



International Baccalaureate®  
Baccalauréat International  
Bachillerato Internacional



IB AFRICA, EUROPE & MIDDLE EAST  
REGIONAL CONFERENCE 2013



**THE HAGUE 24<sup>TH</sup> - 27<sup>TH</sup> 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



UNITED STATES INTERNATIONAL UNIVERSITY

# Engagement with Universities



UNIVERSITY OF  
**KWAZULU-NATAL**™  
INYUVESI  
YAKWAZULU-NATALI



**UON**  
University of Nairobi



UNIVERSITY OF CAPE TOWN  
UNIVERSITEIT KAPSTAD



**MONASH** South Africa

A campus of Monash University Australia



UNIVERSITEIT  
STELLENBOSCH  
UNIVERSITY

## 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 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

Recognition  
Ambassadors



Raising  
awareness

Exciting initiatives.  
Pipeline of schools

Networking with influential people

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

# NUFFIC

Degree or qualification	Dutch equivalent	NLQF Level	EQF level
International Baccalaureate Diploma	VWO Diploma	4+	4
DP Course result (formerly known as Certificate)	Modular certificates at <i>VWO level</i> ( <i>deelcertificaten</i> )	-	-
International Baccalaureate Career –related Certificate	At least <i>HAVO diploma with vocational subjects</i>	4	4

