



International Baccalaureate[®] Asia Pacific

Priorities • Progress
Key Issues • Strategies

Judith Guy, Regional Director Asia Pacific
John Switzer, University Liaison & Research Manager
Regional Representatives Australasia, China, Japan and S.Asia

University recognition – the way forward

Strategies and Priorities

1. Programme Recognition needs to be elevated as a core activity of the organisation

- ✓ Dedicated staffUniversity Liaison Officer appointed
- ✓ In partnership with “regional representatives”
- ✓ In partnership with IB Association
- ✓ Supported by a research agenda
- ✓ Supported by a communication marketing policy

2. Work to get **recognition to ALL countries in IBAP.**

- ✓ Strengthen existing policies, develop recognition in countries not currently recognized
- ✓ Target major growth areas (India and China particularly Hong Kong)
- ✓ Maintain existing partnerships, understandings and agreements
- ✓ Examine countries in region with few IB schools (Philippines, Thailand, Malaysia...)
- ✓ Examine countries in region without few IB schools (Nepal, Laos, Myanmar, Bhutan...)

University recognition – the way forward

Strategies and Priorities

3. Identify ways to leverage partnerships with stakeholders have easy access to key players :

- IB Association
- School Heads
- DP Coordinators and College Counselors
- Parents
- Students
- University representatives

.... All on a **worldwide** scale

Priorities Asia Pacific

HIGHEST PRIORITY:

India, Korea

PROACTIVE RECENT WORK:

Australia, Philippines, Indonesia, Japan, Korea

SATISFACTORY:

New Zealand, Singapore, Japan, Hong Kong

SOME PRESSURE:

China, Thailand

ACCEPTABLE:

Fiji, Papua New Guinea

LOW PRIORITY:

Bangladesh, Pakistan, Sri Lanka,
Malaysia, Brunei, Cambodia, Vietnam, Taiwan



Current regional DP coverage and recognition

| Country | 192 DP Schools (as of 2/2007) | | M06 DP registration worldwide by nationality | N05 DP registration worldwide by nationality | Country recognition of diploma | Universities that recognize DP | Policies for o/s or foreign applicants? | Notes |
|------------------|----------------------------------|---------|--|--|--------------------------------|--------------------------------|---|--|
| | 114 M 06 | 71 N 05 | | | | | | |
| Australia | 45 | | 452 | 1016 | ✓ | 43 | | Application through state tertiary admission centres |
| India | 31 | | 1338 | 51 | ✓ | 14 | | Extremely difficult to meet requirements |
| China | 26 | | 1178 | 123 | ? | 1? | | individually negotiated basis |
| Indonesia | 15 | | 288 | 22 | ? | 5 | | Two universities list requirements |
| Hong Kong | 10 | | 252 | 9 | | | | |
| Japan | 9 | | 635 | 32 | ✓ | 300 | ✓ | Exempt from national examinations |
| Singapore | 9 | | 141 | 19 | ? | 3 | ✓ | |
| Thailand | 9 | | 408 | 6 | ✓ | | | DP equivalent to Thai HS diploma |
| Philippines | 7 | | 339 | 11 | ✓ | 5 | | Plus SAT 1200 plus entrance exam |
| Malaysia | 6 | | 619 | 31 | ✓ | 3 | | Case by case basis |
| New Zealand | 5 | | 96 | 146 | ✓ | 13 | | Min. 24 pts or better |
| Vietnam | 4 | | 345 | 7 | | | | |
| Bangladesh | 2 | | 80 | 3 | | | | |
| Fiji | 2 | | 9 | 13 | ✓ | 1 | | at least 20 points |
| South Korea | 2 | | 861 | 28 | ✓ | 6 | ✓ | o/s nationals only |
| Sri Lanka | 2 | | 90 | 11 | ✓ | | ✓ | o/s nationals |
| Taiwan | 2 | | 309 | 7 | | | | |
| Brunei | 1 | | 24 | 3 | | | | |
| Cambodia | 1 | | 23 | 0 | | | | |
| Guam | 1 | | 2 | 0 | | n/a | | Large US recognition |
| Mongolia | 1 | | 18 | 0 | | | | |
| Pakistan | 1 | | 211 | 6 | ✓ | ? | | Depends on faculty |
| Papua New Guinea | 1 | | 2 | 1 | | | | |
| North Korea | 0 | | 109 | 14 | | | | |
| Nepal | 0 | | 36 | 2 | | | | |
| Bhutan | 0 | | 2 | 0 | | | | |
| Laos | 0 | | 0 | 0 | | | | |
| Myanmar | 0 | | 0 | 0 | | | | |

Research supporting programme recognition

Directions being explored:

- **Educational best practice:** How can we substantiate claims that the underpinning pedagogical principles of IB (constructivist, inquiry based learning, etc.) are the most effective means of education? Not research, but collation of resources – construction of a critical and informative bibliography. “Monarch notes” for educators.
- **Comparative Curriculum Analysis** - studies in the same language comparing content, skills and knowledge required, assessment methodologies
- Recognition is still very limited and we need to engage in research to **University recognition:** broaden access. Comparative analysis that is culturally sensitive. Not how do they measure up against us ... but how do we measure up against them? Needs to be accompanied by longitudinal studies that substantiate our claims.

