

**FROM COLÉGIO ISLÂMICO DE PALMELA  
TO COLÉGIO INTERNACIONAL DE PALMELA**

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**Abstract (English)**

Non-profitable organizations are more vulnerable during crises, because if citizens do not possess extra resources they normally do not donate.

Colégio Islâmico of Palmela is a non-profitable organization and was deeply affected by the financial crises of November 2007. In November of 2009, the organization was facing bankruptcy.

The Administration was divided between two main issues. Closing the school or transforming the *modus operandi*.

A crisis committee was created to find a solution for the mentioned problem, and it must be said that this solution ended up becoming an innovative solution, transforming the whole organization into an International School.

In this project, the reasons for this transformation will be presented, along with the advantages and disadvantages of this enormous change.

### **Abstract (Português)**

Durante as crises, as organizações sem fins lucrativos tornam-se mais vulneráveis, porque se os cidadãos não têm excedentes financeiros doam menos.

O Colégio Islâmico de Palmela é uma organização sem fins lucrativos que foi severamente afectada pela crise financeira de Novembro de 2007. Em Novembro de 2009, a instituição estava à beira da falência.

A administração estava dividida entre duas opções. Fechar a escola ou transformar o modo de funcionamento da mesma.

Um comité de crise foi criado para encontrar uma solução para o problema, que veio a tornar-se numa solução inovadora, consistindo na transformação da instituição numa escola internacional.

Neste projecto irão ser explicadas as razões que levaram à transformação explicando as suas vantagens e principais consequências desta grande transformação.



## **Sumário Executivo**

No século XX testemunhamos diversas mudanças na organização das nações e na forma de vermos o mundo, estas alterações ficaram conhecidas como globalização.

Diversos aspectos contribuíram para esta maior ligação entre as nações, sendo que uma delas são as escolas internacionais.

A necessidade das mesmas deveu-se ao facto de os corpos diplomáticos e os funcionários das multinacionais necessitarem de um sistema de ensino que permitisse que os seus filhos pudessem estudar em qualquer parte do mundo sem serem prejudicados por aspectos linguísticos e culturais.

Esta necessidade levou ao desenvolvimento das escolas internacionais e aos currículos internacionais que se distinguem por valores universalmente aceites, a multiculturalidade e a qualidade nos seus sistemas de ensino. No ponto 2 serão explicados os requisitos para as escolas internacionais, assim como os principais currículos internacionais.

No ponto 3 será feita uma retrospectiva de forma a identificar qual a situação do Colégio Islâmico de Palmela no final de 2009, em duas perspetivas: a perspetiva dos Stakeholders e a perspetiva financeira. Também serão explicadas as principais razões que levaram a instituição a tornar-se uma escola internacional.

Das inúmeras razões para a necessidade de mudança destacam-se as seguintes:

1. A necessidade de reduzir os custos da escola, porque a escola apresentava um défice mensal superior a 25.000 euros.
2. A necessidade de criar uma maior notoriedade da escola, de forma a criar maiores listas de espera, afim de poder seleccionar os melhores alunos. Sendo que também era importante para a escola tentar atrair os melhores alunos para poder cumprir com os seus objectivos a nível de qualidade no ensino.
3. A notoriedade também era fundamental para poder reduzir a rotatividade dos alunos.
4. Conseguir mais apoios financeiros por parte famílias e dos donatários.

5. Conseguir oferecer em paralelo o ensino religioso e o escolar, visto que em 2009 a política do governo era preencher compulsóriamente todos os tempos livres dos alunos.

Após uma breve apresentação e contextualização da instituição no ponto 3, é explicado todo o processo de transformação no ponto 4, assim como o porquê de cada uma das decisões estratégicas tomadas no momento, nomeadamente a opção entre o currículo de Cambridge University e o de International Baccalaureate.

Outro aspecto fundamental demonstrado no ponto 4 é a forma como a direcção da instituição lidou com a resistência à mudança de um dos seus stakeholders principais os recursos humanos.

No ponto 5 são explicados os resultados da mudança, nomeadamente a posição dos diferentes Stakeholders e a questão financeira.

De uma forma geral, conseguiu-se num ano reduzir o número de funcionários de 60 para 35 colaboradores e de um défice mensal de 25.000 euros para um défice de 5000 euros.

Também é importante reforçar a posição perante os diferentes stakeholders, que após a mudança demonstraram uma enorme satisfação, empenho e dedicação para com o projecto.

O projecto de mudança para uma escola internacional é um processo a cinco anos que implica diversas decisões estruturais, pelo que apesar dos fantásticos resultados após um ano de trabalho a escola deve continuar a lutar para atingir a excelência.

Assim no ponto 6 são apresentadas as principais conclusões e os possíveis desenvolvimentos futuros.

De uma forma breve um dos desafios desta instituição é passar de uma escola internacional para uma escola multinacional ou seja presente em vários países.

O caso da International School of Palmela é importante para Portugal e para as empresas portuguesas, no sentido em que as crises podem ser benéficas para poder tornar o Estado, empresas e famílias mais eficazes, eficientes e inovadores, bastando para tal juntar dois ingredientes fundamentais o conhecimento e a criatividade.

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## **Glossary**

ACT	American College Test
AICE	Advanced International Certificate of Education
AL	Advanced Level
AP	Advanced Placement
APID	American Placement International Diploma
AS	Advanced Subsidiary
CIE	Cambridge International Examination
CIP	Comunidade Islâmica de Palmela
CIPP	Cambringed International Primary Programme
CIS	Council of International Schools
CLEP	College Level Examination Programme
CLIB	Colégio Luso Internacional de Braga
CLIP	Colégio Luso Internacional de Porto
DGIDC	Direcção Deral de Inovação e Desenvolvimento Curricular
DRELVT	Direcção Regional de Educação de Lisboa e Vale do Tejo
EB	European Bacculaureate
ECIS	European Council of International Schools
GCSE	General Certificate of Secondary Education
GDP	Gross Domestic Product
HR	Human Resources
I.P.S. Lda	International Preparatory School, Lda
IB	International Bacculaureate
IBO	International Bacculaureate Organization
ICE	International Certificate of Education
ICT	Information and Communication Technology
IGCSE	International General Certificate of Secondary Education
IITC	Internal Initial Teacher Certificate
IPC	International Primary Curriculum
ME	Ministério da Educação
MYP	Middle Years Programme
PYP	Primary Years Programme
SAT	Standard Assessment Test
Sec.1	Secondary One
Sec.2	Secondary Two
TCK	Third Culture Kids

UK

United Kingdom

## **1- Introduction & Objectives**

During the 20th Century the world has witnessed multiple changes that led this planet into a new form of organization, known as globalization. The humanity tried to unify under a new economic order, by reducing barriers such as international trade tariffs, export fees and import quotas. The idea behind it was to increase wealth, goods and services by using all resources more efficiently through specialization and competition.

In order to make this possible, scientists developed innovative resources, such as airplanes and shipping containers. These resources developed trade and made travelling faster, safer and more economic.

In addition to this, education was always a concern for the families of diplomatic missions and expatriate of multinational enterprises, who developed a new necessity. This necessity was based on the fact that these families did not intend to mislay the education standards they had in their home countries, so they needed a worldwide recognized curriculum to be taught to their families.

It may seem a small concern but if we reflect about the words of Kofi Annan “Education is a path towards international peace and security” (Kofi Annan, 1999) we will understand that one of the factors that led to a quick development of a more global, peaceful and secure world, were schools that shaped their students as global citizens, respecting and appreciating different cultures, religions and opinions.

These institutions prepare students for a global changing and challenging world and are known as International Schools.

International Schools are a factor which help Internationalization and attract Foreign Direct Investment, through a high quality education and opportunities for expatriates to maintain excellence standards of education for their children.

In the first part of this project (2- International Education), the need and the standards of International Education will be shown, in which it will be explained in detail that International Schools are known as centres of excellence, that promote quality in education, focus on their students and develop international mindedness and international citizenship, through values such as peace and respect.



In this chapter main curriculums will be presented and then a major research will be made over IB (International Baccalaureate) and CIE (Cambridge International Examination), due to the fact that these two international curriculums have a direct recognition with the Ministry of Education agreement known as portaria 99/99 of 30<sup>th</sup> of March, that states:

“The Government through the Ministry of Education demands:

1<sup>st</sup> The International Baccalaureate, certified by the International Baccalaureate Organization, from Geneva (I.B.) and the A.I.C.E. – Advanced International Certificate of Education, from the University of Cambridge, are recognised as equivalent to the end of Portuguese secondary education”

In the point 2.3 a market research will be presented that explains the need of International Schools and the increase demand that these have, as the double digit growth that is expected for this market, that demonstrates that there are large opportunities for investors that could invest in new projects as well as a opportunity for improvement and business development for Portuguese schools.

The way to use these opportunities are shown in points 3 and 4, in which the situation of Colégio Islâmico is shown before embracing the international schools’ project and the major benefits seen in the school.

The change started by understanding the position and situation of the major stakeholders Administration, Human Resources, Students, Parents, Donators and the Ministry of Education.

All changes find resistance and in this change the main resistance came from some of the human resources, namely some teachers that were afraid of losing some rights and were uncomfortable with the extra work that would come along with this change.

