



International Baccalaureate[®]

**The IB – What you should
know**

September 2009

The IB – What you should know...

Organization

- What is the IB mission, values and legal status? ⁽³⁾
- What is special about the IB? ⁽⁴⁾
- What is the IB's strategy? ⁽⁵⁾
- How is the IB governed? ⁽⁶⁾
- What is the management structure? ⁽⁷⁾
- Who works for the IB and where? ⁽⁸⁾
- Who are the major IB stakeholders? ⁽⁹⁾

Programmes

- What are IB Programmes? ⁽¹⁰⁾
- What is the Primary Years Programme? ⁽¹¹⁾
- What is the Middle Years Programme? ⁽¹²⁾
- What is the Diploma Programme? ⁽¹³⁾
- What is the learner profile? ⁽¹⁴⁾

Services

- How is a school authorized and reviewed? ⁽¹⁵⁾
- How does the IB develop its curriculum? ⁽¹⁶⁾
- What is special about IB assessment? ⁽¹⁷⁾
- How does the IB provide professional development for teachers? ⁽¹⁸⁾

Market

- What external factors affect the IB? ⁽¹⁹⁾
- Where will you find IB World Schools? ⁽²⁰⁾
- How has the IB grown? ⁽²¹⁾

Money

- What does it cost to offer an IB programme? ⁽²²⁾
- What makes up the annual budget? ⁽²³⁾

A note about data sources:

Information has been obtained and checked as at September 2009 unless otherwise indicated.
The latest version of this document is always available at <http://www.ibo.org/fastfacts>

Organization: What is the IB mission and legal status?

The IB is a not-for-profit foundation, motivated by its educational mission, focused on the student.

Mission

The International Baccalaureate 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 organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Legal status

The IB is a non-profit making Swiss Foundation registered in 1968. The activities of the organization are determined by an Act of Foundation approved by the Swiss authorities.

Core values

Motivated by a mission

We aim to create a better world through education

Partnerships

We achieve our goals by working together

Quality

We value our reputation for high standards

Participation

We actively involve our stakeholders

International mindedness

We embrace diversity

Further resources:

- The Annual Review including accounts is available on www.ibo.org/facts/annualreview/

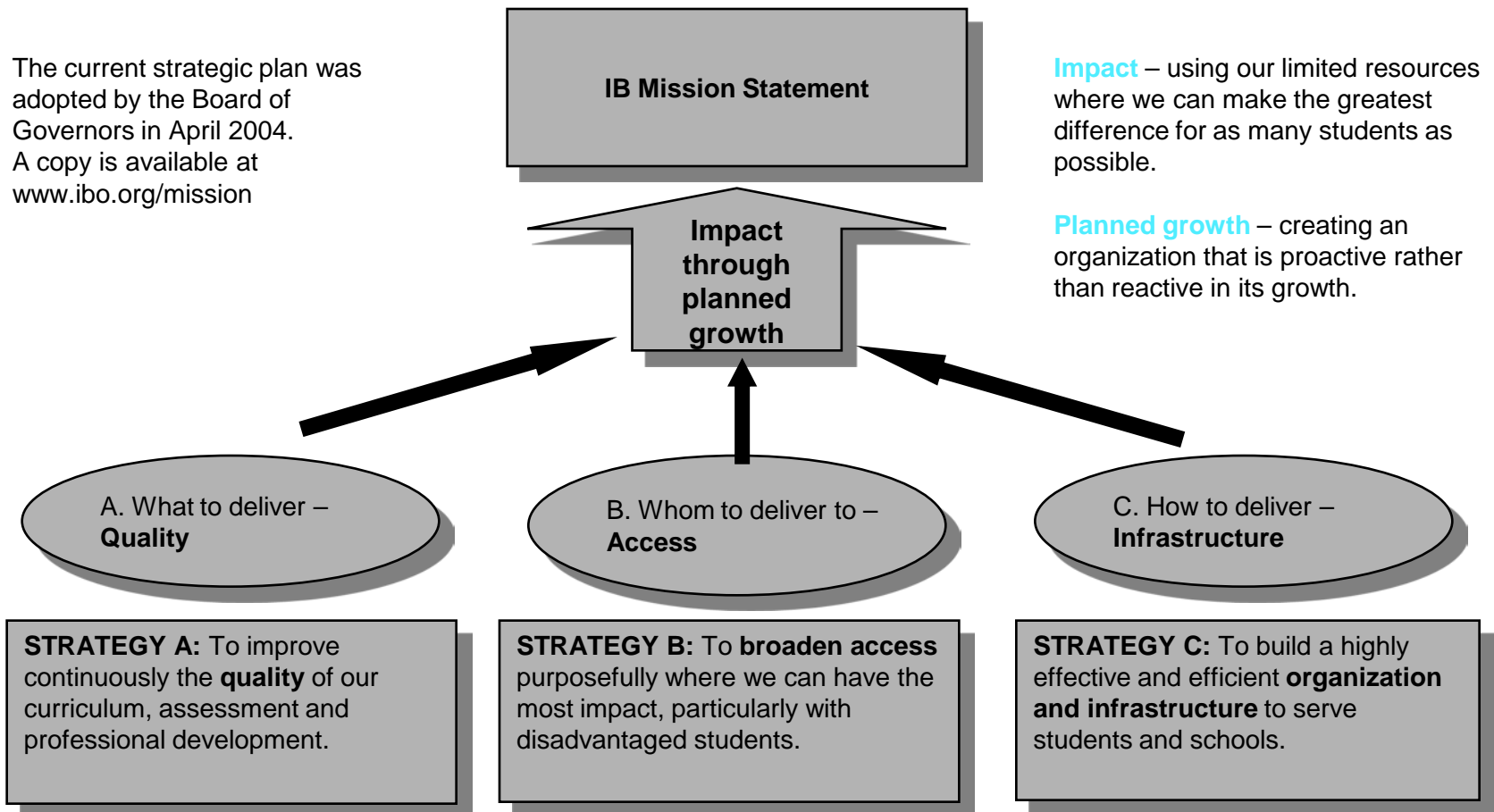
Organization: What is special about the IB?

When people talk about the IB, certain words are frequently used...

