

West Africa Association
of IB World Schools

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West Africa Association of IB World Schools/ Association des Écoles du Monde de l'IB d'Afrique de l'Ouest

WAAIBWS-AEMIBAO

1. Overview

The West Africa Association of IB World Schools (WAAIBWS) represents a collaborative network of International Baccalaureate (IB) schools across the West African region. The constitution serves as a guiding framework for fostering professional development, facilitating the exchange of best practices, and strengthening the collective voice of IB educators and leaders.

WAAIBWS was established in response to shared regional challenges, including but not limited to:

- Limited resources
- Recruitment challenges
- Need for stronger advocacy of the unique perspectives of African educators

The association's structure accommodates both anglophone and francophone schools, working to ensure that both have equal representation. Membership is open to all authorized and candidate IB World Schools in West Africa, which will provide them with opportunities for connection, collaboration, and contribution.

The association is committed to delivering high-quality professional development, promoting resource sharing, and fostering unity among member schools. WAAIBWS aspires to achieve formal recognition as a leading IB Association, thereby enhancing its capacity to represent and support its members effectively. WAAIBWS seeks to create a strong platform for regional and international engagement that enriches the educational experiences of students throughout West Africa.

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3. Mission of the Constitution of the West Africa Association of IB World Schools (WAAIBWS)

The **Constitution of the West Africa Association of IB World Schools (WAAIBWS)** is a framework for fostering collaboration, shared professional learning, and regional leadership among International Baccalaureate (IB) World Schools in West Africa. It upholds the IB mission while addressing the unique needs and opportunities within our sub-region.

This constitution defines our collective commitment to:

- Promoting high-quality professional learning across IB World Schools;
- Facilitating the exchange of best practices in teaching, leadership, and curriculum implementation;
- Strengthening partnerships and networks among IB educators and institutions;
- Enhancing communication and support among schools to improve programme delivery and student outcomes;
- Amplifying the voice of IB educators and leaders in shaping the future of IB education in West Africa.

WAAIBWS recognizes the value of increased cooperation across schools in the region and envisions this constitution as the foundation for a sustainable and impactful association. It brings our shared purpose to life and helps us work together, make decisions, and plan for the future—both within West Africa and potentially across the wider African continent.

4. History and Origins of the West Africa Association of IB World Schools (WAAIBWS)

The West Africa Association of IB World Schools (WAAIBWS) emerged from a shared recognition among IB educators and leaders of the opportunities and challenges facing IB World Schools in the West African

region. The idea for a regional association was shaped by ongoing dialogue at IB conferences, particularly the February IBAEM Conference in 2020, where it became clear that a collective approach was needed to address issues such as limited access to resources, perceived competition between schools, local recruitment challenges, and the need for stronger regional advocacy and collaboration.

5. Founding Structure and Early Leadership

In response, a committee was established, made up of representatives from both anglophone and francophone schools to ensure bilingual inclusivity and regional balance. The initial leadership structure included Co-Chairs for both language groups (Helen and Taid), Programme Chairs for the PYP (Helen), MYP (Ayeshat), and DP/CP (Ariane), and additional members providing expertise as needed. For the initial period, these roles were filled by volunteers, with the understanding that formal elections would be held at a future general meeting, such as the planned gathering in Kigali.

The committee had several key responsibilities:

- Building relationships among member schools and generating momentum for the association's activities.
- Establishing links with other IB associations across Africa.
-

Programme Chairs played a vital role in organizing regular meetings for Diploma, Middle Years, and Primary Years Programme Coordinators, as well as planning Job-Alike sessions and professional dialogues to foster collaboration and share best practices.

Engaging with Schools

Securing Buy in

Although the IB does not officially get involved in the creating of associations, the role of a representative of the IBAEM team in introducing the intent of the group is useful in creating some confidence in the intentions of the association.

Target Member Schools

- The proposed grouping values all IB schools equally. It aims to support schools that offer any of the IB's programmes and that deliver the curriculum in either French or English.
- The initial geographical range runs from Senegal to Nigeria and includes the non-coastal nations of Mali, Niger & Burkina Faso. Schools outside that geographical range (e.g. in Morocco or Cameroon) may be included if there is demand.

