

Programme implementation in languages other than IB working languages

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1. Principles

The conditions for authorization and evaluation of any programme are the same for all schools, regardless of their intended language of instruction.

The IB interacts with its external stakeholders in languages set as external working languages (see section 2. Definitions).

While IB programmes can be taught in languages other than the organization's external working languages, there are practical limitations for schools. (see section 3, below for specific considerations.)

Schools assume responsibility for overcoming any such limitations.

The IB's provision of content and services in access languages, including the Dual Language Diploma Programme¹, is intended to support schools' implementation in a language other than an IB external working language but does not fully eliminate those limitations.

2. Definitions

External working languages: Languages in which the organization communicates with its stakeholders and in which it is committed to providing all the services, documents, platforms and applications needed for the successful implementation of one or several of its programmes. Currently, the IB's three external working languages are English, French and Spanish.

Access languages: Languages that the IB has identified of strategic importance and that are meeting established criteria (such as for example desirability, feasibility, sustainability) to meet its access goals and objectives to develop a more inclusive and diverse IB community. The organization will provide selected services and documentation in those languages, essentially to support classroom teachers.

¹ **Dual Language Diploma Programme:** (DLDP) special implementation of the IB Diploma Programme in which students take some of their IB subjects in one of the IB external working languages and the rest in a specific, approved language. Instances of the DLDP typically result of a cooperation between the IB and a national agency.

3. Considerations for programme implementation in languages other than the IB's external working languages

All authorization and evaluation services and related resources, programme resources, assessment services and content (where relevant), and required professional development will be provided in the IB's external working languages.

The language of correspondence² determines the language of the delivery for authorization and evaluation services and determines the language used in assigning the IB Educators who will serve during the authorization and evaluation processes.

When a school intends to implement the programme in a language other than one of the IB external working languages, it assumes responsibility for ensuring the following.

- The programme coordinator is proficient in one of the IB external working languages, in order to be able to communicate easily with the IB and to complete the tasks required by the IB's authorization, evaluation, and assessment processes. The responsibilities and communication with the IB for authorization, evaluation and assessment processes assume coordinators have at least an ILR³ Level 3/CEFR⁴ Level C1 proficiency.
- The head of school, governing board members, and superintendent (if applicable) understand the agreements they sign during the authorization and evaluation processes and the content of the documents referenced in those agreements.
- All documents submitted by the school to the IB in support of its applications for candidacy and authorization and programme evaluation, as well as all correspondence with the IB, must be in the school's language of correspondence. Translations of the Legal Entity and Educational licensure documents provided during authorization and evaluation must be duly certified.
- For authorization, the head of school or appropriate designee must fulfill the category 1 "head of school" workshop requirement for the relevant programme, with school-arranged interpretation if necessary. (Please consult the *Guide to school authorization* for more detailed information on the ways in which this requirement can be fulfilled.)
- As outlined in the *MYP: From principles into practice*, schools offering the MYP must ensure that:
 - The pedagogical leadership team develops and implements plans to ensure the consistent implementation and development of the programme.
 - Structures and systems are in place to ensure that all teachers are given the opportunity to understand the philosophy and implementation of the programme, regardless of their language profile.

² **Language of correspondence:** IB external working language chosen by a school as its language of communication with the IB.

³ **ILR:** The Interagency Language Roundtable scale is a set of descriptions of abilities to communicate in a language. It is the standard grading scale for language proficiency in the United States' Federal-level service. More information [here](#).

⁴ **CEFR:** the common European framework of reference for language. More information [here](#).

- At least one teacher per subject group is proficient⁵ in one of the IB external working languages, so that they are able to attend training and access IB documentation.
- Schools take responsibility for preparing students to take MYP, DP and CP assessments in the response languages for which they will be registered.
- Any document or content translation efforts that may be needed for the school to meet these requirements will be the responsibility of the school (see section 4, below).
- The school arranges for the assistance of an interpreter when authorization or evaluation teams are meeting with members of the school community who are not able to communicate in the IB external working language identified by the school as its language of correspondence with the IB.

4. Translation into languages other than working languages

When a school implements an IB programme in a language of instruction other than one of the IB external working languages, all translation activities that may be required to support the authorization and evaluation processes, programme implementation, and participation in professional development are the responsibility of the school except for the limited support provided in formally recognized IB access languages (see *Translation by the IB* below).

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Translation by the IB

When a language is formally identified as an IB access language, the IB will provide some related resources, primarily aimed at classroom teachers in that language. In the case of DLDP, support will include the provision of assessment services in the access language for the specific subjects identified as part of the initiative.

⁵ "proficient" here is to be understood as demonstrating proficiency at ILR Level 3/CEFR Level C1