The explanation of the change of the curriculum is presented in the 4<sup>th</sup> chapter in which it is explained why did the school adopt the CIE (Cambridge International Examination) curriculum and not the IB (International Baccalaureate), such as the process of change for one of the major stakeholders the Ministry of Education and its major departments DRELVT (Direcção Regional de Educação de Lisboa e Vale do Tejo) and DGIDC (Direcção Geral de Inovação e Desenvolvimento Curricular).

In the 5<sup>th</sup> Chapter the results of the change are presented and major gains of the school by making this change, such as students and parents satisfaction, allied to the financial stability.

This process of change is a five year project, therefore although the results were very significant in this first year, there is still work to be done so that the change could be consolidated, these main challenges that need to be tackled are written in the 6<sup>th</sup> chapter.

The goal of this project is to present a solution for the Portuguese schools, in the sense of flexibility and financial consolidation, through a flexible curriculum that allows schools to adapt their curriculum to the needs of their students. And a curriculum that gives a opportunity to develop both educators and students, based on quality standards and not only in union laws, that rule the Portuguese system of education.

## **2- International Education**

International societies are those societies that share interests and identities among different states. The interests mentioned are not only related to fashion or cuisine, but they go further into education.

For Madeline (2002), International Education is a way to learn about different people and different social contexts. It promotes immersion experiences and cultures in other countries. International Education explores interaction between different nations and gives the possibility to the international student to develop a sense of empathy with other cultures, with a major view over social, political or economic issues.

An International Education should call for global issues in all disciplines and at all grades, and it is this sense of global presence that makes certain types of education an international education.

Normally international education standards and pedagogy are spread by international schools and international curriculums.

Such as in IB that defines International education through the following criteria's:

- “Developing citizens of the world in relation to culture, language and learning to live together.
- Building and reinforcing students’ sense of identity and cultural awareness.
- Fostering students’ recognition and development of universal human values.
- Stimulating curiosity and inquiry in order to foster a spirit of discovery and enjoyment of learning.
- Equipping students with the skills to learn and acquire knowledge, individually or collaboratively, and to apply these skills and knowledge accordingly across a broad range of areas.
- Providing international content while responding to local requirements and interests.
- Encouraging diversity and flexibility in teaching methods.

- Providing appropriate forms of assessment and international benchmarking.”  
([www.ibo.org](http://www.ibo.org), 2011)

These aspects give a very clear path for International Education and International Schools’ standards that should be based on ideas of tolerance, peace, unifying mankind and preparing efficient, professionals for this quick changing world.

## **2.1- International School**

An International school is heavily defined by a school that promotes international values, international tolerance, and comprehension of different cultures. Normally schools use International Baccalaureate or Cambridge International Examinations, because these curriculums promote international mindset as they look to global issues in specific subjects such as history or geography.

But an International School is not limited to these curriculums, because a school that is following a national curriculum can also be an International School if it promotes international values and cultural diversity.

The International Association of School Librarianship (2009), relates international schools to transferability of students between international school world-wide, multinational and multilingual student body, the use of a international curriculum, being internationally accredited, by having a multinational teacher population, having a non-selective student enrolment and conducting instruction in English or bi-lingual method.

According to ECIS (European Council of International Schools, 2011), a school that has the intention to join this well known organization in the world of international schools, should follow the ethical norms of this organization and implement a certain list of standards, based on clear objectives and philosophy in a written form, the strive for excellence, number and qualification of human resource should be sufficient to fulfil the mission & objectives, the curriculum has to be organized according to the philosophy, the management has to be well organized by maintaining records and applying procedures, all facilities and equipment should be arranged according to the needs of the instructional programme and have a reliable financial programme that allows the institution to fulfil the objectives defined.

As it is possible to acknowledge, there is no direct relation between an International School and a curriculum, but indeed there is a well established link between international schools and standards such as quality and excellence.

This is not a new figure, because as Daveis (2011) has stated “The word ‘international’ is used a lot to represent positive things in one’s minds. If we think of something being of “international standard”, we immediately consider it to be something that is made to a higher standard and so, we hope, quality is guaranteed.”

This idea of quality is vastly used by some schools by nominating them as international schools, but indeed they do not offer the kind of education that it is intended through international schools.

Therefore it is important to state the standards of CIS (Council of International Schools, 2011), in which we can find three points that are similar to all other International Schools Associations, such as the appliance of the ethical code and the will of being a permanent learning or improving school towards excellency, and a third major concern that is “Clearly demonstrate international mindedness and actively promotes international awareness in its students”

In the idea of Brian Dawson (2011), International Schools should promote values such as:

- “An international understanding and tolerance towards others;
- Democratic governance and justice;
- Self discovery through adventure;
- Leadership;
- Service to others.”

For Belger (2011), international schools should use the diversity of the host country to enhance students experience, by combining international themes and perspectives over local and global topics.

To acquire this philosophy of International Mindedness in a school it takes at least five years according to Grace Rubenstein (2006), therefore all schools willing to transform themselves into an International School should look towards a five years process at least.

Begler (2011) in *Internationalizing Schools*, recommends the analysis of “Five Fs”, to discover if the school is really international minded or just uses an international curriculum. The “Five Fs” are food, fashion, fiestas, folklore and famous people. Other recommendations are to look for flags, maps in the walls and playground of the school.

Therefore, according to all that was stated, an International School should be a school of excellence and a school with International mindedness, which promotes international values and human rights.

## **2.2- International Curriculum vs. Foreign Curriculum**

Before understanding what an International Curriculum is, we have to differentiate between what is a foreign curriculum and an international curriculum.

### **Foreign Curriculum**

Foreign curriculums are all those curriculums that have a national ideology and are used in countries other than the original country.

All over the world there are Schools from different Nations, which operate essentially for their citizens that are overseas.

If Portugal is taken as an example, it is possible to identify other nationality's schools, such as the French School (Lycée Français Charles Lepierre), the German School (Deutsche Schule Lissabon) and the American School (Carlucci American International School of Lisbon).

The Portuguese curriculum is also a foreign curriculum in some countries such as Angola, Mozambique or Macau. It is possible to find the Portuguese culture and education in Mozambique in the Escola Portuguesa de Maputo, or Escola Portuguesa de Macau.

According to the Portuguese National Budget (2011), of the Ministry of Education on page 16 it is stated that these schools are funded by the Portuguese National Budget and have the goal of promoting and maintaining alive the Portuguese cultures and values in Portuguese citizens overseas.

All Foreigner Curriculums were developed in a National base but they are used for their citizens all over the world.

It is important to notice that a school that uses a foreign curriculum can also be an International School if quality and Excellency are present with a strong component of International Awareness and International Mindedness.

## **International Curriculum**

The main reasons that led organizations to develop international curriculums were the special necessities of the global student, that would normally travel around the world with their parents in diplomatic missions or in multinational companies.

There are two main curriculums worldwide used:

1. CIE - Cambridge International Curriculum under the Cambridge International Examination Board
2. IB - International Baccalaureate

These two curriculums offer a complete programme from K1 to K12, from 5 year old students to 18 years old.

There are new international curriculums appearing in the market with two major problems:

1. Only focus on a certain part of the students' live, such as IPC (International Primary Curriculum), that only focus in students from 5 to 11, or the APID (American Placement International Diploma), which is focused on students that want to join college.
2. Not being recognized in Portugal, because the Law 99/99 of 30<sup>th</sup> of March gives direct equivalency to only two international curriculums:
  - a. A.I.C.E. (Advanced International Certificate of Education) from CIE;
  - b. IB Diploma.

Other important systems of education or assessments are:

1. American College Testing (ACT), which is used to access students before admission to college and it is vastly accepted in the US.
2. American Placement International Diploma (APID), is basically an American certification for students who have an international outlook, which is recognized worldwide and by more than 20 countries in Europe, but this certificate is not recognized in Portugal ([www.collegeboard.com](http://www.collegeboard.com), 2011).
3. AP known as the US Advanced Placement Programme that is also used to access students for admission into college.
4. CLEP (College Level Examination Programme).



5. Common Entrance is used in the UK for students from 11 to 13 to enter the GCSE level.
6. Cambridge Pre-U is similar to the Cambridge A-Levels, but the main goal of this programme is to prepare students for college.
7. European Baccalaureate (EB,) is different from IB. This programme was developed by the EU and it is a complete programme from 6 to 18 years old students, in which students should complete five main testing areas.
8. SAT represents the Standard Assessment Test used both in Britain and American schools to access the level of students.

Although all curriculums have interesting points the investigation will focus only on the two that are recognized in Portugal: The CIE and the IB.