Engaging with schools

- A cross-section of educators from West African IB schools will prioritize strengthening the associations in country by liaising with IB Coordinators in those schools through the School Head's office
- Using a range of appropriate technology platforms, collaborative activities and opportunities can be explored.
- Clear targets must be set with timelines for making contact with other world schools in other target countries to widen.
- Clear roles must be established for the educators leading the establishment of these efforts such as country reach allocations and growing the network

Feedback from all participating schools will be collated after the activities and shared before the next set of activities is planned.

Interim Committee

The interim steering committee of WAAIBWS was formed following a web meeting on February 5, 2025, which aimed to find members interested in advancing the association. Interested individuals working in IB schools in West Africa, committed to the IB mission, and eager to build a strong regional association were invited to apply. By April 3, 2025, the founding members selected 5 individuals to serve on the interim steering committee to lead WAAIBWS to the next stage. The association was successfully registered by the founding members, and ongoing meetings have been held to coordinate activities and updates. A similar structure to the founding members has been established, made up of Co-Chairs (Elisa Naoum and Yvonne Tagoe Richardson), Programme Chairs for the PYP (Siwar and Elisa Naoum), MYP (Siwar and Yvonne Tagoe Richardson), and DP/CP (Ishmael and Eliz Dadson).

Co-Chair Roles

- Building relationships and generating momentum
- Liaising with Adzo and representing the association
- Serving as the voice of the association in liaising with the IB and other stakeholders
- Drafting the association's constitution and establishing foundational policies
- Exploring the introduction of membership fees to support operational costs (to be confirmed and discussed)
- Developing links with other associations in Africa

Programme Chair Roles

- Hosting DPC, MYPC, and PYPC meetings every two months
- Planning Job-Alike sessions (e.g., on the new ToK exhibition) to build momentum

Interim Executive Appointment

On August 27, 2025, members of the West Africa Association of IB World Schools met virtually to discuss important steps for officially recognizing and organizing the Association. The meeting focused on:

- Reviewing the current status of the Association's requirements for official recognition;
- Identifying representatives to attend the IB Global Conference in The Hague (October 2025); and
- Determining the immediate next steps for the development and coordination of the group.

Following our discussions and a vote, Mrs. Eliz Dadson was elected as Interim Chair, and Mrs. Elisa Naoum as Interim Vice Chair, to guide the Association through the establishment phase until permanent executive officers are appointed.

Addressing Challenges in the Initial Stages

Given the vast geographical distances between schools and the impact of the COVID-19 pandemic, the association prioritized the use of technology for communication, collaborative workspaces, and centralized resource repositories. We have made it a priority to ensure that all our platforms and communications are accessible in both English and French, so every member school can feel included and supported. This reflects the linguistic diversity of our region and helps everyone connect and participate fully.

Path to Formalization and Recognition

The WAAIBWS's initial activities included hosting online webinars, Job-Alike sessions, and collaborative meetings to build engagement and demonstrate the value of regional cooperation. (See section 13: WAAIBWS Events and Timelines Calendar) The founding committee set a clear timeline for developing a formal constitution, expanding membership, and working towards official recognition as an IB Association of IB World Schools.

6. Aims and Objectives of the Association

The West Africa Association of IB World Schools (WAAIBWS) aims to foster meaningful collaboration, enhance professional practice, and promote the collective voice of IB schools in the region. Our key objectives are to:

Short-Term Goals

- Promote collaboration across IB World Schools in West Africa through shared events, networks, and communities of practice.
- Share best practices in teaching, leadership, and programme implementation through regular Job-Alike sessions and professional dialogues.
- Facilitate the exchange of resources and ideas, including bilingual and culturally relevant materials that support inclusive learning.
- Support professional development by organising training, workshops, and regional learning events for educators and school leaders.
- Encourage inter-school partnerships, including collaborative student projects such as exhibitions and service-learning initiatives.
- Strengthen communication and representation between schools and the IB, ensuring regional concerns and contexts are recognised and addressed.

Long-Term Goals

- Advocate for African and Afro-centric perspectives within the global IB community by establishing a formal channel for liaison with the IB.
- Advocate for IB education within the local and regional educational landscape.
- Work toward recognition as an official IB Association of IB World Schools, representing the interests and strengths of West African schools on the international stage.
- Support school development, including new and candidate schools, through mentorship, networking, and shared strategic planning.

