IB AFRICA, EUROPE & MIDDLE EAST REGIONAL CONFERENCE 2013

THE HAGUE 24TH - 27TH OCTOBER
IB Recognition in Africa, Europe, Spain and Middle East

AEM Regional Conference
11.15-12.15 October 26 2013
Room: Africa

Adzo Ashie, Åke Sörman, Maripe Menendez, Mary Tadros
Recognition & Development Team

AEM

Working in the Global Centre, The Hague

• Richard Henry, Head of Regional Development
• Eleni Kanava, Development Associate
• Genevieve Marshall, Administrator Development & Recognition
• Åke Sörman, Development and Recognition Manager

Working outside the Global centre

• Adzo Ashie, Regional Manager Africa
• Julian Metcalf, UK Associate Manager
• Mary Tadros, Regional Manager Middle East
• Maripe Menendez, Regional Manager Spain
Recognition of IB qualifications in Africa

Adzo Ashie Regional Manager, Africa
Developing a strategy for recognition

- April 2012 IB Africa Symposium
- Recognition Ambassador Training December 2012
- Africa Strategy
Key Recommendations from 2012 Africa Symposium

• 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 e.g. Association of African Universities
• Improve awareness of the IB programme through targeted media coverage in countries where recognition remains a challenge
• Create a database of highly placed IB advocates (alumni, parents, educators) to lobby for IB recognition
University and Government Strategy

- Identified top universities IB students attend
- Contacted all the school counselors/DP coordinators of IB schools to enquire about recognition in their countries
- Prioritized countries with recognition problems
Initiatives to improve recognition

1. IBO Regional Staff direct engagement with university officials and government officials e.g. University of Nairobi
2. HEI orientation seminar in Kenya (first ever in Africa)
3. Orientation Seminar in Ghana (Africa symposium)
4. Engagement with Associations of Universities and participation in their conference
5. Review of current university policies that do not favour IB students e.g. UCT (DP course students)
Initiatives to improve recognition:
Partnerships are important

6. Recognition Ambassadors (RA) engagement with governments e.g. Ethiopia, Zambia
7. Joint engagement between Regional Manager and IB Schools e.g. Botswana, Ethiopia
8. Head of Secondary School meeting with ministry officials e.g. Namibia
9. Ambassador’s engagement with universities e.g. South Africa
10. IB/Alum engagement with universities e.g. Ghana
Key Outcomes/Achievements:

1. Increased engagement and awareness of the IB and its programmes by key university and government officials
2. Increased university recognition
3. IBCC recognition by HESA
4. AAU MOU which encourages its 270 members to recognize the IBDP and IBCC
Universities with renewed recognition statements

- University of Johannesburg
- University of the Witwatersrand
- Kwame Nkrumah University of Science and Technology
- Ashesi University
- United States International University
- Strathmore University
Engagement with Universities
Key Objectives for 2014

• **South Africa**: Improve recognition for DP courses in universities. An orientation seminar is being planned in partnership with AISJ for universities in the Johannesburg area and another one for schools in the Western Cape.

• Recognition Ambassadors will continue to play a key role in strengthening recognition in Zambia, Ethiopia, Botswana, South Africa and Ghana.

• Strengthen our partnership with regional associations such as the AAU and seek new partners in the region for greater recognition.

• Work with universities to update recognition statements in Ghana, Kenya and other countries our students typically apply for tertiary education.
Conclusion

• Work with schools to audit and resolve specific and immediate recognition issues
• Co developed strategies will be more effective than top down directives—we invite you to work with us.
• Recognition requires team work involving all stakeholders
• Building relationships is key and the first step in achieving recognition
• Recognition takes time and requires patience and diligence
Recognition of IB qualifications in Europe

Ake Sorman
AEM Development and Recognition Manager
Stakeholder relationships

European Association of Institutions of Higher Education. EURASHE

European Association for International Education EAIE

Council of Europe
Europe, Eurasia
Key achievements 2012-2013

Recognition & Development Updates

The regional office has been working closely with governments in various countries such as the Republic of Macedonia, Russian Federation, the Netherlands to improve recognition of IB qualifications and to increase awareness about the IB

Building key partnerships

In 2013, Regional and Development team has met and attended conferences with the following stakeholders such as the Council of Europe, European Association of Universities, European association of Higher Education Institutions (EURASHE)

IB World Schools Associations

11 new Associations of IB World Schools are currently under formation in AEM
Focus on Russia

- Conferences and meetings
- Raising awareness
- Networking with influential people
- Recognition Ambassadors
- Exciting initiatives.
  Pipeline of schools

Buzz in Russia
Ministry contacts

- Czech republic
- Hungary
- Romania
- Sweden
- Norway

- Language A requirement
- Equivalence project
- Practice from other EU countries
- Investigation on international education and schools
- MYP
Great progress

• FYR Macedonia. Very good exchange with ministry

• Montenegro. New IB country. Recognition by university and ministry
Waiting room

• Azerbaijan.