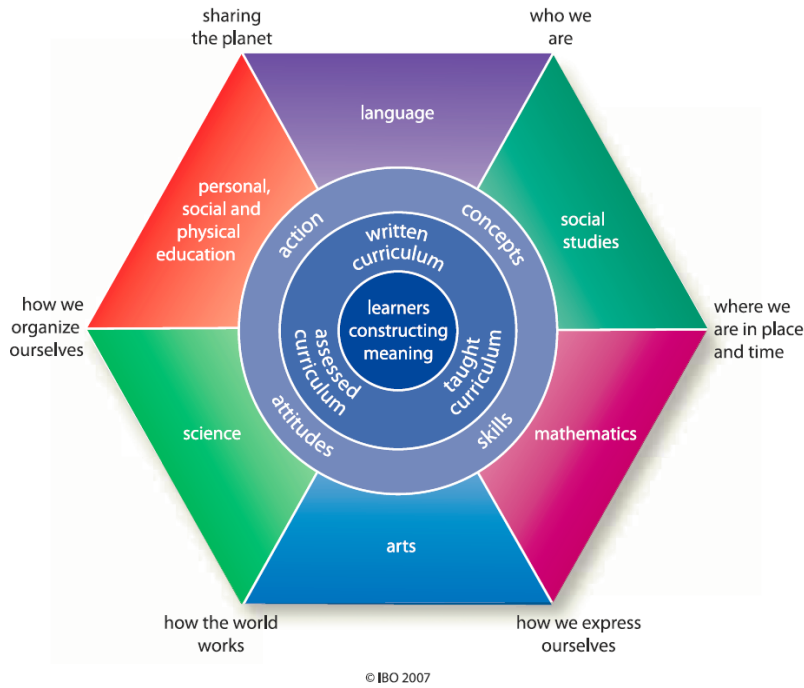
### **The International Baccalaureate (IB)**

The International Baccalaureate (IB) is a non-profit educational foundation, motivated by its mission, focused on the student and was founded in 1968 in Geneva.

It has three programmes for students aged from 3 to 19 to develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world.

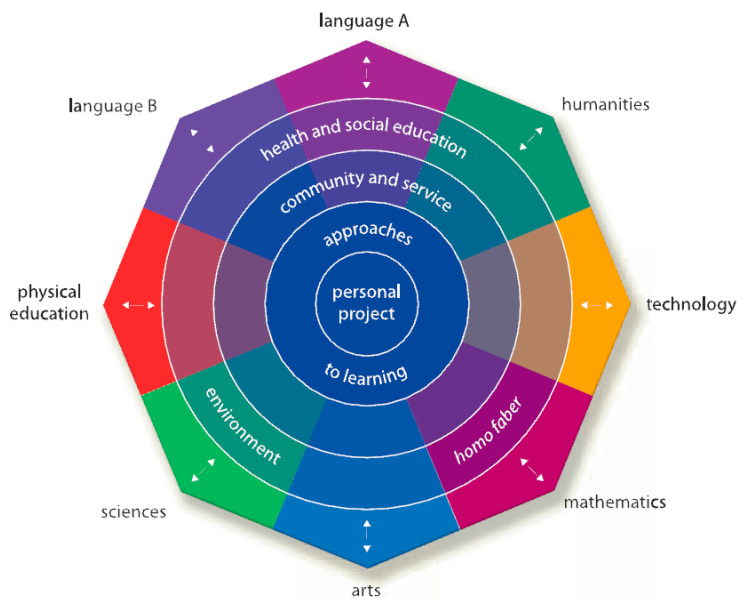
The three programmes span the years from kindergarten to pre-university. The programmes can be offered individually or as a continuum according to the mission and philosophy of the IB world school offering them.

- The Primary Years Programme (PYP) for students aged from 3 to 12, develops knowledge, skills, attitudes and concepts through six areas of knowledge, social studies, mathematics, arts, science, personal social and physical education and language. They work all together to produce students that can understand the world around them, always based in a inquiry method.



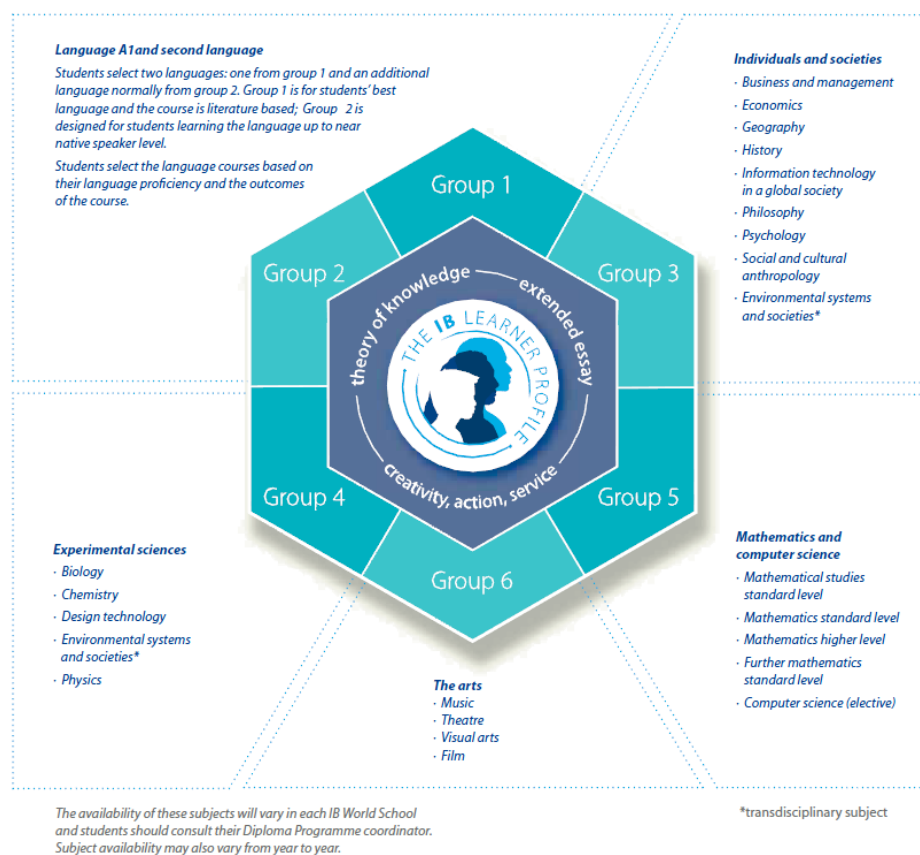
**Illustration 1 - IBO PYP Framework - Source: (IBO, 2011)**

- The Middle Years Programme (MYP) provides a framework for students aged from 11 to 16 that aims to develop life skills and complete academic challenges, by embracing and transcending traditional school subjects, such as languages, humanities, technology, mathematics, arts, sciences and physical education.



**Illustration 2 - IBO MYP Framework – Source: (IBO, 2011)**

- The IB Diploma Programme is developed for students aged from 16 to 19, to prepare them for the life and challenges at the University. This Programme is based on six nuclear groups as shown in the graphic below.



### Illustration 3 - IB Diploma over view – Source: (IBO, 2011)

The IB is unique in a programme from kindergarten to university which in all stages focuses on the global learner profile making sure that students develop intellectual, personal, emotional and social skills to live, learning and working in a rapidly globalizing world.

In 2010 there were almost a million IB students in 3267 schools situated in 141 countries.

The IB Learner Profile IB learners strive to be Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, Reflective. (IBO, IB Learner Profile, 2008)

## **Cambridge International Examination (CIE)**

University of Cambridge in the Cambridge International Examinations department is the world's largest provider of international education programmes and qualifications for 5–19 year olds. CIE qualifications are taken in over 160 countries in more than 9.000 schools, by more than 2 million students.

CIE is part of the Cambridge Assessment Group, a non-for-profit organization that has the mission of providing excellence in education, which is well evidenced in CIE's mission statement:

“Our mission is to deliver world-class international education through the provision of curricula, assessment and services. We are committed to extending access to the benefits of high-quality education around the globe. Our programmes and qualifications develop successful learners and support the economic performance of countries where we work at national level.” (CIE, 2011)

The programmes offered by CIE are a complete group of qualifications in a horizontal and a vertical perspective.

In a vertical perspective Cambridge offers:

- Cambridge International Primary Programme, which is a complete and innovative curriculum that combines traditional method of learning with modern pedagogical theories. It has three core subjects Mathematics, Science and English that can be as a first language or as a second language.
- Secondary 1, which was earlier known as lower secondary focusing on competences that should be achieved in three main subjects Mathematics, Science and English.
- ICE (International Certificate of Education), which is based in completing seven IGCSE's.
- AICE (Advanced International Certificate of Education), which is a modular programme to complete secondary education, in which have to complete six points in three different areas, Humanities, Science and Languages.

To complete these points, students are submitted to exams in two different levels namely AS (Advanced Subsidiary) and AL (Advanced Level), in which each AS is equivalent to one point and an AL to two points.

In a Horizontal approach, CIE offers different options and curriculums in all different levels, such as ICT starters in primary level, Cambridge O-levels and Cambridge Pre-U in secondary education.

Cambridge still offers a professional development programme created specially for those students who prefer a professional qualification rather than an academic qualification.

This flexibility in the Cambridge strategy makes CIE the world leading institution to promote international learning.

In some countries, such as Singapore, Cambridge examinations are the state qualification for students in secondary school.

CIE such as IB give a very big importance to teacher support, therefore the CIE teacher training programme, involves on-line training, workshops, residential based training and conferences.

CIE is the world's largest and more ancient provider of international education programmes and qualifications for 5–19 year olds, they are used in more than 9000 schools in over 160 countries.

In 2010 CIE produced around 9 million question papers, and marked more than 5 million scripts for general qualifications. ([www.cie.org.uk](http://www.cie.org.uk), 2011)

This educational system aims to develop confident, responsible, innovative and engaged students.