Membership of WAAIBWS is open to all IB World Schools and IB Candidate Schools located within the geo-political and cultural region of West Africa. The association will accept members from all IBWS in the sub-region; however, members must ultimately be schools in good standing to remain part of the association.

How Collaboration Between IB Associations and Schools Adds Value

For Students:

- Diverse perspectives through video conferencing
- Shared community projects
- Access to shared resources
- Embracing diversity and variation

For Teachers:

- Cross-border collaboration and resource sharing
- Reduced isolation and peer support
- Contextualized professional development (PD) and workshops
- Teacher exchanges and interdisciplinary collaboration (e.g., Extended Essay, CAS)
- Troubleshooting and networking opportunities

For IB Coordinators:

- Mentoring and networking
- Exchange programs and sharing best practices via retreats and digital platforms

- Support with moderation and troubleshooting
- Access to pooled resources and expertise
- Amplified collective voice

For Heads of Schools:

- Shared strategies addressing Africa-specific challenges
- Joint resource procurement and teacher support
- Learning networks and motivation
- Affordable cluster workshops and PD opportunities
- Access to IB Council and stronger influence in IB World
- School visits and growth of IB philosophy
- Support with recruitment, safeguarding, and reference checks
- Enhanced marketing and collaboration ease

7. Membership

The West Africa Association of IB World Schools (WAAIBWS) welcomes a variety of members, each with different ways to participate and contribute.

Membership Type	Who Can Join?	What Can You Do?	Voting Rights?	Can Hold Office?	Annual Dues?
Full Member	Authorized IB World Schools in West Africa (PYP, MYP, DP, or CP)	Fully participate in all association activities, vote, and be elected to leadership roles	Yes	Yes	Yes
Associate Member	Candidate IB schools, educational organizations, or institutions interested in IB	Join meetings and activities, connect with others, but cannot vote or hold office	No	No	Yes/No
Prospective Member	Schools applying to become IB World Schools	Attend events and receive updates, but cannot vote or hold office	No	No	Yes/No
Emeritus Member	Retired IB coordinators, heads, or teachers who wish to stay involved	Join activities and stay connected-no dues, no voting, and no office holding	No	No	No

Honorary Member	Individuals or organizations recognized for outstanding service to IB or WAAIBWS	Participate in activities as special guests, but cannot vote or hold office	No	No	No
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A Few Notes:

- Full Members are the heart of the association-they help make decisions and shape the future of WAAIBWS.
- Associate and Prospective Members are welcome to join the community and learn, even if they're not fully authorized yet.
- Emeritus and Honorary Members bring experience and special contributions, helping keep our network strong and diverse.
- Annual dues help support events, communication, and professional development.

Membership Dues

- Membership: The membership year shall run from July 1 to June 30. However, it has been agreed that membership for the inaugural year of the Association will be pro bono.
- Annual Payment: Annual dues shall be paid by each member school before the start of the membership/fiscal year (e.g., by August 30 each year).
- Setting Dues: The Executive Committee shall propose the amount of dues annually, which must be approved by a majority vote of the membership during the Annual General Meeting.
- Purpose of Dues: Dues collected will be used to cover the operational expenses of the association, including event organization, administrative costs, communication, and professional development activities.
- Non-Payment: Failure to pay dues within a specified period (e.g., 60 days after the due date) may result in suspension or termination of membership rights, including voting privileges and participation in association activities.
- Refund Policy: Dues are generally non-refundable, except under exceptional circumstances as determined by the Executive Committee.
- Financial Reporting: The Treasurer shall provide an annual financial report to the membership detailing the collection and use of dues.
- Waivers or Reductions: The Executive Committee may consider waivers or reductions of dues for schools facing financial hardship, subject to approval.
- Membership Renewal: Payment of dues is required for renewal of membership each year.

Note: Annual membership fees shall be determined by the General Assembly and ratified by a two-thirds majority vote at the Annual General Meeting. Fees may vary by membership category and shall be published annually.

Disbursements exceeding \$1000 amount shall require prior approval by the Executive Committee/General Assembly. All expenditures must align with the approved budget or receive retroactive ratification by the Committee (it must be formally reviewed and approved by the Committee).

The Interim Committee is authorized to establish operational procedures for membership fees, financial management, and bank account administration until the first Executive Committee is elected. These procedures must align with this Constitution and shall be reviewed annually.