## 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

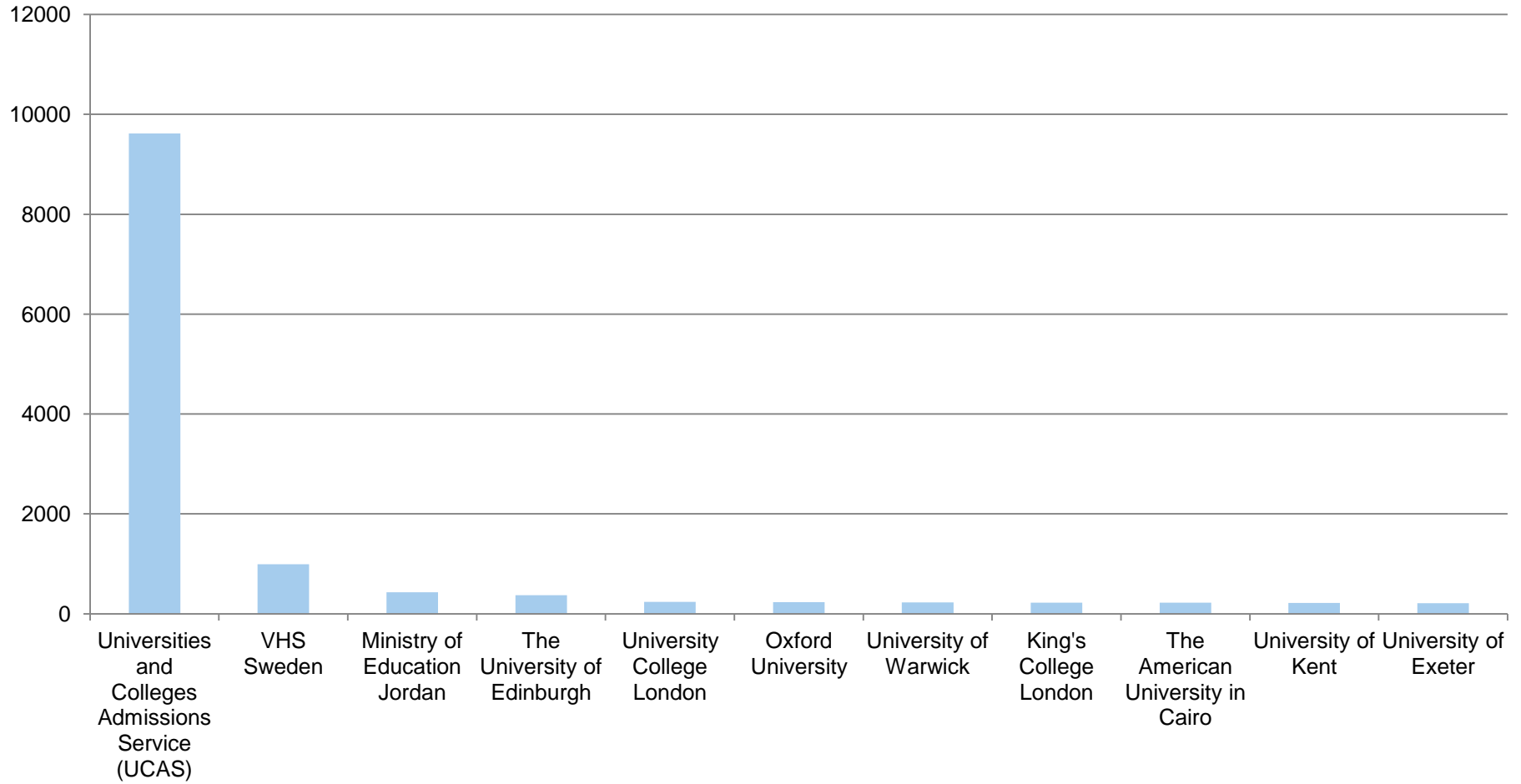
# Levels of recognition

**IB