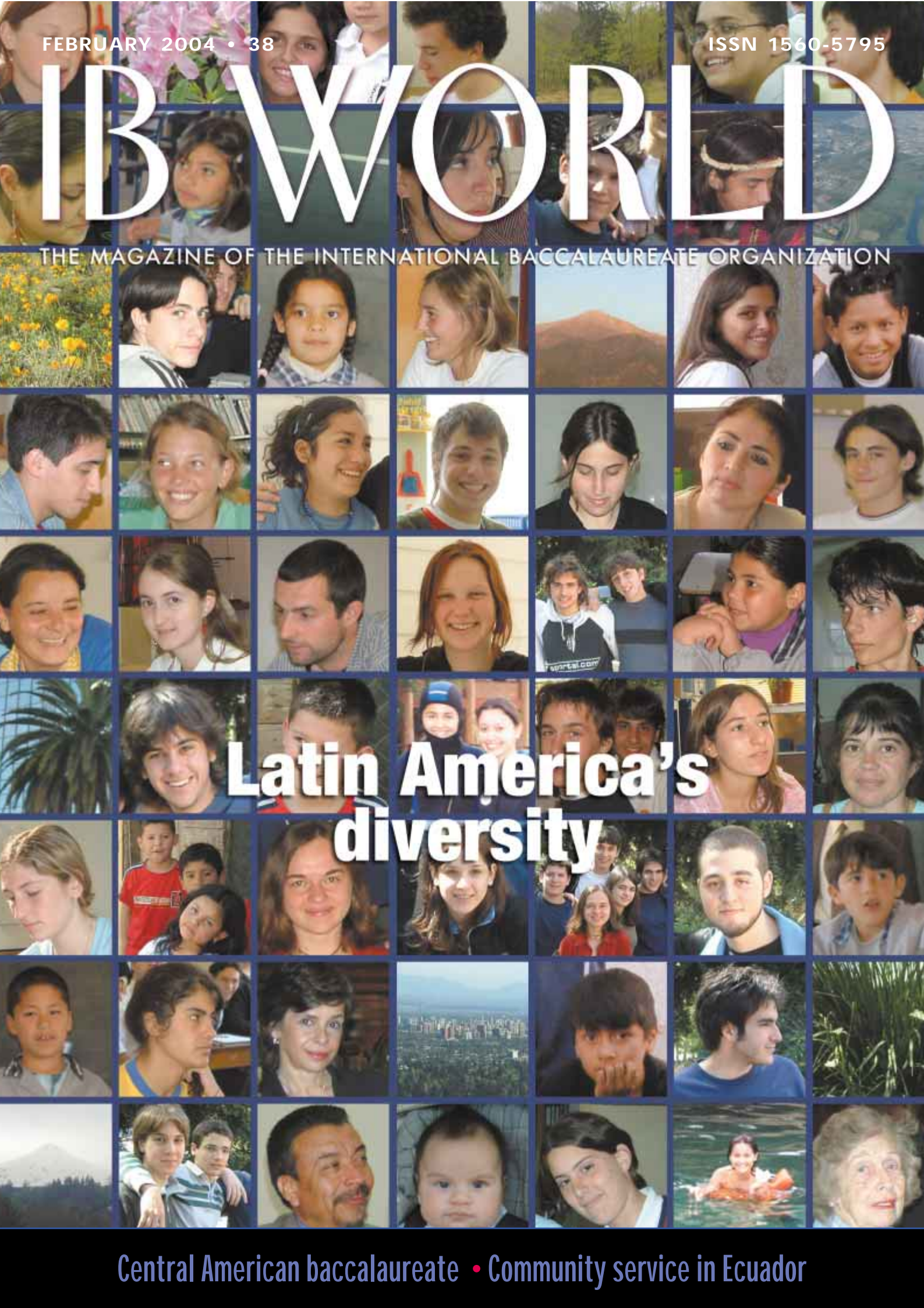


IB WORLD

THE MAGAZINE OF THE INTERNATIONAL BACCALAUREATE ORGANIZATION



Latin America's diversity

A Letter from the Editor

In 1994 I was asked by the IBO to edit its three-year old magazine. During the previous 15 years I had worked as a writer, journalist and editor, travelling and working in over 30 countries. The idea of working with an organization for whom the word *international* means, among other things, a broad geographic spread and a rich network of staff, schools and individuals had great appeal.

Since 1998 *IB World* has focused on a region every 12-18 months, and I have travelled to the regions to interview schools and IBO staff. The first region we presented in this way was Africa/Europe/Middle East, with a profile of the IB in Africa. In 2001 China was featured. In 2003, the IB Diploma Programme in American high schools was

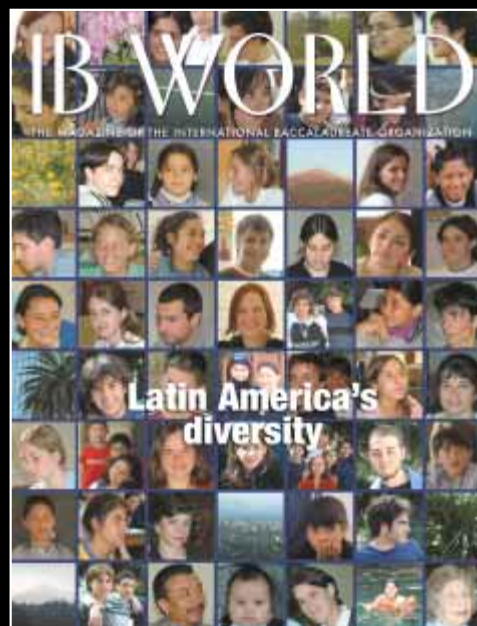
the cover story. With this issue we introduce the rest of the world to the IB in Latin America and establish the tradition of an annual regional feature.

This was also my introduction to South America, the one populated continent I had never visited. For a seasoned travel writer this provided the rare opportunity of a completely fresh discovery. The story prompted such enthusiasm on my part and on

the part of the schools in the region that, with the support of Marta Rodger and the regional office, we compiled enough material for two magazines. *IB World* is limited to 32 pages, a good size for readers, but that left us with the dilemma of what to do with the additional material. The result is the birth of *IBworldweb*, where some articles are continued, and longer versions of others appear. Don't miss the rest of the story, at www.ibo.org!



The fields and forests of Santiago de Chile, in the foothills of the Andes.



Cover Photo:

The many faces of Latin America: students, teachers, parents, school administrators, friends in the community—they are all part of the far-reaching IB world in the region.

Photos by Ellen Wallace, managing editor, or supplied by the schools whose articles are part of this cover story.

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Around the IB World

IBO strategic planning update; online global conference; North America office restructures



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Articles with the online icon are on the IBO's public web site:

www.ibo.org

Around the IB World

i b w o r l d n e w s

Coming in May

Telling the world about the IB How IB schools and the IBO present IB programmes and services to parents and students, school boards, universities and governments. Deadline: 1 March 2004.

Coming in August

Governance of the IBO and the schools it serves A look at IBO governance two years after major restructuring, at the governance of IB schools and the challenges of governance. Deadline: 7 June 2004

IBO strategic planning update

by George Walker

A report on the strategic planning process provoked lively debate among the members of the IBO's Council of Foundation, who met in Mumbai, India 15 and 16 November 2003.

