



Al-Rayan International School

**International
Baccalaureate
Diploma
Programme (IBDP)
HANDBOOK**

2025 / 2026

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ARIS Core Purpose

“We are a diverse community of learners that is committed to **inspire, empower** and **transform** for a better world.”

ARIS Core Values

- Greatness in Everyone.
- Learning with Everyone
- Creativity and Innovation by Everyone
- Service to Everyone
- Change for Everyone

ARIS Characteristics

- Responsibility and Respect
- Passion and Mindfulness
- Collaboration and Communication
- Reflection and Action

IB Mission Statement

The International Baccalaureate Organisation aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the IBO works with schools, governments, and international organisations to develop challenging international education programs and rigorous assessments. These programs encourage students worldwide to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be correct.

IB Learner Profile

The IB learner profile is the IBO mission statement translated into a set of learning outcomes for the 21st century. The attributes of the profile express the values inherent to the IB continuum of international education: these are values that should infuse all elements of the Diploma Programme and, therefore, the culture and ethos of all IB World Schools.

The learner profile provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose. The attributes and descriptors of the learner profile define the type of learner the IBO hopes to develop through its programmes.



We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.



We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.



We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.



We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.



We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for

ourselves and others. We recognize our interdependence with other people and with the world in which we live.



KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.



COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.



OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.



RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.



REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.



EagleWithin
Al-Rayan International School

***“Your beliefs don’t make
you a better person.***

Your behaviour does.”

Shukhraj Dhillon

International Baccalaureate Diploma Programme at Al Rayan International School

Al Rayan International School has been offering the International Baccalaureate Diploma Programme (IB DP) since 2015, and constantly seeks to increase the availability of IB DP subjects that it offers to students taking the Diploma Programme. ARIS offers flexibility within the Diploma Programme for students who may want to study subjects that are currently not offered in the school. Consequently, the school partners with Pamoja, an online course provider approved by the IB, to expand our curriculum and ensure that students are provided with opportunities to study subjects that they are passionate about. The breadth and depth of programmes offered within the Diploma Programme at ARIS ensures that students are fully prepared for higher education and beyond.

IB Diploma Programme Model



To be eligible for the IB Diploma, students must take six subjects, with one subject from each of the groups in the DP curriculum:

- Group 1 – Studies in Language and Literature
- Group 2 – Language Acquisition
- Group 3 – Individuals or societies
- Group 4 – Sciences
- Group 5 – Mathematics
- Group 6 – The Arts (Alternatively, you can take a second subject from group 1- 4 if you are not passionate about taking any of the group 6 subjects)

Three of these subjects must be at Higher Level (HL) and three must be at Standard Level (SL). Students may opt for a fourth HL subject, however; this needs to be discussed with the Head of School, Diploma Programme coordinator, and University and Career Counsellor. Additionally, students are required to complete the core of the Diploma Programme which consists of the following:

- **Theory of Knowledge** - a 100-hour course
- **Extended Essay** of 4000 words based on a subject that students are passionate about.
- **Creativity, Activity, Service** (CAS) - meaningful and impactful CAS experiences and projects that transform the lives of community members

Subjects offered in the Diploma Programme at ARIS

Depending on the selected career path, students taking the IB Diploma Programme need to work closely with the University and Career Guidance Counselor and the Diploma Programme coordinator in choosing the subjects that align with their passion, potential, and career aspirations. However, beyond these factors, students taking subjects at the higher level must meet all the requirements for admission into the IB Diploma Programme at ARIS. Refer to the requirements in the Admission and Placement Policy located on the school's website at <https://aris.edu.gh/admission/admission-requirements/admission-and-placement-policy#admission12>

Currently, the subjects being offered at ARIS for Diploma Programme students can be found in the table below:

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Studies in Language and Literature	Language Acquisition (B)	Individuals & Societies	Sciences	Mathematics	The Arts
Language A: Language and Literature [HL or SL]	Arabic B French B Spanish B Available options: ab initio is available at all levels except Arabic.	History [HL or SL] Geography [HL or SL] Economics [HL or SL] ESS [HL and SL] Business Management (HL and SL) Global Politics (HL and SL for 2025/26) Courses offered online through Pamoja ONLY Philosophy [SL] Psychology [HL or SL] *Registration of online courses come with an additional fee per year	Biology (HL and SL) Physics (HL and SL) Chemistry (HL and SL) Computer Science (SL) Courses offered online through Pamoja ONLY ITGS (HL and SL)	Analysis and approaches [HL or SL] *AA is for students interested in mathematics, engineering, physical sciences and some economics. Applications and interpretation [HL or SL] *AI is for students interested in social sciences, natural sciences, medicine, statistics, business, engineering, some economics, psychology, and design.	Visual Arts [HL or SL]
Notice:	<p>The following subject combinations cannot be selected by the student. He/she would have to select one subject. Physics/History/Global Politics Chemistry/Geography Biology/ESS Business Management/Economics</p> <p>*Subjects with less than 3 students registered will not be on offer due to cost implications. *Students cannot change subjects after the end of semester 1. Please reflect on your career aspirations while choosing subjects.</p>				