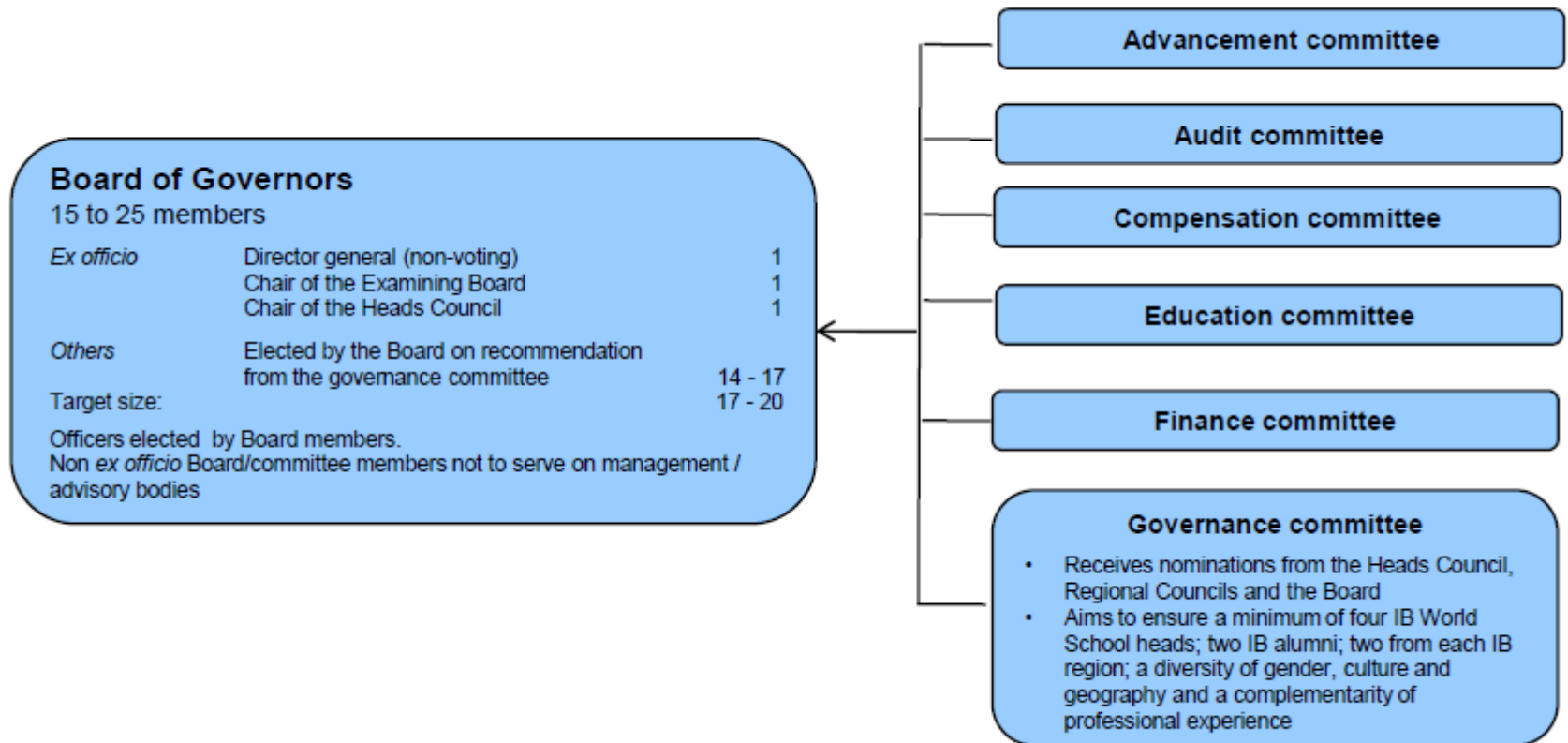


Organization: What is the IB's strategy?

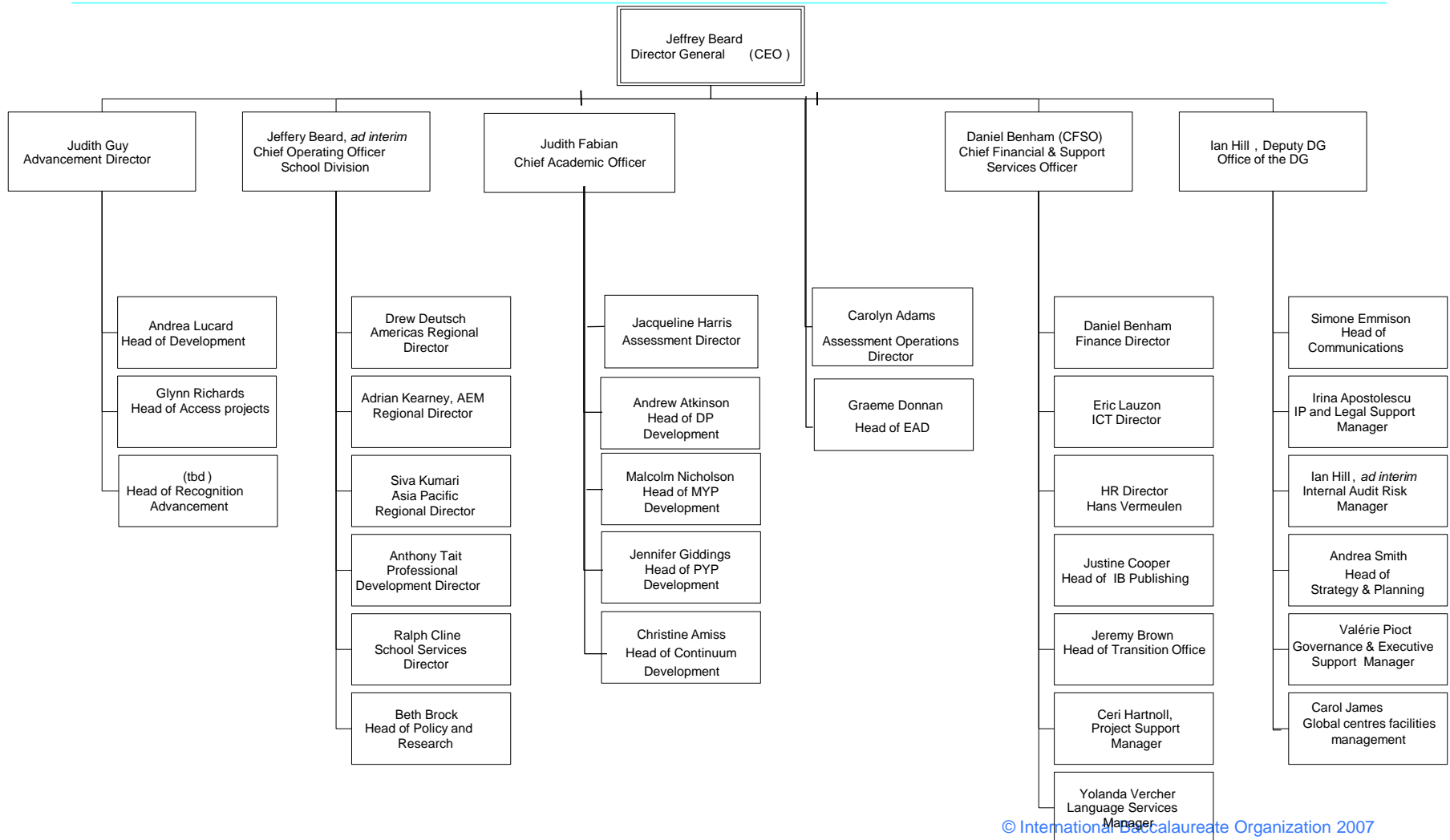
The IB is planning its rapid growth to maximize its worldwide impact