The report, entitled "Growth and Impact", had been prepared by a steering group with pro bono consultancy from McKinsey and Company, a management consulting firm. It contained a more detailed development of the major themes identified during the meeting of the IBO's forum in Geneva, Switzerland in May 2003:

- Planned growth in order to maximize the impact of the IBO mission
- The prioritization of work using an 'impact function'
- The development of additional delivery models that will enable the IBO to fulfill its mission in a wider range of circumstances
- The use of fundraising as an essential tool to allow an impact in places that would otherwise be financially unable to work with us
- A plan to ensure that the PYP and MYP become self-financing.

A strategic plan will now be prepared taking into account the Council's discussion. It will be made available for feedback from all the IBO's stakeholders before a final version is prepared for the Council's next meeting in April 2004 in Geneva.

George Walker is director general of the IBO.



Online IBO global conference

The IBO in March will hold an online global conference for teachers from IB schools throughout the world. The theme of the conference, which will take place 1-14 March, is "Enriching communities: concepts of communities in the future." John Abbott, president of the 21st Century Learning Initiative, will be the

keynote speaker and will give a variety of multimedia presentations.

Teachers and administrators from all IB schools are invited to attend. Conference participants, known as delegates, will have daily access to the conference.

To register, visit <http://online.ibo.org> and fill out the conference registration form.

The purpose of the conference is to bring teachers from around the world together to discuss the concept of community, which is central to IB programmes and to the IBO's mission. The word "communities" can mean communities at local, national or global levels. "Enriching communities" can refer to the role of the school in improving communities and, conversely, to the role of communities in enriching the educational process.

Unlike real-time conferences, this conference enables all IB teachers to interact with one another at the same time and on a real time basis—to share their diverse perspectives, learn from each other, and to develop ideas together. Conference delegates can listen to the keynote speaker's presentations, visit galleries to hear presentations by IB schools, participate in discussion forums and post comments in a reflection area.

At the end of the conference there will be a conference plenary where John Abbott will pull together many of the ideas that have been developed and offer final insights that delegates can use to continue the discussion in their own schools and homes.

Report on IBO strategic planning provokes debate.

North America office restructures

The IB North America & Caribbean office (IBNA) made three changes in September 2003 as the first steps in a reorganization prompted by the IBO's strategic planning process. It added a research, development and communications division, expanded the outreach division and began planning a customer care unit.

The research division is responsible for promoting IB programmes and services, and for reinforcing the culture of the IB community. It also supports research on issues relevant to IB schools. Elizabeth Brock heads the division, and her team includes Sarah Scaturro, regional communications manager, and Miriam Matthews, research assistant.

The outreach division under Paul Campbell's leadership has since 1997 been successful in gathering volunteers, retired persons, board members and sub-regional associations to help the regional office deliver information about the IBO and its mission. The division is now adding staff and other resources to increase its capacity to fulfill these responsibilities. Sandra Wade-Pauly joined the division in September as the university and government liaison. Outreach will work with prospective candidate and implementing schools and strengthen its focus on opportunities that can be evaluated in terms of the IBO's mission.

The new customer care unit will be a network of service desks that assist schools with their questions and requests for information. It will be staffed by IBNA employees who are briefed on all aspects of regional office operations. IBNA is investing in customer management technology to ensure that its helpdesks can track and respond to the needs of IB schools. The new system will record and analyse requests, helping staff to answer all questions quickly and accurately while increasing productivity and helping IBNA manage data effectively.

New IBO Staff

Bath

James Cambridge - *research fellow*

Zhen Yao - *research assistant*

Buenos Aires

Virginia Cicchini - *Diploma Programme assistant*

Cardiff

Sally Anderton - *finance officer*

Kate Bennett - *secretary to assessment director*

Laura Braham - *assistant sales department manager*

James Chapman - *corporate finance assistant*

Kerry Howe - *travel coordinator*

Andrea Howells - *personnel administrator*

Lynsey Hughes - *academic administrative officer, Diploma Programme*

Chris Jenkins - *examinations administration officer*

Kate Jenkins - *subject area manager, groups 1 and 2*

Elsa Langrené - *translator-reviser*

Steve Lloyd - *XML developer*

Emma Metcalfe - *research assistant*

Rebecca Miles - *examinations administration officer*

Jenny Reed - *special educational needs manager*

Llion Robertson - *stores assistant*

Heikki Soini - *Primary Years Programme curriculum manager*

Liza Tercero - *subject area manager, group 4*

Charlotte Walters - *academic administrative officer, Diploma Programme*

David Young - *stock controller*

New York

Melissa Gonzalez - *accounting assistant*

Singapore

Deirdre Chang - *personal assistant to the regional Diploma Programme manager and the Middle Years Diploma Programme manager*

Li Bin - *regional Middle Years Programme manager*

The Blair Forster Memorial Trust

A trust is being established in honour of Blair Forster, former principal of Li Po Chun United World College in Hong Kong, China, who died in September 2003. The trust will support the founding of an IB Diploma Programme school in East Timor, a country in which Blair Forster was deeply interested and in which education has been severely neglected for the last 25 years. The school will provide talented East Timor students with a path to university—a path that would otherwise be closed to them. Funds from the trust will also be used to finance scholarships for students from East Timor at boarding schools in the IB Asia-Pacific region, and to cover remaining tuition fees, airfares, pocket money, university applications, and other related costs. A subsidiary role of the trust will be to facilitate United World Colleges and other IB schools involving themselves in service projects in the East Timor region.

Donations can be made to the "Blair Forster Memorial Trust", c/o Li Po Chun United World College, 10 Lok Wo Sha Lane, Shatin, NT, Hong Kong, China. The trust requests secondary schools to consider accepting a scholarship student from East Timor and to contact the trust at the address above or send an e-mail to tobywair@netvigator.com.

A wealth of differences

by Ellen Wallace

Latin American clichés: colourful, sunny, Spanish-speaking, dark-eyed people, pulsating music, exotic plants and wildly-plumed birds.

They all fit, but so do their opposites: the taupes and tans of the Andes, the wide plains and ice fields of Argentina, the equatorial showers that water the lush plants in Costa Rica, the blond children of the south, the Portuguese of Brazil's cities and the hundreds of indigenous languages of its rain forests. South America alone has more language families (34) than Africa, Asia and Europe combined (21), according to the archeological journal *Athena Review*.

Travellers in the region are met with a heady mix of separate cultures, always with a distinct Latin American sensibility. At the centre of this varied world spreading across two continents are children preparing for their future, as Latin Americans with their own respective cultural identities.



From top: St Andrew's Scots School, Argentina; Hiram Bingham School, Peru; Graded School, Brazil.

In an effort to better understand the diversity that is Latin America, *IB World* in October 2003 visited 13 IB schools in 3 of the 17 countries that have them. Their selection from 186 IB schools in the region is an unfair slight to the others and was based, as so often happens with voyages of discovery, on the traveller's constraints. In a region so varied, these schools cannot be considered representative of those with IB programmes, for the latter include German, Swiss, British, Catholic, Jewish and Protestant schools as well as the local state schools, ones run by private foundations and by individuals. Some are funded by local or national governments, others receive foreign government grants. There are state schools and international ones, with large and small classes, day schools and boarding schools, attended by students with limited or ample resources.