The Core of the Diploma Programme

The DP core lies at the heart of the programme and reflects the IB's strong commitment to the principle of developing the whole person. The three elements of the core individually and collectively illuminate what it means to experience a DP education, and are driven by the IB's mission "to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect" (IB mission statement).

Extended Essay

A formal piece of sustained academic writing (an essay) containing no more than 4,000 words accompanied by a reflection form of no more than 500 words. A piece of independent research on a topic chosen by the student in consultation with a subject teacher who acts as supervisor. The result of approximately 40 hours of work by the student. A process supported by a supervisor for a recommended 3–5 hours, which includes three mandatory reflection sessions. Concluded by a third and final mandatory reflection session is the viva voce, which is a concluding interview with the supervising teacher. Refer to the [EE Handbook](#).

Creativity, Activity, Service

Creativity, activity, Service (CAS) is at the heart of the Diploma Programme. It is one of the three essential elements in every student's DP experience and the successful completion of CAS is required for the award of the Diploma. It involves students in a range of activities alongside their academic studies throughout the DP. The three strands of CAS, usually interwoven with particular activities, are characterised as follows:

Creativity strand: arts, and other experiences outside the normal curriculum which involve imagination, creative thinking and expression.

Activity strand: physical exertion contributing to a healthy lifestyle, complementing the academic work elsewhere in the Diploma Programme.

Service strand: an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

CAS enables students to enhance their personal and interpersonal development through experiential and service learning. At the same time, it provides an important counterbalance to the academic pressures of the

rest of the Diploma Programme. A good CAS programme should be both challenging and enjoyable, a personal journey of self-discovery. Each student has a different starting point, and therefore different goals and needs, but for many students their CAS activities include experiences that are profound and life-changing. Refer to the [CAS Handbook](#).

Theory of Knowledge

The TOK course provides students with an opportunity to explore and reflect on the nature of knowledge and the process of knowing. It is a core element of the DP that is covered over a period of at least 100 hours of class time. In TOK, students reflect on the knowledge, beliefs and opinions that they have built up from their years of academic studies and their lives outside the classroom. The course is intended to be challenging and thought-provoking—as well as empowering—for students.

The TOK curriculum is made up of three deeply interconnected parts:

The core theme—Knowledge and the knower: This theme encourages students to reflect on themselves as knowers and thinkers, and to consider the different communities of knowers to which we belong.

Optional themes: This element provides an opportunity to take a more in-depth look at two themes of particular interest to teachers and students. The given themes all have a significant impact on the world today and play a key role in shaping people's perspectives and identities. Teachers select two optional themes from a choice of five: knowledge and technology; knowledge and language; knowledge and politics; knowledge and religion; and knowledge and indigenous societies.

Areas of knowledge: The areas of knowledge (AOK) are specific branches of knowledge, each of which can be seen to have a distinct nature and sometimes use different methods of gaining knowledge. In TOK, students explore five compulsory areas of knowledge: history; the human sciences; the natural sciences; mathematics; and the arts.

Over the two year period of study in the Diploma Programme, students will be required to complete two assessment tasks in the TOK course:

- The TOK exhibition assesses the ability of the student to show how TOK manifests in the world around us. The exhibition is an internal assessment component; it is marked by the teacher and is externally moderated by the IB.

- The TOK essay engages students in a more formal and sustained piece of writing in response to a title focused on the areas of knowledge. The essay is an external assessment component; it is marked by IB examiners. The essay must be a maximum of 1,600 words and must be on one of the six prescribed titles issued by the IB for each examination session. Refer to the [TOK Handbook](#).

Entry Requirements

Requirements for entry to the IB Diploma Programme for ARIS students coming from the MYP programme

- A minimum of **35 points** from the MYP courses
- A minimum of grade **4 in all MYP subjects for (IBDP-SL)** and a minimum of **grade 5 in all MYP subjects for (IBDP-HL), except Physics and Extended Mathematics which should be a grade of 6; however, grade 7 in Standard Mathematics will be considered for Mathematics AASL.**
- Failure to submit the MYP personal project will not be permitted to be a full CP or DP candidate.