## **IB vs. CIE**

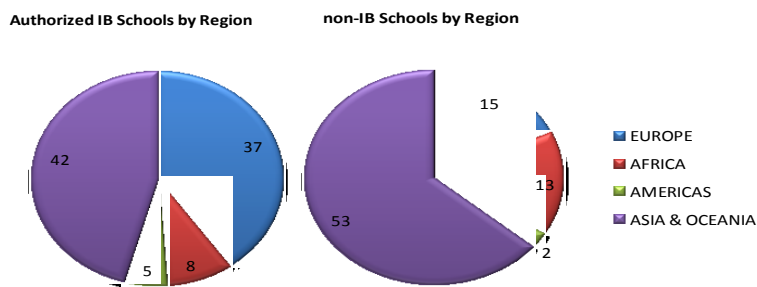
Worldwide IB schools are recognized by top class international schools. This remarkable identity has different reasons:

1. Normally IB schools have higher fees;

2. The target of the IB market normally are from diplomatic missions or from multinational companies;
3. They maintain a very International culture;
4. The IB PYP and MYP curriculum are very flexible exploring all educational goals, such as analysis and creativity;

### **Regional Distribution worldwide**

According to the International School Assessment IB schools are more spread through Europe and the Middle East, while CIE schools are more popular in Asia, Oceania and Africa.



### **Illustration 4 - IB and CIE market worldwide (Source: Australian Council of Education)**

The reason for the IB programme being so popular is related to its background from Switzerland and the market of diplomatic missions.

In the Middle East, people are reluctant to use the logo of CIE, because some Arab communities associate it with the crusades.

This situation is also proven by the Red Cross that had to change the logo to carry on with their mission in the Middle East.

The reason that CIE has more schools in Asia and Oceania is that there is a large cultural inheritance in ex-Britain colonies, such as Australia and India.

**Distribution of IB World School in Portugal**

All six IB World Schools in Portugal are located in areas in which Embassies and their staff are located, mainly in Cascais and Sintra areas and one in Oporto.

**Table 1 - IB Schools by Region in Portugal**

Name	Region	City
Carlucci American International School of Lisbon	Lisbon	Sintra
Colégio Planalto	Lisbon	Lisbon
Oeiras International School	Lisbon	Oeiras
Oporto British School	Porto	Porto
Saint Dominic's International School	Lisbon	S. Domingos de Rana
St. Julian's School	Lisbon	Carcavelos

All these five schools are located in the richest areas of Lisbon and Oporto city, where, as stated before, the main inhabitants are diplomatic representatives and multinational expatriates.

This standard resulted in a dilemma: International Schools are known as schools for the rich society and that general schools are for the rest of the society.

This point will be debated with the comparison of the fees of different schools later on.

**Regional distribution of CIE schools**

The distribution of the IB schools is easily found through their website, but almost impossible to find a CIE school through the CIE web site.

Therefore, it is important for CIE to put a direct link on its website to help CIE schools to develop their business.

The table below only shows the CIE schools represented on the ECIS website.

**Table 2 - CIE Schools by Region in Portugal**

Name	Region	City
CLIB	Braga	Braga
CLIP	Porto	Porto
I.P.S.Lda	Lisbon	Lisbon
International school of the Algarve	Algarve	Lagos
St. James Primary School	Lisbon	Lisbon
Vale Verde International School	Algarve	Vilamoura
Vilamoura International School	Algarve	Vilamoura
Colégio Internacional de Palmela	Palmela	Palmela

As noticed in the table above, CIE schools are spread around the country from north to south specially where the community of foreign families have a major concentration.

This difference in location explains the different markets each type of school targets.



**School average fees**

Based on ECIS website, all international schools that are members of ECIS and are located in Portugal were compared relating to the number of students and the average annual fee.

**Table 3 - Fees in International School in Portugal**

Name	Region	Curriculum	Average annual fee <small>((minimum fee + maximum fee)/2)</small>	Num. of Students	Web site
Carlucci American International School of Lisbon	Lisbon	IB	€ 11.486	538	www.caislisbon.org
Oeiras International School	Lisbon	IB	€ 12.600	50	www.oeirasinternationalschool.com
Oporto British School	Porto	IB	€ 9.300	445	www.obs.edu.pt
Saint Dominic's International School	Lisbon	IB	€ 11.250	668	www.dominics-int.org
St. Julian's School	Lisbon	IB/CIE	€ 12.900	1082	www.stjulians.com
CLIB	Braga	CIE	€ 4.875	199	www.clib.pt
CLIP	Porto	CIE	€ 7.099	681	www.clip.pt
I.P.S.L.	Lisbon	UK/CIE	€ 8.425	241	www.ipsschool.org
International school of the Algarve	Algarve	CIE	€ 6.748	140	www.eialgarve.com
St. James Primary	Lisbon	UK/CIE	€ 4.750	82	

School					
Vale Verde International School	Algarve	CIE	€ 6.400	91	www.vvis.org
Vilamoura International School	Algarve	CIE	€ 7.350	300	www.civ.com.pt
Colégio Internacional de Palmela	Palmela	CIE	€ 3.840	218	www.cip.ed.pt

The interesting point is that, besides Oporto International School, all other IB schools have a five digit annual fee. On the other hand, CIE schools have lower fees ranging from € 3.840 (Colégio Internacional de Palmela) to € 7.099 (CLIP).

### **CIE vs. IB fees**

In order to survive and carry on with their activities, both organizations need to charge the school fees.

**Table 4 - CIE vs. IB fees**

Programme	Fee	Programme	Fee
CIPP	€ 1.785	PYP	€5.215
Cambridge Secondary	€ 3.040	MYP	€ 6.000
		Diploma	€ 7.150
Total annual fee	€ 4.825	Total annual fee	€ 18.365
Average secondary	€ 60	Average secondary	€ 155

exam fee		exam fee	
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According to the figures, IB has a fee 3.8 five times higher than CIE. Adding to expenses; IB charges an extra fee per subject and per student. All these costs determine the market section each organization is targeting.

### **IB vs. Non IB International schools in achievements**

According to Prue Anderson (2011), IB schools perform better than non IB schools, according to analysis made with more than 50.000 students worldwide.

Although these results are scientific they should be compared to some other criteria like the teacher salaries and student fees. Because if IB schools ask for higher fees, they afford to buy additional resources and pay for extra qualified teachers.

### **IB vs. CIE vs. Portuguese study plan**

All 3 systems go until secondary education for students aged from 5 to 19, but they start in different years, and have different programmes during the students' evolution process, as shown in the table below.

**Table 5 - International vs. Portuguese Curriculum (by age)**

	International			Portuguese	
Age	Year	IB*	CIE	Year	Level
5	1	PYP	CIPP	Pré-Escolar	
6	2	PYP	CIPP	1º Ano	1º Ciclo
7	3	PYP	CIPP	2º Ano	1º Ciclo
8	4	PYP	CIPP	3º Ano	1º Ciclo

9	5	PYP	CIPP	4º Ano	1º Ciclo
10	6	PYP	CIPP	5º Ano	2º Ciclo
11	7	MYP	SEC. 1	6º Ano	2º Ciclo
12	8	MYP	SEC. 1	7º Ano	3º Ciclo
13	9	MYP	SEC. 1	8º Ano	3º Ciclo
14	10	MYP	SEC. 2 (ICE)	9º Ano	3º Ciclo
15	11	MYP	SEC. 2 (ICE)	10º Ano	Secundário
16	12	IB Diploma	AS/AL (AICE)	11º Ano	Secundário
17	13	IB Diploma	AS/AL (AICE)	12º Ano	Secundário
* PYP starts at the age of 3					

It is important to notice that CIE and IB age frames are very similar.

The most important of the 3 systems presented is not the framework that tells in which classes students must be sitting, but the main difference is how they intend students to learn and which goals should they achieve in their learning process.

Other important difference is that international curriculums have a more modular framework than the national curriculum. This major difference is extremely important for students' motivation, because when students choose what they want to learn they normally get better results.

### **International Educator**

It is different to be an educator in a local school and in an international school, because according to Anne McKillop-Ostrom (2000) in *International Schools & International Education*, an international educator should understand that psychological needs of international students are critical to their success.

Therefore both major curriculums have developed teacher training and development programmes, such as the CIE's International Teacher Certificate and the IB Teacher Award, both programmes are developed already for experienced teachers who need to improve their skills to face the challenges related to international students.

Martinez (2011) refers that international teachers should use research based strategy, should be cultural sensitive, they should support learning in a culture of change and mobility, contribute to the curriculum development, be systematic and reflective over their practices and accountable over students' learning.

### **International Student**

The international student has in his second nature transition, which leads to powerful abilities to deal with change and transformation, but these characteristics of adaptation are not present naturally in students, it is important that parents and educators help students for the changes that may occur and how can they deal with them. This idea was defended by Adams (1976).

International Students are also known as TCK (Third Culture Kids), that are influenced by their parents background, families, cultural group, international schools and international educators.

Ziber (2009) refers four main characteristics for TCKs, that they develop differently, they may have different passport from their parents or from the country they live in, they have passed major time in a different culture than their parent culture, the value system of TCKs are different than any specific culture.

### 2.3- International School Market Research

One of the largest companies that has invested in research in international schools business and international school market is ISC, Research, Ltd, that has proven that the market of international school doubled in 10 years in numbers of schools and almost triplicated the number of students, staff and the fee income went from under 5 million Euros to over 22 million Euros world-wide.

