless, this option can be academically challenging (Walker, 2011, pp. 1-7). In addition to coursework, students must complete internal assessments (IA), which involve short graduation theses and report-based studies that are integral to each course. These assessments contribute to the overall evaluation process and are a compulsory component of the IBDP.

Students in the programme are required to complete an Extended Essay (EE) as part of their graduation requirements. They can choose the topic of their graduation thesis from any subject within the IBDP programme. This independent research project must be 4,000 words in length. Additionally,

the Theory of Knowledge (TOK) course encourages students to approach knowledge with a critical and inquisitive perspective. As part of the course, students are required to write an essay (thesis) on one of the predetermined research questions. The programme aims to nurture students holistically, not only in academic terms but also by fostering social awareness and supporting personal development. Students who successfully complete the programme are awarded the IB Diploma, which is recognized by universities worldwide. To earn the IB Diploma, students must obtain a minimum of 24 points out of 45. This includes achieving the required scores in HL courses and successfully completing the EE, CAS, and TOK Essay components. If a student earns 42 points across six courses (with a maximum of 7 points per course) and an additional 3 points from the EE, CAS, and TOK Essay, achieving a total of 45 points, they will receive full marks. Students who do not meet the diploma requirements receive a certificate that records the grades they obtained in the courses they completed.

### **IB Career-related Programme: Learning and Teaching Methods and Approaches**

The IB Career-related Programme (IBCP) is designed for students aged 16 to 19 who wish to pursue an education specifically tailored to the profession they plan to study at university. This programme equips students with practical and social skills that align with their career aspirations, preparing them for both higher education and the professional world.



**Figure 2.** IBCP Diagram

**Source:** <https://www.ibo.org/programmes/career-related-programme/>

The programme aims to support students' skill development and the experiences they acquire in their chosen field by fostering a sense of self-esteem and encouraging them to take responsibility for their own actions.

One of the main features of the IB Career-related Programme (IBCP) is the preservation of traditional educational structures while increasing awareness and engagement in career-oriented learning. Each school implementing the programme designs its own approaches to meet the specific needs of its students, academic processes, and university preparation requirements within the IBCP framework. The IBCP curriculum requires students to take at least two IBDP courses, which are structured around four main components:

1. Core courses,
2. Career-related studies

For IBCP students, IBDP courses provide the theoretical foundation and academic discipline necessary for intellectual development, while the career-related study programme enhances their academic learning by offering practical and applied approaches. The IBCP core plays a crucial role in helping students develop the skills and competencies essential for lifelong learning. As a fundamental component of the Career-related Programme (CP) within the International Baccalaureate® (IB) framework, the IBCP core supports students' personal and social development by emphasizing experiential learning (Audet & Jordan, 2005, pp. 20-30). Additionally, the IBCP core serves as a bridge between IB academic subjects and career-oriented studies, equipping students with a balance of academic knowledge and practical skills to prepare them for both higher education and professional careers.

### **The core The Core Components of the IBCP**

The core of the IB Career-related Programme (IBCP) consists of four interrelated components, as outlined below:

#### **1. Personal and Professional Skills**

Students develop attitudes, skills, and strategies that they can apply to both their current and future personal and professional lives. This course prepares students for real-world challenges, allowing them to apply their experiences and skills in workplace settings while developing competencies relevant to their future careers.

#### **2. Service Learning (Social Learning)**

This component involves the development and application of knowledge and skills to address a genuine societal need. Through a research-based approach, students engage in community service initiatives related to topics they have previously studied in their academic coursework. They apply the skills, understanding, and values acquired in these studies to practical, real-world settings.

### **3. Reflective Project**

The Reflective Project is an in-depth study that begins early in the programme and is presented towards its conclusion. Through this project, students identify, analyze, critically discuss, and evaluate an ethical issue arising from their career-related studies. The Reflective Project aims to develop comprehensive research skills, academic writing proficiency, effective communication abilities, intellectual growth, and creativity.