programme  
replaces national  
system**

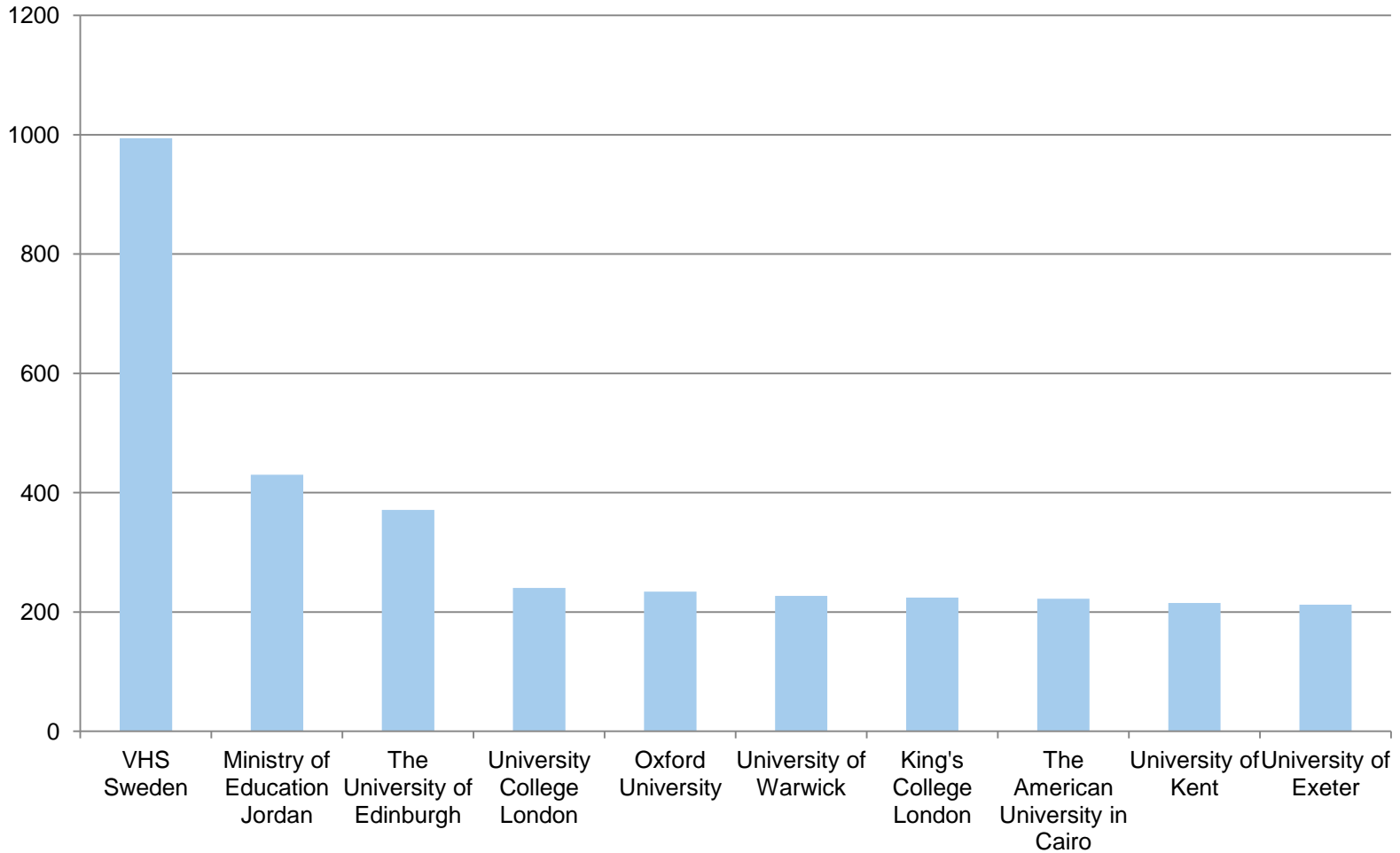
**IB programme  
recognized with  
conditions**