IB governance structure

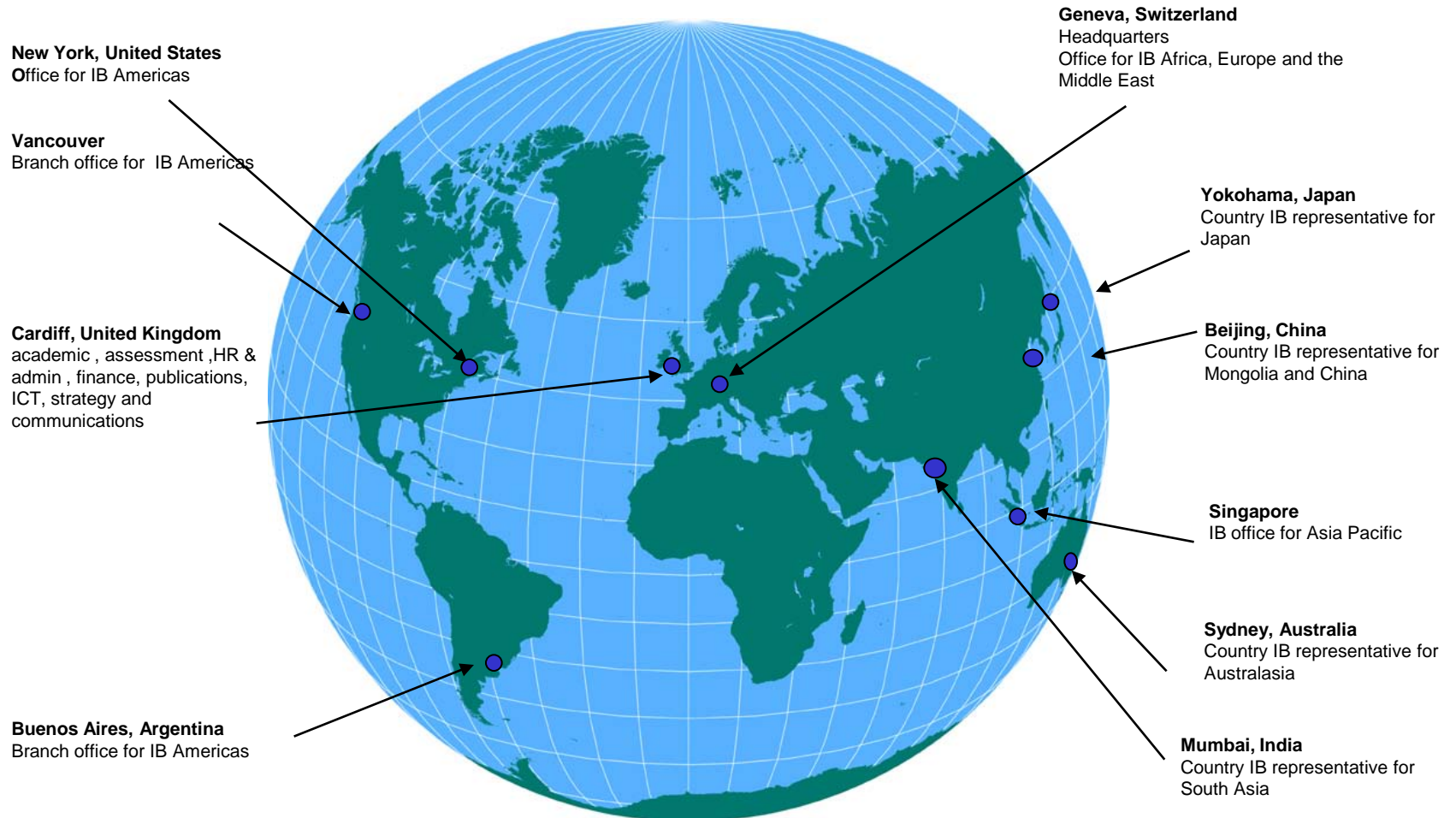


Organization: What is the management structure?



Organization: Who works for the IB and where?

537 staff are located in 10 offices for a balance of global coverage and administrative efficiency/focus.



Organization: Who are the major IB stakeholders?

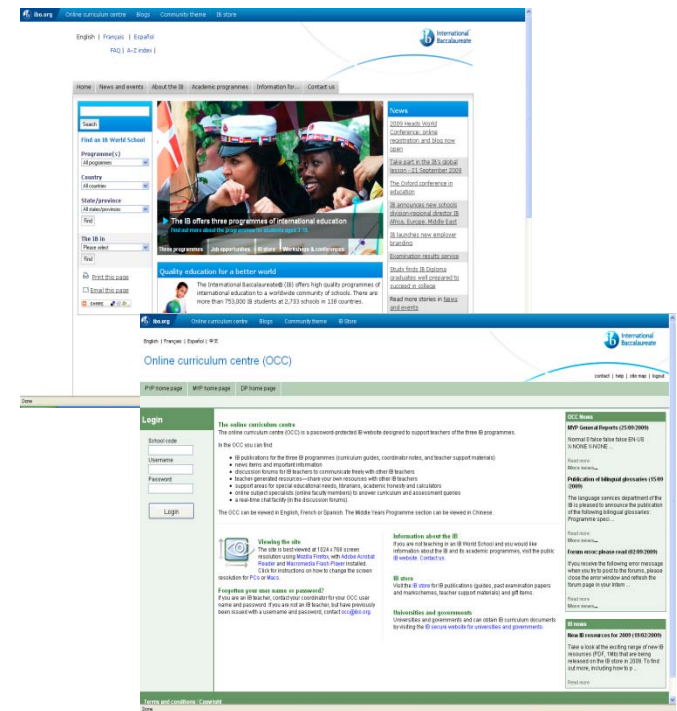
The IB has a complex network of stakeholders and invests significant effort in communication.

■ Governance members	95
■ IB staff	537
■ Examiners	6536
■ Senior examiners	150
■ Workshop leaders	2,000
■ Head teachers	4,988
■ School coordinators	4,178
■ Teachers*	104,000
■ Students (all three programmes)*	750,000
■ Parents (of current students) *	1,074,000
■ Alumni**	670,000
Total	~2.6 million

Also institutional stakeholders such as regional associations, universities, press/media, governments, etc.

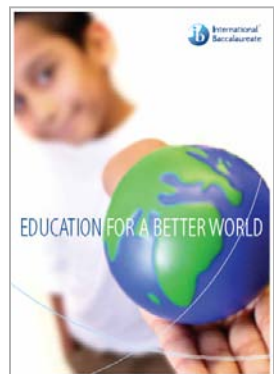
* = estimates

Key websites: www.ibo.org for the public, ibis.ibo.org for school coordinators and examiners, occ.ibo.org for teachers. The public website provides over 1.6m pages per month.