### **4. Language Development**

This component provides a language programme designed to help students broaden their global understanding and enhance their language skills. Given that the ability to communicate in multiple languages is fundamental to the IB's international education philosophy, language development fosters an educational approach that supports students in improving their proficiency in a language other than their primary language.

Diploma Programme (DP) and Career-related Programme (CP) students are required to complete DP courses, the CP core, and officially approved career-related studies simultaneously. The Career-related Programme (CP) prepares students for university, internships, or direct application of the skills they have acquired, enabling them to further develop themselves in their future areas of interest (Brooks & Brooks, 1999, pp. 75-86). The programme supports the development of students' social and cognitive skills by helping them make connections between real-life experiences and the theoretical concepts they learn. Students gain in-depth knowledge of theories and concepts through practical application and hands-on experiences. Upon successful completion of the programme, students receive the International Baccalaureate Career-related Programme Certificate, along with certificates and official documents issued by the institution where they completed their career-related studies. The IB places significant value on collaboration with accredited institutions to ensure the quality and credibility of career studies. It is essential that institutions providing career-related opportunities have a formal agreement with the IB. The IB has always encouraged collaboration with both international and national institutions for career-oriented studies. Moreover, it particularly values local career-focused education providers that align with the needs of IBCP schools. IBCP students are assessed through both internal and external evaluations conducted by the IB. Similar to the examinations administered at the end of the DP process, DP courses within the IBCP are assessed based on international standards. These assessments are carried out by IB examiners, with grades ranging from 1 (lowest) to 7 (highest).

Each IBCP student must complete the four core components of the IB Career-related Programme (IBCP):

1. Reflective Project,
2. Service Learning,

3. Personal and Professional Skills,
4. Language Development

The Reflective Project is assessed by the school but is supervised and graded by the IB. It is evaluated on a scale from A to E, with A being the highest grade. Schools are responsible for ensuring that students have successfully completed the Service Learning, Personal and Professional Skills, and Language Development requirements. Schools must verify and confirm that these components have been fulfilled, as they are assessed internally. The IBCP<sup>7</sup> is open to all students aged 16 to 19 and is available in IB World Schools globally. A school must obtain official authorization to offer the IBCP by successfully completing the IB accreditation process. The authorization procedure ensures that schools are adequately prepared to implement the programme. Once authorized, all IB World Schools are required to participate in an ongoing review and development process every five years to maintain programme standards. The IBCP is specifically designed for students who seek career-related education aligned with the university department they plan to study during the final two years of high school. The programme provides students with a strong academic foundation and practical experience, enhancing their readiness for university and future career success. To earn an IBCP Certificate, all students must complete at least two IBDP courses as part of the IBCP curriculum.

### **Awareness of IB Education**

With its interdisciplinary learning approach, the International Baccalaureate (IB) supports the integration of different subjects and the implementation of interdisciplinary studies. IB students engage in Internal Assessments (IA), the Extended Essay (EE), and the Theory of Knowledge (TOK) Essay, undertaking thesis and project-based research that integrates various fields such as mathematics, science, history, psychology, philosophy, economics, and business within Groups 1, 2, 3, and 4. Additionally, students are required to complete the four core components of the IBCP, as illustrated in Figure 2: The IBCP Diagram. Regarding assessment and examinations, IB students are evaluated using a combination of internal and external assessment methods, including written exams, essays, theses, dissertations, projects, and presentations. This assessment approach is designed to measure students' success not through rote memorization but by fostering critical thinking, analytical and synthetic reasoning, interpretation, and the ability to articulate their understanding (Boyer, 1995, pp. 17-28). Furthermore, one of the primary objectives of the IB—in alignment with its emphasis on global citizenship—is to cultivate individuals who are sensitive to global issues, possess high cultural awareness, and develop solutions to local challenges.