With the pursuit of academic excellence and emphasis on the importance of the community as their goals, IB schools in Latin America have a clear sense of direction and a corresponding level of energy others might well envy, as the following articles reveal.

In this part of the world where extremes of wealth and poverty have been an historical constant, the term "community" in the 21st century is increasingly understood as a need to embrace, not reject, society's disparate elements. A sense of community means children need to appreciate their languages and cultures and understand their socio-economic histories, including the role of groups once overlooked or ignored. In Latin America, the IBO's mission to encourage young people to "help to create a better and more peaceful world through intercultural understanding and respect" means that learning about one's own culture enables a student to reach out to a

larger world. IB students are quick to speak in these terms and seem determined to put their IB education to work to improve their countries. Their schools often struggle against difficult odds to ensure this education.

While students learn to be creative thinkers, their schools must often be creative managers, adapting to changing environments. The clear sense of direction keeps them moving forward and the IB in Latin America is stronger than it has ever been.

Ellen Wallace is the managing editor of IB World

Cover section on Latin America continues at www.ibo.org, search for IB World



Pestalozzi School, Argentina, science class, year 1 IB students.

Education in Latin America

by Marta Rodger

Latin America combines dynamic local cultural features and strong influences from all the nations that have been involved in its history.

This is a land of different indigenous civilizations, with achievements in their own right. Since the period of discovery and colonization by Europeans two views developed that have since interacted, and been in tension with each other: Latin America needs to keep pace internationally, but it also needs to react when international developments do not provide answers to its basic needs or are not adapted to Latin America's realities.

Historical perspective

The evolution of education in the region is embedded in these different views. During the colonial period, the Spanish and Portuguese educational systems had a major influence on the instruction of the ruling social classes. The Catholic Church was pivotal in the development of education at various levels, including university.

In the 19th century, intellectual leaders in the region, influenced by the ideas of the Enlightenment and of education developments in the US, introduced the powerful concept of compulsory basic education for all as one of the main tools to reinforce the concept of the nation-state and to improve economic standards and social mobility. A model that would fit all was the prevalent idea. It did not consider the characteristics affecting different groups according to their economic or social origins.

Important migration movements took place and contributed to the diversity of educational options. Italian, Spanish, British, French, German and Jewish were the biggest groups. They brought with them a cultural wealth that became part of an already complex picture in the region. Strong identities were influenced by an

international but fragmented input. These communities founded private schools that complied with national requirements but promoted the cultures of their reference groups.

The policies of compulsory education entailed expanding school systems and had a strong positive impact on the literacy levels of most countries, even if these advances did not actually reach everyone.

The 20th century brought about changes in the world that were too numerous and significant to be overlooked. The increased consideration of education as a major element of effective political, economic and social systems—with an equal impact therefore on the general welfare—made it imperative to analyse this field through new lenses.

Restructuring, recent years

During the 1980s and 1990s most Latin American countries went through a restructuring process of their national educational systems. The private sector, more dynamic in terms of adjusting and incorporating innovative trends or ideas, had already taken steps in this direction, but their reach was limited. The states established laws that reoriented national educational systems. The curriculums were to change from an encyclopedic and memorization-based approach to a combination of content and basic concepts. Organizational structures were to be revised to give the schools more autonomy: changes would be implemented through interaction with the local community, and new tools to evaluate the results were to be put in place.

The economic crisis that affected the region to different degrees in recent years had a negative impact on the resources that could be allocated to education. As a result, the quality and the reach vary according to the countries and inside each country, with major areas in

urgent need of development. Yet, it is important to highlight the political shift to viewing education as a major source of wealth and social improvement in each country, with the accompanying international support that has been received to fulfill this goal.

The IBO in Latin America

The IB Diploma Programme was introduced by private schools in the region right from the start of the programme, in the early 1970s. Some of the schools were founded by communities that wanted to promote the culture of the countries they came from, others by religious congregations or local educators who started their own schools. These institutions saw in the IB the possibility of enriching their own programmes.

The IB programmes are valued today for their academic rigour, international standards and the central place of the student in the educational experience. But beyond that they are held in esteem because they consider the national or cultural identity as the point of departure for the fascinating journey that leads to knowing and valuing others.

In a context of serious economic constraints that are more apparent in some countries than in others, some state schools in Argentina, Chile, Peru and Mexico incorporated the Diploma Programme. While they do not have the financial support of national authorities in most cases, they have a strong commitment from school authorities, teachers and parents so that this option can be given to all those who are making outstanding efforts to reach the best



Marta Rodger, regional director, right, with Vicente López administrators.

educational levels.

The Middle Years Programme was implemented during that programme's pilot years in the late 1980s under the ISA project and the first school was authorized in 1994. The newer Primary Years Programme has had an impressive welcome since the IBO adopted it in 1998, with very high numbers of schools projected for the coming years.

Around 43% of the schools follow the northern hemisphere school calendar and 57%, the Southern hemisphere one. Almost all the schools have to comply with national programmes of education and in some of them students have to sit for national examinations in order to enter university. In spite of this, the IB programmes are highly valued and implemented owing to their quality and the underlying philosophy.

The IBO regional structure grew as the number of schools increased. The regional office, established by the tireless Peter Stoye, who served as regional director for 19 years, is in Buenos Aires, Argentina. It works closely with schools, whose constant contributions are a significant feature of this structure. They are organized into local associations that collaborate to organize teacher training events, help obtain university recognition of the diploma and build relationships

with local governments.

Teacher professional development activities take place in nine countries (Argentina, Brazil, Chile, Colombia, Costa Rica, Ecuador, Mexico, Peru and Venezuela) and cater for the needs of both Spanish- and English-speaking professionals. Local schools collaborate, taking different approaches that may include participation of students either in the organization of the events or in CAS (creativity, action, service) projects.

Although the IBO has had a dramatic increase in the number of schools, it still reaches a very limited group of students. However, it may provide one of the most important contributions to local educational systems through projects that consider the IB programmes as their points of reference. This has happened in Chile and is happening in Central America, where a new secondary education project considers the IB diploma as the model for its development.

Rich in natural resources, made up of various ethnic groups and nationalities, with unresolved conflicts with historical roots, Latin America has the right and the responsibility to realize the expectations of its people for wealth, health, security, and education for all its inhabitants. The IBO is already playing its part to make this happen.

Marta Rodger is regional director of IB Latin America.



Chapel International School, Brazil, year 2 IB students



St Paul's School, Brazil, theatre preparations.

Academic excellence at the top of the agenda

Ask any Latin American Diploma Programme student why he or she has taken on the daunting burden of preparing for IB examinations, usually while fulfilling national secondary school certificate requirements and often while studying for national university entrance examinations. Frequently, the answer is that the student wants to be well prepared for university and the programme does that.

Students primarily seek academic excellence from the IB, and IB graduates have spread the word that the IB Diploma Programme offers this (see page 8).