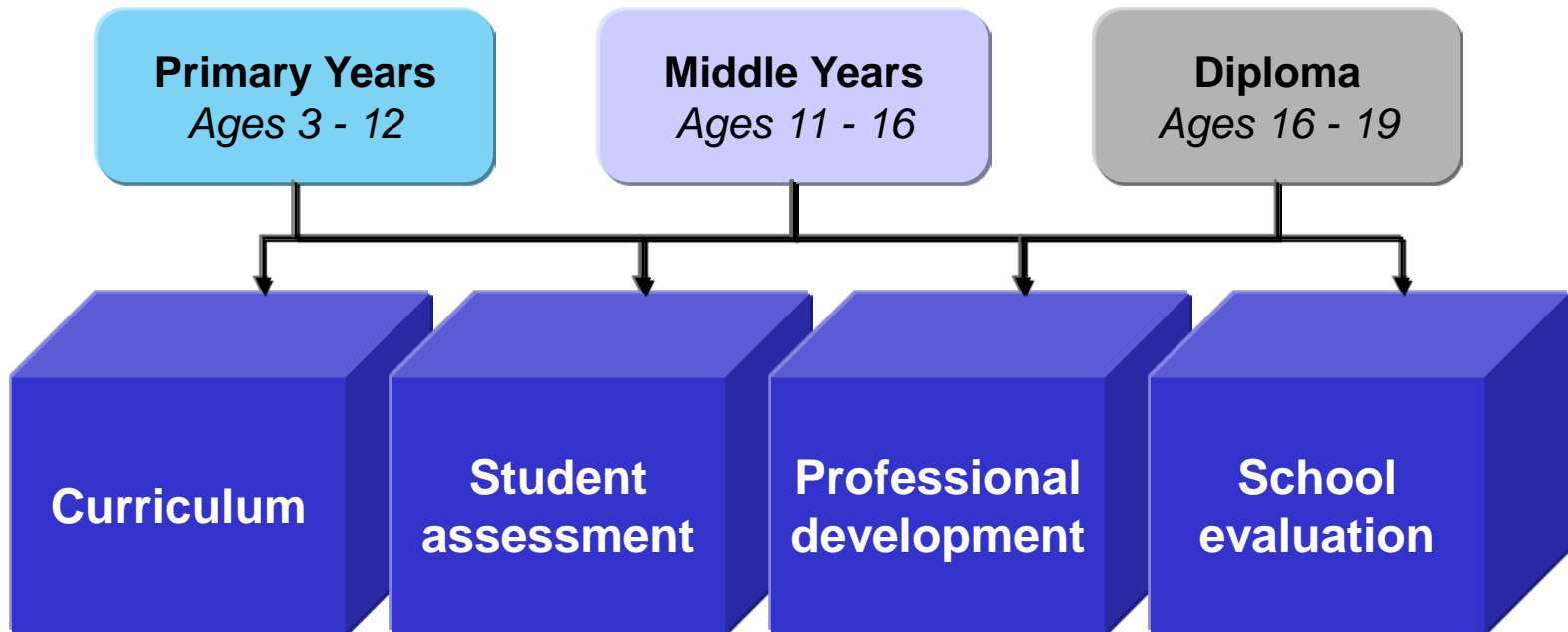
IB World magazine is published three times a year with a print run of 30,000 copies.

Education for a better World is the main informational brochure for the organization.



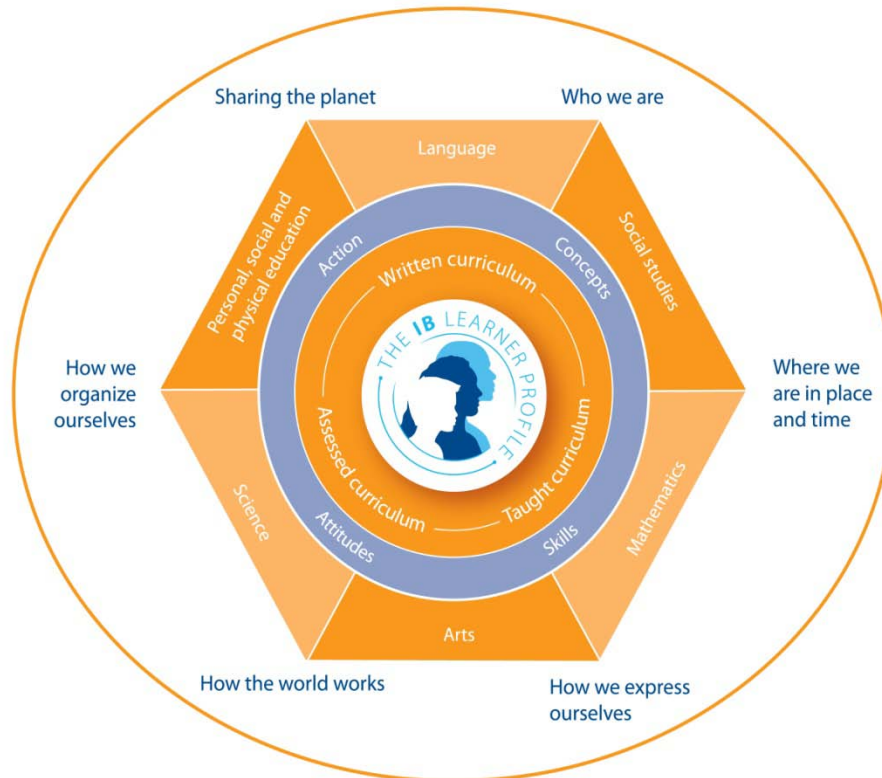
Programmes: What are IB Programmes?

The three IB Programmes each contain four core elements



Programmes: What is the Primary Years Programme?

An opportunity for learners to construct meaning, principally through concept-driven inquiry.

