



International[®]
Baccalaureate

**THE IMPROVEMENTS IN IB
SERVICES TO SCHOOLS
OMBUDSMAN'S
PERSPECTIVE**

Anthony Flatley
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PRESENTATION

ROLE OF THE OMBUDSMAN
SYSTEMIC PROBLEMS IDENTIFIED
IMPROVEMENTS MADE
FAQS FROM SCHOOLS, PARENTS
FUTURE CHALLENGES

What an ombudsman does

- He helps people who have:
 - Questions (about IB policies and processes)
 - Concerns (about changes within the IB)
 - Issues (over various decisions)
 - Suggestions (on how to improve services)

The people he helps?

- o School personnel (heads, coordinators, teachers ...)
- o Members of IB staff
- o Associations of IB World Schools
- o IB volunteers
- o Parents, students...

How he does it

- o Easy access to members of senior management
- o Access to all IB documents (within the limits of the law).
- o No formal power: needs to influence people on both sides of an issue.

The rules (ethics)

- Guarantees confidentiality
- Is accessible, easy to reach
- Retains independence from the IB
- Stays impartial

Reports to DG and Board

- People who contacts the ombudsman: frequency, type of issue, category of people
- Contacts initiated by the ombudsman
- Analysis of systemic trends
- Recommendations to changes in communication, procedures, training or systems.
- Evaluation on the effectiveness and efficiency of the ombudsman office...

2007 report on systemic problems

1. Authorization and evaluation of schools
2. Workshops (professional development)
3. Communication (internal and external)

1. Noted improvements – quality assurance for schools

- Comprehensive revision of the document “Programme standards and practices”
- Examples of what constitutes evidence
- Standardization of the process for visits
- More use of school people for visits
- Possible evaluation visits for diploma

2. Noted improvements - workshops

- More partnerships with IB Associations of World Schools and other organizations.
- Better training of “master” workshop leaders.
- More workshops
- New global workshop architecture
- Evolution of online PD

3. Noted improvements - communication

- New IB logo and professional identity
- Better documentation explaining the three programmes
- Availability of many presentations on website

2008 report on systemic problems

4. Decision-making process in the IB
5. Organizational culture of the IB
6. Relationship with IB volunteers

4 Noted improvements in decision-making process

- Major projects vetted by central office
- Full financial analysis before final decision
- Awareness that the IB has to say “no” sometimes
- Awareness that the process is often too lengthy

5 Noted improvements in enhancing IB culture

- Creation of the employee profile (inspired by the learner profile)
- Emphasis on stakeholder focus
- Identification of essential managerial competencies
- Improved training for IB staff

6 Noted improvements in relationship with IB volunteers

- Creation of a manager position in each region (IBEN – IB Educators Network)
- Coordination of unique database (work in progress)
- Harmonization on how volunteers are treated (work in progress)

2009 report on systemic problems

7. Communication with parents
8. Complaints process
9. The correct role of the heads council

FAQs from schools (1)

- Cost of services and economies of scale
- Obligations for compulsory workshop attendance in authorized schools
- Contradictory information given in workshops
- Availability and affordability of workshops

FAQs from schools (2)

- Inconsistency in internal assessment moderation (especially in the sciences)
- Inconsistency, inaccuracy for TOK and EE results
- Inconsistency in authorization, evaluation process in the different regions

FAQs from schools (3)

- Training for new examiners
- Concurrency of learning guidelines in diploma and scheduling problems
- Obligations for transdisciplinary learning (one teacher for core subjects) in PYP
- Financial billing statements, inaccuracies, explanations, delays

FAQs from parents

- Diploma examination results lower than anticipated
- Examination procedures for special circumstances
- Arrangements for special needs students
- Quality of education in certain schools

FAQs from staff

- Loss of staff and its effect on organizational memory
- Risk analysis of major decisions
- Scope, rapidity and concurrency of changes

Your thoughts

- Questions (about IB policies and processes)
- Concerns (about changes within the IB)
- Issues (over various decisions)
- Suggestions (on how to improve IB services)

END OF THE PRESENTATION

Thank you

Tony Flatley

ombudsman@ibo.org

ibombudsman@ccapcable.com

+1-418-575-2317