• Georgia

• Armenia

• Egypt
Challenges

• Germany
  • Rigid subject stipulations
  • Positive outcome for the new Language courses
  • Research project: Curriculum analysis
  • IBDP vs. Abitur

• Switzerland
  • Rigid subject stipulations
  • High total score
  • Core points not considered
  • Research project: Curriculum analysis
  • IBDP vs. Matura
<table>
<thead>
<tr>
<th>Degree or qualification</th>
<th>Dutch equivalent</th>
<th>NLQF Level</th>
<th>EQF level</th>
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<tbody>
<tr>
<td>International Baccalaureate Diploma</td>
<td>VWO Diploma</td>
<td>4+</td>
<td>4</td>
</tr>
<tr>
<td>DP Course result (formerly known as Certificate)</td>
<td>Modular certificates at <em>VWO level</em> (<em>deelcertificaten</em>)</td>
<td>-</td>
<td>-</td>
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<tr>
<td>International Baccalaureate Career –related Certificate</td>
<td>At least <em>HAVO diploma with vocational subjects</em></td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>
University statements

• University campaign has yielded 62 new recognition statements published on the IB website

• Why is this important?
IBCC

- Recognition achieved in the Netherlands after meetings with Ministry and Hogeschoolen.

- NUFFIC rating gives IBCC students access to Applied sciences universities. Provided the career-related part is adequate.
Levels of recognition

IB programme replaces national system

IB programme recognized with conditions

IB programme on top of national system
AEM HE destinations

- Universities and Colleges Admissions Service (UCAS)
- VHS Sweden
- Ministry of Education, Jordan
- The University of Edinburgh
- University College London
- Oxford University
- University of Warwick
- King's College London
- The American University in Cairo
- University of Kent
- University of Exeter
AEM HE destinations

VHS Sweden
Ministry of Education Jordan
The University of Edinburgh
University College London
Oxford University
University of Warwick
King's College London
The American University in Cairo
University Kent
University of Exeter
IB World School Associations

- New
  - Switzerland (licence)
  - Italy (licence)
  - Benelux

- Forming
  - Central Europe
  - South east Europe
HESA study in the UK

Figure 2: Full-time first degree qualifiers by class of degree, 2008/09

- First class honours: IB 14.5%, A-levels & equivalent 19.0%
- Upper second class honours: IB 55.1%, A-levels & equivalent 52.6%
- Lower second class honours: IB 22.5%, A-levels & equivalent 27.6%
- Third class honours/Pass: IB 3.4%, A-levels & equivalent 5.3%
HESA study in the UK

Figure 1: Full-time first degree entrants by type of qualification held and type of HEI, 2008/09

- IB entrants
- A-level entrants

Top 20 HEIs:
- 44.2%
- 20.0%

Other HEIs:
- 55.8%
- 80.0%
Research findings

Findings from the study suggest that IB DP graduates progress through university studies at higher rates than non-IB cohorts and that IB DP graduates are more likely than non-IB DP graduates to complete their degree within five years.

Australian Council for Educational Research (ACER)

The findings of this project suggest that most of the aims of the EE had been met, that former DP students had enjoyed and valued their EE experience, and that it had taught them a lot, especially in terms of being critical and independent. They were also more positive about their pre-university education than the former A-level students.

University of Warwick (UK)
Most of the advantages described could be categorized broadly as indicating that participating in the IB enhanced students’ academic competence and capability. In-depth interviews indicated that IB graduates were seen as academically independent and mature. A recurring theme in interviews was recognition of the fact that an IB education is good preparation for an internationalized university experience.

Hamish Coates, Chris Rosicka & Marita MacMahon-Ball, Australian Council for Educational Research
Lisbon convention

• Each party shall recognise the qualifications issued by other parties meeting the general requirements.................

• Unless a substantial difference can be shown.....................
Recommendation on International Access Qualifications
Secondary school leaving qualifications which are

- Distinct from the programmes offered within national programmes
- Administered by one or more bodies external to national system
- Having an international orientation and scope per se
- Meeting the general requirements for access to higher education
- Subject to well-defined and transparent quality assurance mechanisms
- (IB not mentioned by name but it is written with IB in mind. Referred to in the Austrian agreement)
Council of Europe declarations & conventions

- Lisbon convention
  - 1997
- Vilnius
  - 1999
- Riga
  - 2001
Recognition and Development
IB Spain

Maripé Menéndez
Regional Manager Spain
### Status of the IB in Spain

The IB authorized the first IB school in Spain in 1977. In 2013, there are 73 authorized schools and 32% of those schools are state funded.