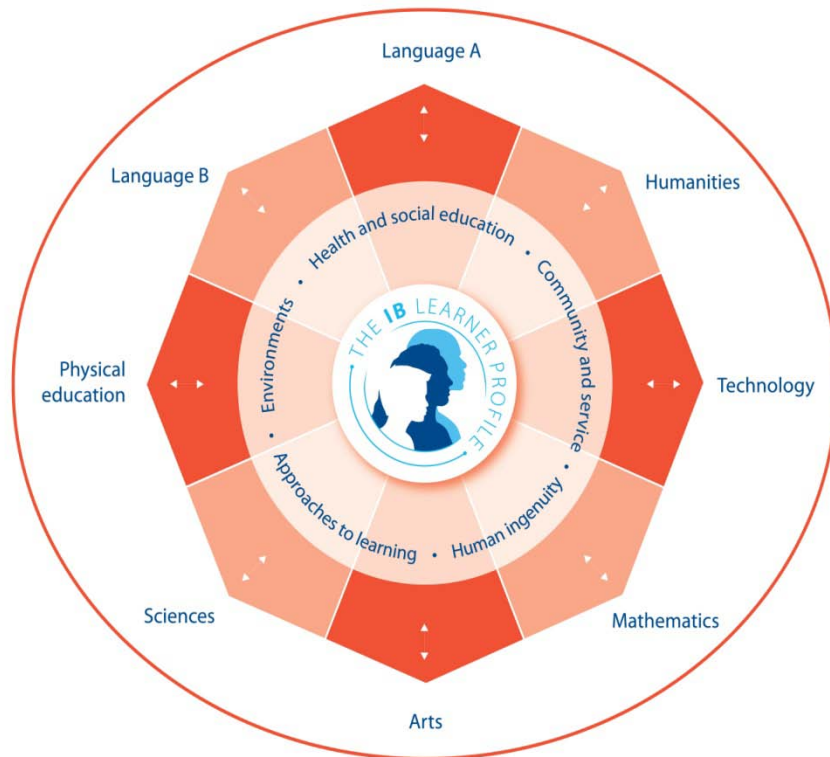


- Supported in English, French, Spanish but can be taught in other languages.
- For all students in a school aged 3 to 12.
- Assessment is internal and its function is to demonstrate and enhance the learning
- Organized around six transdisciplinary themes of global significance intended to help children engage with their world and the world around them.
- Students explore each theme through a “unit of inquiry” developed around a central idea, an in-depth study requiring knowledge and skills that may be transdisciplinary or derived from the subject domains.
- The PYP exhibition is the culminating activity of the PYP. It requires students to analyse and propose solutions to real-world issues, drawing on what they have learned through the PYP.
- Evidence of student learning and records of PYP exhibitions are reviewed by the IB as part of the programme evaluation process.

Key features: Students will inquire, make connections, develop conceptual understanding, think critically, work collaboratively, consider multiple perspectives, construct meaning, reflect, take action

Programmes: What is the Middle Years Programme?

A framework of academic challenge and life skills appropriate to students aged 11 to 16.

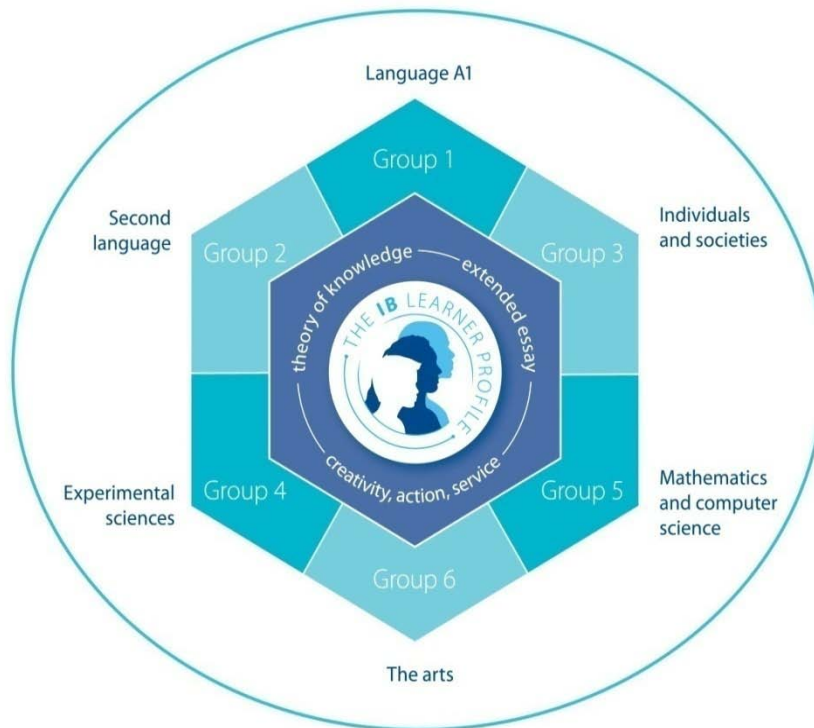


- Supported in English, French, Spanish and Chinese but can be taught in other languages
- Aimed at students aged 11 to 16.
- Includes all the major disciplines but is flexible enough to accommodate 'national curriculum' requirements as well as facilitating interdisciplinary work.
- In the final year students carry out a personal project of particular interest to them. This project may be an original work of art, an essay, a piece of fiction writing, an experiment or an invention for example.
- Schools can opt to have the IB validate their internal assessment and an MYP certificate can be obtained. There is no external examination.
- Fundamental concepts of the programme are holistic education, communication and intercultural awareness.
- The five "areas of interaction" help students to make connections between subjects, to link what they learn to the real world and to global issues, and to reflect and act on their learning.

Key features: a broad and balanced curriculum ~ holistic learning ~ communication ~ intercultural awareness ~ inclusive programme ~ assessment for learning ~ academic rigour ~ community and service ~ develops research skills, critical thinking and enquiring skills ~ reflection

Programmes : What is the Diploma Programme?

A rigorous two year pre-university course that leads to examinations, for motivated students.



- Over ½ million graduates since 1970
- Available in English, French, Spanish with examinations in May and November each year.
- Aimed at 16 to 19 year old in the final two years of high school.
- Diploma students take six subjects (usually one from each subject group) plus they write a 4,000 word extended essay, complete a course in theory of knowledge, and complete a number of creativity, action and service (CAS) projects.
- The diploma is well recognized by the world's leading universities.
- Alternatively, students can opt to take individual certificates in one or more subjects.
- Many IB schools teach the Diploma Programme along-side national programmes.
- Around 100 languages are available in groups 1 and 2, with 29 subjects in groups 3 to 6. Most subjects are available at higher level (HL) and standard level (SL)
- The [IBCC](#) is a new initiative that aims to add an international dimension to school's vocational offerings.
- The [DP Online](#) project will allow students to study a variety of Diploma subjects with other students from around the world led by an IB teacher at a distance via the internet.

Key features: a broad and balanced curriculum ~ flexibility of choice within a structure ~ concurrency of learning ~ development of international understanding ~ rigorous assessment ~ community service ~ develops research skills, critical thinking and enquiring skills ~ reflection

Programmes : What is the learner profile?

It's the IB mission statement translated into a set of learning outcomes for the 21st century.



The attributes of the learner profile express the values inherent to the IB continuum of international education: these are values that should infuse all elements of the three programmes and, therefore, the culture and ethos of all IB World Schools.

IB programmes promote the education of the whole person, emphasizing intellectual, personal, emotional and social growth through all domains of knowledge.