In this global market Asia represents more than a half with more than 3000 international schools and Europe has a fifth of the market with 1324 schools.

In Europe the countries with more schools and students are central European countries in which Spain has also a big share due to the new government plan of integrating CIE curriculum in the national Spanish curriculum in more than 40 Spanish national schools.

The market growth in all regions has been of a double digit growth according to ISC Research, Ltd, but more important is to compare the growth with the GDP growth of that region.

**Table 6 - Growth of International School Market and GDP**

	Int. School	GDP	Difference
Asia	66%	7%	59%
Europe	18%	0,80%	17,2%
America	10%	3,30%	6,7%

The above interesting comparison shows that the market for international education is growing much faster than the rest of the markets in those regions.

It is important to notice that growth of the market of International Education is close to the rate of the technological sector, which means that people believe that these systems prepare their children for a changing world.

This ideology of global citizenship and the need to shape children for a changing world are the basis of the major international curriculums, CIE and IB.

ISC Research, Ltd beliefs that this growth rate will continue and will achieve 8.000 schools with 3.7 million students in 2015 and will reach 11.000 schools with 5.2 million students in 2020.

All this data proves that people are looking for better educational systems for their children and the main solution for them are the IB and the CIE schools.

It is believed that the main reason for these high quality standards is that these institutions concentrate their focus solely on the students; they do not worry about national budgets or teacher unions.

This focus on the student and their needs, is the key of success in International Schools and International Curriculums, and this should be the main concern of every Ministry of Education in the world.

### **3- Colégio Islâmico de Palmela– Before the Change**

In this chapter a brief situation before the change will be done, in which all major stakeholders were be considered.

#### **School History**

The Islamic Community of Palmela (known as Comunidade Islâmica de Palmela) was founded in 1994 by Rachid Daud Ismael, based in a vision that he established in offering Excellency in secular and religious education.

After a hard search for facilities in which this vision could turn into reality, a member of the Laranjeiro community donated the land in which the school started.

This plot of land was in a rural area 35 Km south of Lisbon and far from all Muslim communities in Portugal. Indeed was a location that was very far from the students' residential areas therefore in the beginning started as a boarding place in which students used to study in schools of Quinta do Conde and Palmela (two major villages near the Islamic Community of Palmela).

During more than four years there were no families around the school and in 1998 the board decided to start a school in the CIP facilities, in which two major classrooms were used. The school started with 8 students in stage one in September 1998.

The school kept growing slowly with the addition of one class per year and in 2002 the project of the new building started with the intention of receiving students until the age of 16.

In 2007 the students who started in 1998 were going to start secondary education. Therefore, a major decision was made: to build new facilities so that students could complete secondary education in CIP.

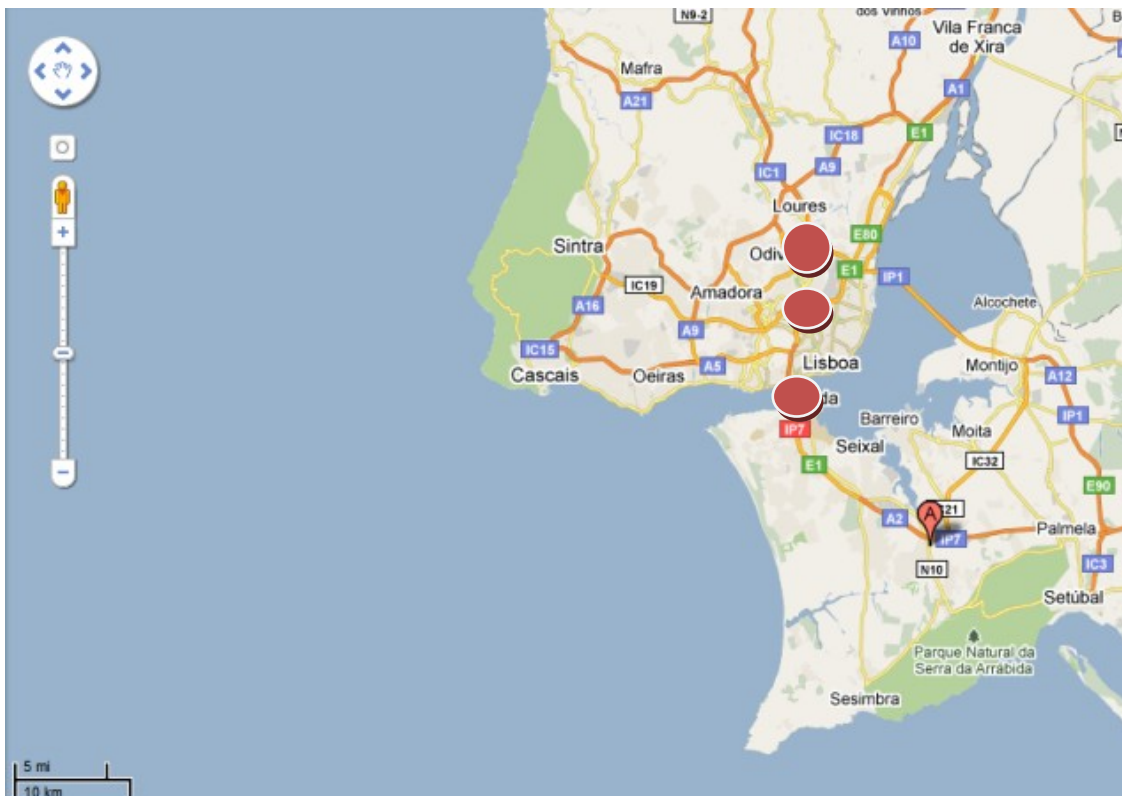
When this first group of students finished the secondary education, the vision of Rachid Daud Ismael was fulfilled, by achieving the second highest position in Portugal's National Secondary Ranking, this served to prove that determination and hard work can transform small projects into unimaginable accomplishments.



However, Rachid Daud was not satisfied by being the second best in the national ranking. Indeed he strived for a worldwide standard and an education that prepared students for a changing global world.

## The Location

As stated above the school started in a donated facility in an area that was very far from its major clients, as it can be seen in the map below.



**Illustration 5 - Map of Lisbon (Source: maps.google.com)**

The location of the school is also important in understanding the extra cost the school has to support.

Students come in 4 major bus carriers (all private buses of CIP):

- Laranjeiro 32Km, 40 Students;
- Odivelas 55Km, 59 students;

- Martim Moniz, 44Km, 73 students;
- Amadora 50 Km, 19 students.

There are still 8% of students from other religion living near the school and prefer Colégio Islamico over several schools also located in Palmela for its values and quality of education.

The situation of bankruptcy was also influenced by the transportation law, which forced all children buses to be under 16 years of use. This represented an investment in 3 new buses that cost around 80.000 Euros each, totalising an investment of 240.000 in a year of economic recession.

This situation was very tough for the CIP administration, and led them into looking for new facilities near Lisbon, to reduce the transportation cost.

### **The situation in 2009**

In this project two main approaches were made a Stakeholders approach and a financial approach.

In two different timings of the project:

- Before the change;
- After the change.

### **Stakeholders**

The Stakeholders of CIP are:

- Human Resources (HR)
- Ministry of Education
- Parents
- Students
- Donators

These keep a major relation and power over the institution in different views.

### ***Human Resources (HR)***

In 2009 CIP had 48 employees, divided in 3 major groups:

- 1- Administration Staff
- 2- Religious Teachers
- 3- School Teachers

The administration staff and religious staff always looked to the institution as a second home, with a satisfaction rate over 96%.

The group showing the higher unsatisfaction rates were the teachers of the secular education, which represented 54% of the staff.

This problem was related with the new rules concerning the Portuguese educational system and the pressure and burocracy that was left over the teachers.

Teachers of private schools in Portugal have a special contract that gives them more benefits than other professionals, such as exemption of evaluation, impossibility of being fired and an annual increase of 20% in their salary.

To make matters worse there were still other problems that were consequences of the laws above mentioned, which allowed teachers to come late to school and leave earlier. By having a tolerance of 10 minutes in each lesson in the beginning and in the end.

This situation increased the difficulties of management which was formerly having problems due to the financial situation.

It is important to notice that the private sector faced a big injustice due to the fact that the public sector reduced salaries when the private sector had the obligation of increasing them.

### ***Relation with Ministry of Education (ME)***

Comunidade Islâmica de Palmela is fully recognized as an Official Private School since 1998, with a definitive license issued in 2002.

The school is known as Escola Básica da Comunidade Islâmica de Palmela in the Ministry of Education.

The name Colégio Islâmico is used as a Trade Mark to promote the school.

Parents receive a governmental financial support, from a special fund that supports private schools.

In 2009 the school was ranked as the 2<sup>nd</sup> best secondary school in Portugal. This mark was used by the school to develop cordial relations with the Ministry of Education.

### ***Parents***

As stated above parents started having financial problems which reflected on the school's annual budget.

The main argument parents used was “why pay for something that is free outside?”, hence the crisis committee focused in offering a different educational system that could build notoriety and reliability.

Furthermore, another problem noticed regarding parents was the need of building the sense of community by motivating them to come to the school not only in parents' meetings, where students' behaviour or problems are discussed, but also for other reasons like exhibitions of the students' work, or a community lunch.