Daniel Pauni, head of Quilmes High School, a private school in Argentina, is president of the Association of IB Schools of the River Plate. The group provides an important inter-school forum for joint problem-solving, such as identifying needy students and providing them with scholarship money. The schools pay an annual fee to cover both administrative costs and scholarship funds.

One of the organization's most important roles has been to promote the IB diploma, in particular making the country's universities aware of the programme's high standards. It is not recognized by state universities as the national certification equivalent, but the IBO has agreements with most of the major universities, including private ones that sometimes have their own entrance examination policies. The IB schools association reports progress in its accreditation discussions with universities.

St Catherine's-Moorlands school, where the association meets, has been a pioneer in the implementation

of IB programmes in Latin America. St Catherine's founder, Mabel Mazzini, is a tireless advocate of the IB and is currently seeking ways of showing the world how well IB students do once they leave school.

National curriculum requirements, an added burden

Latin American IB students work as hard as others around the world to complete the demanding Diploma Programme. They often cope with the additional burden of national curriculum requirements, mandatory for acceptance at the state universities, which, for financial reasons, are the only option for many IB students after graduation from secondary schools.

Sylvia Artigas and Richard Baylis, who head the Chilean association of IB schools, note that most Chilean students opt for certificates in selected subjects rather than the full diploma because the state universities, like those in Argentina, do not yet recognize the IB diploma. "We adopted the IB because it is good, not because students leave the country after school and need the diploma for that," says Mr Baylis, whose private school of 2,000, Saint Gabriel's, has 51 IB students. "Almost all of them stay in Chile. We are not an international school." His words are echoed by the heads of other Chilean schools.

Combining the IB and the state curriculum is a Herculean task for schools in terms of timetables and



Wenlock School,
Chile, history class.

Students see value in IB work

Students at a state school, Escuela Normal Superior en Lenguas Vivas J F Kennedy (ENSLV JFK) in Buenos Aires, Argentina, put in very long days working to complete requirements for both the national secondary school certificate and the IB Diploma Programme. Many of the 30 Diploma Programme students at JFK commute long distances to arrive at school by 7.30 a.m., and some nights, first year IB students finish at 8.00 p.m. because the IB biology teacher their parents hired (the school did not have one) is free to teach only in the evening.

Despite this, students are enthusiastic about the programme. They are a small group in this school of 2,000 students and quickly become close, in part due to the collaborative approach of many IB courses. "We're good friends now," says Esteban Pérez Gnavi, "and it's good university preparation." Former students have told them that having done the IB is an advantage at university, where a large number of students fail their very demanding first year. Inés Kurchan, who moved from Patagonia in the south of the country to be able to do the IB, is following in her cousin's footsteps. "My cousin who did the IB two years ago now has very good grades and says it means more free time at university because you know how to work well."

"And the IB opens your mind," points out Angélic Vardi. For example, visual arts—I had never painted in my life and I've discovered I really like it." Another student adds, "And for history, you study the region and not just your country." They note that the smaller classes are an advantage, allowing them to participate more, to have better contact with the teachers.

Their enthusiasm is mirrored by their teachers'. Cristina Rins, who teaches history and is an IB assistant examiner for history, says "I want to help them build bridges, stepping stones, between traditional learning and new ways of learning, where they document sources, including interviews with people at home. And analysing books, including mine, which is one of the texts. I want them to develop their own views—to learn to take all this knowledge and think for themselves."



JFK State School, Argentina, year 1 IB students.

Complete text is at www.ibo.org, Around the IB world

A Chilean-Uruguayan experience in theory of knowledge: *Jornados TOK*

by David Herrera and Robert Scott

The TOK workshops (*Jornadas*) exchange programme between Wenlock School, Santiago, Chile and The British Schools, Montevideo, Uruguay, gives TOK (theory of knowledge) students from both schools the opportunity to test their critical thinking skills outside the protective shield of their home cultures. Each student who attends the workshops is given the challenge to participate in some way, which may be by preparing a hands-on TOK activity, making a presentation or participating in a debate. This gives participating students an objective, which may be a struggle to reach, but is very satisfying for them when they realize success in their projects. Most students agree that student debates are a highlight of the workshops.

Silvia Artigas. "A lot of universities have social services programmes that students participate in, voluntarily, during their holidays," Richard Baylis adds.

Representing the 14 IB schools in the country, the association and IBLA, have worked to promote government and university accreditation of the diploma and have signed recognition agreements with some private universities.

The IB Diploma Programme is currently viewed as one of the best ways to prepare for university studies. Wenlock, a privately owned school founded by Michael Varley in 1982, has an 800 member student body, from primary to diploma, and stresses academic excellence. The school feels theory of knowledge (TOK, a diploma requirement) can fine-tune skills learned in other classes and develop critical thinkers able to discuss their region's tempestuous politics and difficult issues such as divorce, illegal in this staunchly traditional Catholic country (see box).

← p. 7

teachers' workloads and for students in terms of coursework. In Chile the Diploma Programme is usually optional, with a small track of students taking the courses, and a smaller number attempting to obtain the diploma itself. Heads of schools believe this will change if the state universities recognize the IB diploma, since students and schools are enthusiastic about its quality. "I love it!" says Silvia Artigas softly.

Gentle but strong words of praise. Artigas's school, Liceo Siete Providencia, the country's sole state school to offer the IB, is seen as an educational leader, with an excellent reputation for its strong academic programme, notably in languages, and for its innovative approach to teaching. Chile's new education minister met in October with the IB schools association to ask how the group can help implement a major policy shift to teach all children English. Under discussion were a review of teaching methodologies, teacher exchanges, and CAS (creativity, action, service) projects to have students help other students. CAS is a Diploma Programme requirement that is attractive to Chilean education authorities. "The concept of social service has always been strong in education in Chile," says

p. 10 →

Pestalozzi School, Argentina, science class, year 1 IB students.





St Paul's School, Brazil, geography class survey, favela

Learning out of the classroom

Geography teacher Natasha Lardner at St Paul's School in Brazil believes that taking students out of the classroom can be as important as CAS (creativity, action, service) in helping students benefit from interaction with their communities. IB geography students in October visited a *favela* in São Paulo for the day to carry out a socio-economic and demographic local population survey for their internal assessment reports. One student, whose work focused on population, migration and urbanization issues in São Paulo, noted, "We initially had the intention of only achieving results for our IB coursework, but once in the community this became a secondary thing. Helping the community in any way possible became our primary task and I am sure we were able to in a small way."

◀ p. 9

Convinced of their academic value, Santiago College offers all three IB programmes. The pioneering work of the late Elisabeth Fox, former head of the school, continues, with Santiago College working with other schools to strengthen the IB in the region. A project which she began is an example for the region: Santiago College has worked with a local school, Liceo Rosa Esper Alessandri, in a low-income area of the city, to see if the school could benefit from some Primary Years Programme (PYP) training (for details: [www.ibo.org/Around the IB world](http://www.ibo.org/Around%20the%20IB%20world)). The teachers at the Liceo responded so enthusiastically that the Santiago and Liceo teachers worked nights and Saturdays to go through the entire PYP unit of inquiry (a basic part of the programme) and Santiago has sent some of the Liceo teachers to regional workshops. Today Lorna Prado Scott, acting head of

Santiago College, says, "They will probably never be able to be an authorized school because they don't have the resources, but they are doing a marvellous job. It's been such an experience and we really feel that they are the ones who are giving to us."