Issues: INDIA

Three major issues:

1. Timing of the Indian school year. The release of exam results on July 5th for May session exams is late as compared to the Indian HSC exam results which are issued in the first week of June.
2. The percentile equivalence to IB DP grades as there is a great demand for admissions in the leading Indian colleges.
3. Need to get predicted grades accepted by more universities.
Need to ensure validity of predicted grades



Progress: INDIA

- The Association of Indian Universities based in New Delhi has accepted the DP as equivalent to the +2 program in India.
- We have had various meetings and have worked with them to give us a better equivalence so that IB Diploma students are not disadvantaged.



University of Mumbai / University of Pune
University of Delhi / Symbiosis / Univ of Bangalore

- We have approached the UGC (University Grants Commission) to get predicted grades for eligibility accepted by all universities in India but need to do this individually with universities and colleges
- For professional courses like engineering and medical entrance tests are mandatory. IB DP students are eligible to sit for these tests provided they have opted for the right subject combinations.
- Comparative Curriculum Study (IB DP vs ICSE vs CBSE Board) underway with CIE, Univ of Delhi

Strategies: INDIA

- Schools have two options;
 - a) Indian schools could sit the November Exam Session
 - b) Issue accurate predicted grades for provisional admission into Indian Colleges.

(Currently University of Mumbai accepts predicted grades and will take students with certificates 24+)

- Thus an additional mark sheet is being issued for students seeking admission in Indian colleges only if their schools make a request to IBCA on a B2 form. This is sent by IBAP to schools latest by July 10th.

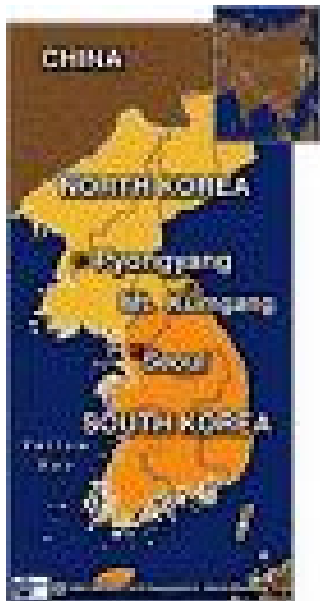


Issues: SOUTH KOREA



Two major issues:

1. The Korean government policy does not allow universities to grant credit or equivalency to any non-national educational programme.



2. Matters relating to residency and length of time overseas for Korean students



Appenzeller Hall (Science Building)
Ewha Women's University



Progress: SOUTH KOREA



1. Major universities in Korea are now more aware of the strengths of DP students and are keen for them to apply.
2. Korean IB DP students who have lived abroad for *at least three years with their parents* are encouraged to apply for early admission to university in July and/or September *without* having to take the national entrance exam. Their IB DP results will form part of the admissions process.
3. Korean students currently studying abroad in a Diploma school are advised to complete their studies overseas normally and apply to the university as IB Diploma graduates.
4. The IB Diploma is accepted for International Students (this includes Korean nationals who have lived overseas for 12 +years) applying from overseas to Korean Universities. Students may need to enroll in a university's bridging course to improve their Korean language proficiency.

Strategies: SOUTH KOREA

Another round of meetings with universities, ministry officials?

Other strategies?



Issues: JAPAN



Since 1979 the Japanese government has officially recognized the IB Diploma. The Minister of Education, Science, Sports and Culture (Monbusho) notified all Japanese universities that IB Diploma holders who have reached the age of 18 were eligible candidates for university admission.

However in 1990, the Monbusho introduced the new national examinations administered by the National Center for University Entrance Examinations.



All national and local public universities and many private universities require the National Center Examination results for the selection of their candidates.

Progress: JAPAN

1. Most universities exempt IB DP holders from having to take the National Center Examinations. Out of a total of about 600 universities in Japan, just over half of the universities offer special selection procedures for students who return from overseas.



2. In June 2005 the Ministry of Education, Science, Sports and Culture (Monkasho) published the “2005 Revised IB Guide” that the IB Representative for Japan and Korea compiled.



3. Moreover, the Monkasho sent a copy each to all national, local public and private universities in Japan in order to help promote further recognition of the IB Diploma and the IB programmes.