8. Governance Structure for West African Association of IB Schools

1. Executive Board

Position	Role & Responsibilities	Term Length	Election Process
Co Chair	<ul style="list-style-type: none"> Leads the association's strategic vision Chairs all meetings Represents the association externally Collaborates with IB regional offices 	3 years, renewable once	Elected by majority vote of General Assembly
Programme Chair	<ul style="list-style-type: none"> Supports the Co Chair Assumes Co Chair duties during absences Oversees subcommittees Lead specific initiatives (PD, advocacy, student programs) Report to the Executive Board 	3 years, renewable once	Elected by majority vote of General Assembly
Executive Secretary/Marketing Officer - Anglophone and Francophone	<ul style="list-style-type: none"> Manages records and correspondence Prepares meeting agendas/minutes Maintains membership database 	2 years, renewable	Elected by majority vote of General Assembly
Universities Officer	<ul style="list-style-type: none"> Connects with universities and colleges Helps member schools work with universities Organizes university visits and info sessions for students and parents Shares information about admissions and scholarships Helps members understand university entry requirements and applications Plans workshops or talks with university representatives Gives updates about university partnerships at General Assembly meetings 	4 years, renewable	<ul style="list-style-type: none"> Elected by majority vote of the General Assembly

Finance Officer	<ul style="list-style-type: none"> • Manages finances and budgets • Produces financial reports • Ensures compliance with fiscal policies • Prepare annual budget with Programme Chairs • Manage membership fees (aligning with IB's fee structures)¹ • Coordinate audits every 2 years • Provide financial updates at each General Assembly 	4 years, renewable	Elected by majority vote of General Assembly
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Body/Process	Composition/Scope	Key Duties/Rules	Meetings/Terms	Voting/Election
General Assembly	All member schools (1 vote per school)	Approve budgets/policies, elect leaders, admit new members	Biannual (virtual/physical)	1 vote per school, simple majority for most
Regional Committees	1 per country (Nigeria, Ghana, etc.)	Run local projects, host workshops, report quarterly	Quarterly updates to Board	N/A (appointed by Board)
Elections	Annual at Annual General Meeting (AGM)	Nominees need 2 school endorsements; secret ballot	N/A	50%+1 majority; runoff if tied
Decision-Making	All member schools ONLY	50%+1 quorum must be present; 67% (2/3 of voting members) for constitutional changes	N/A	Simple majority (operational and requires just more than half the votes cast), 2/3 (for any constitutional changes)
IB Compliance	Annual requirements	Submit report to IB Africa, collaborate with IB providers, follow IB criteria - Contact person: Mrs. Proserpina Dhlamini-Fisher	N/A	N/A

Official Documentation and Signing Authority

All official documents issued by the Association shall require the signature of our Association's Chair - Eliz Dadson. In the event that the Chair is unavailable or unable to sign personally, a designated representative authorized by them may sign on their behalf. This ensures the validity and authenticity of all official Association documentation.

Interim Steering Committee

1. Purpose:

The Founding Members and the Interim Steering Committee shall oversee the establishment of the association, guide its initial operations, and facilitate the transition to a permanent governance structure.

2. Composition:

The Interim Committee shall include representatives from each IB Programme (PYP, MYP, DP, CP) and ensure regional balance across West Africa. Roles shall include Co Chair, Programme Chair, Executive Secretary/Marketing Officer, Finance Officer, Universities Officer, and other positions as needed.

3. Term and Transition:

The Interim Steering Committee shall serve for a period of [specify, e.g., 12 months] or until the first General Assembly elects the permanent Executive Board. A transition plan shall be presented to the membership at least [e.g., 2 months] before the end of the interim period.

4. Duties:

- Draft the association's constitution
- Launch initial membership outreach
- Organize the first General Assembly
- Oversee the establishment of operational procedures

Subcommittees

1. The Interim Steering Committee may establish subcommittees to address specific tasks, including but not limited to constitution drafting, communications, event planning, IT/platform setup, and membership recruitment.
2. Subcommittees shall report regularly to the Committee/Board and may include members from the broader association.

Administrative and Operational Procedures

1. Minutes:

All meetings shall be minuted. Minutes shall be shared with members via [e.g., email, online portal] within [e.g., 7 days] of each meeting.