![Figure 1: Growth of the IB World Schools in Spain in the latest 7 years](image)

<table>
<thead>
<tr>
<th>Year</th>
<th>Authorized</th>
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<tbody>
<tr>
<td>2007</td>
<td>43</td>
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<tr>
<td>2008</td>
<td>47</td>
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<tr>
<td>2009</td>
<td>47</td>
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<td>2010</td>
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<td>2011</td>
<td>57</td>
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<tr>
<td>2012</td>
<td>63</td>
</tr>
<tr>
<td>2013</td>
<td>73</td>
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</table>
Current Recognition of the IB in Spain (LOE)

<table>
<thead>
<tr>
<th>University Entrance</th>
<th>Spanish Bac</th>
<th>IB Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAU Exam</td>
<td>Diploma Exam</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Baccalaureate Leaving Certificate</th>
<th>Bachillerato Y2</th>
<th>Diploma Y2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bachillerato Y1</td>
<td>Diploma Y1</td>
</tr>
</tbody>
</table>
Current university access in Spain (LOE)

IB Diploma Exam → Conversion table → University

(up to 10 points)

PAU 1 → PAU 2 (spec) → University

(up to 14 points)
Latest developments in the accreditation and recognition of the IB Programmes in Spain

The Ministry of Education, Sports and Culture of the Kingdom of Spain recognized the quality of the IB programmes and has addressed the equivalence between the IB Diploma Programme and the National Bachillerato in the New Act for the Improvement of Educational Quality (LOMCE) passed in 2013.

Art: 83 LOMCE "Los títulos de Bachillerato Internacional, obtenidos de acuerdo con los requisitos de cada uno de los sistemas de estudios, serán equivalentes a todos los efectos al título de Bachiller recogido en el artículo 37 de esta ley orgánica.”
"The IB Diploma is considered equivalent to the National Bachillerato regulated by the art. 37 of this Organic Law"

This new equivalence will allow students to concentrate on their IB Diploma and to avoid studying the National Bachillerato and the IBDP at the same time which was currently the case of 85% of the students enrolled in the IB DP in Spain.
New Recognition of the IB in Spain (LOMCE)

UNIVERSITY CREATES STUDENT PROFILE

Baccalaureate
- Reválida
- Diploma Exam

Leaving
- Bachillerato Y2
- Diploma Y2

Certificate
- Bachillerato Y1
- Diploma Y1

OFFICIAL RECOGNITION
The IB and the Ministry of Education, Sports and Culture of the Government of Spain have signed a Memorandum of Understanding

Main objectives:

- Development of pilot IB programmes in state schools promoting multilingual learning and international mindedness.

- Development of a regulatory framework allowing graduates of the IB Diploma Programme to gain entry to the Spanish university system, applicable to both Spanish nationals and foreign IB graduates recognizing the quality of the IB Diploma programme.

- Understanding the panorama of the IB programmes in Spain.
• Development of a regulatory framework for the IB MYP to establish equivalence with the national secondary curriculum (ESO) within the Spanish education system.

• Development of a regulatory framework for the IB PYP to establish equivalence with the national primary curriculum within the Spanish educational system.

• Development of a pilot IBCC Certificate in Spain.

• Collaboration for studies, research and training programmes, in order to increase awareness of the IB programmes in Spain and the impact of these programmes in improving the overall quality of education.
Stakeholders recognition of the IB in Spain

Magisterio Prize for a leading role in education 2013 because of the IBO mission to train young students within the learner profile of inquire, principled and caring.

2013 Awards
• Fundación Botín, Private Foundation (owner of Bank Santander main stakeholder)
• Programas Víctimas Educadoras, País Vasco Educational Authorities
• Fundación Entreculturas
• Fundación Vicente del Bosque (private foundation of Spanish National Team Football Coach)
• Fundación Alicia Koplowitz (private foundation of owner of FCC main stakeholder)
• International Baccalaureate Organization

2013 Special mention:
• Col·legi Montserrat (IB Word School in Barcelona)
• Oscar Góngalez (Father with talent programme)

Honorary Award
• The Times Educational Supplements
HEIs recognition of the IB in Spain

- The new law opens an opportunity for the IB to target universities directly for the first time building own IB learner profile

- Developing of recognition materials specific for HEIs in Spain

- Developing of a recognition campaign among the main universities in Spain for the Diploma Programme
Middle East: Recognition and Development