**IB programme on  
top of national  
system**

# AEM HE destinations



# AEM HE destinations

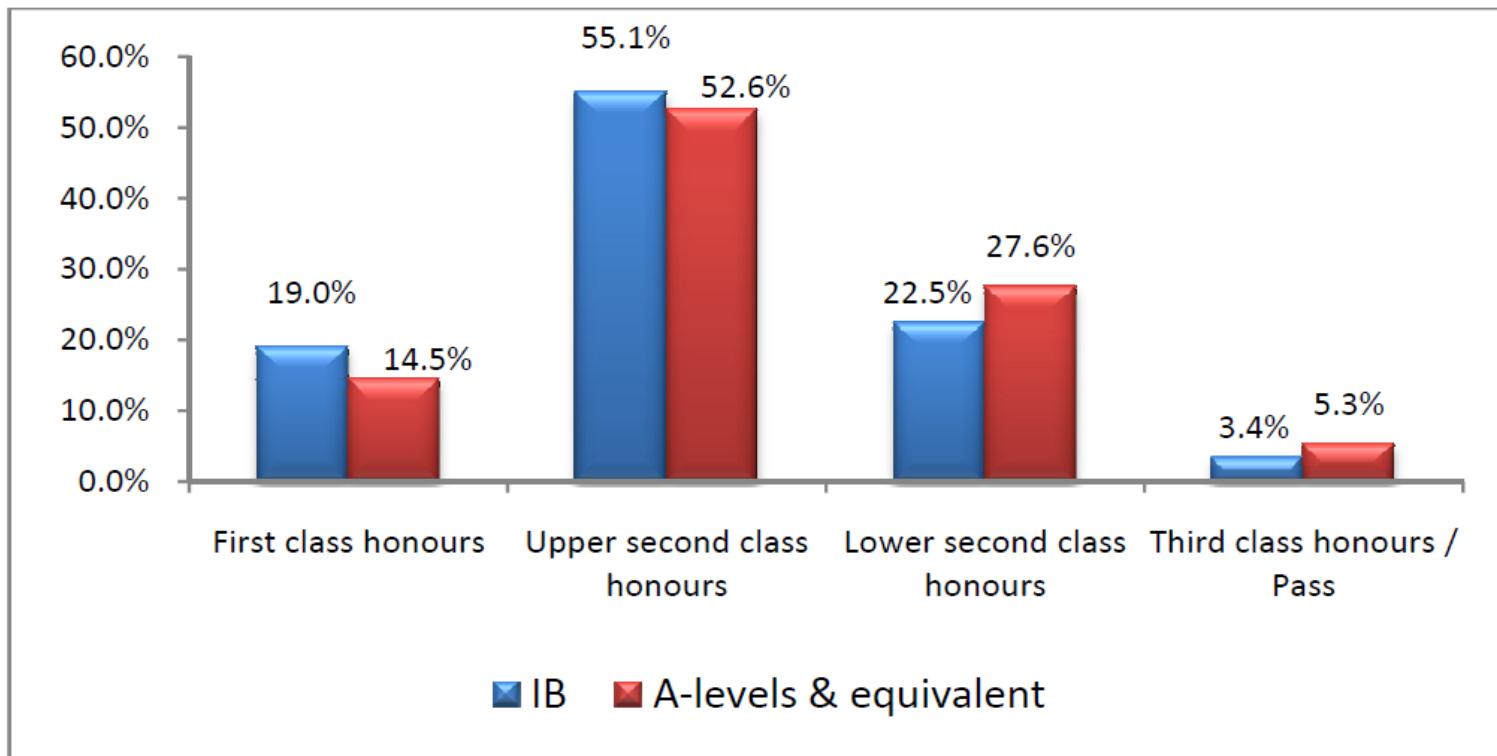


# IB World School Associations

- **New**
- Switzerland (licence)
- Italy (licence)
- Benelux
- **Forming**
- Central Europe
- South east Europe