2. Collaboration Tools:

The association shall utilize shared digital platforms (e.g., Google Workspace, WhatsApp) for communication and document management.

3. Contact Database:

A secure, regularly updated contact database shall be maintained for all members.

Current Timelines and Milestones

The association shall adopt a timeline for:

- Finalizing the interim committee
- Drafting and ratifying the constitution - in process
- Establishing communication platforms - in process
- Launching membership outreach - next step to consider
- Holding the first General Assembly/elections

Progress toward these milestones shall be reviewed at each committee meeting.

9. Decision-Making Processes

Voting Rights

Topic	Details
Full Member Voting	Each Full Member school has one vote. Votes may be cast by the Head of School or an appointed delegate.
Multiple Programmes	Schools offering multiple authorized IB programmes (PYP, MYP, DP, CP) get one vote per programme, if registered separately.
Non-Voting Members	Associate, Prospective, Emeritus, and Honorary Members do not have voting rights.
Proxy Voting	Full Members may appoint another Full Member as proxy to vote on their behalf if unable to attend. Proxy must be submitted in writing before the meeting.
Quorum	A quorum is defined as [insert number or percentage] of Full Member schools present in person or by proxy.
Decision-Making	Decisions are made by a simple majority of votes cast by eligible Full Members present at a duly called meeting.
Tie Votes	The Chairperson casts the deciding vote in the event of a tie.
Electronic Voting	Voting may be conducted electronically if necessary, with adequate notice and opportunity for all eligible members to participate.
Voting on Amendments	Amendments to the constitution require a two-thirds majority of Full Member votes cast.

Evaluation and Monitoring

The association shall conduct an annual review of its activities, effectiveness, and impact. Findings shall be shared with all members and used to guide future planning.

Communication Plan

The association shall maintain regular communication with members through newsletters, email updates, social media, and a dedicated website. The website will be updated regularly and will serve as a central

platform for sharing important events, activities, and association news. Major decisions, events, and reports shall be communicated promptly through these channels.

10. Challenges and Opportunities

Bringing WAAIBWS to life is also our way of responding to some of the real challenges that IB schools in West Africa face. These issues, which emerged at the February IBAEM Conference, apply to most, if not all, IB World Schools in the region and they further emphasize the benefits of an association for a collective and concerted approach to addressing them. The key challenges include:

- Perceived competition between IB World Schools in-country and region
 - Limited clientele: Accessibility to the cost
 - Location of schools means targeted clientele is limited
 - Local recruitment & sourcing teachers from the same pool of International School teachers
 - Lower enrolment in some countries due to inflationary costs
- Cost
 - Impact of local currency vs fx
 - Geographical location limits access to travel options
 - Lower enrolment in some countries due to inflationary costs
- Accessibility
 - Technology
 - Collaborative Platforms
 - Educational resources
 - Material outside of African context struggles with local curriculum development,
- Recognition
 - Lack of African Universities recognition/admittance
 - National & University recognition
- Development
 - Alternative and more affordable curricula (e.g. Cambridge)
 - The sheer size of continent impedes connection and research
 - Lower IBO Costs / Sliding scale determined by a school's economic status
 - acceptance of African languages, cultural African context, values

While these challenges are significant, they also present important opportunities for growth and improvement. By addressing these areas, WAAIBWS aims to:

- Improve Access and Inclusion: Work to make IB education more accessible to students across West Africa by addressing challenges related to location and cost.
- Support Teacher Recruitment: Develop approaches to attract and retain qualified teachers, helping schools build strong and stable teaching teams.
- Increase Student Enrolment: Explore ways to support schools in overcoming economic barriers that affect student enrolment.
- Promote Recognition of IB Programmes: Advocate for greater acceptance of IB qualifications by African universities and national education authorities.
- Encourage Culturally Relevant Resources: Support the creation and use of educational materials that reflect African cultures and perspectives within the IB framework.

11. List of Countries in West Africa

Nigeria 	Niger 	The Gambia 
Benin 	Liberia 	Ghana 
Cote d'Ivoire 	Mali 	Guinea 
Senegal 	Guinea-Bissau 	Burkina Faso 
Sierra Leone 	Togo 	Cabo Verde 
Mauritania 	Cameroon 	

12. List of Authorized IB Schools in Political West Africa

(Updated June, 2020)

Note: The list below reflects information available as of June 2020. The Association recognizes that updates are required to ensure accuracy regarding current authorized schools and contact details. Upon formal authorization and recognition of the Association, this section will be reviewed and updated to include the complete and verified list of IB World Schools within Political West Africa.

