



IB **THE CULTURE**
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OCT 2012 **MADRID**

IB Africa, Europe & Middle East
Regional Conference



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2012

Connecting, strengthening and developing
the IB community in Africa



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The IB Africa Strategy

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HISTORIC MILESTONES

- 1973: Moshi first IB School in Africa (school #32)
- 1978: Robert Blackburn former Deputy Director General of the IB visited several schools in Africa to promote the IB
- 1978: President Senghor of Senegal provided government scholarships for Senegalese students to attend the UWC Atlantic College and later to other UWCs to undertake the DP
- 2000: Support from Margaret Nkrumah – led to a regional conference taking place in Togo and Ghana assisted by the British School of Lomé and the SOS Herman Gmeiner School, Tema.



THE IB IN AFRICA: CURRENT STATUS

- 64 schools across 25 countries in Africa are authorized to offer IB programmes
- 54 Schools Authorized to deliver the Diploma Programme
- 17 Schools Authorized to deliver the Middle Years Programme
- 23 Schools Authorized to deliver the Primary Years Programme



PURPOSE OF THE SYMPOSIUM

- Share and discuss the opportunities and challenges for IB in Africa
- Inform the development of a strategic plan for Africa
- Inform schools about programme updates and new IB initiatives
- Support the formation of a West African IB Association



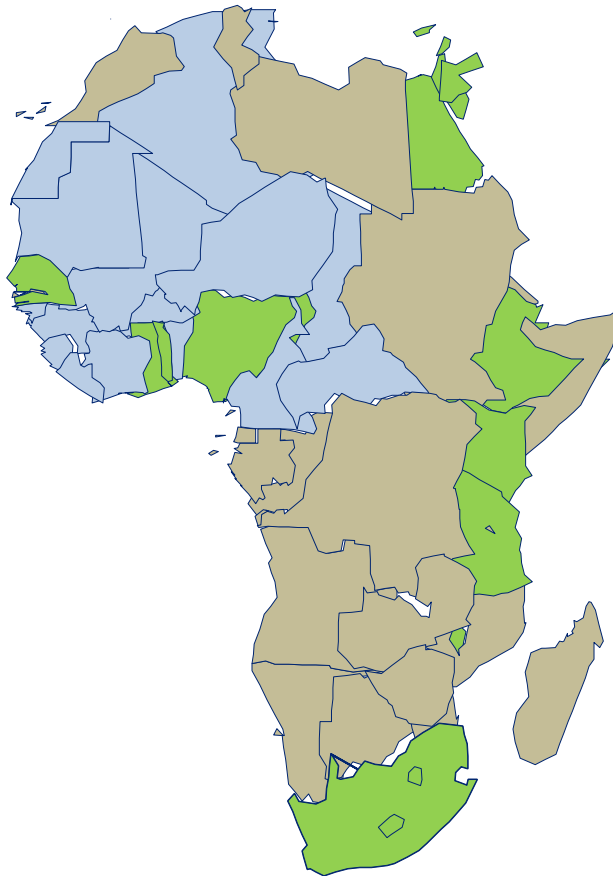
TOPICS DISCUSSED

- University and government recognition in Africa
- How to get involved in the IB educators network
- Accessible, affordable and impactful professional development
- Access projects in Africa and how schools can get involved
- Linguistic diversity in IB Africa schools
- IB programme breakout sessions

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IB WORLD
SCHOOLS

Green Countries with recognition policies

Grey Countries with no official policy but with IB presence (authorised or candidate)

Blue Countries with no IB World Schools



RECOMMENDATIONS

RECOGNITION OF IB PROGRAMMES

- Work on local University recognition for the DP and for IB Certificates and IB Advanced Certificates for Professional Development
- Obtain recognition statements from an identified list of the top 50 African universities
- Renew all recognitions statements from ministries
- Work with educational regional associations and bodies to obtain recognition statements eg Association of African Universities

RECOMMENDATIONS

RECOGNITION OF IB PROGRAMMES

- Improve awareness of the IB programme through targeted awareness raising and media coverage in countries where recognition remains a challenge
- Create a database of highly placed IB advocates (alumni, parents, educators, HE ambassadors) to lobby for IB recognition
- Organize orientation seminars for government and university officials



RECOMMENDATIONS

LINGUISTIC DIVERSITY

- Improve the understanding of centrality of language in schools
- Emphasis on all teachers being teachers of language as per the IB language policy
- Improve and support the education of parents and students with respect to mother-tongue
- Support more literature offerings in native languages – working with the academic and assessment divisions



RECOMMENDATIONS LINGUISTIC DIVERSITY

- In “Language as a Way of Knowing” under TOK-interrogate issues of dominance, marginalization, identity, values, translation- in workshops for TOK teachers
- Where possible widen the possibilities of special requests from schools to offer certain languages

RECOMMENDATIONS

FUNDRAISING & ACCESS

- Support the IB Strategy for Africa by sourcing information and tools that will support the IB Community via the IB fundraising blog, IB World, IB AEM Newsletter and other appropriate channels
- Identify and engage with potential donors and/or other key stakeholders who are keen to strengthen education in Africa
- Raise awareness of IB priorities in Africa with potential donors and/or other key stakeholders and support the regional teams work to develop and strengthen networks in Africa



RECOMMENDATIONS PD & IBEN

- PD portfolios to aid personal career development and also application for recognised IB Certificates.
- Community and case study sharing.



RECOMMENDATIONS PD & IBEN

- Expand the training of Workshop Leaders to include the ultimate goal of one per school, particularly for the PYP and MYP.
- Introduce a range of PD types and costs to include cluster, on demand, blended, action research based etc.
- Have local teams develop learning objects which can be used for remote teaching (to share teaching expertise) and for use in online, blended and face to face PD.



RECOMMENDATIONS PD & IBEN

- Introduce synchronous teaching (with some asynchronous blended in) for the remote lessons with students and the same with PD
- Have regional priority zones in which to vary the costs of access to PD
- Support access to power and internet through targeted access projects

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Limited HEI recognition
32% of countries have official recognition policy
Ensure that no student is disadvantaged by choosing an IB education

POSITIONING / EXTERNAL INFLUENCE

Amplify the message “With Africa for Africa”
Development of the West Africa Association of IB schools
Development of relationships with key stakeholders in the region

General recommendations

Research

Development of research initiatives with an African focus for the IB school needs

Support to Schools

Strengthen IB coordinators network and school regional networks
IB Help Desk

ACCESS

- ArcelorMittal Professional Development Course for 30 teachers and Senior officials from Gauteng District Education Department from the 3 ArcelorMittal Science Centres in South Africa
- 18 month online and face-to –face course in IB philosophies and approaches.
- Training of 20 UWC Waterford Kamhlaba and International School of Hout Bay teachers

First face-to-face workshop IB-AMF Project in South Africa, Sept 2012





Our next steps

- Work with schools to audit and resolve specific and immediate recognition issues
- Build capacity through IBEN
- Be innovative and responsive to how IBPD can be offered
- Be realistic
- Co developed strategies will be more effective than top down directives-we invite you to work with us.

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Thank you

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