Strategies: JAPAN

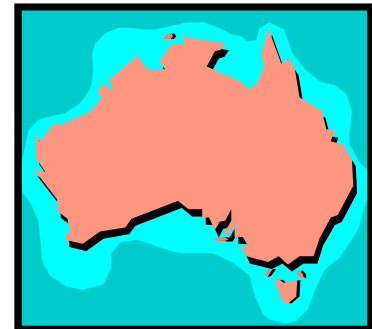
Current meetings with
universities, ministry officials?

Other strategies?



Issues: AUSTRALIA

- The Australian Council of Tertiary Admissions Centres (ACTAC) has introduced the Australian Weighted Average (AWA) table for conversion of Diploma scores. IB Graduates are now treated less favourably
- Some inconsistencies about IB DP pre-requisites for Tertiary Courses
- Limited Advanced Placement, Credit & Scholarships
- Timing of results release in July & January is still a difficulty regarding the timing of university offers
- Lack of understanding about IB by some university personnel



Progress: AUSTRALIA

- All universities (except 2) now listed on the IB website
- Student Conference Feb 2007 and Diploma Graduation sponsored by 10 Tertiary Institutions (to be held again in 2008)
- Individual meetings with key personnel from eight universities in Sydney, Tasmanian and Melbourne. Some progress regarding pre-requisites, direct entry and advanced placement
- ACER perceptions study, ACER comparative curricula study and the AMSI report on Mathematics
- Use of Predicted Grades for conditional offers at Uni Tas



Strategies: AUSTRALIA



- Meeting held on July 10th with the Australian Council of Tertiary Admissions Centres to address concerns about the AWA – no changes
- Commencement of monthly IB Australasia University Newsletter to follow up misperceptions from ACER study (3 issues so far)
- AAIBS & Principals network now actively involved in working directly with universities
- Promotion of direct entry for IB students and UCAS style assessment of IB Diploma recognition and conversion
- Three universities in Queensland are now working closely with new IB Academies
 - Maths, Science & Technology Academy (UQ)
 - Creative Industries Academy (QUT)
 - Health Sciences Academy (Griffith)



Research Item 1: Perceptions of the IBDP among Australian & New Zealand Universities

Points of interest from the Executive Summary

Aims and Objectives:

- to investigate university representatives' perceptions of the IBDP
- to determine what university representatives knew about the IBDP
- to determine whether they felt it provides a suitable preparation for university study
- to examine the perceived strengths and weaknesses of the program, both on its own and in comparison with alternative qualification
- to determine how the IBDP might be enhanced to better prepare students for university study

Research Item 1: Perceptions of the IBDP among Australian & New Zealand Universities

Views on the IB Diploma:

***Rating the level of importance of seven aspects of the IB
Diploma in helping to make it a successful program***

Most responses, and the highest levels of agreement rated

- the use of a range of assessment strategies,
- the breadth and depth of the curriculum,
- having students study at least three subjects in depth.

**Most uncertainty was regarding the three compulsory elements
of the IB Diploma**

Research Item 1: Perceptions of the IBDP among Australian & New Zealand Universities

Comparing the IB diploma:

In general, both the survey and interview results suggested:

- that the IB Diploma was viewed as providing a university preparation that is as good as and in nearly all instances better than that of the state certificates, or of other international certificates.
- that – despite such views, state certificates should be supported, and that promotion of the IB Diploma might diminish support for a pathway that they should be working to enhance.

Research Item 1: Perceptions of the IBDP among Australian & New Zealand Universities

Comparing the IB diploma - the IB Diploma and other qualifications:

Overall, the 159 respondents rated the IB Diploma as the most successful means of developing students' capabilities.

- deep learning 2nd (A Levels rated 1st)
- broad learning 1ST
- critical thinking 1ST
- communication 1ST
- research 1ST
- self-management 1ST

It must again be stressed that these figures are based on perceptions of a relatively small number of university representatives.

Research Item 2: Comparative Analysis of the IB & Australian State Curricula

Due for completion: December 2007, ACER

TERMS OF REFERENCE

To investigate the depth, breadth and standards of four subjects in the International Baccalaureate Diploma and draw conclusions about how they compare with state curricula in Australia

OUTLINE OF THE REVIEW

The review will be conducted in consecutive stages that complement the terms of reference above. The method for working on the project was chosen to reflect those terms of reference in a way that would, as far as possible, provide an answer to the fundamental question about the equivalence of the IB Diploma and the 'collective' Australian curriculum at Year 12.

Research Item 2: Comparative Analysis of the IB & Australian State Curricula

METHOD

The method for working is, in general terms, a replication of the research methodology employed in the so-called CAS Study* using some of the tools of that study to map the curriculum content and achievement standards in four selected IB Diploma subjects leading to formulation of a well grounded and informed opinion about the equivalence of the IB Diploma and Australian state curricula.

* Year 12 Curriculum Content and Achievement Standards. Report to DEST (2007), by Gabrielle Matters and Geoff Masters, ACER