Entry requirements to the IBDP for outside students coming from any other programme

- Minimum of C and above in 5 Subjects (or 65%)
- B and above for any Higher level DP Subjects (or 75%)

Requirements for Passing the IB Diploma Programme

All assessment components for each of the six subjects and the additional Diploma requirements must be completed to qualify for the award of the IB Diploma, except under the conditions stipulated below.

The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

- CAS requirements have been met.
- The candidate's total points are 24 or more
- There is no "N" awarded for Theory of knowledge, the extended essay or for a contributing subject.

- No grade E was awarded for Theory of knowledge and/or the extended essay. e. There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.
- A maximum of three examination sessions is allowed to satisfy the requirements for the award of the IB Diploma. The examination sessions need not be consecutive.

Support throughout your DP journey

Due to the rigorous nature of the IB Diploma Programme, students who are enrolled in this programme are advised to seek advice from their Diploma Programme coordinator regarding their academic progress and discuss strategies they can implement to overcome the challenges they face. At times, students may require one-on-one support from teachers during their prep times to clarify their understanding and close any learning gaps.

The school has also provided support services for students' emotional, mental and psychological well-being. Students can walk into the Emotional Counsellors office to share their concerns, and be reassured that a high level of confidentiality will be maintained.

From the first year of the Diploma Programme, students will also work very closely with the University and Career Guidance counsellor to select their preferred universities and research about the admission requirements. In addition, students will be trained on how to write a curriculum vitae (CV) and prepare college essays.

As much as the IB expects students to be independent learners, we provide these support systems to get you on track and ensure that you succeed.

How will I be assessed?

Over the course of the programme, students will be assessed through a variety of assessments; however, a minimum of two summative assessments will be conducted per semester. These assessments may be administered at the end of each unit or after the completion of a topic, and all forms of summative assignments will be assessed against IB standards.

Students will receive a mid-semester grade, and an end of semester grade which will be a cumulative grade. At the end of Year 1, students will write an end of year examination covering all topics and concepts that have been studied during the first year. During the second semester of Year 2, students also write a mock examination, after which parents are invited one-on-one to discuss the student's performance. All examinations conducted in the school strictly follow the IB protocols for administering examinations and grading.

At the end of each semester, students will receive a report card that reflects their academic performance and provides recommendations for improvement. All grades are given using the IB 1-7 scale in subjects, or A-E for the core elements of ToK and Extended Essay.

It is important that students understand that examination grades are used as evidence when teachers have to make predicted grades, for example when applying to university.

In addition students' progress with CAS is 'rated' as satisfactory or unsatisfactory, based on their Managebac/Toddle portfolio.

Coursework

Coursework refers generally to any work that students complete during the two years of their Diploma Programme that is formally graded and will contribute to their final IB grade. Coursework is graded by an external IB examiner, and so must be sent to the IB during Year 12. However, some coursework is internally assessed by teachers in the school before it is uploaded to the IB. Therefore, developing time management skills and avoiding procrastination is important if students are to meet the deadlines for submission of these coursework.

Submission of coursework

All coursework submissions have internal deadlines that students must respect. Deadlines are provided for first draft submissions to enable students receive feedback and revise their work before the final submission. In situations where a student is affected by ill health or a family emergency, a request for an extension should be submitted to the Diploma Programme coordinator **no later than 8 working days** before the deadline. Requests that come after this duration will not be granted, and students will be required to meet the deadlines.

Al Rayan International School has a strict policy for submission of coursework and students must comply with these policies. **For late submissions of first drafts without an extension**, teachers are not obliged to provide any feedback. Therefore students should take note of this and seek assistance when in need.

Refer to upcoming internal assessments for Year 12 [here](#).

Refer to upcoming internal assessments for Year 13 [here](#).

Attendance Policy

Due to the rigorous nature of the IB Diploma Programme, all students enrolled in the programme must attend all lessons **with no more than 18 days of absenteeism**, justified with a medical report in cases of ill health, and evidence of bereavement in cases where the student may have lost a relative. This should be in accordance with the School's attendance policy. Students whose absenteeism from school is not backed by evidence will result in a review of the student's status and the teaching time lost from accumulated absences. It is important that students understand how absenteeism adversely affects their grades and overall well-being as a result of the learning gaps that they would be required to fill. **For IB registration, 90% attendance is mandatory for students.** Refer to the [Attendance Policy](#).

Attitude and Behaviour of IB DP students

All students are expected to cooperate with teachers and to work in, and out of class with or without the continued supervision of teachers. Students enrolled in the programme need to develop self-management skills and take full responsibility for the decisions they take regarding their academics.