	School	Country	Programmes Offered	Coordinator and Email
1	Enko Dakar International School	Senegal	MYP DP	
2	Enko Waca International School	Senegal	DP	
3	International School of Dakar	Senegal	PYP DP	
4	Le Collège Bilingue	Senegal	DP	
5	American International School of Lagos	Nigeria	DP	

6	Greensprings School, Lagos	Nigeria	DP	
7	Ibadan International School	Nigeria	PYP	Elisa Naoum e.naoum@ibadaninternational.school.com
8	The International School of IITA	Nigeria	PYP	Edith Ekun E.EKUN@cgjar.org
9	Al-Rayan International School	Ghana	PYP, MYP, DP, CP	
10	Association International School	Ghana	DP	
11	Morgan International Community School	Ghana	DP	
12	SOS-Hermann Gmeiner International College	Ghana	MYP, DP	Jonathan Amengor mypcoordinator@soshgic.edu.gh Ayeshat Awudu ibdpcordinator@soshgic.edu.gh
13	Lincoln Community School	Ghana	PYP, MYP, DP	
14	Tema International School	Ghana	PYP, MYP, DP	Jacob Lumumba pypc@tis.edu.gh Jerry Darko mypc@tis.edu.gh Eric Fudzagbo dpc@tis.edu.gh
15	Collège Enko Riviera	Ivory Coast	MYP	
16	Enko John Wesley International School	Ivory Coast	DP	
17	International Community School of Abidjan	Ivory Coast	DP	

18	British School of Lomé	Togo	DP	
19	École Internationale Arc-en-Ciel	Togo	PYP, MYP, DP	
20	Enko Ouaga International School	Burkina Faso	DP	
21	International School of Ouagadougou	Burkina Faso	DP	
22	Enko Bamako International School	Mali	DP	
23	Cours Sainte Marie de Hann	Senegal	DP	

13. WAAIBWS Events and Timelines Calendar

Past Key Events (2020–2021)

Date	Event	Notes
17 June 2020	Initial online webinar hosted by WAAIBWS-EWABI; Introduction to the Association	Exact date tentative
September 2020	Job-alike/Teacher/Coordinator sharing meeting (online)	Tentative date
October/November 2020	Meeting at IB World Conference (IBWC), The Hague	
December 2020	Achieved all criteria to become a recognized Association of IB World Schools	
February 2021	IBAEF Conference, Kigali	

Phase 1: Initial Formation, Drafting, and Engagement (May 2025)

Date	Event	Notes
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Early May 2025	- Form Interim Steering Committee (Co-Chairs, Treasurer, Secretary, etc.)	
	- Establish communication channels (email, WhatsApp, Google Workspace, website)	
	- Announce Association Formation to all IB World Schools and Candidate Schools	
	- Begin Constitution Drafting Subcommittee work	Collect sample constitutions and best practices
	- Build connections within the region	
29 May 2025	Introductory Online Webinar: Introduce WAAIBWS, share mission/vision, outline constitution process	Select/Elect General Assembly members or assign interim roles; decide membership fees and acquire members

Phase 2: Drafting, Consultation, and Planning (June 2025)

Date	Event	Notes
Mid-June 2025	Share Draft Constitution Outline with Steering Committee for feedback	
October 2025	Participation in the IB Global Conference (The Hague)	Engage with IB regional representatives and global associations; share the Association's objectives.
	Post-Conference Reflection and Planning Session	Discuss takeaways from The Hague and identify next steps for the Association's first year of operation.
November 2025	Begin Membership Outreach	Invite all IB World Schools and Candidate Schools; collect letters of support (aim for 8–10 schools)
November 2025	Circulate Draft Constitution to all member schools; Online Consultation Meeting	Gather feedback and conduct Q&A on draft

November 2025	Professional Development Webinar	Topics may include collaboration, inclusion, or bilingual education (based on member needs).
December 2025	Ratification General Meeting (virtual or in-person)	Formal vote on constitution; Q&A; elect first full Executive Board
December 2025	End-of-Year Review Meeting	Review progress since recognition; outline plans for 2026 events and communication strategy.
December 2025	Develop written description of proposed activities	Ensure no conflict with IB services; clarify association identity