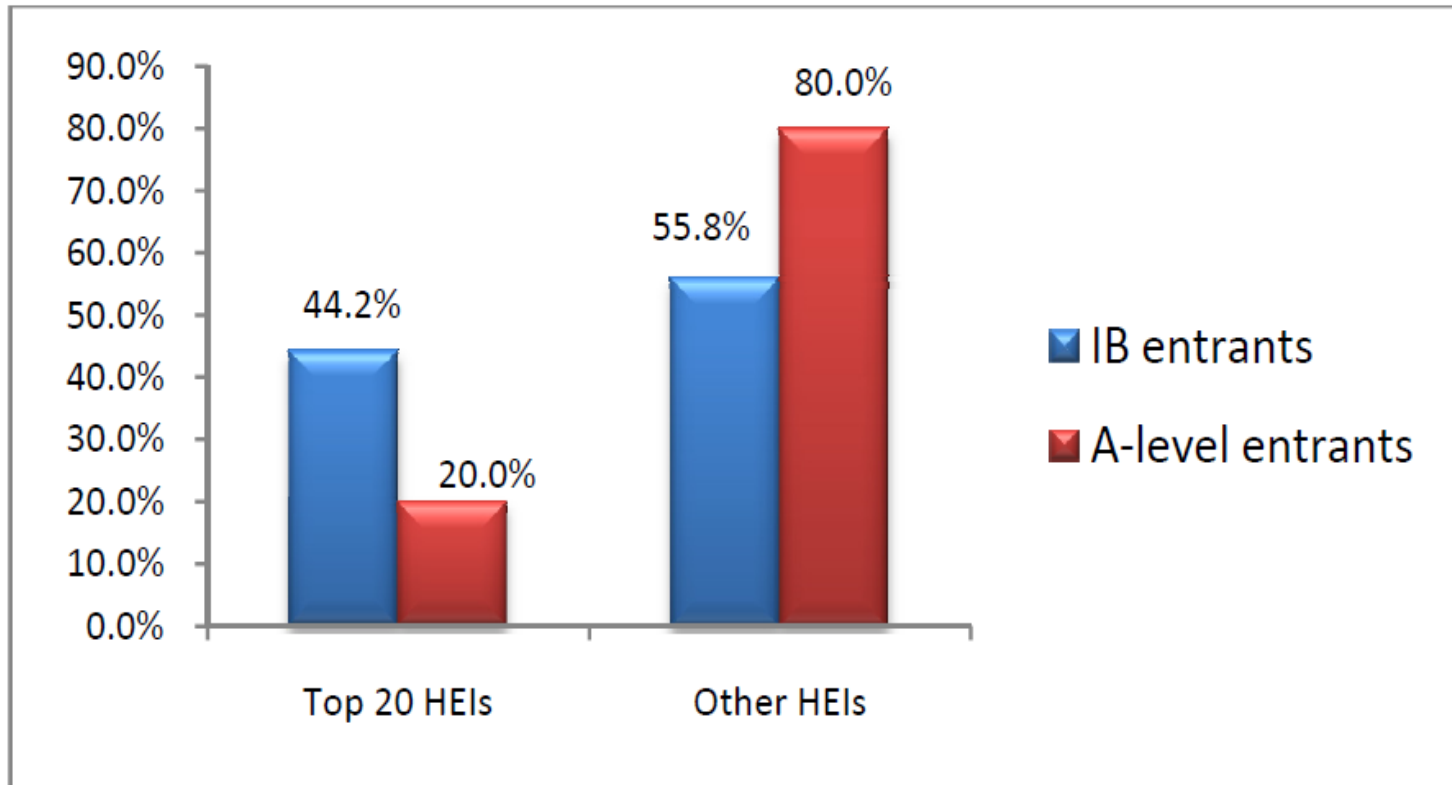
# HESA study in the UK

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



# HESA study in the UK

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



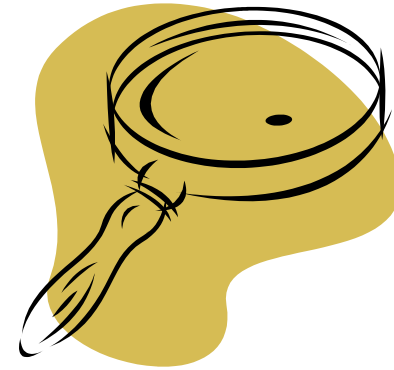
# Research findings

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)

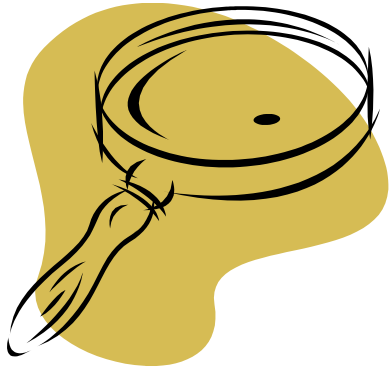
The findings of this project suggest that most of the aims of the EE had been met, that former DP students had enjoyed and valued their EE experience, and that it had taught them a lot, especially in terms of being critical and independent. They were also more positive about their pre-university education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

University of Warwick (UK)





## ... and more



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.....