IB learners strive to be:

Inquirers

Knowledgeable

Thinkers

Communicators

Principled

Open-minded

Caring

Risk-takers

Balanced

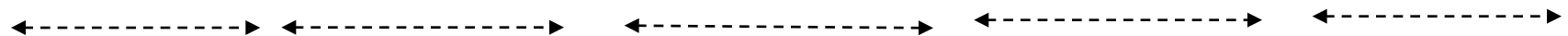
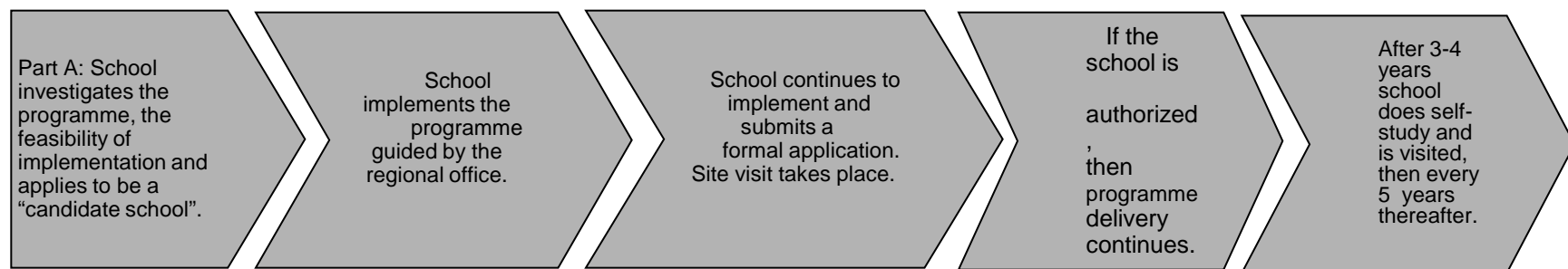
Reflective

Services: How is a school authorized and reviewed?

Authorization is an intensive process that lasts at least two years and includes site visits.

Middle Years and Primary Years Programme

Interested phase Candidate phase Application part B phase Authorized as an “IB World School” Review



At least 6 months

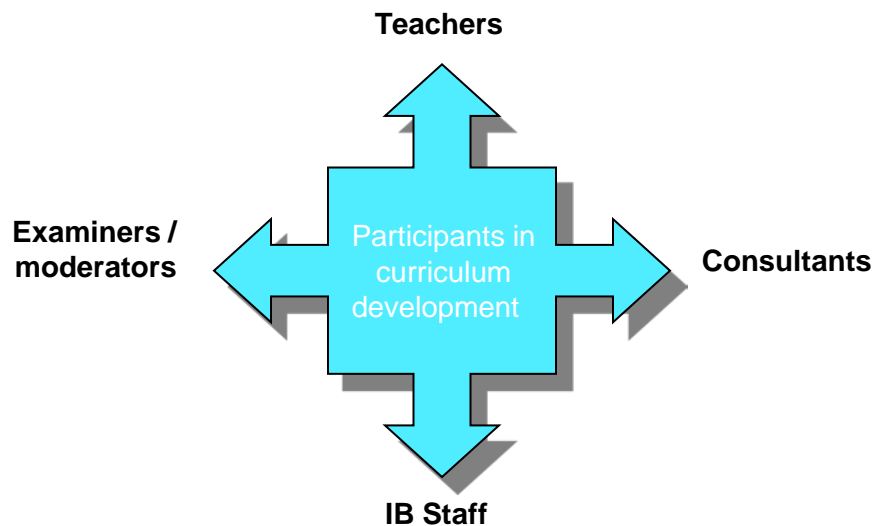
At least one academic year

6 to 18 months

These examples are based on practice in North America. The process does vary slightly from region to region. The MYP and PYP share broadly similar processes and fees while teaching in the Diploma Programme does not start until the school is authorized.

Services: How does the IB develop its curriculum?

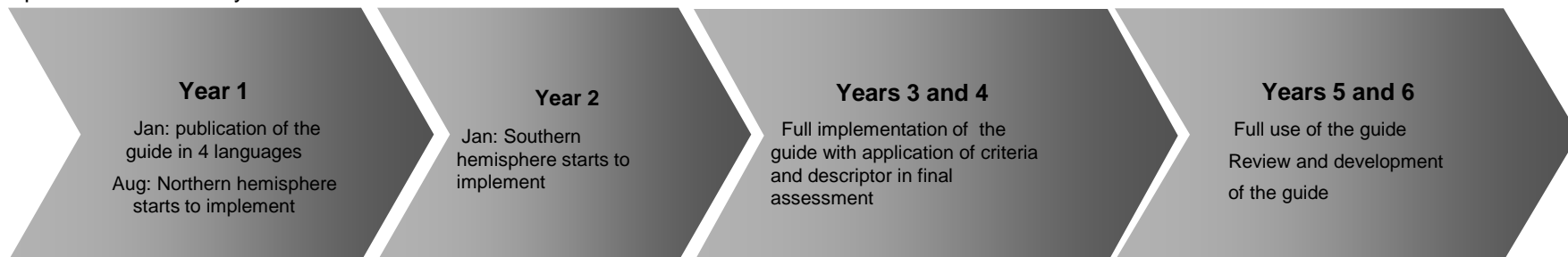
An ongoing cycle of curriculum review involves practicing teachers from around the world.



- The education committee of the Board of Governors manages overall academic policy across the three programmes (see *How is the IB Governed?*).
- Each programme has a programme committee (e.g. The Primary Years Programme committee), which is responsible for supervising the quality and development of the programme.
- A published review cycle and timetable aims to ensure that our curriculum is relevant and up to date without the need for unexpected change.
- Schools worldwide are encouraged to contribute by:
 - Completing questionnaires and surveys
 - Testing new materials
 - Supplying experienced teachers to attend curriculum review meetings
 - Commenting on draft guides
- In addition to guides, the IB produces teacher support materials such as sample exam papers, lessons, projects and samples of assessed student work.

The process of review is ongoing. Each IB subject is at a particular point in the review cycle in order to balance the overall workload.