Excellence through local learning

Schools hire excellent local teachers and train them to teach the IB programmes. Because of its emphasis on local languages and culture and professional development opportunities, the IB Diploma Programme was pivotal in the integration of local and foreign teachers at St Paul's in São Paulo, Brazil.

Also in Brazil, Chapel School's chemistry teacher, Ana Maria Chinelatto, is an IB examiner who earned her doctorate in Switzerland but is quick to share her love of her native Brazil. In recent years the school



Chapel School, Brazil, trip to Ilha Grande island off the coast of Rio de Janeiro for group 4 (science) project.

has increasingly emphasized working with Brazil's rich natural resources and familiarizing students with their local environment through a programme called "The world is our classroom." In October, most of the school made a week-long expedition, as different academic disciplines worked together to explore Brazil outside the textbook.

Beyond hiring good local teachers, schools are finding ingenious ways to promote learning about their local worlds. At Chapel in São Paulo, where a Brazilian artist is honoured every year, students are surrounded by Brazilian art. The artist often visits and his or her work is exhibited in the halls, providing a daily art lesson for all.

Helping the IB of the future

This focus on the students' immediate environment is complemented by an effort to reach out to the rest of the world. Escola Graduada de São Paulo, an American school in São Paulo, has a staff of very experienced IB teachers and offers well-equipped courses in areas such as multimedia that other schools can only dream of. Graded, as it is known in English, developed a school-

based Brazilian studies syllabus* course in 1998, designed to fulfill certain national requirements (history, geography). Today, four schools use it enthusiastically. Says one 14-year old, who returned to Brazil after years away, "It was hard at first but I was reading and I suddenly got excited and thought, hey, I never knew about the Dutch invasion!"

Graded is currently working closely with the IBO to develop an online economics pilot project. This sophisticated and complex project could eventually make the course available to schools that, perhaps due to small numbers, could not otherwise provide a teacher.

Ellen Wallace, managing editor

*A school-based syllabus (SBS) course is developed by a school according to its own needs and teaching resources, and in consultation with the IBO's curriculum and assessment centre.



Nacional Vicente Lopez, Argentina

The IB in Central America

by Liliana Lloyd

In the developing world of Latin America, the seven countries that form Central America, nestled between Mexico and South America, are often forgotten. Therefore it sparked my interest when I heard that the committee for the Coordination of Education and Culture in Central America (CECC) was interested in the IB.

The CECC is composed of the ministers of education and ministers of culture from all the Central America governments. This international organization was founded in 1975, has its central offices in San José, Costa Rica and operates with the support of Unesco (United Nations Education, Scientific and Cultural Organization). One of its main objectives is to promote the integration of education in Central America.

The ministers of education at their annual general meeting in Guatemala in 2000 discussed and signed a decree to develop a Central American baccalaureate based on the standards of the International Baccalaureate Diploma Programme. They requested a commitment from each country to incorporate the Diploma Programme into at least one public school.

Since then the CECC office, in collaboration with each ministry of education, has been working on a

comparison of national standards. This work should be completed by March 2004. Once this is done it will create regional standards leading to the development and implementation of a Central American baccalaureate. The central purpose is to offer a baccalaureate based on academic excellence that goes beyond the requirements of the national systems.

Marvin Herrera is secretary general of CECC and former minister of education in Costa Rica. He notes that because the Central American ministers of education were seeking quality and academic excellence, they decided to create a Central American baccalaureate, based on IB standards. This would provide a strong state school education to students whose families could not afford a private school that offers the IB, and would help Central American graduates enter and thrive in foreign universities.

The Central American baccalaureate will be voluntary, initially, for public schools that wish to improve their educational standards and that have the facilities and conditions to manage the programme. The Liceo de Costa Rica in San José has been designated the pilot state school. The CECC also wanted to give students in the state systems a choice in the type of education they receive, and accordingly made a commitment to

implement the IB Diploma Programme in at least one public school in each country.

Marvin Herrera is clear about the reason for looking at the IB diploma. "It was time that they [the ministers of education] looked for educational options that work and the IB offers the academic excellence they were looking for."

As the owner of a private IB school in Costa Rica, I have seen many Central American students over the years succeed in the IB programme. They have had examination results that compare well with or surpass those of many students from the "developed" world. The introduction of such a programme into the public school systems across Central American will go a long way towards answering the needs of many more talented and able students.

It is most encouraging to see that education has been put so high on the list of priorities, considering the financial and other crises which have besieged Latin America in recent years. This project holds great promise for the socio-economic development of the Central American countries and offers an example for other countries. The future lies in the youth of today.

Liliana Lloyd chairs the IBO's Latin America regional advisory committee.

The IB at home: students and their families

by Ellen Wallace

The IB is a family affair at Argentina's state schools, often requiring a major financial commitment. In the past two years the country has experienced economic upheaval, with its peso dropping in a short time to a third of its value against the US dollar. The financial earthquake has caused strong psychological aftershocks.

Students at state schools that offer the IB have been particularly hard hit. At Escuela de Educación Media JP Duarte y Diez, popularly called Nacional Vicente Lopez, as elsewhere, the state provides teachers' salaries and a building for classes. While it recognizes the IB Diploma Programme, it provides no funding for it. Students often attend classes in morning or afternoon shifts because of limited facilities. At JFK, a state school created as a languages school, the 36 IB students are often there from 7.30 in the morning until 9.00 in the evening because teachers must be brought in for evening classes, when space becomes available.

Vicente Lopez's science laboratory is housed in an old building with worn wooden cases and shelves. IB students' parents, already hard-pressed to pay annual \$200 tuition fees for the three-year IB Programme, are justifiably proud of the lab they purchased directly to meet IB

Diploma Programme requirements. Most of these lower middle class families (including the teachers and the principal) have annual incomes of around US\$3-5,000, and money limits the size of IB programme enrollment. Many of each year's 17 or 18 IB students would have been unable to continue when the economic crisis hit if the group of IB schools in Argentina had not found them scholarships.

In November 2002, after much debate, the IBO's governing body, the Council of Foundation, and its finance committee decided to take extraordinary measures to help schools in Argentina by reducing fees for a two-year period. The result was the retention of most authorized schools.

Despite financial constraints, parents remain strong supporters of Vicente Lopez's fundraising activities, focused entirely on finding money for three schools in very poor areas of the country. It has built a strong CAS (creativity, action, service) programme, with students—even former students—and staff alike devoted in particular to aiding a remote village in the north. Regular visits to bring basic supplies and school lessons are a hardship, with a 30-hour bus trip over rough, roadless terrain to an area near the



top: Nacional Vicente Lopez, Argentina, visit to village near Bolivian border.

bottom: St Catherine's-Moorlands School, Argentina, MYP student and mother.

Bolivian border. Students sleep in classrooms. During the week they observe village life in order to determine the most equitable sharing of supplies at the end of their visit.