### ***Students***

In 2009 Colégio Islâmico de Palmela was attended by 184 students aged between 6 to 18 years old.

Students always were divided in three major groups:

1. Primary students that were pleased with the services provided by the school. At this age children do not have any term of comparison, given that for most of them, it was their first school.

2. Lower secondary, the students were discontented because they claimed little freedom in the school. Normally these ages are known by rebellion and misbehaviour in any school.
3. Secondary students felt overburdened due to hard work that was solicited in the school and the number of subjects that were compulsory by the National Curriculum.

In support of these facts, and according to a survey applied in 2009 by a group of secondary education students showed that 85 % of students were very happy in the school, 11% did not have a clear opinion about the school and only 4% of students were unhappy and wanted to change for a school that would offer more freedom.

### ***Donators***

Donators play a very important role in the institution because these are those that generously sustain the institution, by believing in the project.

Due to the financial crises, the value given by the donators decreased. Therefore, there was a shortage of donations during 2007, 2008 and 2009.

For the crises committee it was important to reduce the dependence of the donators and increase the value of the institution for this major group of stakeholders.

### **Financial**

Colégio Islâmico has three main sources for its annual budget:

1. Donations
2. Fees
3. Government support

The average annual expenses are around 600.000 Euros, which have had the following incomes before 2008:

**Table 7 - Annual Income before 2009**

Origin of capital	Euros	%/Total income
Donations	240.000	40%
Fees	240.000	40%
Government Support	120.000	20%
Total	600.000	100%

During 2009 donations fell 50% and parents started to have difficulties to pay their fees which made fees revenue fall 33%.

**Table 8 - Annual Revenue in 2009**

Origin of capital	Euros	%/Total income
Donations	120.000	20%
Fees	158.400	26.4%
Government Support	120.000	20%
Deficit	201.600	33.6%
Total	600.000	100%

Colégio Islamico de Palmela was very vulnerable to financial crises because the origins of money that it had before.

1. Donation – When rich people see their income getting lower they donate less money.

2. Fees – If unemployment starts growing and small business start to close parents normally shift their children from private institutions to public institutions or they ask for a fee reduction in Colégio Islâmico.
3. Government Support – Although the support was the same during these years, it is normal to see government support falling in years of recession or when the government deficit is very high.

These three main problems led the Institution into an economic bankruptcy.

But in an expenses perspective the school had two main problems:

1. The special law for teachers that previews a 20% annual increase in their salary.
2. The increase of transportation cost in 20% with the rising of fuel and maintenance costs.

These two situations led to an increase in expenses from 600.000 in 2008 to 650.000 in 2009.

By adding the income problems and expenses problems, the school was running into a major financial crises that represented a 33% annual deficit.

These situations led to join a crises committee that had to find a solution for the problem and guarantee the sustainability of the institution.

## **Curriculum**

The curriculum that Colégio Islâmico de Palmela used until 2009 was the Portuguese National Curriculum, which is divided into 4 groups:

1. 1º Ciclo for students aged between 6 and 10 years of age.
2. 2º Ciclo for students aged between 11 and 12 years of age.
3. 3º Ciclo for students aged between 13 and 16 years of age.
4. Secundário for students aged between 17 and 19 years of age.

The Portuguese Curriculum is extremely rigid, inflexible and produced for outstanding performing students, that is reflected in the numbers of students that left (in the present it is compulsory to complete the secondary education, therefore the verb is in the past, but besides

making secondary education compulsory the government should make it more flexible and more motivating) school before completing secondary education.

This inflexibility is the main reason that made Portugal a country with one of the higher give up rates of students in secondary education.

When the government realized that it had to do something to change this panorama, developed a program called “Novas Oportunidades” (new opportunities) where the government offered a secondary diploma to all those that could prove they learned lessons of life during their life.

This statistical scheme changed the Portuguese data worldwide but it didn't eliminate the cause of the problem, because students were still leaving secondary education.

To solve this problem the government found a new a solution: change the law to make education compulsory until 18 years of age.

The solution according to Sir Ken Robinson is to look at the paradigm of education, and develop a more flexible curriculum that is more inclusive.

This solution is offered by curriculums such as IB and CIE, that are starting to be used worldwide by public schools to solve problems of miss behavior and lack of interest.

Therefore the Portuguese government should use a similar solution to motivate students and develop the country.

### **The Logo before the change**

The purpose of the logo was to transmit the following information:

- 1- Development of Skills in Language and analysis:
  - a. The ” ( “ (brackets) to represent the language skills.
  - b. The “ \* ” (multiplication symbol) to represent the analytical skills.
  - c. The use of the font “Comic Sans”, represent the children in our school.
- 2- Development of religious and moral skills, by combining both achieving a moon and a star: “ ( \* “



3- The circle represents the world we live in.



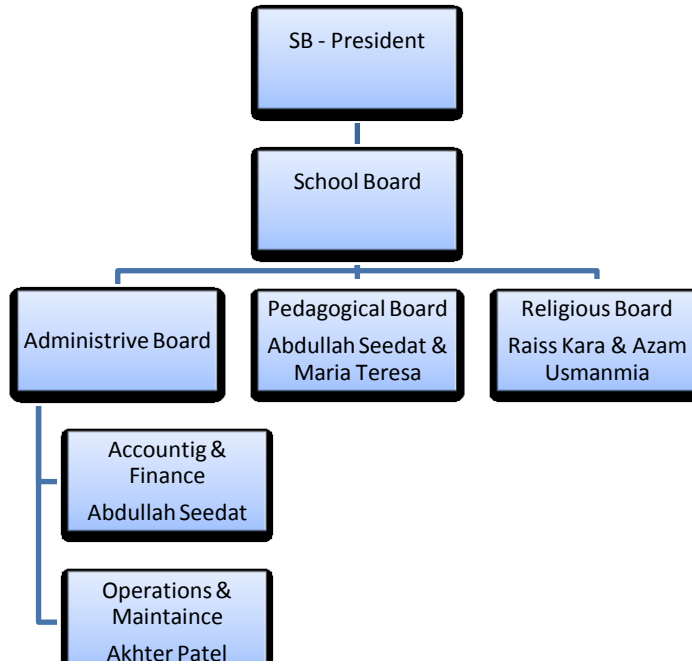
**Illustration 6 - Logo of Colégio Islâmico de Palmela**

This logo was widely used from publications to uniforms and even after the change, will be used in Islamic Publications developed by CIP.

### **Organization**

As stated above the school is owned by Comunidade Islâmica de Palmela, that is a non profitable organization, registered in the Ministry of Justice in Portugal as a Religious Association.

In 2009 the structure was based in a supervision board, which was directed by the president of the Institution and under the school board there were three boards, the Administration Board, the Pedagogical Board and the Religious Board.



**Illustration 7 - Structure of CIP before the change**

The structure was based under Portuguese regulations for schools, although some of the boards have the same person in charge.

### Physical Structure

The School of Comunidade Islâmica de Palmela (CIP), is based in a complex of 3 fields of 5000m<sup>2</sup> each.



Field 1 -  Field 2 -  Field 3 - 

**Illustration 8 - School Compound (source: maps.google.com)**

The school was organized according to the indications of the Ministry of Education, which did not give the authorization to explore the buildings in another way. This caused major problems for the management of the school.

The main Building is on field 1, where all administrative facilities and the fully equipped laboratories are located. The secondary education uses this building's facilities.

Field 2 has dining and sports facilities including all primary classrooms.

Field 3 is not in use, but the school has the intention to build sport facilities in it.

#### **4- The Change from a National Curriculum to an International Curriculum**

According to Adéle (2004), all schools should start from a Strategic Plan in which the questions are “What? Why? Who? How? When?” These questions are essential for a solid plan that will contribute for a orientated and a solid school.

It is also mentioned by Adéle (2004) that to develop a strategic plan it has to start from the top, and in sense to develop a coherent strategic plan the stakeholders should be listened.

##### **How did the change start**

There were many reasons that led to the transformation of Colégio Islâmico of Palmela into Colégio Internacional de Palmela or International School of Palmela.

The most important reason that drived the change was the financial situation: reduction of income in the form of fees and donations and the growth of costs namely the rise of transportation costs and the automatic increasing system of teachers’ salaries.

Other reasons were also identified such as the inflexibility of the national curriculum, which blocked the mission of CIP, by leaving no space for the religious curriculum.

Inflexibility was also found in the usage of the building that had to be done according to what the architect had idealised and not with the changing needs of a institution.

One important reason that led to this transformation was, that people coming from a different country had a big difficulty of integrating in the Portuguese system. So, these outstanding students would go back two or three years due to language problems.

One of the board members mentioned that a major reason for this change was the fact that it is a goal of the Lisbon Treaty.

As mentioned before the major reason was the financial reason therefore the crisis committee was sent to Hamburg to the ECIS (European Council of International Schools) conference, to work on a solution to the problems mentioned above.

During these conferences the main ideas were:

1. In crisis situations the school stakeholders should analyse and review the Mission, Objectives and Philosophy of the school.
2. Any change should start by reviewing the Mission, Philosophy and Objectives.
3. How to start an international school
4. How to start and implement an International Curriculum

These ideas that were based on the CIS (2007) guide for school improvement, led to major discussions with all stakeholders, such as teachers, parents, students, board members and donators, about mission and philosophy of the school, that culminated in the mission and philosophy statement.