# Vilnius 1999

## 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

### IB World Schools in Spain

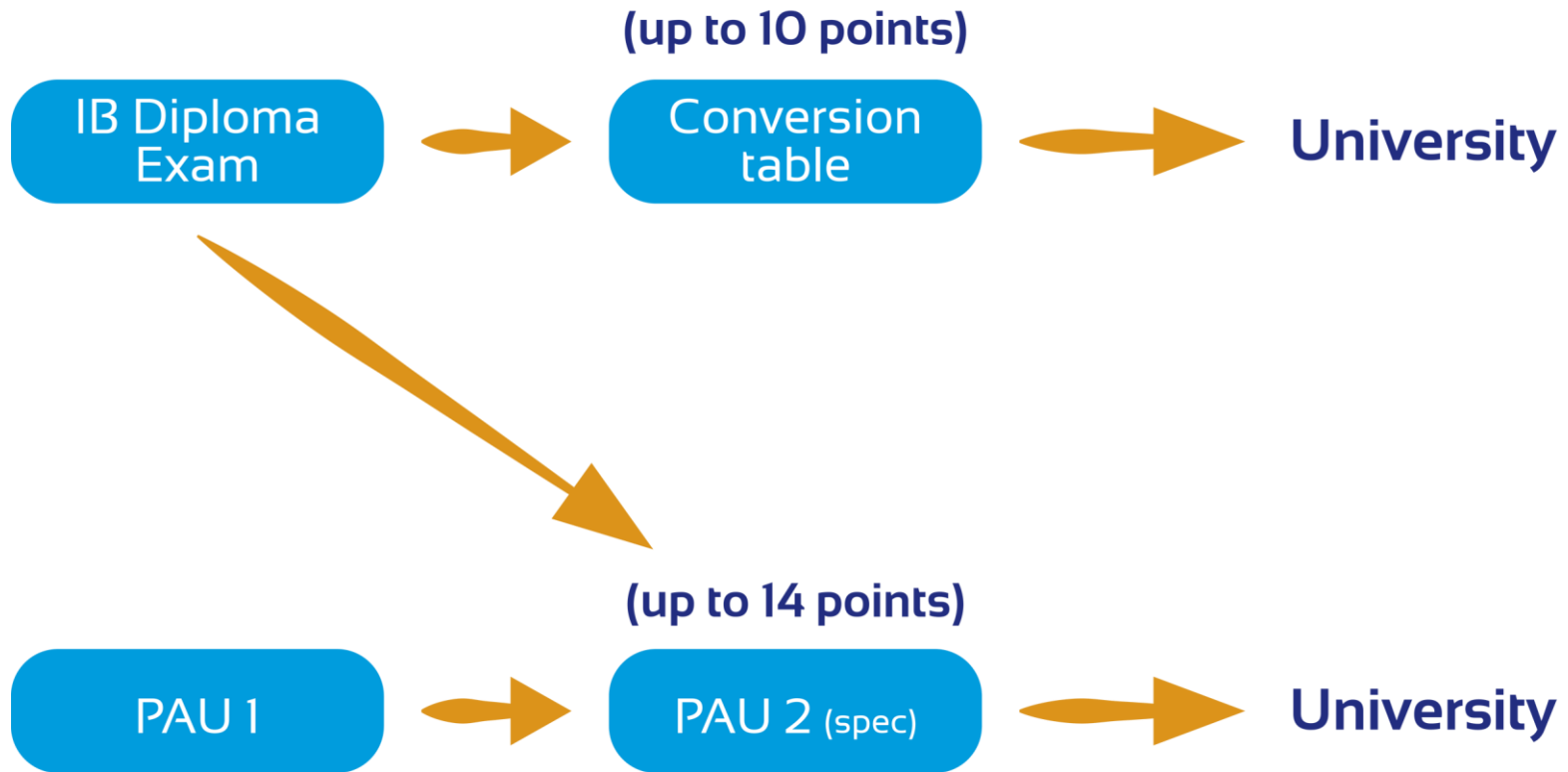
Year	Authorized
2007	43
2008	47
2009	47
2010	50
2011	57
2012	63
2013	73