For Marta Rodger, IBLA regional director, the project is an example of the excellence of many CAS projects in the region, in that it goes far to help students (who describe it as collaboration rather than assistance) to become well-rounded people. "CAS is about learning from others, rather than helping others. Cooperation is the right word."

ARGENTINA

AN IB WORLD LEADER

Argentina's IB schools provide one of the largest groups of diploma students in the world (after the United States, Canada, and Australia, and tied with the United Kingdom). They mirror the diversity that is a hallmark of the country. Among them: Colegio Tarbut in Buenos Aires, a new, Jewish IB school;

Pestalozzi, funded in part by the German government and part of a major IB pilot project to offer a limited IB programme in German and Colegio de Todos Los Santos, a forward-thinking private school founded by Maria Teresa Mayochi Arza in 1982. St-Catherine's-Moorlands is a British-style school and source of firm IB support. St.Andrews Scots (Presbyterian) is one of South America's oldest European-style schools.

Visit www.ibo.org to read "Flexible instruments of educational enrichment", about how some schools in Argentina use the IB to their advantage

Tarbut parents are enthusiastic about the IB's high academic standards. One staff member recalls, "The students were not too enthusiastic about it at first, asking 'Why do we have to work harder?'"

But parents and teachers alike favoured an international standard and stronger study methods. Ultimately, the decision is the students', and growing enrollment attests to the IB's positive reputation. The first four IB students completing their examinations in November 2002 were followed by nine in 2003, and the newest IB class has 19 students.

Pestalozzi is one of 13 schools worldwide supported by the German government in a joint pilot project with the IBO to offer an IB diploma that includes some subjects in German. This is the first effort to offer IB courses, besides languages or school-



Todos los Santos School, Argentina, year 2 IB students.

based syllabus courses, in a language other than the IBO's official languages of English, French and Spanish. Classes began in February 2003 and students are studying courses in biology, German A2, Spanish A1, English B, math methods and history, and biology and history offered in German.

Theory of knowledge is offered in Spanish, the first language of the 12 students.

The pilot project is a major challenge as two different bodies are involved in developing it, and it has encountered some unique problems. The German government sent four new teachers from Germany in support of the programme, but not all textbooks were available in German and one of the teachers, from the former East Germany, spoke little English.

In contrast to Pestalozzi, a non-religious private school, St Andrew's Scots, founded in 1838 by Scots Presbyterians seeking religious freedom, is one of the country's oldest and largest private schools. Despite



Tarbut School, Argentina, making cereal bars for children in a low income district.

offering almost all subjects in English, it is not an international school, as John Taylor, who is head of the school, is quick to point out. Nearly all its students are from Argentina and must comply with the national curriculum. Like those in most state bilingual schools, secondary students spend eight hours in class to fulfill all requirements, with a short break for lunch and no study periods. The connection to a historically liberal and pluralistic Presbyterian church remains strong at St Andrew's Scots (70% of board members must be from the church). The student body is mixed: 5-10% Presbyterians, 20% Jewish, and the rest Catholic and non-confessional, says Mr Taylor.

The British influence of the early years meant that St Andrew's long ago adopted external examinations. But in 1997 the school decided to change from the British national examinations to the IB Diploma Programme. "The IB philosophy coincided with the philosophy of plurality here," says Mr Taylor, adding, "Argentina had a very strong tradition of specialized study, a narrow versus the broader approach of the IB." IB coordinator Guillermo Rodriguez comments that the British system did not offer language studies options the school believed was important. "People don't remember it now, but many students felt unchallenged by the previous set of external exams," says Mr Rodriguez. "The IBO has high standards but all the students have access now to the same demands, and the same teaching."

The school adopted the IB for four reasons, says



Pestalozzi School, Argentina.



Mr Taylor: it was more accepted by universities in the United States, where some students were heading; students were able to find more subjects that they felt passionate about and the level of independent work was very high, and teacher training was offered.

Like St Andrew's Scots, St Catherine's-Moorlands is to all appearances a traditional school, and the quest for excellence is strong here, too. The school supports the IBO's Middle Years Programme as the best preparation for the demanding Diploma Programme (see page 16). It also offers the PYP, and serves as a beacon to other schools that would like to have the full set of IBO programmes.

Colegio de Todos los Santos's first primary students grew up to become its first Diploma Programme candidates. Founder María Teresa Mayochi Arza has strong ideas about the nature of education, reflected in the school she had built to measure. The classrooms are doorless, open spaces and the library sits at the centre. Bells never ring and students and teachers rely on self-discipline to start and end classes on time. Atriums at the centre of buildings attract light to the classrooms and provide garden space. She says, "Let the light shine in. I think that is appropriate for a school. It is what we are trying to do." —Ellen Wallace

ASSOCIATIONS OF IB SCHOOLS: KEY SUCCESS FACTOR

Marta Rodger, regional director for IBLA (IB Latin America), attributes the continuing success of the IB in Latin America to schools' efforts to seek coordinated solutions to regional problems and to work together to encourage students. Mabel Mazzini and Daniel Pauni of the Association of IB schools of the River Plate met with *IB World* in October to explain how their organization works.

"Every IB school in the country is a member," says Daniel Pauni, president, adding, "We have meetings seven or eight times a year with activities. We find ways to help students, with extended essay workshops for year 1 IB students. For year 2 students we might take a hot topic and find someone to make a presentation but also invite students to speak. We have an exhibition with the best artwork for each examination session, debates in English and Spanish to promote understanding, and a special award for students who have over 40 points [*ed. note: the Diploma Programme's highest award is for 45 points*]."

Some 20% of the schools are in the provinces, "not so close as to be competitive," says Mr Pauni, adding, "Schools help each other. If any teachers go to an IB meeting or workshop they give a report that can be shared at the next meeting of the heads."

Mabel Mazzini of St Catherine's wants to see regional organizations work with the IBO to compile former student information useful to parents and universities making decisions. Says Daniel Pauni, "We have a close connection now with the private universities, but this is something new."

St Catherine's participated in the Middle Years Pilot project in 1989 and supports it enthusiastically. "It used to be that for the first three months of the Diploma Programme our students came crying to us about the transition, but now that's done in the MYP and they are really ready. It's strengthened the integration of our curriculum,

integrated the teachers and helped equalize languages. Now Spanish and English are viewed as equal," Ms Mazzini says.

Her school has helped others to address problems of adopting the MYP. Mr Pauni's school, for example, faces

contractual issues with national (as opposed to foreign) teachers not there for the Diploma Programme. These must be negotiated with all parties. But the methodology for both programmes furthers integration of subjects and of teachers, he argues, and the school is enthusiastic about extending its IB commitment.

"First we must make structural changes. The MYP's content is totally flexible, but its methodology is not, and that requires some changes," he says, adding, "We are national schools in national systems so we must do the national programme, but there is also a move towards reinforcing the national aspect of our culture. We're not for a change in the national system, we want to enrich it."

Mr Pauni's comment, heard elsewhere, reflects the depth of the commitment of IB schools in the region. "Even though we are just a Diploma Programme school, it's an IB school—my kindergarten teacher talks about us as being 'IB'."