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<sup>7</sup> Retrieved from <https://www.ibo.org/programmes/career-related-programme/>

## **IBDP and IBCP for students**

International programmes will be examined from different perspectives and approaches. From a global perspective, both the IB Diploma Programme (IBDP) and the IB Career-related Programme (IBCP) foster openness to diverse cultures and perspectives. These programmes enable students to develop a broader understanding of national and international issues. When analyzing these educational methods, the critical thinking approach plays a fundamental role in helping students develop critical thinking skills. It also equips them with the ability to conduct analysis and synthesis, engage in questioning, and think independently (Dewey, 1933, pp. 1-4). The Theory of Knowledge (TOK) course, in particular, is designed to cultivate these critical thinking abilities. Additionally, it emphasizes an interdisciplinary approach, integrating knowledge across various subjects to enhance students' analytical and reflective skills.

The research skills approach enhances students' abilities in information gathering, analysis, synthesis, and presentation through research projects, reflective projects, and theses in both the IBDP and IBCP. With its interdisciplinary learning approach, the programme fosters a comprehensive understanding by encouraging students to establish connections between different disciplines (Bruner et al., 1986, pp. 271-278). From a social responsibility perspective, both the IBDP and IBCP support students' personal development by fostering awareness of social responsibility. This is achieved through community service projects and initiatives that encourage students to assist disadvantaged individuals with a sense of volunteerism. Regarding university preparation, the IBDP and IBCP are recognized as diplomas and certificates by numerous universities worldwide. These programmes provide students with a strong academic foundation, preparing them for higher education and equipping them with the skills necessary for successful careers. Perhaps one of the most significant benefits of these programmes is the development of foreign language proficiency. The IB offers a multilingual environment, with English serving as the primary language of instruction and assessment to enhance language skills. Additionally, students have the opportunity to study an additional international language alongside their mother tongue in the language acquisition component of both the IBDP and IBCP.

In the context of academic discipline and research skills, students develop independent working habits while simultaneously fostering a sense of teamwork through sustainable projects. By engaging in compulsory thesis studies, such as essays and extended research papers, they learn to conduct research, formulate assumptions and hypotheses, and analyze and synthesize results. Students also refine their scientific and academic writing skills, ensuring their writing meets academic criteria in terms of clarity, structure, and expression. They learn to defend their arguments coherently, support their claims with evidence, and incorporate proper referencing techniques when writing essays and theses. These research-based studies encourage an interdisciplinary approach, enabling students to evaluate and analyze topics from multiple perspectives by integrating various disciplines in projects and coursework.

Through a rigorous academic framework, the IBDP and IBCP curricula provide students with the opportunity to develop essential skills such as research, analysis, and problem-solving. The Extended Essay (EE), Theory of Knowledge (TOK), and the IBCP core—three key integrated components—further strengthen students' independent thinking and research skills by supporting them with theoretical knowledge and academic inquiry. Additionally, time management and organizational skills play a crucial role in the IBDP and IBCP, as students must effectively plan and manage their coursework and assessments, such as Internal Assessments (IA) and the EE, within a comprehensive and structured curriculum. This approach helps students enhance their time management abilities, instilling a disciplined and organized approach to their academic and professional endeavors.

From a global perspective, the IB Diploma Programme (IBDP) and IB Career-related Programme (IBCP) provide students with the opportunity to examine global events, cultures, and ideas through a critical lens. By developing these skills, students enhance their ability to interact with diverse cultures and gain a broader understanding of the world (Collins et al., 1995, pp. 135-136). Another significant aspect of IB education is its emphasis on foreign language development. Both the IBDP and IBCP offer students the opportunity to learn multiple languages, allowing them to improve their communication skills in different linguistic contexts. This multilingual approach plays a crucial role in enhancing cultural awareness, enabling students to engage with diverse perspectives and navigate global interactions effectively. Beyond academic and linguistic skills, the Creativity, Activity, and Service (CAS) programme fosters a sense of social responsibility among students. Through participation in community service projects, creative activities, and physical engagements, students develop a heightened awareness of societal needs. This engagement not only enhances their academic achievements but also contributes to their personal growth, enabling them to understand themselves better, explore their interests, and cultivate their self-identity. As a result of these comprehensive learning experiences, IBDP and IBCP graduates gain a competitive advantage over students who have not completed these programmes, particularly in the context of admissions to prestigious universities. Many universities recognize IB graduates as well-prepared and competent students. Additionally, course scores from the IB Diploma may be accepted as course credits in various university departments, further facilitating students' academic progress in higher education.

