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### **Australia**

*March 2004: Curriculum Victoria, Foundations for the Future: summary report of analysis of national and international curriculum and standards documents for the compulsory years.* This document considers, among other examples, the contribution that the IB Primary Years Programme (PYP) and Middle Years Programme (MYP) can make to educational reform in the state of Victoria.

A 2005 application for course approval to the Queensland Studies Authority has been accepted; IB diploma holders will, from 2007, also qualify for the Queensland Certificate of Education and can include IB certificate subjects as part of their national qualification.

The University of Melbourne, in cooperation with Wesley College and the IBO, is offering a postgraduate diploma in international education for teachers interested in the PYP. The course started in 2005 with 25 enrollments.

### **Cambodia**

*September 2002: training the trainers workshops in Phnom Penh and Takeo for 100 teacher trainers conducted by experienced IB teachers.* The workshops focused on child-centred, activity-based learning approaches in line with PYP pedagogy. Jointly funded by UNESCO and the IB Asia-Pacific office.

A contract was signed with the ministry of education in October 2003 to provide training until December 2006 of lecturers, administrators and teachers in child-centered and child-friendly interactive primary school learning based on PYP pedagogy.

### **Canada**

There are ongoing initiatives in British Columbia, Alberta and Ontario to rationalize the relationship between the provincial requirements for graduation and the requirements of the IB curriculum. An announcement about further improvements in the situation in British Columbia is anticipated shortly.

2005: in cooperation with the Ministry of Education of Quebec, vocational courses in sustainable development, critical thinking, and ethics and multiculturalism have been developed to contribute to an IB diploma with vocational elements.

### **Central America**

*May 2003:* the Central American Educational and Cultural Coordination Committee (Coordinación Educativa y Cultural Centroamericana) of ministers of education and culture for the region has reached an agreement on educational reform. The agreement is in two parts:

- a) to implement the IB Diploma Programme in one public school in each country over the next few years
- b) to arrive at standards for the implementation of a "Bachillerato Centroamericano" for 2005; the standards and curriculum are to reflect those of the IB Diploma Programme.

### **Ecuador**

2002: the education authorities of the municipality of Quito made a comparative study of their national syllabuses and the IB Diploma Programme. State education authorities met with the regional director in February and the state school Sebastián de Benalcázar was authorized in December 2003. It will offer the Diploma Programme, funded by the Municipality of Quito. The head and coordinator of the school came to the regional conference and in January 2005 the regional director is invited to a ceremony in which they will inaugurate new laboratories.

### **Finland**

2001: in cooperation with the Finnish ministry of education and the University of Oulu a pilot project in distance learning for the IB Diploma Programme is taking place between two state schools: the Oulun Lyseon lukio in Oulu and a partner school Lyseon Puiston lukio in Rovaniemi, Lapland. The project will reach the end of the pilot phase in 2005.

### **Germany**

*From 2003:* German became one of the vehicular languages of the IB Diploma Programme in 13 overseas German schools. An agreement with the German government provides IB Diploma Programme courses in history, biology and theory of knowledge in German for a trial period of five years.

### **Hong Kong**

*September 2005:* the IBO signed a contract with the Education and Manpower Bureau to undertake benchmarking of their new senior secondary curriculum against the IB Diploma Programme Curriculum. This work is coordinated by the head of the Diploma Programme at the curriculum and assessment centre in Cardiff and uses the services of senior IBO examiners/curriculum developers. The work has been completed in November 2005.

## **Japan**

*2001:* the National Institute for Educational Research (NIER) produced a study report for the Ministry of Education entitled “Assessment strategy and teacher training in IB programmes”. It reports favorably on

- the introduction of the MYP at Katoh Gakuen, the only state school in Japan offering an IB programme
- Creativity, action, service (CAS) in the Diploma Programme
- assessment strategies in IB programmes
- intergenerational learning in IB World Schools.

The purpose of the study report on the IB curriculum was to assess the status of the IBO in international education so that the Ministry of Education and Technology officials and researchers become more aware of the latest developments. There were programme outlines for PYP, MYP and Diploma Programme. Papers touched upon CAS, theory of knowledge (ToK), the IB programmes in Texas and in Australia, and MYP implementation at Katoh Gakuen. There was a paper on the “Role of the IB teacher training workshops” written by the IBO representative for Japan.