—Ellen Wallace



Mabel Mazzini, Marta Rodger, María Julia Hiriart and Daniel Pauni.

El PEP en Latinoamérica

Por Gabriela Benvenuti

 Cuando en 1998 se realizó en Buenos Aires el primer seminario introductorio del PEP en Latinoamérica, nunca imaginé que, en tan sólo seis años tendríamos 17 colegios autorizados, 57 colegios en distintas etapas de implementación y más de 40 colegios interesados por conocer más a fondo nuestro programa.

De ese primer seminario recuerdo a Jennifer Giddings y a Dennis Mackinnon enfrentando a unos cincuenta maestros, directores y administradores que ansiosamente esperaban conocer al nuevo bebé del IBO.

El interés por el Programa de la Escuela Primaria se propagó rápidamente y en octubre de ese mismo año se realizó, nuevamente en Buenos Aires, un taller de tres días para maestros y directores de nuestra región. En ese

momento ya existían tres líderes de talleres PEP para Latinoamérica, capacitados en julio de ese año en Cardiff, quienes compartieron meses más tarde la responsabilidad de llevar el programa por primera vez a México.

¿Cuál fue la razón de que un programa que contaba con tan sólo diez años de existencia, dos de ellos como programa oficial de IBO, encontrara una respuesta tan entusi-

asta en nuestra región? Las razones son varias pero son dos las que siguen siendo hasta hoy, las que los maestros mencionan más frecuentemente.


Gabriela Benvenuti es responsable del PEP-IBLA.



Redlands School, Chile, has sponsored a local primary school.

Una historia de amor entre México y el PEP

Por Rosaura Barahona

 México es un país enorme y complejo que debe enfrentar los retos del siglo XXI de la mejor manera posible, a partir de los medios que dispone. La educación es, sin duda, su reto más importante porque a partir de la transformación que ésta logre en sus habitantes, se podrán abandonar hábitos y actitudes dañinas y adquirir otros positivos.

Como muchos países emergentes, México está lleno de contradicciones preocupantes.

Por un lado, su economía está ubicada entre las diez primeras del mundo; por otro, su índice de pobreza es alarmante. Hay dinero y dispone, entre otras cosas, de un enorme potencial de desarrollo, basado en la riqueza de sus recursos naturales. Sin embargo, la inadecuada distribución de esa riqueza y una infraestructura endeble frenan los proyectos que podrían ubicar a México en el grupo de países desarrollados.

Por eso la educación es uno de los elementos claves en su proyecto global de desarrollo. Y por educación no entendemos sólo la calidad de la instrucción, sino la formación de personas plenas, capaces de definir los problemas que se deben atacar y de plantear las mejores soluciones posibles, a partir de los recursos con los que se cuente, siempre tomando en cuenta factores determinantes para la supervivencia del ser humano, como son la ecología y las relaciones internacionales pacíficas.

Preparar a quienes enfrentarán ese mundo, no es sencillo. Los educadores actuales tuvimos como profesores a personas formadas hacia la mitad del siglo pasado, cuando las filosofías imperantes, la tecnología, la economía, la geopolítica y los recursos naturales disponibles poco tenían que ver con los actuales.

Rosaura Barahona es líder del PEP-IBLA en los Colegios Bilingües Madison, México.

Complete text is at
www.ibo.org,

Around the IB world

Many IB schools in the region were originally established to cater to children of foreign workers who emigrated to booming Brazil in waves during the 19th and 20th centuries. St Paul's in São Paulo was established in 1924 to educate the children of British company officials and diplomats helping to build the new country.

While retaining its strong British identity, the school has evolved in recent years as Brazil has attracted fewer British managers. The Brazilian children and grandchildren of alumni are now students, and so many speak Portuguese that students have been allowed to speak it at school for the past 10 years. It is now strongly encouraged, the library houses many resources in Portuguese, and students participate enthusiastically in school debates in the local language.

This change has favoured greater study and understanding of the local community for both teachers and students. Geography students recently undertook a project that involved interviewing residents of one of the city's notorious *favelas*, or shantytowns. The school prepared students, parents and the *favela* residents in advance, to help them understand each other's expectations. The results, say teacher Natasha Lardner, were successful beyond any of their dreams (see photo).

Graded School in São Paulo also strives to build community ties, using the Diploma Programme's CAS (creativity, action, service) requirement to create an ongoing project. Begun as an effort to provide English skills to ancillary school staff, FALA (Friendship and Language Acquisition) has become a second school, managed by students who train with the school's languages teachers. They provide regular English classes to 135 adults from the city's poor districts and to ancillary staff with limited resources who might otherwise be unable to take classes.

Andrea, in her final IB year, has been a FALA teacher for five years. She says, "It was scary at first, to think I could teach something to adults. But one time I went to the hospital and I saw one of our students. He got a better job there because he had English. That's so awesome, so rewarding. And it's also a cultural experience. I don't see many Brazilians who live at that level and because of FALA I get to hear their political views. As teachers we're on the other side, so it also helps us understand the learning process."

Community service is of tremendous importance to IB schools in Latin America, and the number of creative, successful CAS projects that help students learn by sharing with others is impressive. A state school in Argentina, Escuela de Educación Media JP Duarte y Diez, where students' families struggle to pay IB fees, supports three very poor village schools in remote areas of the country (see "IB families", page 13). Redlands School in Santiago de Chile, created in the 1970s by Richard Collingwood-Selby for 800 children from relatively privileged backgrounds, provides a wonderful example of gaining

Hand in hand with the local community



Redlands School, Chile, local campos school

through sharing. The school created and then adopted a local primary school for children from one of the *campos*, the city's sprawling shantytowns. In 1995, at the request of CAS students led by Mr Collingwood-Selby arguing for sustainable projects in which they could really invest themselves, the school decided to go beyond visits and occasional aid. They studied families in a nearby *campos* and decided a day care centre was urgently needed. The municipality responded to their request for a centre for 40 children by building one for 120, asking the group of students and teachers to oversee it.

What started as a desire to make a lasting impact has grown into a project of community pride. The school for the first three grades is taught and administered by Redlands staff, with costs covered by Redlands fundraising. The children's parents are actively involved in all aspects of the school. On a typical Saturday two mothers clean the classrooms, two others meet with a Redlands group to plan negotiations with the municipality for more classroom space, while fathers oversee Redlands students who are gardening. Mothers from both schools have exchanged lessons in a variety of subjects more social than academic, which breaks down class barriers and creates new bonds.

"We love knowing that we are really a part of all this. We give them so little and we get so much back emotionally," marvels Kenna who has been volunteering most of her Saturdays at the school since 1996. The work has included

used clothing drives in order to sell inexpensive clothes to *campos* residents. "And we've learned a lot," she adds ruefully; "We quickly saw that we shouldn't sell them too cheaply because parents bought a lot of things and set up a stall to resell them and make a profit! People here don't want handouts. They're proud, and they want to take care of themselves." Redlands students and teachers have learned that in the *campos* problems must be dealt with frankly. Many *campos* parents make a commitment to the school because they feel its new perspective will help them to deal better with old problems. They welcome the explicit discussions with children about drugs and child abuse. After talks with the school a group of parents recently decided to patrol the nearby riverbanks in an effort to prevent sexual abuse of young children.