### **CIP's Mission and Philosophy statement:**

#### **Mission**

Our Mission is to offer high quality education in secular and religious fields, in order to prepare our students for the challenges of a global world.

We want our students to become excellent professionals and model citizens that believe, practice and propagate Universal Human and Islamic Values, in order to contribute for a better and a more peaceful world.

#### **Philosophy**

Colégio Islâmico (Islamic School) is an independent Islamic school for boys and girls aged 4-18.

We offer our students the opportunity to perfect their moral, social and professional skills.

We also promote values based upon Responsibility, Honesty, Fulfilment of promises, Respect, Usefulness, Mutual help and Discipline.

In order to promote active, responsible citizenship with an environmental awareness, we also think that it is important to encourage our students to abstain

from all kind of verbal and physical aggression, insensibility, cruelty, irresponsibility, lie and unfairness.

Briefly, it is our purpose to:

- Promote life- long learning in a meaningful context through active inquiry, collaboration, creativity, critical thinking, and problem - solving.
- Promote academic excellence, encouraging and enabling all our students to achieve their full potential in every aspect of the curriculum.
- Achieve a balance between academic, social, cultural and physical activities, and to integrate emotional, spiritual and intellectual development.
- Foster among our students intellectual curiosity and a love of learning which will last throughout their lives.
- Cultivate a sense of belonging, commitment and pride in the Islamic School.
- Develop knowledge, understanding and appreciation of their own and different beliefs and cultures.
- Develop skills of literacy, communication, numeracy and ICT.
- Develop an awareness of a safe and healthy lifestyle.
- Form and maintain worthwhile and satisfying relationships, based on respect for themselves and others.
- Develop self-confidence, social responsibility, consideration, and a wide range of social and life skills.
- Nurture their own ambitions for personal development and achievement.
- Recognize the importance of equality of opportunity, in order to overcome discrimination, prejudice and stereotype.
- Develop strong moral, ethical and spiritual values, with sensitivity, tolerance and respect within and beyond our community, in the spirit of the

United Nations Universal Declaration of Human Rights and the Islamic Universal Rights.”(CIP’s, mission statement, 2011)

This became the main document to guide the school in all main decisions.

After this document was produced the school developed an action plan to implement its new mission and philosophy in which the means to achieve the objective were defined.

### **The need of international curriculum in CIP**

#### **Choosing between IB and CIE**

CIP decided to change to an International School, due to the mission and philosophy that was oriented towards International Education Standards.

The next step was to choose between IB and CIE, and this led to a deep study by the crisis committee, which concluded that CIE was the best option for CIP due to the following facts:

1. CIP had a major financial problem therefore it was easier to use CIE which is a more affordable option than IB.
2. Teacher training in CIE has high quality standards and is affordable by CIP.
3. The CIE curriculum suits all other curriculums, which can be used by the traditional approach or modern school teachers, but IB can only apply to well trained highly motivated teachers.

Therefore, the idea was to use CIE as a middle stream curriculum in which Portuguese and IB curriculum could contribute for a better system.

4. Most of CIP’s students’ parents are from India, Pakistan and Mozambique, that are all from Commonwealth countries in which their educational systems are closer to the CIE curriculum.

This relation is noticed in the subjects that CIE offers, such Hindi, Urdu, Pakistani Studies and Bangladesh studies.

5. CIE offers the opportunity to integrate the religious programme of CIP, with subjects such as Islamic Studies and Religious Studies.

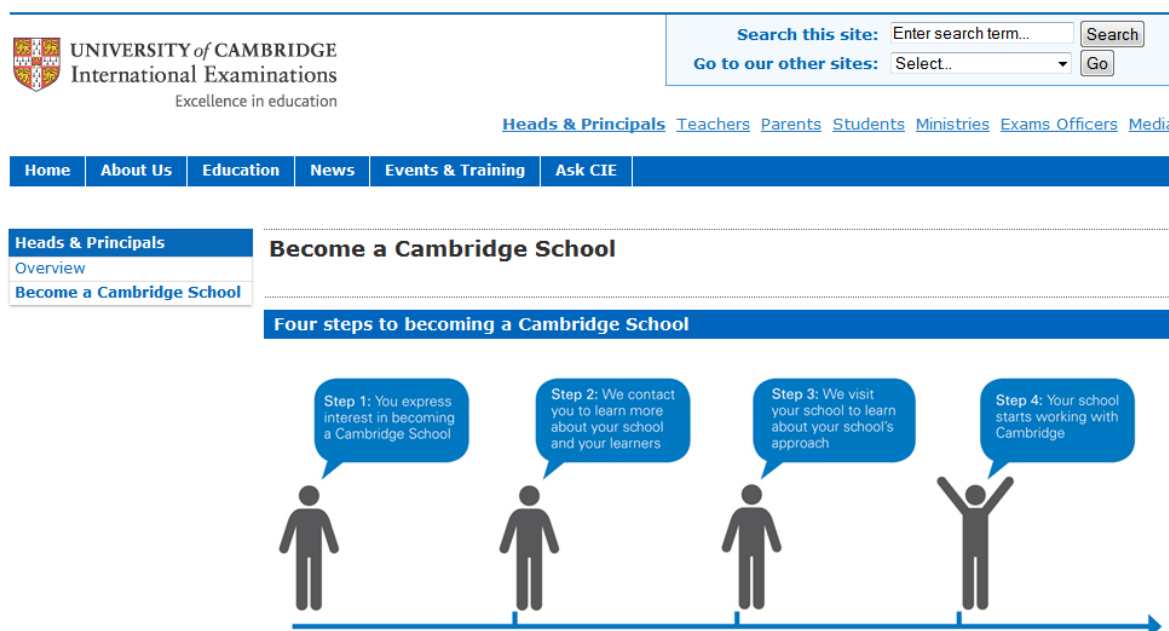
Based on the five points mention above CIP's board with the crises committee decided to implement CIE.

### CIE License

The procedures to get all licenses to start the new curriculum started in January 2010, with the Registration with CIE.

The registration with CIE had the following steps:

1. Express the interest in becoming a Cambridge School, by sending a form to CIE;
2. CIE contacted the schools and asked for all relevant documents such as the school prospectus, CV of the director and teachers, Health and Safety documents, License from the Ministry of Education.
3. There was a formal visit by Mr. Tim Lakin, that stated “The inspection went without a hitch and provided me with an excellent first hand impression of your operation.”
4. The final authorization came on March.



**Illustration 9 - CIE Become a Cambridge School (Source: www.cie.org.uk)**

The way the school was treated by CIE staff motivated the crisis committee to continue with the change.



## **Stakeholders in the Change**

The Stakeholders of CIP had different roles and opinions in the process of transformation from the Portuguese National Curriculum to the CIE (Cambridge International Curriculum).

### ***Human Resources during the change***

A process with this dimension always has a major problem, that is the resistance to the change, which is common in every changing process.

Therefore the Crises Committee gathered the staff by groups, religious teachers, administrative staff and school teachers, and in a first stage tried to understand their position regarding the change.

In this first approach the committee presented the curriculum and showed the benefits of going international.

All three groups demonstrated a satisfactory position related to the change.

After the certification by Cambridge and the approval as a Cambridge Center the Staff was informed the change would happen, and fixed a training program for the staff.

During this period of training the religious staff and administrative staff demonstrated a big joy with the change.

This training program was developed and named IITC (Initial Internal Teacher Course). This course would focus on the following points:

1. Mission and Philosophy;
2. The Curriculum;
3. Curriculum Mapping
4. Information systems and quality Information systems in education;
5. Lesson Planning;
6. Lesson delivery;
7. Student Assessment;

8. Teacher Assessment;
9. Student Motivation;
10. Plan, Do, Act, Check.

The program helped to boost teachers' performance and created a feeling of commitment between teachers and the school.

The teachers become more reluctant and in the beginning of the year most of them resigned the contract.

That led to new search for teachers during the first week of September and a very intensive training during the second week of September of 2010.

All teachers had to go through a teaching course of Cambridge University and completed it successfully.

This new group of teachers led to a better quality in teaching, better group cohesion and a significant increase in teachers' satisfaction.

### ***CIE and the Ministry of Education***

After formal authorisation from Cambridge the school communicated the Ministry of Education, that after some miss information and passing different departments the people in charge were found. In this sense two major communications were made:

- 1- DRELVT (Direcção Regional de Educação de Lisboa e Vale do Tejo), (responsible for the Portuguese curriculum and the facilities), that CIP is going implement the international curriculum.
- 2- DGIDC (Direcção Geral de Inovação e Desenvolvimento Curricular), that is responsible for the recognition of all International and Foreigner curriculums.

After a visit by these two organizations the board decided to implement the new curriculum and to communicate the change to the staff and parents.

This visit reinforced the link between CIP and the Ministry of Education.

### ***Parents - Information about the change***

Given that this transformation of the school would implicate major changes in structure of the school, and the students

Parents, students and teachers where all informed about the change during a short period of time, in such way that all these three groups would receive the same information, excluding the possibility of each others' negative interference.