# Current Recognition of the IB in Spain (LOE)



**NO OFFICIAL RECOGNITION**  


# Current university access in Spain (LOE)





# 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.

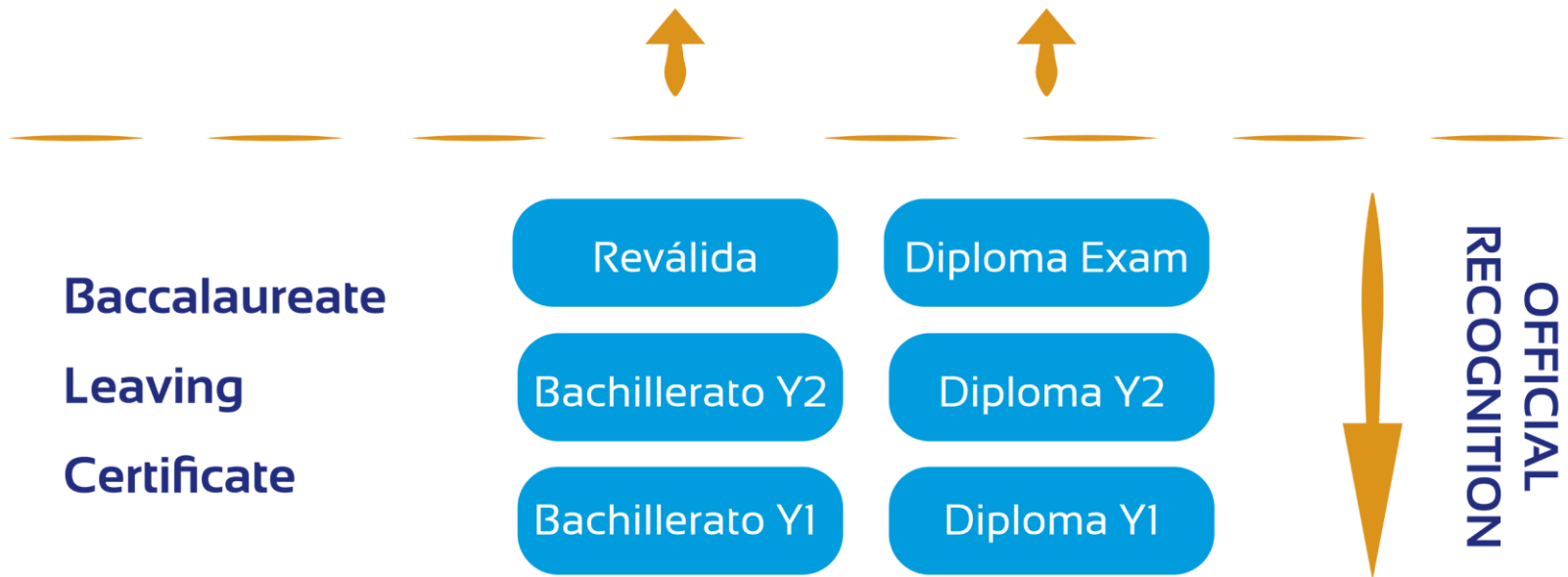
*Art: 83 LOMCE " Los títulos de Bachillerato Internacional, obtenidos de acuerdo con los requisitos de cada uno de los sistemas de estudios, serán equivalentes a todos los efectos al título de Bachiller recogido en el artículo 37 de esta ley orgánica."*

*" 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



## 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 inquires, principled and caring.**

## 2013 Awards

- Fundación Botin, 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:

- Collegi Montserrat (IB Word School in Barcelona)
- Oscar González (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

June 2013	DIPLOMA PROGRAMME	MIDDLE YEARS PROGRAMME	PRIMARY YEARS PROGRAMME
BAHRAIN	10	1	1
EGYPT	11	2	5
JORDAN	9	4	2
KUWAIT	2	1	2
LEBANON	5	0	4
OMAN	3	1	2
PALESTINAN TERRITORY	1	1	0
QATAR	8	2	2
SAUDI ARABIA	8	4	5
SYRIAN ARAB REPUBLIC	1	0	1
UNITED ARAB EMIRATES	24	5	12



# Middle East IB Association of Schools (MEIBA)

## 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 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](mailto:ibwsc@ibo.org).

# ENGAGE. CONNECT. ACT.

## 2014 IB World Student Conferences



### University of Queensland

Brisbane, Australia  
6-12 July

### McGill University

Montreal, Canada  
20-26 July

### University of Bath

Bath, UK  
27 July-2 August

[WWW.IBO.ORG/WSC](http://WWW.IBO.ORG/WSC)

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