"Love" is a word that keeps surfacing, from students and from the *campos* families, who welcome each other with warm hugs. They are quick to tell about the recent foreign visitor who was amazed at the quality of education at the small *campos* school, which he felt was on the same level, perhaps better, than that of the well-funded private school his own children attend. — *Ellen Wallace*



top, Kenna, centre, and two friends from the *campos* school, Redlands School, Chile.

bottom, family from the *campos* school.



A reward in itself by Monica Flodman

The following is a short excerpt from the farewell speech given by Monica Flodman to the 12th IBO Nordic conference in Reykjavik, Iceland, September 2003. She has retired after 30 years of working closely with IB programmes, nearly 20 of those for the IBO itself, as regional director for Europe and later with responsibility for the Stockholm office. For the full text of her speech:

www.ibo.org/media

To have had the whole of Europe as your working field since 1985 and been able to observe the changes that have occurred particularly since the fall of the Berlin Wall has been an extraordinary experience. To have been able to do something for schools in Eastern Europe where I was almost welcomed as a liberator of their former, rigid educational system and where the IB was considered as a gateway to Western Europe during the 90s has been a reward in itself...

My greatest disappointment is that there are still several poor countries in Eastern Europe where there is as yet not a state IB school, and that the IBO has not been able to find a way out of this dilemma. And we must if we are going to be able to fulfill our mission of building a better society worldwide or as the director of the International Bureau of Education in Geneva expressed it recently, assist in "making a balance in the world's increasing equalities."...

In the last part of this speech I will turn to you specifically, the diploma schools in the Nordic countries where my own original roots also are...[These] schools have formed many links of useful cooperation. George Walker said in his speech in Herlufsholm in Denmark two years ago, called "Learning to live together", "Of the 60 IB schools in

the region, 44 are state schools and we are very quick to quote your example when the IBO is accused of being a select club that is open only to the richest and most exclusive independent schools." ...

You and your teachers have undoubtedly contributed a great deal to the IBO too by giving of your teaching experiences in IB workshops and conferences. Your participation has been massive; there were times when 30-40% of the summer workshop participants came from the Nordic countries.

All those of you who represent international schools... are particularly valuable to us in that you dealt with international education long before introducing the Diploma Programme.... You are indispensable for the mobile population in the growing international society of today, whereas the state school participation in Europe has occurred much more recently and is part of the IBO's endeavours to work more closely with

national governments. I think you complement each other in a very appropriate way for the needs of the 21st century.

To have had the whole of Europe as your working field since 1985 and been able to observe the changes that have occurred particularly since the fall of the Berlin Wall has been an extraordinary experience.



Educación para la solidaridad en Ecuador

Andrea Guerra

CAS: Colegio Alemán Humboldt de Guayaquil, Ecuador.

Desde sus mismos inicios, hace más de 30 años, el Colegio Alemán Humboldt de Guayaquil, en Ecuador, ha encontrado diversas formas de ofrecer a los niños de escasos recursos pero de capacidades sobresalientes, la oportunidad de acceder a una buena educación a pesar de sus limitaciones económicas.



Este proyecto comenzó con un sistema de becas que brindaba a los alumnos aventajados de escasos recursos la ocasión de

estudiar en el Colegio junto con nuestros alumnos de la sección matutina. Años después, se formó la Sección Primaria Vespertina que permitió recibir un número aún mayor de estudiantes. La mayoría de ellos, niños esforzados y estudiosos que mostraban aprecio por la oportunidad que se les presentaba, pero debían abandonar prematuramente nuestro Colegio una vez terminada su educación primaria.

A través del Programa de Labor Social que desarrolla y fomenta nuestra institución se buscó ampliar este proyecto y mejorar el aprendizaje de nuestros alumnos de la sección vespertina; otorgándoles primero la posibilidad de recibir clases de artes manuales, música y educación física; y luego abriendo al público interesado una Sección Preescolar Vespertina.

En el desarrollo de estas flamantes asignaturas y de la nueva sección, preparamos a nuestros alumnos de undécimo grado para ser maestros y tutores de niños más pequeños. Así es como nuestros estudi-



antes de 16 años de la sección matutina, con la guía de sus profesores, pasan de ser alumnos por las mañanas a maestros por las tardes, de sus pequeños compañeros de la Vespertina. En el caso de nuestros alumnos del Bachillerato Internacional, su trabajo en la Sección Preescolar forma parte del programa CAS que IBO pide como requisito para la obtención del Diploma.

En su vocación continua por el servicio a todos los niveles de nuestra comunidad, el Colegio Alemán Humboldt inauguró hace tres años la Sección Secundaria Vespertina, con la cual pretende evitar que el anhelo por aprender y superarse que abrigan nuestros alumnos se vea truncado al terminar la escuela primaria.

Nuestro programa CAS incluye también visitas regulares a la Escuelita Primaria de Daular, un pequeño pueblo en la costa ecuatoriana; donde nuestros alumnos continúan su labor docente pero a nivel rural.

Estos proyectos son de vital importancia para nuestra institución, ya que permiten no solo favorecer a una parte de los sectores más desprotegidos del país, sino también brindar la oportunidad a los alumnos del turno matutino de ser solidarios y colaboradores y de aprender a ver el mundo desde el punto de vista de los más necesitados, a través de la sonrisa de unos pequeños.

Andrea Guerra es asistente B.I.



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CONFERENCE FEES

\$495 (No refunds after June 1st).

REGISTRATION DEADLINE

March 15th, 2004 (Late fee, if space is still available, is \$50). Because space limited, especially for conference center housing, early registration is advised.

FURTHER INFORMATION & REGISTRATION FORM

Nancy Forster, CIBO Office
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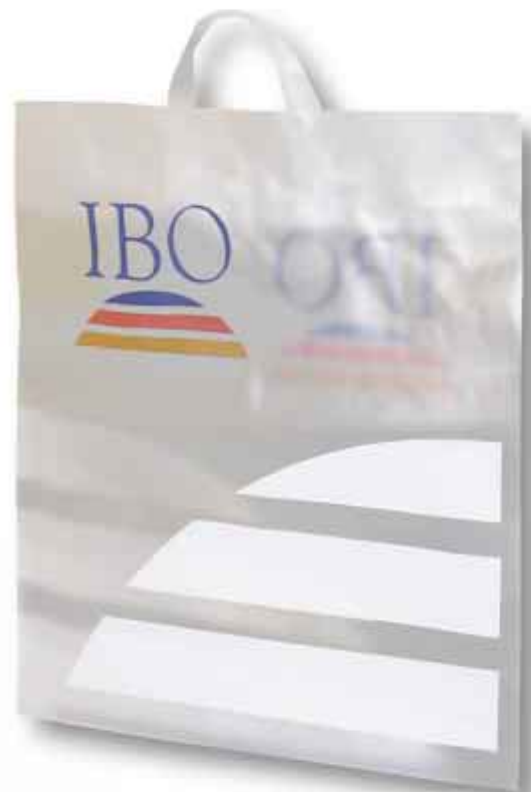
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