### **The importance of IBDP and IBCP for the school process and parents**

Schools offering the IB Diploma Programme (IBDP) and IB Career-related Programme (IBCP) generally provide students with a richer curriculum and a wider variety of course options. As previously mentioned, the multifaceted perspective and rigorous academic structure of these programmes enhance students' opportunities for admission to prestigious universities worldwide. For students considering enrollment in an institutionally recognized and well-established school that implements the IBDP and IBCP, it is important to note that these schools typically maintain high academic standards and aim to

prepare students for both university and life. Furthermore, it is essential that these schools are accredited by the Council of International Schools (CIS) and implement the IB programme at the K–12 level, ensuring consistency and quality in international education.

The IB Diploma Programme (IBDP) and IB Career-related Programme (IBCP) are international education programmes specifically designed for students aged 16 to 19 and are recognized by countries worldwide. These diploma programmes are structured to help students plan their university education and future careers effectively. To ensure the successful implementation of the IB programme, schools must effectively manage the collaborative triangle of parents, students, and administrators. As an IB parent, it is essential to provide continuous support and encouragement to your child throughout the programme. Throughout the programme, high school students receive an education that closely resembles the academic structure of university-level studies. Therefore, it is crucial for schools to offer introductory programmes for parents, helping them understand the IB curriculum and expectations.

As previously mentioned, the IBDP consists of six subject groups and three core components:

1. Extended Essay (EE),
2. Theory of Knowledge (TOK),
3. Creativity, Activity, Service (CAS)

In the IBCP, students must choose two courses from the DP curriculum and complete the four core components of the IBCP core, which include:

1. Language Development,
2. Personal and Professional Skills,
3. Service Learning (Social Learning),
4. Reflective Project

These essential components should be clearly explained to parents by the IB coordinators or education coordinators at schools. Parental understanding of the IB programme is crucial in ensuring they can provide better support for their children's academic and personal development.

The International Baccalaureate (IB) helps students develop effective time management skills (Erickson, 2012, pp. 1-13). Parents play a crucial role in supporting their children by helping them establish effective study habits and maintaining motivation throughout the programme.

It is important for parents to encourage students to submit their assignments and projects on time, including:

- Internal Assessments (IA)
- Extended Essay (EE)
- Reflective Projects

- Personal and Professional Projects
- Service Learning (Social Learning) Projects
- Theory of Knowledge (TOK) Essay

Since IBDP and IBCP students may experience stress during the programme, providing emotional support is essential. Parents should offer verbal encouragement to help students stay determined throughout their academic journey and overcome challenges related to motivation and workload.

Additionally, families should have a clear understanding of IB assessment criteria and grading. It is important for them to know:

- IB grades range from 1 (lowest) to 7 (highest).
- EE and TOK Essay are graded on a letter scale (A to E).
- CAS is not assigned a numerical grade but must be marked as "completed."
- Failure to complete CAS requirements will result in the student not receiving the IB diploma, even if they achieve 45 out of 45 points.

Parents should also be aware of how EE, TOK, and CAS influence the final score, as this is crucial in helping students reach their academic goals<sup>8</sup>. Many internationally ranked universities consider IB students as strong candidates during the admissions process.

Families should conduct research on potential universities, considering not only academic excellence but also physical and social facilities that align with their children's interests. They should also remember the importance of:

- Reference letters from teachers.
- Predicted IBDP scores provided by schools.
- Meeting university application deadlines.