The government provided funding for NIER researchers to attend the ToK and CAS workshops, noting that IB workshops encourage teachers to be creative and innovative.

## **Jordan**

*From 2003:* At the request of the minister for education initial discussions about the possibility of introducing an Arabic IB Diploma Programme in three King Abdullah Centres for Excellence in three different parts of the country took place. The minister for education has witnessed structural and staff changes. A meeting has been requested with the new secretary general to seek a decision on the proposal. Funding has not yet been secured for the project.

## **Malta**

*1989:* the systems of knowledge course, inspired by the IBO’s theory of knowledge course, was introduced into the Maltese national curriculum.

## **Morocco**

*1999:* an association to promote partnerships between businesses and schools was created under the royal patronage of King Mohammed VI. The ministries of education and higher education and the international bank Wafa are members of this association, which has targeted a state primary school, Lalla Aicha, in a working-class neighborhood of Casablanca, for assistance in modernizing its pedagogical methods and improving its physical facilities. In 2002 the Wafa bank invited the IBO to undertake the pedagogical side of the project. This has resulted in teacher training and demonstration lessons on site, action research at the school in collaboration with the ministry and the nearby teacher training institution, and distilling from PYP methodology what

can be incorporated into pre- and in-service teacher training in Morocco. Funding is provided by the private bank and staff time is provided by the ministry and teacher training institution.

### **The Netherlands**

#### *Collaboration with European Platform*

1998: at the instigation of The Netherlands' government this project, which commenced in 1998 for first examinations in 1999, allows 13 schools (most of them public) to prepare students for English A2 and English B without necessarily offering the whole IB Diploma Programme.

### **Nigeria**

April and June 2003: two workshops on the promotion of intercultural understanding through drama, financed by the UNESCO Participation Programme, took place for 24 teachers from four schools near Lagos.

### **Singapore**

From 2002: a new elective called knowledge and inquiry (inspired by the IB theory of knowledge course) is being offered as a ministry of education course.

### **Switzerland**

Since 2001: the IB Diploma Programme influenced national education reform of the *maturité* (the qualification giving access to higher education), which includes, a "travail de maturité" based on the IB Diploma Programme extended essay; there are also fewer subjects in the final year of secondary education where there were traditionally 12 or 13.

### **Turkey**

2001: a school-based syllabus (a syllabus designed by a school and approved by the IBO) "social studies" in Turkish was accepted by the Turkish government as also satisfying national system requirements resulting in less extra work for IB diploma students in Turkish schools.

### **United Arab Emirates**

2002: the Executive Office of His Highness Mohammed bin Rashid Al Maktoum invited the IBO (represented by the deputy director general) to Dubai in May to discuss its programmes in the context of a reform of the national education system. Subsequent meetings in Geneva and in Dubai in 2003 took place as the education reform moved forward.

### **United Kingdom**

2001: the Qualifications and Curriculum Authority (QCA), after a thorough evaluation of the structure of the IBO and of the curriculum and student assessment techniques for the Diploma Programme, approved the IB diploma for inclusion as a qualification officially certified in the UK.

UCAS (the central clearinghouse for UK university applications) is conducting a points equivalence study with the IB diploma to facilitate recognition of the academic levels achieved by IB students seeking university entrance.

Two senior IBO staff are members of the curriculum model working group which is currently developing the Welsh Bacculaureate.

## **USA**

### ***US Department of Education***

#### *Federal AP/IB fee reduction*

The regional office for North America and the Caribbean (IBNA) works with an expanding number of state departments of education to facilitate subsidies for IB and AP examination fees for economically disadvantaged students. States currently involved include Alabama, Arizona, California, Colorado, Hawaii, Idaho, Illinois, Kentucky, Maryland, Nevada, Ohio, Oklahoma, Oregon, Texas, Washington D.C.

*2004:* the federal US Department of Education in Washington granted US\$1.17 million from its Advanced Placement Incentive Programme to implement the MYP in six state middle and high school partnerships in low socio-economic areas.