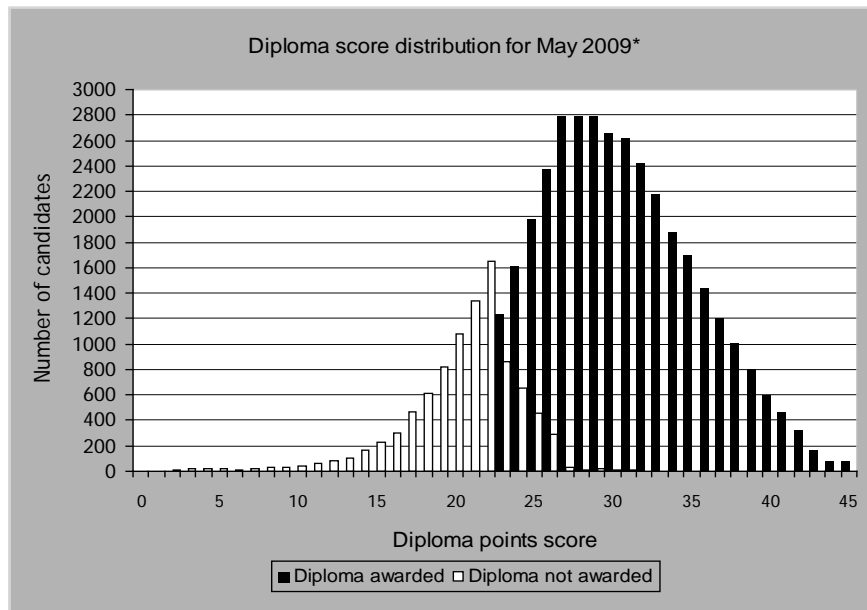
MYP curriculum review cycle*



Services: What is special about IB assessment?

IB assessment is rigorous, criterion referenced, consistent and differentiating of student ability.

The diploma is graded over 45 points giving ample scope to differentiate student ability.



- Diploma Programme assessment includes both final examinations and internal assessment undertaken by the teacher to IB criteria and then externally moderated by the IB.
- All examiners are 'quality checked' through a process of moderation.
- The IB undertakes random inspections of schools during exams.
- Results are published on 5 July for May exams (predominantly northern hemisphere schools) and 5 January for November exams (predominantly southern hemisphere schools).

The overall Diploma pass rate is broadly consistent year on year.

May '09*	May '08	May '07	May '06	May '05
78.7%	79.0%	78.8%	80.4%	81.3%

Quality is maintained with an extensive script checking process in Cardiff in which every script is administratively checked once it has been marked.



- The IB has 6,500 examiners in over 100 countries
- Senior examiners meet in Cardiff each exam session to set grade boundaries according to established criteria.
- For transparency, observers are invited to many meetings.
- Teachers provide feedback on examinations and many are also IB examiners.

Further resources:

- Diploma Programme Assessment – principles and practice – available on www.ibo.org.
- Detailed facts and statistics are available on www.ibo.org/facts.

*Provisional results

Services: How does the IB support teachers?

The IB trains and supports teachers through both traditional fact-to-face workshops and online

Face-to-face workshops are organized by each IB region throughout the year for all three programmes and at levels from introductory to advanced. Nearly 37,000 teachers were trained in 2008.

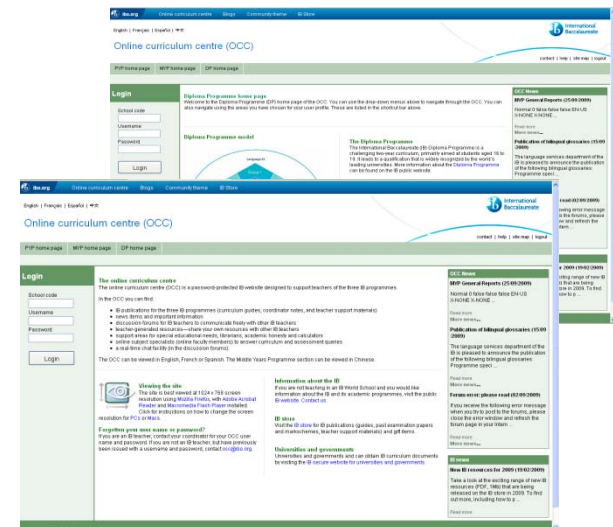


A range of **teacher support materials** and **online courses** are offered, often in collaboration with partner organizations and universities. **Teacher qualifications** are currently being developed.

date:	12 January 2005 to 13 January 2005 Registration: 29 October 2004 to 30 November 2004		
region:	IBAEH	programme:	Diploma Programme
subject:	, chemistry, Computer science, economics, geography, Math SL, Math HL, math studies, theatre arts, visual arts, arts	language:	English
event:	Diploma Programme workshops location: Kampala, Uganda Register: Diploma coordinators click here for online registration	For new and experienced teachers. Please click on the event title to download the preliminary programme.	
date:	14 January 2005 to 16 January 2005 Registration: 1 November 2004 to 30 November 2004		
region:	IBAP	programme:	Primary Years Programme
subject:	, inquiry (advanced), psp introductory	language:	English
event:	PYP workshops location: Prem Centre, Chiangmai, Thailand Register: PYP Centre Workshops	This is a full 3 day workshop. Subjects offered: - PYP Introductory 1 - begins to make PYP happen - PYP inquiry	
date:	17 January 2005 to 18 January 2005 Registration: 4 October 2004 to 30 November 2004		
region:	IBLA	programme:	Middle Years Programme
subject:	mathematics, arts, humanities, lang. A Spanish, lang. B English, physical edun, science, technology	language:	Spanish
event:	Talleres PAI en México para introductores location: México D. F. Register: For PYP, contact a Valencia	Talleres PAI dirigidos a profesores en experiencia en el programa. Estos talleres contarán con una sesión plenaria sobre Evaluación.	



The **Online Curriculum Centre (OCC)** is an international community of practice for 66,000 registered IB teachers at <http://occ.ibo.org>



To make this possible, the IB trains and supports workshop leaders and online faculty members.

Market: What external factors affect the IB?

Operating in 138 countries, the IB is politically independent yet highly influenced by its environment.

Political

- Recognition of IB programmes by universities.
- National accreditation of qualifications.
- Political unrest in certain countries
- Educational reform in transitional countries.

Economic

- Global disparities in spending on education, particularly in the state sector.
- Fluctuating exchange rates.
- Recession

Social

- Affected by globalization, schools become more multi-cultural and international, even in “national” schools.
- Schools look to partner with schools in other countries, or even continents.

Technological

- Internet provides an enormous low-cost opportunity to reach students and teachers.
- E-learning, E-assessment, E-marking.
- Rapid pace of change

Environmental

- Global disparities in spending on education, particularly in the state sector.
- Fluctuating exchange.
- Pressures to reduce travel and act in a socially responsible manner.

Legal

- Increasing burden of regulation.
- Complexity of legal relationships of schools.

Market: Where will you find IB World Schools?

The IB operates world-wide to include a wide range of schools and countries, but with some concentration.