Procrastination is one of the major factors that affects students achieving their full academic potential. Some of the consequences of procrastination include submitting similar assignments from peers, inability to meet deadlines, producing mediocre work in order to meet the deadline, copying and pasting work from the internet and passing it off as your own, achieving poor grades due to ill-preparedness etc. Self-management is a vital skill that students must develop mastery in. It is mandatory for all IBDP Year 1 students to draw up a personal timetable during their outbound orientation in preparation to begin the Diploma Programme as soon as they return to school. Refer to the [Behaviour Policy](#).

Submission of Assignments

All assignments must be submitted on the day it is due, unless an extension has been approved by the subject teacher and the Diploma Programme coordinator. Late work may not be marked; however, feedback will be provided. Therefore, students must respect all assignment deadlines and internal assessment deadlines. Requests for extensions should be made at least 3 days before the due date of the task with an email sent to the Diploma Programme coordinator, explaining the reason for the request. However, extensions for tasks will not be automatically granted, and where reasons are not valid, requests for extensions will be denied.

Students who absent themselves from school are fully responsible for finding out about missed course content and homework assignments from their classmates or teachers before the work is due. If a student is absent for an extended period of time, an individual homework plan may be worked out with teachers and the IB Coordinator. Refer to the [Assessment Policy](#)

Academic Integrity

Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work. Academic integrity is a responsibility of the whole IB community, as such IB students entering the first year of the Diploma Programme are exposed to what academic integrity means, acts that are in breach of this policy, and the possible consequences. Details of how ARIS addresses such incidents of student academic misconduct is document on the school's website

Students should take of the following forms of academic dishonesty:

- Plagiarism - from external sources
- Peer Plagiarism - copying work from another student

- Collusion - Coursework only and when working collaboratively (students' work show close similarity)
- Submitting work commissioned, edited by, or obtained from a third party
- Duplication of work
- Falsification of data - Presentation of work based on false or fabricated data.
- Possessing unauthorised material in the examination room
- Exhibiting misconduct or disruptive behaviour during an examination
- Exchanging, passing, obtaining or receiving verbal or written information from other students during the examination completion time— or attempting to
- Removal of secure materials such as examination papers, questions and answer booklets, from the examination room
- Impersonating an IB candidate— both impersonator and person allowing impersonation
- Failing to report an incident of academic misconduct -

Plagiarism is defined as the representation of the ideas or work of another person as the candidate's own. During the first year of the IB, meetings with students are held to ensure that students are familiar with the conventions for acknowledging sources and for paraphrasing, as well as ensuring that students are familiar with the consequences of plagiarism. Due to increased incidences of plagiarism around the world, teachers will usually insist that rough drafts be handed in to ensure authenticity. Students may also be asked to complete work in class under test conditions. If rough drafts are not handed in, work may not be graded or authenticated.

If a student is found to have copied all or part of another student's work or copied/paraphrased information from a source without appropriate citation, they will receive a zero for the work and a letter will be sent to inform parents of the situation.

Students who allow their work to be copied will also receive a zero for the work and a letter home (this would be defined as collusion). In either case, a first-time incident of plagiarism may result in suspension from the school, at the discretion of the Administration. A repeated incident of plagiarism will result in suspension.

It should be noted that for every assignment submitted to the IB, each student must sign documentation that attests that the assignment is the "authentic work" of the student. The signing of such documentation should not, of course, be taken lightly. If it is discovered that any official work for the IB, including drafts, is not the authentic work of the student, the student

may be withdrawn from the Diploma Programme and may also automatically fail the IB course or component in question, in addition to any ISF disciplinary consequences. In addition, the IB places plagiarism within a broader definition of academic dishonesty known as academic misconduct (formerly known as “malpractice”).

Academic misconduct includes the following:

⇒ plagiarism (the representation of the ideas or work of another person as the student’s own; that is, copying, summarising, or paraphrasing information from a source without appropriate citation)

⇒ collusion (such as allowing one’s work to be copied by another student, whether at ISF or elsewhere)

⇒ duplication of work (such as the presentation of the same work for different assessment components and/or IB Diploma requirements)

⇒ any other behaviour that gains an unfair advantage for a student or that affects the results of another student (e.g. using outside help for the researching and writing of assessments or taking unauthorised material into an examination room) A student found guilty of academic misconduct by the International Baccalaureate Organization is considered to have breached regulations and will not receive the diploma. If a student submits work that is not his own for IB assessment, the responsibility lies entirely with the student himself. Please note that both ISF and the IB have no means of knowing if an act of academic misconduct was deliberate or not on the part of the student and, consequently, intent cannot be taken into account. It is most important, therefore, to ensure through proper citation that the reader of a student’s work is able to clearly distinguish between the words/ideas of the student and the words/ideas of others. Refer to the [Academic Integrity Policy](#).