The IBDP is highly valued by international universities, as well as some private universities in Turkey. However, it is essential for families to review each university's specific admission criteria to ensure that students meet all requirements.

### **Discussion, Conclusion and Recommendations**

The International Baccalaureate (IB) aims to cultivate inquisitive, knowledgeable, and compassionate young individuals who will contribute to the creation of a better and more peaceful world through intercultural understanding and mutual respect. As a result, the IB programme is a rigorous educational framework that requires comprehensive and disciplined engagement. IB programmes,

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<sup>8</sup> Retrieved from <https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/what-is-an-ib-education-2017-tr.pdf>

particularly in international schools, support students' intellectual development by providing an environment where they can advocate their ideas and engage in discussions with peers from diverse cultural backgrounds. These experiences help students become active, socially aware, and lifelong learners. All schools and school groups that wish to offer the IB programme must first successfully complete the accreditation process and obtain official authorization from the IB before implementing the programme. The requirements and procedures are uniform across all schools and are designed to ensure that institutions are fully prepared for the successful implementation of the programme(s).

It is important to note that all IB World Schools are required to undergo an audit every five years, following the same programme standards and practices. The purpose of this audit is to contribute to the continuous improvement and self-development of schools while providing constructive feedback in these areas. These audits are conducted both online and in-person. The IB aims to ensure that experienced school administrators and educators effectively understand IB standards and practices, fostering the development of a global learning community with high-level educational expertise. Offering a comprehensive, balanced, conceptual, and interconnected curriculum, IB programmes cover a broad spectrum of academic content. The IB programme develops students into individuals who are inquisitive, analytical, knowledgeable, reflective, effective communicators, principled, open-minded, empathetic, risk-taking, balanced, and responsible, as outlined in the IB learner profile (Walker, 2011, pp. 1-4). These attributes extend beyond intellectual development and academic success, enabling students to approach global challenges with diverse perspectives and a strong sense of responsibility. Students aged 16 to 19 participating in the IBDP and IBCP programmes aim to achieve success in both university and professional life. The IBDP and IBCP are international education programmes that promote academic discipline while allowing students to make well-balanced choices by completing four core components and taking examinations. These programmes are designed to foster intellectual, social, emotional, and physical development. Recognized and respected by top universities worldwide, the IBDP and IBCP certificate programmes enable students to adapt seamlessly to an increasingly globalized society. While the IBDP emphasizes academic excellence and a broad intellectual foundation, the IBCP focuses on specialization in a specific career path while simultaneously supporting personal growth. Both programmes aim to cultivate disciplined, analytical, and self-confident students. The skills and competencies acquired through these rigorous academic programmes will significantly benefit students throughout their university education and future professional careers.

### **Ethical Declaration**

During the writing process of the study titled “The Education Approach of the IB Diploma Programme and the IB Career-related Programme and Their Contributions to the Target Audience”, scientific rules, ethical and citation rules were followed; no falsification was made on the collected data and this study was not sent to any other academic publication environment for evaluation.

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## GENİŞ ÖZET

International Baccalaureate programının kariyer odaklı programı (IBCP), IB'nin vizyonunu ve eğitim ilkelerini, kariyer odaklı öğrenim görmek isteyen öğrenciler için özel olarak geliştirilmiş benzersiz bir uluslararası eğitim programıdır. IBCP, öğrencilerin okuyacağı üniversite bölümünü kapsayan eğitim çerçevesi, öğrencilerin ihtiyaçlarını, geçmiş bilgilerini ve yeni edindikleri bilgilerle bağlantı kurmalarını sağlamaktadır. IBCP, öğrencileri, edindiği bilgileri aktarabilen ve yaşam boyu sürecek beceriler kazandıran önemli bir uluslararası programdır. IBCP, IB Diploma Programı kapsamında, uluslararası alanda tanınan ve mesleğe yönelik dersleri olan, önemli bir IBCP çekirdeğine sahip ve kariyere yönelik çalışmalar içerisinde olan bir eğitim sistemidir. IBCP programı öğrencilerin şu özelliklerinin güçlenmesine yardımcı olur. Bunlar: Akademik olarak kendini geliştirmiş, pratik bir alanda yetenekli, eleştirel bakış açısına sahip ve etik değerlere önem veren, kendini tanıyan, işbirliğine

