A study across five countries (including Russia, the United Kingdom (UK) and Kenya) explored student, teacher and parent experiences with the PYP exhibition—the culminating project of the PYP. Study participants found the exhibition to be a pivotal experience that helped students to develop critical thinking skills, international-mindedness and learner profile attributes. Additionally, parents valued the exhibition for fostering “real world” skills, such as independent inquiry and reflectiveness (Medwell et al 2017).

In Spain, researchers investigated the impact and implementation of the MYP in eight private schools, including examining the integration of the MYP and the local curriculum. Implementing the MYP alongside the local curriculum offered students and schools a number of benefits, particularly introducing concept-based learning, the learner profile and a more comprehensive assessment system. School heads and coordinators also believed the MYP helped to develop students’ critical thinking, communication and research skills, and fostered positive shifts in teaching and learning (Valle et al 2017).

A study by ACS International Schools surveyed the perceptions of UK university admissions officers of A level and DP students’ preparation for university studies. Overall, the DP was considered the best educational qualification for providing students with the necessary skills to succeed at university. Admissions officers believed the DP was particularly helpful in “encouraging a global outlook” and “nurturing an open mind” (Figure 1) (ACS International Schools 2017).

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To explore the alignment of the DP and Sweden’s upper secondary curriculum (Högskoleförberedande examen), researchers conducted a curriculum comparison of select subjects, and also examined the underpinning philosophies and approaches of both systems. The study found clear and substantial similarities between the DP and the Högskoleförberedande examen in terms of their philosophies and recommended learning approaches. While some differences in subject content were noted, the DP covers a significant proportion of the Swedish content and also includes additional valuable content. The study indicates that IB World Schools in Sweden are well equipped to deliver the DP in a way that is compatible with the Swedish system (UK NARIC 2018).

Researchers in Turkey investigated the university outcomes of DP graduates and their non-IB peers at Turkish universities. Compared to non-IB students, DP graduates generally had higher subject grades (in all subject areas examined), overall grade point averages (GPA) and graduation rates. DP alumni

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**Figure 1: How well do you think each of these exam systems develop the following qualities in students at present?**

<table>
<thead>
<tr>
<th></th>
<th>A levels</th>
<th>IB Diploma Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encouraging independent inquiry</td>
<td>49%</td>
<td>94%</td>
</tr>
<tr>
<td>Nurturing an open mind</td>
<td>24%</td>
<td>93%</td>
</tr>
<tr>
<td>Developing self-management skills</td>
<td>47%</td>
<td>91%</td>
</tr>
<tr>
<td>Encouraging a global outlook</td>
<td>7%</td>
<td>97%</td>
</tr>
</tbody>
</table>

Source: Figure based on University Admissions Officer Report 2017, ACS International Schools.
also reported feeling well-prepared for university studies, particularly with regard to English language skills and academic skills, such as writing and managing independent work (Ateşkan et al 2015).

A large-scale study that took place across two regions—Asia-Pacific and Africa, Europe, Middle East—explored the impact of creativity, activity, service (CAS) on DP students and schools. Coordinators, students, and alumni believed that CAS helps students to become better at “taking on new challenges,” “learning to persevere”, and “developing better interpersonal skills”. Students also generally believed that CAS would have a positive impact on them post-DP in terms of preparing them for future life or studies (Figure 2) (Hayden et al 2017).

A study in five Eastern and Central European countries explored components of the DP that support academic persistence. Analysis indicated that the DP fosters students’ academic persistence to a higher degree than does the traditional education system. Fostering academic persistence has other benefits as well—in this study, IB students had higher academic achievement and were less likely to drop out of high school compared to similar non-IB students in Romania (Holman et al 2016).

To examine the higher education outcomes of students in the UK, researchers explored the university enrollment and achievement of statistically matched groups of DP and A level students1. The study revealed that enrollment in the DP significantly increased a student’s likelihood of attending a top 20 university in the UK (by 57%). Additionally, compared to their A level peers, DP students were significantly more likely to receive a first- or second-class honours degree and to enroll in further education after completing university (HESA 2016).

1. This study used propensity score matching to compare DP students with similar non-DP students. This statistical technique allows the researchers to better isolate and identify the impacts of the DP specifically, as the two groups are similar otherwise.

References