Mary Tadros
Regional Manager, ME
## Schools and programmes in the Middle East

<table>
<thead>
<tr>
<th>Country</th>
<th>Diploma Programme</th>
<th>Middle Years Programme</th>
<th>Primary Years Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAHRAIN</td>
<td>10</td>
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<td>1</td>
</tr>
<tr>
<td>EGYPT</td>
<td>11</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>JORDAN</td>
<td>9</td>
<td>4</td>
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<tr>
<td>KUWAIT</td>
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<td>2</td>
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<tr>
<td>LEBANON</td>
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<td>4</td>
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<tr>
<td>OMAN</td>
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<td>1</td>
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<td>PALESTINAN TERRITORY</td>
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<tr>
<td>QATAR</td>
<td>8</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>SAUDI ARABIA</td>
<td>8</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>SYRIAN ARAB REPUBLIC</td>
<td>1</td>
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<td>1</td>
</tr>
<tr>
<td>UNITED ARAB EMIRATES</td>
<td>24</td>
<td>5</td>
<td>12</td>
</tr>
</tbody>
</table>
Middle East IB Association of Schools (MEIBA)

MEIBA is the Middle East IB Association of IB World Schools. Countries included in the Middle East are generally within the IB Africa, Europe, Middle East (IB AEM) region. Membership is open to all schools in The Middle East which are recognised as authorised International Baccalaureate (IB) World Schools or are in the process of applying to become IB World Schools.
Associations under formation

Country based Associations of IB World Schools under formation

- Bahrain
- Kuwait
- Morocco
- Egypt
- Saudi Arabia
- Lebanon
- Jordan
Middle East Strategy

The first IB symposium in the Middle East was held in Dubai in March 2013. 221 educators from IB schools in the Middle East discuss preparing the IB strategy. The IB strategy Middle East was produced, circulated to all schools. Action plans for implementation are in progress.

The areas of the strategy are:

✓ University & Government Recognition
✓ Professional Development
✓ Services to Schools
✓ Arabic Language needs
Middle East Progress in Development

- IB orientation seminars held in UAE, Jordan and Saudi Arabia, plans for seminars in Qatar, Kuwait and other countries are in progress.

- Discussions in forming associations in Lebanon, Jordan, Bahrain, Saudi Arabia, Egypt and Morocco to support recognition in the region

- Supporting groups of schools working in the region

- An increase in the number of planned workshops in 2013-2014 in the Arabic language and interest in cluster workshops

- Training of Arabic speaking IBEN’s in Jordan, UAE and Oman

- Translation of IB documentation in Arabic
Recognition in the Middle East

Meetings with government stakeholders in Jordan, Bahrain, Qatar and Saudi Arabia, UAE

• Higher education orientation session in Dubai (21 participants attended)
• Presentation of IBCC to Jordanian Ministry of education
• Meetings with the Supreme Education Council in Qatar
• Meetings with Qatar University on credit to IB graduates
• Working with the National Qualification Authority in Bahrain
• Working with universities in Saudi Arabia with the support of the Saudi Arabian Association
Recognition in the Middle East

- IB strategic cooperation agreement with Knowledge and Human Development Authority in Dubai (KHDA)
- Recognition of IBCC and DP courses By KHDA in Dubai and ongoing discussions with the Federal Ministry of Education to get a UAE wide recognition policy.
- A draft protocol agreement between the Abu Dhabi Education Council and IB is in the final stages of approvals.
- An MoU with (National Qualification Authority) NQA is in the final stages of signing.
- Meeting the National Institute for Vocational Education (NIVE) in the UAE
Recognition in the Middle East

• Inviting universities to the orientation seminars on IB programmes in Saudi Arabia
• A draft cooperation agreement with the MOE in Jordan is in final discussions to support schools in Jordan.
Challenges in the Middle East

• The Arab spring in the Middle East has had an effect on regional development and travel to ME countries.
• Change in leadership in ministries of education has affected on-going work on recognition.
• Promotional materials in Arabic for ministries of education and higher education is a huge need.
• The political instability and the economic factors have had a negative impact on schools.
• Recruitment of qualified educators that accept to work in the region is one of the greatest challenges for IB schools.
Challenges in the Middle East

- The different entry requirements for universities within the same country.
- The difficulty in reaching ministries of education in some countries.
- The changeover in personnel within ministries of education.
What is a World Student Conference?
Working together in a creative university environment, IB students from around the world will work through innovative solutions to global issues. Through collaborative projects and new experiences, they will build meaningful relationships, as well as develop international understanding and leadership skills that will benefit them the rest of their lives.

Who should attend?

**Students**
- year 1
- IB Diploma
- IB Career-related certificate
- IB MYP (year 5)

**Educators**
- Global Action Team leaders
- Chaperones
- Observers

For more information
Visit [www.ibo.org/wsc](http://www.ibo.org/wsc) or contact us directly at ibwsc@ibo.org.
Contact details
AEM Recognition & Development

ake.sorman@ibo.org
mary.tadros@ibo.org
adzo.ashie@ibo.org
maripe.menendez@ibo.org