açık, disiplinli ve kararlı hareket eden, kendine güvenen ve farkındalığı gelişmiş, merhametli ve düşünceli öğrenci özelliklerinin yanında sorgulamayı seven bireyler yetiştirmeyi amaç edinir.

IB Career-related Programme (IBCP), öğrencilerin hayata etkili bir şekilde katılmalarına yardımcı olarak, yaşam boyu öğrenenler olmalarını ve fark yaratma kapasitelerinin farkına vararak öğrenme sürecinde zihinsel ve sosyal gelişimlerine katkılar sunmaktadır. Sorgulayıcı öğrenme yaklaşımıyla, öğrencilerin yalnızca bilgi edinmeleri değil, aynı zamanda bu bilgiyi eleştirel bir şekilde sorgulamaları ve bunun yanında analiz etmeleri beklenir. Öğrenciler, araştırma yaparak sorular sormayı ve bu sorulara kendi araştırma yöntemleriyle cevaplar bulmayı öğrenirler. Çok yönlü olma ve kültürlerarası bilinç ile IB programı, dünya genelindeki farklı kültürlerle saygı göstermeyi ve farklı bakış açılarını anlamayı teşvik eder. Bu, öğrencilerin sadece akademik anlamda başarılı olmasını değil, aynı zamanda sosyal sorumluluk bilinci kazanmış bireylerin de yetişmesini teşvik eder. Bunların yanında öğrencinin kişisel, duygusal ve sosyal gelişimini de önceleyerek öğrencilerin çok yönlü gelişimini sağlamaya çalışır. IB programları, öğrencilere kendi ilgi alanlarını keşfederek yaşadıkları toplumlara fayda sağlama yönünde çalışmalar içerisinde olmayı teşvik eder. Öğrenci merkezli yaklaşımla öğrencilerin bireysel öğrenme ihtiyaçları ve yeteneklerine odaklanan bir eğitim anlayışı sürdürür. Öğrenciler, kendi öğrenme hızlarına uygun öğrenmeye teşvik edilir ve başka bir öğrencinin öğrenme hızına göre değil de kendi öğrenme hızına uygun öğrenme yaklaşımlarına göre hareket ederler. IB daha çok öğrenci merkezli, öğretmenlerin rehber olduğu ve proje tabanlı bir yaklaşım sergilemektedir.

IB sistemi, öğrencilerin yaratıcı ve eleştirel düşünme becerilerini geliştirmeyi amaçlamaktadır. Bu nedenle IB, özellikle farklı bir eğitim ve öğretim yaklaşımı arayan ve yurtdışında eğitim planlayan öğrenciler ve aileleri tarafından tercih edilen uluslararası programlardan biri olmaktadır. Bu noktadan baktığımızda, IBDP, öğrencilerin akademik ve kişisel gelişimlerini destekleyen çok yönlü bir eğitim ve öğretim sistemidir. IB'nin bu eğitim anlayışı, öğrencileri üniversiteye ve gelecekteki kariyerlerine hazırlarken, onları yaşam boyu öğrenmeye teşvik eden bir yaklaşımdır. IBDP, disiplinli, çok yönlü ve küresel bir perspektife sahip öğrenciler yetiştirmeyi amaçlayan bir programdır. Hem kişisel hem de akademik açıdan büyük faydalar sağlar. Bu sayede, öğrenciler kapsamlı bir akademik bilgi düzeyi ile çok yönlü bir bakış açısına sahip olurlar. Öğrencilere akademik çalışmalarının yanında, kültürel farkındalık ve küresel bakış açısı ile IBDP, öğrencilerin ulusal ve uluslararası sorunlara karşı duyarlı olmalarını teşvik eder. Öğrenciler farklı kültürlerle saygı duyarak iyi insan olma anlayışını geliştirirler. IBDP ve IB IBCP okulları, dünyanın birçok ülkesinde bulunan ve Uluslararası Bakalorya Organizasyonu (IBO) tarafından akredite edilmiş okullardır. Ayrıca IB tarafından 5 yılda bir okullar denetlenmektedir. IBDP okulları, öğrencilere uluslararası düzeyde tanınan diplomayı iki yıllık yoğun bir eğitim programı sonucunda verirler. IB programı, Türkiye'de ve Dünya genelinde birçok ülkede uygulanan uluslararası bir eğitim programıdır.