The project is taking place in four school districts in Massachusetts, New York and New Jersey. The pedagogical objectives are to provide students with an opportunity to see relationships between subject areas, to arrive at a depth of content knowledge not found in traditional programmes, and to develop skills of analysis, synthesis and creative and critical thinking that will prepare them for further learning. As part of the grant, two online teacher training modules have been developed and piloted and this pilot has been expanded to more than 300 teachers in low-income schools in the USA. The IBNA office has worked with Virtual High School in Massachusetts in the development and hosting of the modules. Teachers College, Columbia University is undertaking evaluation of both the programme implementation and the online training modules. The programme evaluation focuses on the implementation at the various sites and changes to teaching practices and teacher attitudes as a result of the implementation. It also takes into account the effects of the MYP on the performance and social attitudes of students from underprivileged areas. The project runs from January 2004 until September 2006.

#### *Expansion of federal funds for advanced programmes*

The federal advanced placement legislation began at US\$3,000,000 prior to 2001. The current level of funding is US\$22,347,000 per year. Funds can be used for material grants, teacher training and other initiatives designed to increase participation in advanced coursework.

Philadelphia School District, PA receives funds through the federal AP Incentive Program for partial reimbursement of IB Diploma Programme application and workshop fees.

### **Local initiatives**

*California:* IB World Schools throughout California share \$1.05 million annually for professional development activities and materials.

*Colorado:* state-supported, post-secondary schools will grant 24 college credits to IB diploma holders who score a 4 or higher in each of their examinations.

*Florida:* \$50 is given to an IB teacher for each student they instruct who scores a 4 or higher in their IB examination.

Students completing IB courses will receive an additional grade point average weight of 0.25 per semester course and 0.50 per year course.

IB diploma holders are entitled to receive 100% of their tuition and fees plus \$600 a year paid at any public university in Florida or a comparable amount to any private college in Florida. Students completing IB courses who do not receive their diplomas and have at least a 1270SAT / 28ACT may also qualify for this award. This award is renewable each year for four years pending a cumulative college GPA of 3.0.

Students completing IB courses who do not receive their diplomas are entitled to receive 75% of their tuition and fees paid at any public university in Florida or a comparable amount to any private college in Florida if they have attained at least a 970SAT / 20ACT score. This award is renewable each year for four years pending a cumulative college GPA of 2.75.

Post-secondary institutions will grant college credit to students who obtain a qualifying score in an IB examination, as determined by the Florida State Board of Education.

*Georgia:* meeting held with the Georgia governor's education secretary in November 2001, to discuss state support for the IB curriculum.

DeKalb County Board of Education and Georgia State Board of Education approved a school (K-6) for refugees in DeKalb County, Georgia. It opened in August 2002 and is working towards PYP authorization for 2005. The eight largest refugee communities in DeKalb County are from Bosnia, Somalia, Kosovo, Vietnam, Ethiopia, Former USSR, Sudan and Iraq, totalling approximately 2,500 people.

*Minnesota:* the state will pay all or part of IB examination fees for low-income students. The state will pay a portion of the costs incurred by school districts to send teachers to IB workshops.

*New Mexico:* In April 2004, IBNA was asked to become a working member of the Western Consortium of Advanced Learning Opportunities (WCALO), after attending one of their regular meetings in New Mexico. WCALO is a network begun by the Western Interstate Commission of Higher Education with a federal grant. It brings together the top policy makers in both K-12 and post-secondary education in 15 western states. There was a lot of enthusiasm and curiosity about IB programmes at the New Mexico meeting, and access to highly placed policy makers in these states should be a boon in promoting the development of new IB World Schools.

*New York:* students may substitute their IB examination for the state assessment in English if they score a 4 or higher in an IB English A1 SL exam or a 3 or higher in an IB English A1 HL exam.

Students may substitute their IB examination for the state assessment in Math A or Sequential Mathematics Courses I and II if they score a 4 or higher on an IB mathematical studies or mathematical methods SL exam or a 3 or higher in an IB Mathematics HL exam.

*Oklahoma:* has included the IBO in legislation to provide funds for examination fees, material grants, and teacher training for all three IB programmes.

*South Carolina:* examination fee subsidies US\$125,000 per year.

*Texas:* the state will pay \$25 of the IB examination fee.

\$450 may be given to a teacher to subsidize costs incurred to attend IB training workshops.

An IB World School will receive \$100 for each student who scores a 4 or higher in at least one of their IB examinations.

\$50 may be deposited in the teacher bonus pool for each student enrolled in the school who scores a 4 or higher in an IB examination.

Schools starting an IB programme will receive a one-time grant of \$3000.

*Virginia:* students who score a 2 or higher in IB subject examinations will be considered proficient in corresponding SOL subjects.

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