Programmes by region

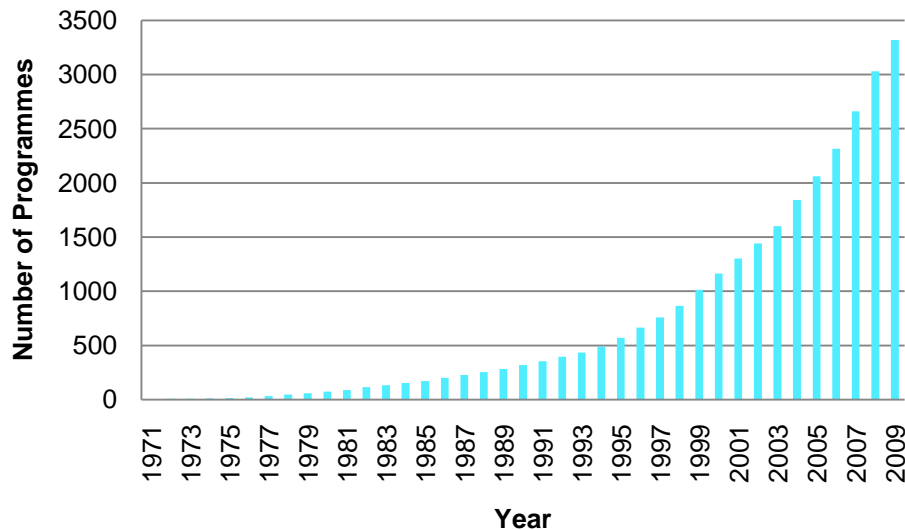


MIDDLE AFRICA
SOUTH AMERICA
AUSTRALIA AND NEW ZEALAND
WESTERN EUROPE
WESTERN ASIA
CARIBBEAN
SOUTH-CENTRAL ASIA
NORTH AMERICA
SOUTHERN EUROPE
SOUTHERN AFRICA
SOUTH-EASTERN ASIA
EASTERN EUROPE
EASTERN ASIA
CENTRAL AMERICA
NORTHERN EUROPE
NORTHERN AFRICA
EASTERN AFRICA
MELANESIA
WESTERN AFRICA
MICRONESIA

* Based on World Bank list of economies (July 2009)

Market: How has the IB grown?

The IB has experienced rapid and consistent growth over the past 15 years.



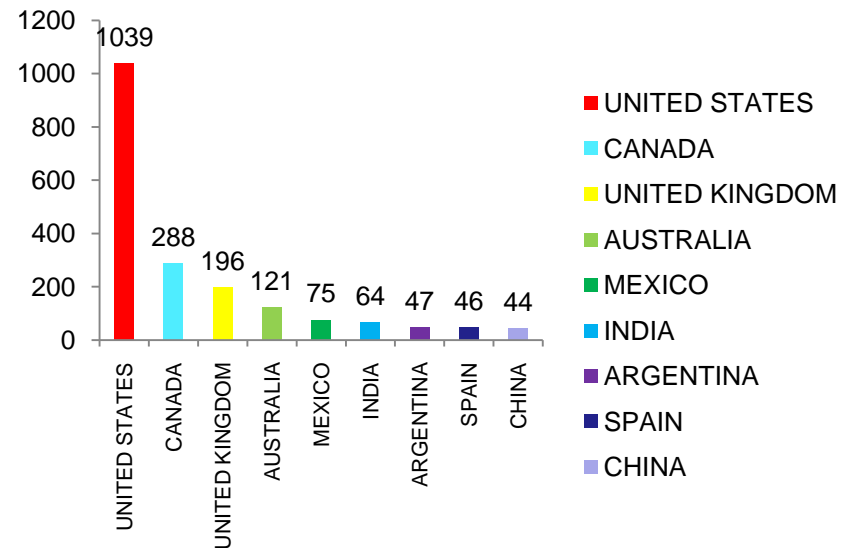
Annual growth rates for the three programmes demonstrate strong and consistent year on year growth. The IB is currently estimated to reach over 750,000 students.

While the IB works in 138 countries, in reality most of the schools can be found in a smaller number of countries.

Demand for IB programmes continues to be very strong. The organization does not actively market its programmes so most new schools join as a result of “word of mouth”.

The major obstacles to schools becoming IB World Schools are:

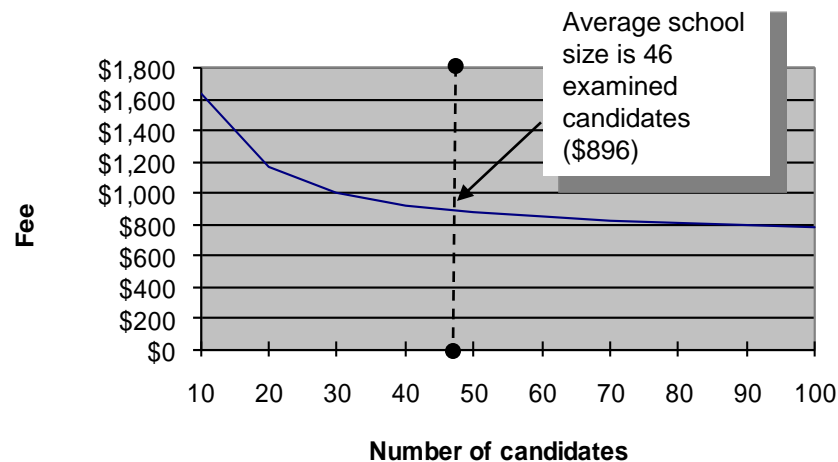
- the cost relative to local alternatives.
- language (mainly English, French and Spanish)
- local university recognition
- government regulations and national curriculum requirements.



Money: What does it cost to offer an IB programme?

Our fees vary by programme but are just one of the costs experienced by a school.

IB Diploma Programme Fees (2009/10) per student



Diploma Programme fees include fixed school fees (US\$ 9,600) plus a number of per candidate examination fees .

Primary Years Programme (09/10)

- \$7000 annual fee
- Evaluation fee after four years and then every five years

Middle Years Programme (09/10)

- \$8000 annual fee
- Moderation: \$639 per subject and \$62 per student
- Evaluation fee every five years

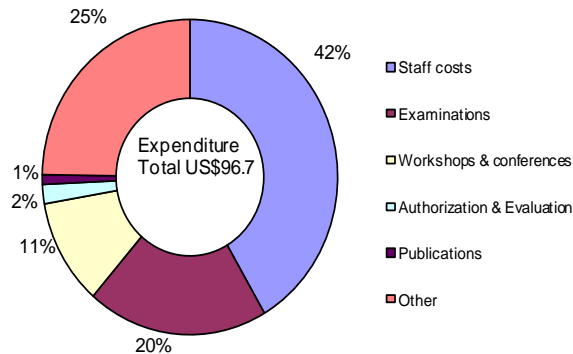
Other school costs

- Teacher training
- Postage and mailing
- Additional staffing
- Publications
- Special facilities (library, labs, etc)
- Special services (enquiry upon results, legalization, etc)

Money: What makes up the annual budget?

As a knowledge based organization, our greatest expense is people

Expenditure 2008



Source: Annual Report 2006



Income
65% from school fees
22% from workshops
3% from publications
10% from other

- IB reporting currency is USD
- Financial year is January to December
- Major operating currencies: USD, GBP, CHF
- Reserves are maintained within a range of 30 to 40 days of operating expenses