IB programı, öğrencilere eleştirel düşünme, araştırma yapma, problem çözme, kültürel farkındalık ve sosyal sorumluluk gibi beceriler kazandırmayı hedefler. Bu program, öğrencilere akademik bilgi sağlamanın ötesinde, dünya vatandaşı olma bilincini geliştirerek iyi insan olma yolunda ciddi adımlar atmasını da amaçlar. Aynı zamanda, farklı akademik alanlarda derinlemesine bilgi edinme fırsatları sunarak, öğrencilerin hem üniversite hem de iş hayatında başarılı olmalarına yardımcı olur. Programlar, öğrencilerin bağımsız olarak öğrenmelerine ve sorumluluk almalarını destekleyerek bireysel öğrenmelerine katkı sağlarlar. Öğrencilerin, farklı kültürler ve küresel sorunlar hakkında bilgi sahibi olup fikir üreten bireyler olarak uluslararası bilinç kazanmış olurlar. Aynı zamanda, Programlar, ikinci bir dil öğrenimine imkan tanıyarak öğrencilerin etkili iletişim becerilerini geliştirerek problem çözme yetkinliğinin gelişmesine ve karmaşık problemleri analiz etme ve çözme becerisinin kazandırılmasına yardımcı olmaktadır. Mesleki yönlendirme sayesinde IBCP, öğrencilerin kariyer hedeflerine uygun bir akademik ve mesleki eğitim sunarak, öğrencilerde pratik yaşam becerilerinin gelişmesine yardımcı olur. IBCP, öğrencilerinin seçtikleri kariyer alanlarına yönelik uygulamalı beceriler kazanmalarını sağlamak için örneğin; mühendislik, sağlık, teknoloji, ekonomi ve işletme alanlarında staj yapma imkanları sunmaktadır. Bu staj esnasında IBCP, çekirdek kısmında bulunan dört becerinin de gerçekleşmesi sağlanır. Bu yöndeki eğitim programı ile öğrenciler, hem akademik hem de mesleki bağlamda yaratıcı çözümler üretme konusunda becerilerini geliştirirler. Programlar öğrencilerin akademik başarılarına destek olduğu kadar kişisel ve sosyal gelişimleri noktasında ahlakı bilinç ile IBCP, öğrencilerin mesleki etik ve sosyal sorumluluk bilinci kazanmalarına yardımcı olarak, iş hayatına hazırlık anlamında, öğrencilere iş dünyasının taleplerine yönelik beceriler kazandırıp, iş hayatında profesyonel bir network ağı oluşturma fırsatı sunmaktadır. IBCP, hem üniversiteye devam etmek isteyen hem de doğrudan iş dünyasına atılmayı planlayan öğrenciler için esnek bir yapı sunarak, öğrencilere uluslararası geçerliliği olan sertifikalar ve mesleki nitelikler kazandırıp öğrencinin donanımlı bireyler halinde yetişmelerine fırsatlar sunar. IB programları, öğrencilere hem akademik hem de kişisel gelişimlerine katkılar sağlar. Özellikle IBDP ve IBCP, öğrencileri üniversite ve kariyer yaşamına hazırlayan güçlü programlardır.