Guidelines to the Responsible Use of AI

Can I Use AI on this Assignment? Generative AI Acceptable Use Scale

Generative AI refers to any of the thousands of Artificial Intelligence tools in which the model generates new content (text, images, audio, video, code, etc). This includes, but is not limited to, Large Language Models (LLMs) such as ChatGPT, Google Bard, etc, image creators such as Dall-E3, Adobe Firefly, and any tools with built in generative AI capabilities such as Microsoft CoPilot, Google Duet, Canva, etc etc)

	Level of AI Use	Full Description	Disclosure Requirements
0	NO AI Use	This assessment is completed entirely without AI assistance. AI Must not be used at any point during the assessment. This level ensured that student rely solely on their own knowledge, understanding, and skills.	No AI disclosure required May require an academic honesty pledge that AI was not used.
1	AI-Assisted Idea Generation and Structuring	No AI content is allowed in the final submission. AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work.	AI disclosure statement must be included disclosing how AI was used. Link(s) to AI chat(s) must be submitted with final submission.
2	AI-Assisted Editing	No new content can be created using AI. AI can be used to make improvements to the clarity or quality of student created work to improve the final output.	AI disclosure statement must be included disclosing how AI was used. Link(s) to AI chat(s) must be submitted with final submission.
3	AI for Specified Task Completion	AI is used to complete certain elements of the task, as specified by the teacher. This level requires critical engagement with AI generated content and evaluating its output. You are responsible for providing human oversight and evaluation of all AI generated content.	All AI created content must be cited using proper MLA citation. Link(s) to AI chat(s) must be submitted with final submission.
4	Full AI Use with Human Oversight	You may use AI throughout your assessment to support your own work in any way you deem necessary. AI should be a 'co-pilot' to enhance human creativity. You are responsible for providing human oversight and evaluation of all AI generated content.	You must cite the use of AI using proper MLA or APA citation. Link(s) to AI chat(s) must be submitted with final submission.

Adapted by Vera Cubero for the North Carolina Department of Public Instruction (NCDPI) from the work of Dr. Leon Furze, Dr. Mike Perkins, Dr. Jasper Roe FHEA, & Dr. Jason McVaugh
[Link to Original Work](#)



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IB Diploma Programme Registration

The IB expects that students enrolled in the Diploma Programme are registered in Year 1 for their official examinations in May. To complete the registration process, all students must submit copies of their passport data page/bio page, fill the DP pre-registration form, and have their parents endorse their registration slips. Students will have a maximum of three weeks after enrolment in any subject to make changes to their subject levels in semester 1 of Year 1, after which no further changes can be made. Therefore, students are advised to work closely with their University and Career Guidance counsellor.

Legalisation Process

- In some countries, the IBDP Results need to be legalised by the relevant chancellery, embassy and/or consulate to be valid for entrance to universities.
- Requests are made to the DP Coordinator for and the deadline for submitting a request is May 10.
- Fee is \$200 (subject to change if updated from IB)

Country requirements

The following is a list of countries and regions (territories) for which legalization has been required in past years. Requirements may be imposed by other countries and regions (territories) in the future.

Argentina*	Iran	Romania*
Armenia*	Israel*	Russian Federation
Bolivia*	Italy*	Saudi Arabia
Bosnia and Herzegovina*	Jamaica	Serbia*
Brazil*	Jordan	Singapore
Bulgaria*	Kazakhstan*	Slovakia*
Burkina Faso	Latvia*	Slovenia*
Chile*	Lebanon	South Korea*
Colombia*	Lithuania*	Spain*
Costa Rica*	Malta*	Sudan
Croatia*	Mexico*	Syria
Cyprus*	Montenegro*	Taiwan
Czech Republic*	Nigeria	Thailand
Ecuador*	Palestine	The Netherlands*
Egypt	Panama*	Turkey*
El Salvador*	Paraguay*	United Arab Emirates
Estonia*	Peru*	Ukraine*
Georgia*	Philippines*	Uruguay*
Greece*	Poland*	Venezuela*
Guatemala*	Portugal*	
Indonesia	Republic of North Macedonia*	

*All countries in the above list with an asterisk represent the Apostille countries.

The DP Team

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“Everyone can rise above their circumstances and achieve success if they are dedicated to and passionate about what they do.”

— Nelson Mandela