Phase 3: Implementation and Member Engagement (January - June 2026)

Date	Event	Notes
January 2026	Online Consultation Meeting	Gather member input on priorities, areas of collaboration, and upcoming PD themes.
January 2026	Revise Constitution based on member feedback	Share final draft.
January 2026	First Executive Board Meeting	Set annual calendar, confirm committees
February 2026	Begin Collaborative Student Project Planning	Initiate discussions on potential regional CAS projects, PYP exhibitions, or service learning initiatives.
	Professional Development Workshop	Host a focused session (virtual or hybrid) on topics such as inquiry-based learning or assessment. Can also include topics on: Collaboration, Technology, Bilingual Education (if necessary)
March 2026	Membership Outreach Drive	Encourage new IB and candidate schools in West Africa to join the Association.

April 2026	Collaborative Student Project Review	Schools share updates on their joint projects or service learning experiences.
May 2026	Job-Alike / Coordinator Sharing Meeting	Programme-specific session (PYP, MYP, DP, CP) to share best practices and strengthen networks.
June 2026	Mid-Year Reflection Meeting	Review activities from the first half of 2026; identify key priorities for the rest of the year.

Phase 4: Consolidation and Continued Development (July - December 2026)

Date	Event	Notes
September 2026	Professional Development Webinar	Focus on current IB priorities or new practices (e.g., learner agency, global citizenship).
October 2026	Annual General Meeting (AGM)	Review association progress, share reports, and gather feedback from members.
November 2026	Regional Job-Alike or Networking Event	Strengthen collaboration between member schools and discuss upcoming goals.
December 2026	Year-End Review and Planning Session	Summarize activities, evaluate achievements, and plan the 2027 calendar.

14. WAAIBWS's Core Values and African Proverbs

The association's foundation is built on core values of accessibility, advocacy, and unity, as reflected in the African proverbs that have inspired its vision:

- **Accessibility:** must provide for French and English - "If you want people to understand you, speak their language" (Si vous voulez que les gens vous comprennent, parlez leur langue)
- African proverb
- **Advocacy:** "A single bracelet does not jingle" - Congolese proverb / Un seul bâton peut fumer, mais il ne brûlera pas. (A single stick will produce smoke, but it won't burn)
- **Ubuntu/Unity:** "If you want to go fast go alone, if you want to go far, go together" - African proverb

WAAIBWS is committed to fostering meaningful collaboration, supporting professional development, and amplifying the collective voice of IB schools in West Africa, with the ultimate goal of strengthening IB education across the region and on the international stage.

15. Appendices

Glossary of Terms

Key Terms for Constitution Glossary

- **IB (International Baccalaureate):** A global educational foundation offering four challenging programmes for students aged 3-19.
- **WAAIBWS:** West Africa Association of IB World Schools; a collaborative network of IB schools in the West African region.
- **IB World School:** An educational institution authorized by the International Baccalaureate to offer one or more of its programmes.
- **Candidate School:** A school in the process of seeking authorization to become an IB World School.
- **PYP (Primary Years Programme):** The IB programme designed for students aged 3-12.
- **MYP (Middle Years Programme):** The IB programme designed for students aged 11-16.
- **DP (Diploma Programme):** The IB programme designed for students aged 16-19.
- **CP (Career-related Programme):** The IB programme that combines academic subjects with career-related studies for students aged 16-19.
- **Executive Committee:** The leadership body responsible for governing WAAIBWS and implementing its strategic objectives.
- **General Assembly:** The collective body of all Full Member schools, which makes major decisions for the association.
- **Quorum:** The minimum number of members required to be present for valid decision-making at meetings.
- **Job-Alike:** A collaborative session where educators in similar roles across different schools meet to share experiences and best practices.
- **Annual General Meeting (AGM):** The yearly meeting of all members where major decisions are made, reports are presented, and elections are held.
- **Proxy Voting:** The practice of authorizing another member to vote on one's behalf when unable to attend a meeting.
- **Amendment:** A formal change to the constitution, requiring a specific voting process to be approved.

Contact Information

Website link:

<https://aibsw.edu.gh/> *Note: The domain link is currently being updated, but we wanted to ensure that the link remains available in order to meet the requirements.*

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