Considering parents' concerns about this major change, the information was given in a very inspiring way, and parents seemed pleased. With a core message: “ *preparing your children for the future.*”

### ***Students – Information about the change***

In the students it was visible a clash of feelings:

1. Uncertainty with their future, due to doubt about equivalence of the new system.
2. How to get use to English in a short period of time.
3. The need to try something new.

Attending these questions a program was developed named “The 99 challenges”, that had the main goal of reducing the anxiety of students regarding the fact and need of studying in English.

This program was very successful and allowed a natural change in students from the Portuguese Curriculum to the CIE (Cambridge International Examination) curriculum.

### ***Donators***

Although donators have a very important position, only a small group of donators was asked and informed about the change the institution was going trough.

The reason for that is that normally donators don't care about the small details of the institution and only consider relevant the track the institution is taking.

The donators consulted were very pleased by the innovative solution for the financial problem and recommended an immediate change in all levels of education.

After the change a special program of divulgation was made in which the project was individually presented to each of them.

### **Financial – Investment in the change**

They were three major costs in the transformation process:

- 1- Equipment for the Laboratories;
- 2- CIE fee;
- 3- Training.

The investment in equipment was around €3000. The amount invest was not so high due to the fact that the school already had a significant quantity of laboratorial equipment.

Other important issue in equipment solicited by CIE that the school already had was a safe box for exams storage.

The second cost was with the CIEs inspection that cost €750 and €5000 for the annual fee of Cambridge University.

The third cost was the training that was based in investigation, ECIS (European Council of International Schools) and CIE (Cambridge International Examinations).

The total investment in training in the first year was €8000, that according to the school director was a very small amount compared to the benefits this training brought to the school.

## **5- Results of the change**

The transformation into an international school with the implementation of the new curriculum was a very hard change for all stakeholders.

### ***Human Resources***

Teachers were the part of human resources that had a major change.

The new group of teachers went through the Internal Teaching Course, that offered them qualification and motivation to tackle this great challenge.

At the end of the first year of implementation of the new curriculum, the teacher satisfaction rate had increased to 98%, which was an immense achievement for the group.

Teachers were more united, workers, helpful and committed to this new project.

### ***Ministry of Education***

The ministry of education was a passive stakeholder in this stage of the process, and did not interfere with the school decision.

### ***Parents***

Parents were divided between parents of good students who made major achievements, and the parents of those students who had more difficulties to achieve the minimum expected results.

The school developed a new strategy for parents meetings in which all meetings were held with the head of the school the parent and the students.

These meetings had big benefits because of two issues:

- 1- Students and parents were present; this led to only one speech and one voice between all intervenient in the educational process.

- 2- In the end of the meeting the student wrote a contract in which they would write the reasons that led them to that grade and which is the solution to improve it.

It is important to state that these meetings were specially designed for problematic students. Because normally in parents' meetings only good students' parents used to come, and with this change the parents that really need to come, they are called to the school.

### ***Students***

Students, in general, showed happiness with the change, when they were asked if they prefer the Cambridge curriculum or the Portuguese Curriculum 96% of the students said that they prefer the Cambridge Curriculum.

The only complain from students is that they asked for teacher with a larger experience in the Cambridge curriculum.

### ***Donators***

Donations didn't grow directly with the change to Cambridge Curriculum, but they grew with marketing campaign developed with the new design and brand of the school.

### **Marketing and the new Logo**

In a strategic plan and a strategic change, strategic marketing and strategic branding was ensured with three main target in the short term:

1. Students and their parents, in which the goal was to increase the value of the school for them.

This goal was achieved by making special meetings and training sessions with parents.

The consequence was a big list of students that wanted to enter school and the increase of the average fee.

2. Donators, in which the idea was to make them proud and honoured by participating in the project.

This could be measured by the increase of donations.

3. Media and Community, in which the main goal was to lighten up from the Islamic connotation and promote Islamic and International values with a new and fresh image.

In consequence of this marketing strategy a new logo was developed with a very deep meaning and full of symbolism, in which the most important part is the global learner.



**Illustration 10 - New logo of CIP**

The new logo represents the global learner that combines traditional methods of learning with new technologies. It also represents both boys and girls, because if you look at the blue ellipse it is possible to see a boy, but if you look at the blue ellipse as a face and the white part behind it as hair it is possible to see a girl. This means that in a global world and for global learners there is no differences between boys and girls, or between any religion, colour, race or faith.

The new logo brought a new dimension to the school community and developed a feeling of belonging into the school community.

This developed the Identity of the CIP student, who is proud, humble, pure, honest, intelligent, respectful, learner, thinker and a active global citizen contributing for a better and a more peaceful world.

After the brand and logo were developed, the school is now focusing on positioning and promotion, these two actions according to Willows (2010) will promote Satisfaction and Preference in the clients, then the school should focus on the processes, product and the people to achieve Loyalty and Advocacy.

## **Financial and Business**

### **Market Research**

Normally Asian and African people respect UK standards, therefore parents were happy in changing to the CIE system. This change made the number of students increase up to 220 students in 2010 and created a waiting list with more than 80 students.

Besides the increase of demand for CIP, the average monthly fee changed from 100 Euros to 220 Euros.

The reason which made parents pay more for the education was the recognition of the differences in the education they were receiving in this new project.

Other benefit was that donators felt motivated in donating for a new project, which combined with the increase of fees and the reduction of costs due to fact that the school was not obliged to pay their teachers according to Special Contract of private schools. That situation led a bankrupted institution into an innovated and financially solid organization.

### **Benefits of the Change**

There were major benefits in all senses of the school as shown in the table below:



**Table 9 - Benefits of the Change**

Area	Type	Description
Financial	Donations increase	Donators felt that the people in charge of the organization were working hard and that this change could represent a turning point.
Financial	Fees Increase	Parents were ready to pay more for their children.
Financial	Cost Reduction	Teachers start to be paid and increased in a merit base and not in an automatic carrier base.
Students	Motivation	They become more motivated by being in a more innovative educational system.
Human Resources	Motivation – sense of group	Due to the intense training teachers developed a family feeling that made them more united with better results and with lower absence rates.
Parents	Communication	Parents like the new communication system in which students have a tailor made programme developed and monitored by students, parents and the head of the school.
Curriculum	Curriculum	The flexible curriculum allowed the school to adjust subjects and levels according to the needs of the student.
Curriculum	Arabic/Urdu	Recognition of all languages, and the ability of certification of the competence in those subjects.
Curriculum	Islamic Studies	Due to fact that CIE offers Islamic Studies there was no more need for a separate curriculum of Islamic Studies, that allowed to combine the religious and the school heads.
Identity	Image	The school image improved, by developing a more flexible approach in its communication strategy.

The benefits felt in the school were much more, as it was stated by a visitor to the school “it seems that all your problems were solved by this International School Project”.



## **6- Conclusion & Further Developments**

The process of change and consolidation into of a solid International School is not finished, but major steps have been taken, which ended up bringing significant improvements in educational standards in CIP.

These main gains came from the curriculum and from its flexibility that allows a tailor made curriculum for each student. This is a very important issue that makes the school more integrative .

The transformation into an international school and the adoption of the curriculum of CIE (Cambridge International Examination) curriculum led to transformations in all stakeholders such as parents, students, Ministry of Education, Staff and Donators.

Students felt an improved joy because they were able to have a curriculum based on their needs as individuals.

Parents liked the fact that the school was a international school by the image this brings. Other issue that guaranteed parents satisfaction was the fact that led students to study in English, this is a very important issue for communities from the Commonwealth.

The Ministry of Education was very receptive to the change and was proactive in helping the school in transforming to a Cambridge Centre.

Staff, namely the School Teachers, were the stakeholder with more difficulties in accepting the change, with three main arguments, not understanding English, being too difficult for students and to much work during the training course.

Donators also increased their donations through the marketing strategy developed around the new concept, that was very helpful for the financial situation of the school.

Other major gain was in the financial area, that was positively affected by two reasons, by the increase of donation due to the marketing campaign and the increase of fees due to better image that parents started having from the school.

The facts speak for themselves, on one hand we recognise that the school is far from perfection, but on the other hand, it is actually a superior school than what it was previously. This is enhanced by parents' students', and teachers' satisfaction results.

This is the reason why people normally say those crises are good to change and improve.

Colégio Islâmico learned how to improve and it is expected to keep improving.

The crises committee developed a complete project that can be replicated all around the world, therefore it is recommended to CIP to look for new facilities closer to their clients.

Presently, CIP considers becoming multinational, by exporting this project to other PALOP countries, specially Mozambique and Angola, due to the large number of students from these countries currently attending CIP.

Under the growing market of International Schools the knowhow of CIP could be used in consulting services worldwide, and contribute for a better and more peaceful world, with a more flexible approach about Islam, the religion of peace.

It is important to state that the need of international education is growing, due to the globalization; therefore it is an opportunity for investors to have higher returns and contribute for a better world, because education is that small word that can indeed change the world.

This project showed that education should not be compromised by national budgets, because educating the people is the only investment in which a country can guarantee its development.

CIP and its crisis committee has show that in crisis situations innovations can help solving major problems, therefore the world and the whole mankind could use the example given by CIP and try to improve on a daily basis.

As a recommendation I would like to ask the Portuguese government to analyse the possibility to implement the CIE curriculum in some public schools, and test the results of students, such as other developed countries have done.

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